

BOARD OF REGENTS FOR HIGHER EDUCATION CONNECTICUT STATE COLLEGES AND UNIVERSITIES (CSCU) AGENDA - REGULAR MEETING

10:00 a.m., Thursday, October 18, 2018

System Office, Regents Boardroom, Ground Level, 61 Woodland Street, Hartford, CT

1. Call to Order
2. Roll Call and Declaration of Quorum
3. Adoption of Agenda
4. Election of Vice Chair of the Board of Regents for Higher Education
5. Opportunity to Address the Board*
6. Faculty Advisory Committee – *report to follow*
7. Board of Regents Chair Matt Fleury
8. CSCU President Mark E. Ojakian
9. Approval of September 20, 2018 Meeting Minutes
10. Consent Agenda
 - A. New Programs
 - i. Massage Therapy – AS – Asnuntuck CC 1
 - B. Centers & Institutes Seven-Year Reports – State Universities
 - i. Continuations
 - a. CCSU – Central for East Asian Studies 3
 - b. CCSU – Institute for Technology and Business Development 6
 - c. ECSU – Church Farm Center for Arts & Sciences 9
 - d. SCSU – Center for Nanotechnology 12
 - e. WCSU – Center for Compassion, Creativity and Innovation 15
 - f. WCSU – Center for the Study of Culture and Value 18
 - ii. Discontinuations
 - a. CCSU – Biotechnology Institute 21
11. Academic & Student Affairs Committee – Merle Harris, Chair
 - A. Academic Program Approval – Below Threshold 24
 - B. CSCU Student Success Key Performance Indicators (KPI) 26

***Opportunity to Address the Board:** 30 minutes total; no more than three minutes per speaker. There will be two separate sign-up lists: one for students and another for faculty, staff and the public. Students will address the Board first, for up to 15 minutes total, followed by up to 15 minutes total for the faculty, staff and public. The lists will be available in the meeting room for sign-up beginning at 8:30 am. Only one sign up per person (one person may not sign up for a group of individuals). Individuals who wish to address the Board **must sign-up prior to 10 am**. Speakers will be recognized from each list in the order of signing up (adherence to time limits will be required).

Agenda continues on Page 2→

12. **Audit Committee – Elease Wright, Chair** *No Exhibit*
 A. Report on Committee Activities
13. **Finance & Infrastructure Committee – Richard J. Balducci, Chair**
 A. CSCU – FY20/FY21 Biennium Expansion Items 31
 B. *Information* – Discussion regarding Tuition & Fee policies 46
 C. *Information* – CSCU 2020 Update 50
14. **HR & Administration Committee – Naomi Cohen, Chair** *No Exhibit*
 A. Report on Committee Activities
15. **Executive Committee – Matt Fleury, Chair** *No Report/No Exhibit*
 A. 2019 BOR Meeting Schedule 57
16. **Executive Session –**
 A. Discussion concerning records of standards, procedures, processes, software and codes, not otherwise available to the public, the disclosure of which would compromise the security or integrity of an information technology system
17. **Adjourn**

***Opportunity to Address the Board:** 30 minutes total; no more than three minutes per speaker. There will be two separate sign-up lists: one for students and another for faculty, staff and the public. Students will address the Board first, for up to 15 minute's total, followed by up to 15 minutes total for the faculty, staff and public. The lists will available in the meeting room for sign-up beginning at 8:30 am. Only one sign up per person (one person may not sign up for a group of individuals). Individuals who wish to address the Board **must sign-up prior to 10 am**. Speakers will be recognized from each list in the order of signing up (adherence to time limits will be required).

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

New Program Approval

October 18, 2018

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a Massage Therapy program leading to an Associate degree at Asnuntuck Community College.

A True Copy:

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

ITEM

Licensure and accreditation of a new Massage Therapy program leading to an Associate degree at Asnuntuck Community College

BACKGROUNDSummary

The proposed program is currently offered as a non-credit certificate through the institution's Continuing Education and Workforce Development division. However, the enrolled students cannot avail themselves of federal financial aid. Upon passing the Massage Board Licensing Exam, students will be able to work in any state performing the duties of a massage therapist. The institution currently has a 100% pass rate. JobsEQ, the online software that provides quality labor market data, forecasts a high demand for massage therapists in the institution's service area for the next ten years.

Rationale

An experienced faculty will make the necessary curricular adjustments to offer the program for credit. The occupation is moving towards an associate degree as its minimum requirement. The proposed program would be the only one in the state.

Resources

The institution is already equipped with the requisite physical resources; additional adjunct faculty will be hired. Given enrollment data as a noncredit program, it is expected that enrollment as a credit program will be even larger. Projected revenue will exceed projected expenditures by the second year of the initial three-year period.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve the establishment of a new Massage Therapy program leading to an Associate degree at Asnuntuck Community College. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.

10/05/2018 – BOR Academic & Student Affairs Committee
10/18/2018 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Continuation of a Center

October 18, 2018

RESOLVED: That the Board of Regents for Higher Education approve continuation of the East Asian Center at Central Connecticut State University until December 31, 2019.

A True Copy:

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

ITEM

Continuation of the East Asian Center at Central Connecticut State University

BACKGROUND

The Board of Regents established a new Policy for the Establishment of Centers and Institutes in the Connecticut State Colleges and University System on September 19, 2017. That Policy requires the chief administrative officer of each center or institute in the System to undertake an evaluation of the entity in terms of its achieving its goals and objectives, and to submit a Sunset Report for Continuation or Discontinuation every seven years.

Following the institution's acceptance, the Sunset Report is forwarded to the System Office. This Staff Report, prepared by a staff member within the System's Office of the Provost and Senior Vice-President for Academic and Student Affairs, is a summation of the East Asian Center's 2018 Sunset Report – a 16-page document.

The East Asian Center was originally established as the China Resource Center on February 6, 1998 (BR 98-09) and renamed the East Asian Studies Center on November 6, 2003 (BR 03-61) by the CSU Board of Trustees. The Center was authorized by the Board of Regents on November 21, 2013 to continue until December 31, 2018. The mission of the Center is to promote, support and enhance academic success and excellence among international Asian and Asian American students at CCSU.

PRINCIPAL ACTIVITIES/ACCOMPLISHMENTS

The Center has developed a number of on-going activities to monitor and support students' academic advancement including advisement, mentoring and tutoring. The Center sponsors a number of annual and periodic events to welcome, orient, socialize, enrich and otherwise support participating students. The Center also conducts workshops and makes presentations to inform audiences of students, faculty, and community residents.

STUDENT INVOLVEMENT

The Center employs four strategies to support Asian and Asian-American students at CCSU. The Academic Performance Analysis allows the Center's director to identify students who are in "good standing" in their academic performance. The Mentoring Program provides tutorials and other support to students in need upon their request. The Early Academic Alert System identifies students having difficulties for subsequent counseling/advising or some other intervention. The Faculty Club Members of the Faculty Club are tapped to respond to students' needs. The Center tracks students' participation/involvement in these strategies and attendance at Center-sponsored events. It is instructive to note that the Center's student survey indicates that an overwhelming majority of respondents are "satisfied" or "strongly satisfied" with the sense of community forged in part by the Center. Students also responded positively to other items on the survey. However, a slight majority are "strongly dissatisfied" or "dissatisfied" with the statement – I find CCSU to be a friendly and supportive campus.

BUDGET

Summary of Revenues and Expenses					
	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Beginning Balance		\$1,120	\$1,491	\$1,512	\$1,512
Total Revenues	\$22,901	\$22,589	\$22,239	\$22,239	\$22,225
Total Expenses	\$21,781	\$22,218	\$22,218	\$22,239	\$22,225
Revenues Less Expenses	\$1,120	\$371	\$21	\$0	\$0
Ending Balance	\$1,120	\$1,491	\$1,512	\$1,512	\$1,512

Summary of Projected Revenues and Expenses					
	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Beginning Balance	\$1,512	\$1,547	\$1,582	\$1,617	\$1,652
Total Revenues	\$22,260	\$22,260	\$22,260	\$22,260	\$22,260
Total Expenses	\$22,225	\$22,225	\$22,225	\$22,225	\$22,225
Revenues Less Expenses	\$35	\$35	\$35	\$35	\$35
Ending Balance	\$1,547	\$1,582	\$1,617	\$1,652	\$1,687

The Center is supported with the institution's operational funds.

ASSESSMENT/EVALUATION

The Center monitors students' academic performances and attempts to respond appropriately to their successes and difficulties. Center activities are assessed through attendance rates and responses and/or feedback from participants using formal and informal tools. The results of the student survey mentioned above will be shared with appropriate CCSU committees and the Center will continue to seek new and improved means to address students' concerns.

RECOMMENDATION

President Zulma R. Toro has reviewed or been briefed on the evaluation of the East Asian Center and recommends that the Board of Regents authorize its continuation for one year. She comments further that she will work with the Center's director to make changes in the mission of the Center and develop a five-year strategic plan. CCSU is experiencing a declining enrollment of East Asian students and will consider combining its three student-focus centers.

10/05/17 – BOR-Academic and Student Affairs Committee

10/18/17 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Continuation of a Center

October 18, 2018

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Institute of Technology and Business Development at Central Connecticut State University until June 30, 2019.

A True Copy:

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

ITEM

Continuation of the Institute of Technology and Business Development at Central Connecticut State University

BACKGROUND

The Board of Regents established a new Policy for the Establishment of Centers and Institutes in the Connecticut State Colleges and University System on September 19, 2017. That Policy requires the chief administrative officer of each center or institute in the System to undertake an evaluation of the entity in terms of its achieving its goals and objectives, and to submit a Sunset Report for Continuation or Discontinuation every seven years.

Following the institution's acceptance, the Sunset Report is forwarded to the System Office. This Staff Report, prepared by a staff member within the System's Office of the Provost and Senior Vice-President for Academic and Student Affairs, is a summation of the Institute of Technology and Business Development's 2018 Sunset Report – a 150-page document.

The Institute of Technology and Business Development was originally established as the Institute for Industrial and Engineering Technology on July 23, 1993 (BR 93-60) by the CSU Board of Trustees and renamed in October 2002. The Institute was authorized by the Board of Regents on November 21, 2013 to continue until December 31, 2018. The mission of the Institute is to support Connecticut businesses and business related organizations with training, technology assistance, student interns, conferencing services and business incubation.

PRINCIPAL ACTIVITIES/ACCOMPLISHMENTS

The core service of the Institute is workforce training and development. The Training Center has provided LEAN process training and consulting to manufactures, workforce training, consulting and advising to minority-owned businesses, businesses practices to small businesses, and process and productivity improvement for manufacturing clients. In fiscal year 2016 alone, the Training Center “completed 78 training programs serving approximately 721 attendees.” Annually, the Training Center generates roughly 62% of the Institute's revenue.

The Institute's Conference Center annually generates 34% its revenue through nearly 500 events with other 40,000 attendees. The Institute's Business Incubation achieved its goal of 90% occupancy with 11 incubators and 3 tenants in fiscal year 2013. Since 1993, the Business Incubation has served over 100 companies. The operations of the Business Incubation are being curtailed and reassessed in anticipation of Charter Oak State College occupying its space.

STUDENT INVOLVEMENT

Students are the beneficiaries of scholarships raised by the Institute's annual golf outing. Annually, 20 to 30 students are hired or engaged in internships and projects through referrals by the Institute. Students provide assistance with the operations of the Training Center and the Conferences; often securing employment, internships and scholarships through their experiences.

Students and alumni have been clients of the Business Incubation, launching their own enterprises.

BUDGET

Summary of Revenues and Expenses					
	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Beginning Balance	\$984,621	\$753,316	\$516,506	\$256,006	\$141,859
Total Revenues	\$1,067,206	\$1,170,181	\$1,485,729	\$1,465,378	\$1,327,837
Total Expenses	\$1,298,511	\$1,406,991	\$1,746,229	\$1,579,525	\$1,284,539
Revenues Less Expenses	(\$231,305)	(\$236,810)	(\$260,500)	(\$114,147)	\$43,298
Ending Balance	\$753,316	\$516,506	\$256,006	\$141,859	\$185,157

Summary of Projected Revenues and Expenses					
	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Beginning Balance	\$185,157	\$235,157	\$285,157	\$335,157	\$385,157
Total Revenues	\$1,300,000	\$1,350,000	\$1,400,000	\$1,450,000	\$1,500,000
Total Expenses	\$1,250,000	\$1,300,000	\$1,350,000	\$1,400,000	\$1,450,000
Revenues Less Expenses	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
Ending Balance	\$235,157	\$285,157	\$335,157	\$385,157	\$435,157

CCSU contributes operational funds to cover one-third of the Institute's expenses. Two-thirds of the expenses are covered by grants and the Institute's fee for services. Since 2008-09, the Institute has operated at a deficit.

RECOMMENDATION

President Zulma R. Toro has reviewed or been briefed on the evaluation of the Institute of Technology and Business Development and recommends that the Board of Regents authorize its continuation for six months. She comments further that Central Connecticut State University will conduct a strategic planning process to transition the Institute into a new entity that will be more collaborative with Academic Affairs and will fully serve the needs of CCSU students, faculty, industrial partners and clients.

10/05/17 – BOR-Academic and Student Affairs Committee

10/18/17 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Continuation of a Center

October 18, 2018

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Church Farm Center for Arts and Science at Eastern Connecticut State University until December 31, 2025.

A True Copy:

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

ITEM

Continuation of the Church Farm Center for Arts and Science at Eastern Connecticut State University

BACKGROUND

The Board of Regents established a new Policy for the Establishment of Centers and Institutes in the Connecticut State Colleges and University System on September 19, 2017. That Policy requires the chief administrative officer of each center or institute in the System to undertake an evaluation of the entity in terms of its achieving its goals and objectives, and to submit a Sunset Report for Continuation or Discontinuation every seven years.

Following the institution's acceptance, the Sunset Report is forwarded to the System Office. This Staff Report, prepared by a staff member within the System's Office of the Provost and Senior Vice-President for Academic and Student Affairs, is a summation of the Church Farm Center for Arts and Science's 2018 Sunset Report – an 11-page document.

The Church Farm, an historic home and barn on 110 acres of pristine farmland, woods and wetlands located in Ashford, Connecticut, 15 minutes from Eastern was donated to the ECSU Foundation in 2007. The farm is the physical location of the Church Farm Center for Arts and Science. The Church Farm Center for the Arts and Sciences at Eastern Connecticut State University was established March 10, 2008 (BR 08-07) by the CSU Board of Trustees, and was reauthorized for continuation by the Board of Regents on November 21, 2013 until December 31, 2018.

The mission of the Center is to integrate art, the humanities, environmental science and ecology into the University and local communities by providing a site for student and faculty research, a wide range of formal learning experiences for Eastern students and members of the broader community, and a venue for cultural activities.

PRINCIPAL ACTIVITIES/ACCOMPLISHMENTS

The Biology Department uses the property extensively for a variety of courses and as a focus for faculty and student research. The Environmental Earth Science Department utilizes the Center for undergraduate student research projects. The Center is an essential asset and students gain practical, applied field-based research skills into the laboratory sections developed by faculty member for seven distinct courses. Faculty members are conducting three long-term, on-going research projects. Students have completed 17 projects since 2011. Several other departments, institutional and community organizations utilize the Center for events related to the arts, humanities, environmental sciences and ecology.

STUDENT INVOLVEMENT

Seven Biology faculty members teach field laboratories to nearly 200 students each year at the Church Farm Center for Arts and Science. Students from first-year to advanced Biology courses conduct experiments and carry out other hands-on activities, developing applied field-based research and laboratory skills. Students conduct honors theses and independent research projects - over the course of the previous five years, 12 students completed biological research studies using the farm as a field site.

BUDGET

Summary of Revenues and Expenses					
	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
Beginning Balance	\$0	\$653	\$796	\$436	\$436
Total Revenues	\$5100	\$5791	\$6489	\$6710	\$6920
Total Expenses	\$4447	\$5648	\$6849	\$6710	\$6920
Revenues Less Expenses	\$653	\$143	(\$360)	\$0	\$0
Ending Balance	\$653	\$796	\$436	\$436	\$436

Summary of Projected Revenues and Expenses					
	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Beginning Balance	\$0	\$0	\$0	\$0	\$0
Total Revenues	\$7006	\$7356	\$7724	\$8110	\$8516
Total Expenses	\$7006	\$7356	\$7724	\$8110	\$8516
Revenues Less Expenses	\$0	\$0	\$0	\$0	\$0
Ending Balance	\$0	\$0	\$0	\$0	\$0

The Church Farm Center for Arts and Science's source of revenue is its operating funds. Institutional operating funds covers the proportional cost of the Center's director. Funding for research conducted on the site is funded by a \$500,000 grant from the John C. Hicks Estate. The ECSU Foundation owns and maintains the Church Farm property. The Foundation allows the Center to utilize the facility at no cost.

ASSESSMENT/EVALUATION

The Center's Sunset Report noted success in the full integration of the facility into the institution's biology research program. While noting the usage of the facility for programs related to the arts, humanities, environmental sciences and ecology, as well as community events, the Report acknowledged that more outreach is needed. Further progress in this regard is expected from introducing newly hired faculty to the potentials for the Center's use as a venue for teaching and creative exhibitions.

RECOMMENDATION

President Elsa Nunez has reviewed or been briefed on the evaluation of the Church Farm Center for Arts and Science and recommends that the Board of Regents authorize its continuation.

10/05/17 – BOR-Academic and Student Affairs Committee

10/18/17 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Continuation of a Center

October 18, 2018

RESOLVED: That the Board of Regents for Higher Education approve continuation of the CSCU Center for Nanotechnology at Southern Connecticut State University until December 31, 2025.

A True Copy:

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

ITEM

Continuation of the CSCU Center for Nanotechnology at Southern Connecticut State University

BACKGROUND

The Board of Regents established a new Policy for the Establishment of Centers and Institutes in the Connecticut State Colleges and University System on September 19, 2017. That Policy requires the chief administrative officer of each center or institute in the System to undertake an evaluation of the entity in terms of its achieving its goals and objectives, and to submit a Sunset Report for Continuation or Discontinuation every seven years.

Following the institution's acceptance, the Sunset Report is forwarded to the System Office. This Staff Report, prepared by a staff member within the System's Office of the Provost and Senior Vice-President for Academic and Student Affairs, is a summation of the Center for Nanotechnology's 2018 Sunset Report, a 65-page document.

The Center for Nanotechnology was established by the Board of Regents on November 21, 2013 and authorized until December 31, 2018. The Center is a multi-institutional entity with regional hubs on the campuses of the other Connecticut State Universities. Its revised mission is to foster collaborative, interdisciplinary research and educational initiatives/programs in micro- and nano-scale science and technology with the goal of enhancing Connecticut's workforce competitiveness in nanotechnology and materials science.

PRINCIPAL ACTIVITIES/ACCOMPLISHMENTS

The Center's ongoing activities include grant-funded projects, publications and presentations of scholarly work, and conferences, sponsorship and participation of community outreach and education events. It is instructive to note that among the Center's activities, students are impressively featured as co-authors or co-presenters. The Center's accomplishment as assessed in its evaluative report are outlined below:

1. Provide research opportunities at the undergraduate and graduate levels;
2. Facilitate development of coursework in nanotechnology/materials science and its applications;
3. Develop research facilities and programs that facilitate interdisciplinary interactions between community college and CSU faculty and students;
4. Provide coursework and professional development opportunities for K-12, community college and CSU educators;
5. Established research facilities supporting education, research training in nanotechnology and materials science;
6. Work with the Connecticut Advisory Board on Nanotechnology and the Connecticut Office for Workforce Competitiveness [and similar bodies] to offer resources that will aid in the state's workforce competitiveness

The Center has quickly established itself as a "world-class" research facility and leader in nanotechnology education as evidenced by a distinguished listing of scholarship and related activities.

STUDENT INVOLVEMENT

More than 200 students had significant educational experiences directly associated with the Center, including research projects, internships, fellowships or scholarships. At least 800 additional CSCU students in STEM disciplines engaged with the Center through career fairs, the biosciences symposium and newly developed courses in nanotechnology for no-STEM majors. Approximately 350 K-12 teachers have participated in workshops and/or research experiences, and through their usage of kits and curricular materials, the Center has indirectly impacted thousands of K-12 students.

BUDGET

Summary of Revenues and Expenses					
	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Beginning Balance		\$75,551	\$71,067	\$110,039	\$116,347
Total Revenues	\$146,333	\$102,848	\$196,550	\$150,297	\$212,687
Total Expenses	\$70,782	\$107,332	\$157,578	\$143,989	\$177,592
Revenues Less Expenses	\$75,551	(\$4,484)	\$38,972	\$6,308	\$35,095
Ending Balance	\$75,551	\$71,067	\$110,039	\$116,347	\$151,442

Summary of Projected Revenues and Expenses					
	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Beginning Balance	\$151,442	\$153,726	\$156,792	\$171,500	\$216,208
Total Revenues	\$219,572	\$220,354	\$235,354	\$265,354	\$289,354
Total Expenses	\$217,288	\$217,288	\$220,646	\$220,646	\$230,646
Revenues Less Expenses	\$2,284	\$3,066	\$14,708	\$44,708	\$58,708
Ending Balance	\$153,726	\$156,792	\$171,500	\$216,208	\$274,916

Institutional operating funds allocated to the Center are devoted to student education. Grants, membership charges, fees charged to participants and event fees comprise the other sources of revenue.

ASSESSMENT/EVALUATION

The Center has helped to foster growth in scientific research and training at SCSU. Through the development of new programs, new courses to the acquisition of state-of-the-art research equipment, the Center has changed the way people think about science teaching and research facilities on CSCU campuses.

RECOMMENDATION

President Joe Bertolino has reviewed or been briefed on the evaluation of the CSCU Center for Nanotechnology and recommends that the Board of Regents authorize its continuation.

10/05/17 – BOR-Academic and Student Affairs Committee

10/18/17 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Continuation of a Center

October 18, 2018

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Center for Compassion, Creativity, and Innovation at Western Connecticut State University until December 31, 2019.

A True Copy:

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

ITEM

Continuation of the Center for Compassion, Creativity, and Innovation at Western Connecticut State University

BACKGROUND

The Board of Regents established a new Policy for the Establishment of Centers and Institutes in the Connecticut State Colleges and University System on September 19, 2017. That Policy requires the chief administrative officer of each center or institute in the System to undertake an evaluation of the entity in terms of its achieving its goals and objectives, and to submit a Sunset Report for Continuation or Discontinuation every seven years.

Following the institution's acceptance, the Sunset Report is forwarded to the System Office. This Staff Report, prepared by a staff member within the System's Office of the Provost and Senior Vice-President for Academic and Student Affairs, is a summation of the Center for Compassion, Creativity, and Innovation's 2018 Sunset Report – a 10-page document.

The Center for Compassion, Creativity, and Innovation was established by the Board of Regents on June 20, 2013 and authorized until December 31, 2018. The mission of the Center is to expand opportunities and support teaching, research and intellectual discourse exploring the values of compassion, creativity and innovation for undergraduate and graduate students, faculty, and staff across all academic disciplines working whenever possible with people of all communities.

PRINCIPAL ACTIVITIES/ACCOMPLISHMENTS

The Center's faculty has developed and implemented two interdisciplinary courses that focus on compassion, creativity and/or innovations. The Center has generated 15 community service projects. The Center has co-hosted five projects with the Tibetan Buddhist Center for Universal Peace. The Center has advanced explorations of its focus areas at the primary, secondary and high education levels and promoted a global cultural perspective through a number of events.

STUDENT INVOLVEMENT

The biggest generator of community service project has been students, particularly members of the student-run Creativity and Compassion Club. Two students sit on the Center's Board of nine directors. Student volunteers are woven throughout Center activities. At least 40 students have been involved in some fashion each semester. Students benefit from their interactions with speakers, scholars, activists, community organization and political leaders; embracing questions of compassion in creating innovative solutions to social programs. The Center's director considers students to be the Center's true leaders.

BUDGET

Summary of Revenues and Expenses					
	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Beginning Balance	\$122,043	\$116,014	\$115,549	\$74,612	\$603
Total Revenues	\$9,376	\$530	\$2,130	\$111	
Total Expenses	\$15,405	\$995	\$43,067	\$74,120	
Revenues Less Expenses	(\$6,029)	(\$465)	(\$40,937)	(\$74,009)	
Ending Balance	\$116,014	\$115,549	\$74,612	\$603	

Summary of Projected Revenues and Expenses					
	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Beginning Balance	\$603	\$603	\$1103	\$1603	\$2103
Total Revenues	\$500	\$1,000	\$1,000	\$1,000	\$1,000
Total Expenses	\$500	\$500	\$500	\$500	\$500
Revenues Less Expenses	\$0	\$500	\$500	\$500	\$500
Ending Balance	\$603	\$1103	\$1603	\$2103	\$2603

NOTES: Funds are no longer being dispersed for support staffing. No University funds are being expended to staff the Center at this time. If significant donors emerge, the Center will reconsider hiring a University Assistant.

The initial funds to establish the Center were from the Dali Lama following his visit to the campus and individual donors.

ASSESSMENT/EVALUATION

The Center reports that of its stated seven measurable goals/objectives, four were met with one having room for growth, one was nearly met, one was not nearly met and is under review for possible revisions, and one was characterized as “fallen short”. The Report identifies three area of improvement to meet its goals/objectives in the coming years. Additionally, the Center’s staff, students and alumni have assisted several state municipalities in becoming a City or Town of Compassion and William & Mary in becoming a University of Compassion.

RECOMMENDATION

President John B. Clark has reviewed or been briefed on the evaluation of the Center for Compassion, Creativity, and Innovation and recommends that the Board of Regents authorize its continuation for one year. During that timeframe, the institution will not expend any funds on the Center and will develop a strategic plan including a development/fundraising plan for the Center.

10/05/17 – BOR-Academic and Student Affairs Committee

10/18/17 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Continuation of a Center

October 18, 2018

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Center for the Study of Culture and Values at Western Connecticut State University until December 31, 2019.

A True Copy:

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

ITEM

Continuation of the Center for the Study of Culture and Values at Western Connecticut State University

BACKGROUND

The Board of Regents established a new Policy for the Establishment of Centers and Institutes in the Connecticut State Colleges and University System on September 19, 2017. That Policy requires the chief administrative officer of each center or institute in the System to undertake an evaluation of the entity in terms of its achieving its goals and objectives, and to submit a Sunset Report for Continuation or Discontinuation every seven years.

Following the institution's acceptance, the Sunset Report is forwarded to the System Office. This Staff Report, prepared by a staff member within the System's Office of the Provost and Senior Vice-President for Academic and Student Affairs, is a summation of the Center for the Study of Culture and Values' 2018 Sunset Report – a 9-page document.

The Center for the Study of Culture and Values was established March 7, 2003 (BR 03-09) by the CSU Board of Trustees. The Center was authorized to continue until December 31, 2018 by the Board of Regents on November 21, 2013. The mission of the Center is to “expand opportunities and enrich discourse in the university and community related to culture, values and issues of choice in history and contemporary life; and to support teaching, research and scholarship on topics related to the significance of culture and values in shaping our civilization.”

PRINCIPAL ACTIVITIES/ACCOMPLISHMENTS

The Center supported an endowed chair in Modern Greek and Hellenic Studies through which three visiting scholars have taught at least one course and presented at least one public lecture; over the course of the past five years. Course enrollments were at capacity. Additionally during this time, students, faculty and the greater Danbury community attended the Center's endowed lecture series on three occasions, with 70 to 150 attending. Cultural activities sponsored by the Center include a Greek Operetta, a field trip to the Onassis Center and hosting a filmmaker and viewing her documentary.

STUDENT INVOLVEMENT

Students were enrolled in the courses taught by the endowed chair, attended the Center's lectures and participated in its cultural activities. A total of five undergraduate students in World Language and Literature attended the Annual International Conference on Humanities & Arts in a Global world at the Athens Institute of Education in 2016 or 2018 through the Center's support. These students presented research papers and participated in workshops.

BUDGET

Summary of Revenues and Expenses					
	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Beginning Balance		(\$35,314)	(\$34,147)	(38,815)	(\$17,448)
Total Revenues	\$30,290	\$30,763	\$30,846	\$26,935	\$25,296
Total Expenses	\$65,604	\$29,596	\$35,514	\$5,568	
Revenues Less Expenses	(\$35,314)	\$1,167	(\$4,668)	\$21,367	
Ending Balance	(\$35,314)	(\$34,147)	(38,815)	(\$17,448)	

Summary of Projected Revenues and Expenses					
	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Beginning Balance		\$11,656	\$30,312	\$17,312	\$45,312
Total Revenues	\$33,000	\$40,000	\$50,000	\$50,000	\$50,000
Total Expenses	\$21,344	\$21,344	\$63,000	\$22,000	\$63,000
Revenues Less Expenses	\$11,656	\$18,656	(\$13,000)	\$28,000	(\$13,000)
Ending Balance	\$11,656	\$30,312	\$17,312	\$45,312	\$32,312

The Center is supported by proceeds of an endowment fund given to the university by the Macricostas Family Foundation. This fund has been transferred to the WCSU Foundation and its investment is expected to generate greater yields. The Macricostas Family Foundation has recently endowed the university's School of Arts and Sciences (now the Macricostas School of Arts and Sciences). The Center will undergo a restructuring to better manage the new initiatives supported by Macricostas.

ASSESSMENT/EVALUATION

The Center reports that its scholarly and cultural offerings fulfill its mission and enriches the community. However, its current governance and organization does not meet the programming needs afforded by the new endowments. A redefinition of goals and purposes, as well as, new by-laws are necessary as the Center is brought under the domain of the School of Arts and Science. Accordingly, discussions and planning are underway to determine whether the Center will continue or be refashioned as another entity.

RECOMMENDATION

President John B. Clark has reviewed or been briefed on the evaluation of the Center for the Study of Culture and Values and recommends that the Board of Regents authorize its continuation for one year. During the continuation, the Center's expenditures are not to exceed its revenue.

10/05/17 – BOR-Academic and Student Affairs Committee

10/18/17 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Discontinuation of a Center

October 18, 2018

RESOLVED: That the Board of Regents for Higher Education approve discontinuation of the Biotechnology Institute at Central Connecticut State University effective December 31, 2018.

A True Copy:

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

ITEM

Discontinuation of the Biotechnology Institute at Central Connecticut State University effective December 31, 2018

BACKGROUND

The Board of Regents established a new Policy for the Establishment of Centers and Institutes in the Connecticut State Colleges and University System on September 19, 2017. That Policy requires the chief administrative officer of each center or institute in the System to undertake an evaluation of the entity in terms of its achieving its goals and objectives, and to submit a Sunset Report for Continuation or Discontinuation every seven years.

Following the institution's acceptance, the Sunset Report is forwarded to the System Office. This Staff Report, prepared by a staff member within the System's Office of the Provost and Senior Vice-President for Academic and Student Affairs, is a summation of the Biotechnology Institute's 2018 Sunset Report – a 10-page document.

The Biotechnology Institute was established May 8, 2003 (BR 03-32) by the CSU Board of Trustees and authorized by the Board of Regents on June 20, 2013 to continue until December 31, 2018. The Institute was established to facilitate productive interactions with area biotechnology companies to enhance academic, research and outreach activities in the biomolecular sciences.

NEEDS MODIFICATION

Since the creation of the Institute, there have been changes in the University's Foundation, which better facilitates the acceptance and disbursement of donations. In addition, the economic climate in Connecticut has drastically changed the landscape for Biotechnology companies and their approach to hiring. A major function of the Institute had been preparation of students to enter the biotechnology field and to facilitate their hiring. Accordingly, the Department of Biomolecular Sciences has established other ways and means to accomplish these tasks. It was decided that there is no longer a need for the Institute.

BUDGET

Summary of Revenues and Expenses					
	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
Beginning Balance	\$8,286	\$9,430	\$11,971	\$9,761	\$4,286
Total Revenues	\$12,826	\$6,315	\$3,228	\$200	\$2,337
Total Expenses	\$11,682	\$3,774	\$5,438	\$5,675	\$1,689
Revenues Less Expenses	\$1,144	\$2,541	(\$2,210)	(\$5,475)	\$648
Ending Balance	\$9,430	\$11,971	\$9,761	\$4,286	\$4,934

It was the intention of the Department of Biomolecular Sciences to cease existence of the Biotechnology Institute at the end of the 2017 fiscal year. All remaining funds in the account were expended. There were no activities for 2016-17 or 2017-18.

RECOMMENDATION

President Zulma R. Toro has reviewed or been briefed on the evaluation of the Biotechnology Institute and recommends that the Board of Regents authorize its discontinuation.

10/05/17 – BOR-Academic and Student Affairs Committee

10/18/17 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Amendment to CSCU Academic Program Proposals and Approval Policy

October 18, 2018

RESOLVED: That the Board of Regents for Higher Education amends its Academic Program Proposals and Approval Policy to correct the categorization of academic programs within the definition of Below Threshold, as detailed below:

Programs that are Informational Items Only

The following non-substantive instances require that a communication or form be submitted to BOR central office staff for inclusion in the agendas for the CSCU-AC and the BOR-ASA as an information item. They do not require a BOR resolution:

- a) new options or certificate programs not classified in the categories outlined above, i.e.:
 - i. an undergraduate certificate of program of 30 credit hours or fewer which falls within an approved program,
 - ii. a new baccalaureate minor of 18 or fewer semester credit hours,
 - iii. a new undergraduate option or certificate program of 15 or fewer semester credit hours,
 - iv. a new graduate option or certificate program of 12 or fewer semester credit hours
- b) programs that do not qualify students to become eligible for federal financial aid.

A True Copy:

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

ITEM

Amendment of Academic Program Approval Policy

BACKGROUND

The Board's Academic Program Approval Policy mistakenly identifies minors, concentration and specifications as academic programs in the categorization of academic programs that qualify as Below Threshold. The proposed policy amendment corrects this inaccuracy.

Programs that are Informational Items Only

The following non-substantive instances require that a communication or form be submitted to BOR central office staff for inclusion in the agendas for the CSCU-AC and the BOR-ASA as an information item. They do not require a BOR resolution:

- a) new options or certificate programs not classified in the categories outlined above, i.e.:
 - i. an undergraduate certificate of program of 30 credit hours or fewer which falls within an approved program,
 - ii. a new baccalaureate minor of 18 or fewer semester credit hours,
 - iii. a new undergraduate option or certificate program of 15 or fewer semester credit hours,
 - iv. a new graduate option or certificate program of 12 or fewer semester credit hours
- b) programs that do not qualify students to become eligible for federal financial aid.

RECOMMENDATION

It is the recommendation of the System's Provost and Senior Vice President for Academic and Students Affairs that the Board of Regents adopts the referenced policy amendment.

10/05/2018 – BOR Academic & Student Affairs Committee
10/18/2018 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

CSCU Student Success Key Performance Indicators (KPI)

October 18, 2018

RESOLVED: That the Board of Regents for Higher Education directs the CSCU System Office to design, implement, and disseminate an annual report on Student Success Key Performance Indicators (KPI) for the CSCU community colleges, inclusive of the twenty-one KPI detailed herein.

The CSCU Student Success Key Performance Indicators (KPI) are established in order to support ongoing efforts to improve student outcomes at the CSCU community colleges and in the CSCU system. These short-term KPI, which focus on first year credit momentum, gateway momentum, and program momentum, are intended to correlate with long-term completion outcomes. The effectiveness of systemic efforts in the CSCU, particularly the creation and amendment of structures, policies, and practices intended to improve student outcomes under the umbrella of Guided Pathways, may be reflected in annual reports on these KPI.

The group of all degree and certificate students, both full- and part-time, who entered in the fall term of each previous academic year will be included in the annual Student Success KPI report, disseminated by the CSCU System Office every October. Historical KPI data will also be included.

The twenty-one KPI included in each annual report are as follows:

KPI 01: Percentage of students who have earned 15 or more college-level credits after year one (fall, winter, spring, summer)

KPI 02: Percentage of students who have earned 24 or more college-level credits after year one (fall, winter, spring, summer)

KPI 03: Percentage of students who have earned 30 or more college-level credits after year one (fall, winter, spring, summer)

KPI 04: Percentage of students who have passed (C or better) college-level math in year one (fall, winter, spring, summer)

KPI 05: Percentage of students who have passed (C or better) college-level English in year one (fall, winter, spring, summer)

KPI 06: Percentage of students who have passed (C or better) both college-level math and college-level English in year one (fall, winter, spring, summer)

KPI 07: Percentage of students who have completed (D- or better) college-level math in year one (fall, winter, spring, summer)

KPI 08: Percentage of students who have completed (D- or better) college-level English in year one (fall, winter, spring, summer)

KPI 09: Percentage of students who have completed (D- or better) both college-level math and college-level English in year one (fall, winter, spring, summer)

KPI 10: Percentage of students who have earned 6 or more college-level credits in first term (fall)

KPI 11: Percentage of students who have earned 12 or more college-level credits in first term (fall)

KPI 12: Percentage of students who persisted from term one to term two (fall to spring)

KPI 13: Average rate of college-level course passing (C or above) in students' first academic year (fall, winter, spring, summer)

KPI 14: Average rate of college-level course completion (D- or above) in students' first academic year (fall, winter, spring, summer)

KPI 15: Percentage of students who have attempted 12 or more credits, including developmental, in the first term (fall)

KPI 16: Percentage of students who have attempted 15 or more credits, including developmental, in the first term (fall)

KPI 17: Percentage of students who have attempted 30 or more credits, including developmental, in the first year (fall, winter, spring, summer)

KPI 18: Average number of credits attempted in the first term (fall)

KPI 19: Average number of credits earned in the first term (fall)

KPI 20: Average number of credits attempted in the first year (fall, winter, spring, summer)

KPI 21: Average number of credits earned in the first year (fall, winter, spring, summer)

The annual CSCU Student Success Key Performance Indicators (KPI) report will include data on these twenty-one KPI for all CSCU community colleges and will be reported by institution, by region, and in aggregate.

Additionally, the CSCU Student Success Key Performance Indicators (KPI) report will disaggregate data by demographic categories for the following five KPI, so that more detail is available about the success of particular groups of students:

KPI 02: Percentage of students who have earned 24 or more college-level credits after year one (fall, winter, spring, summer)

KPI 06: Percentage of students who have passed (C or better) both college-level math and college-level English in year one (fall, winter, spring, summer)

KPI 16: Percentage of students who have attempted 15 or more credits of any kind, including developmental, in the first term (fall)

KPI 20: Average number of credits attempted in the first year (fall, winter, spring, summer)

KPI 21: Average number of credits earned in the first year (fall, winter, spring, summer)

Each annual CSCU Student Success Key Performance Indicators (KPI) report will be distributed to the faculty, staff, and administrators of all CSCU community colleges, to the Board of Regents for Higher Education, and will be made publicly available.

A True Copy:

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

ITEM

Proposal to establish CSCU Student Success Key Performance Indicators (KPI)

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education directs the CSCU System Office to design, implement, and disseminate an annual report on Student Success Key Performance Indicators (KPI) for the CSCU community colleges, inclusive of the twenty-one KPI detailed herein.

BACKGROUND

Community colleges are commonly measured by long-term indicators such as three-, four-, or six-year completion rates for degrees and certificates. One challenge presented by such long-term measures is the significant lag time between the implementation of innovations and meaningful measurement of the impact of those innovations.

Institutions often turn to shorter-term indicators such as semester-to-semester persistence to measure the effectiveness of innovations. These short-term measures do not always correlate with long-term completion rates.

Recent national research on student success by Jenkins and Bailey¹ has suggested three specific types of short-term measures as likely predictors of long-term completion:

- Credit momentum (attempting 15 credits in the first semester)
- Gateway momentum (taking and passing college-level math and English in the first academic year)
- Program momentum (passing nine semester hours in the student's major or field of study in the first academic year)

The CSCU Student Success Center and the CSCU Office of Research and System Effectiveness have collaborated to propose a set of short-term Student Success Key Performance Indicators (KPI) for the CSCU community colleges based on this national momentum research and KPI that have been established for other community colleges, including those in California and others engaged in the American Association of Community Colleges Pathways Project. The CSCU Student Success Center, as part of the national Jobs for the Future Student Success Center Network, also consulted with Rob Johnstone, President of the National Center for Inquiry and Improvement, as these CSCU KPI were being developed.

With this momentum research in mind, the CSCU Student Success Center and the CSCU Office of Research and System Effectiveness propose the annual assembly and dissemination of an annual report on Student Success Key Performance Indicators (KPI) for the CSCU community colleges, including but not limited to local, regional, and aggregate college data regarding:

- The percentage of students completing 15, 24, or 30 credits in their first year
- The percentage of students that pass college-level math in their first year

- The percentage of students that pass college-level English in their first year
- The percentage of students passing both college-level math and English in their first year

Student success efforts, such as those under the umbrella of Guided Pathways, will focus on developing structures, policies, and practices designed to improve these KPI, with growing confidence that such improvements will move the needle on degree and certificate completion.

The proposed annual report of twenty-one KPI will include the group of degree or certificate students, both full- and part-time, who entered in the fall term of each previous academic year, as well as relevant historical data. Data will be presented in aggregate, by region, and by campus. Particular KPI designated as highly critical will be highlighted throughout the report and disaggregated by demographic data. The report will be disseminated to the Board of Regents for Higher Education, all faculty, staff, and administrators from the CSCU community colleges, and will be made publicly available. Where appropriate, the CSCU system office will work with national partners to review and make further meaning of the collected data.

¹Jenkins and Bailey, *Early Momentum Metrics: Why They Matter for College Improvement*, Community College Research Center, February 2017.

RECOMMENDATION

It is the recommendation of the System's Provost and Senior Vice President for Academic and Students Affairs that the Board of Regents give favorable consideration to the establishment of the proposed Student Success Key Performance Indicators (KPI) for the CSCU community colleges.

10/05/2018 – BOR Academic & Student Affairs Committee

10/18/2018 – Board of Regents

RESOLUTION

concerning

CSCU – FY20/FY21 BIENNIAL BUDGET EXPANSION OPTIONS

October 18, 2018

WHEREAS, The Board of Regents for Higher Education (BOR) under its statutory authority reviews and approves the CSCU budget requests and prepares and submits a consolidated system request to the Secretary of the Office of Policy and Management (OPM), and

WHEREAS, A proposed FY20/FY21 Biennium Baseline Operating Budget and Capital Budget Request was developed and subsequently approved by the Board of Regents at its August 23, 2018 meeting for submission to the Office of Policy and Management (OPM), and

WHEREAS, OPM has provided the Board the opportunity to modify the baseline level of revenue or expenditures for possible inclusion in the Governor-elect's final recommended budget, therefore be it

RESOLVED, That the Board of Regents for Higher Education hereby approves and submits for review and recommendation to the Office of Policy Management the FY20/FY21 Biennium Expansion Options request totaling \$41.4M and \$71.2M for the FY20/FY21 Biennium Budget, and be it further

RESOLVED, That these requests may be adjusted by the President of the Board of Regents as a result of guidelines issued by or discussions with the Secretary of the Office of Policy and Management or for other technical purposes.

A True Copy:

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

ITEM

CSCU – FY20/FY21 Biennium Expansion Items

BACKGROUND

The Board of Regents under its statutory authority reviews and approves the CSCU budget requests and prepares and submits a consolidated system request to the Secretary of the Office of Policy and Management (OPM).

The Biennium Budget submission consists of the following components and due dates:

1. **Baseline Operating Budget – due August 31, 2018**
2. **Capital Budget – due August 31, 2018**
3. **Policy Options – Revisions to the Baseline Budget Request – due October 2018**
4. **Narratives and Measures – due November 2018**

At its August 23, 2018 meeting, the Board of Regents approved submittal of the Baseline Operating Budget and the Capital Budget which since then has been submitted to OPM in accordance with their instructions.

This staff report covers management's request for Board approval to submit CSCU's Policy Options – Revisions to the Baseline Budget Request.

Policy Options instructions provide that such items:

... modify the baseline level of revenue or expenditures will be reviewed for their possible inclusion in the Governor-elect's final recommended budget. (Note that reallocations of funding between appropriations constitute policy options and should not be submitted as baseline adjustments.) Budget options represent the fiscal outcome of policy changes to the requested budget for the upcoming biennium. In order to give the Governor-elect a full menu of policy and budgetary choices, OPM is soliciting **reduction, reallocation, revenue and expansion options**. All agencies are required to submit options, as per the guidance below. As always, budget options requiring legislative action are acceptable, and agencies should identify relevant statutory changes that would support option proposals.

Agencies must provide reduction options and may also propose options requiring additional resources.

REDUCTION, REALLOCATION, AND REVENUE OPTIONS

The Baseline Budget required by OPM was submitted in August 2018. This budget simply rolls forward FY19 results as instructed by OPM, and the calculations resulted in projected losses of \$(25.7)M and \$(38.2)M in FY20 and FY21 respectively. These losses are the result of rolling forward the current FY19 Budget, and include the following constraints and/or assumptions:

- 5.5% pay increases as required by SEBAC for each of the two years
- Job protection during the budget periods
- A reasonable expectation that fringe benefits will continue to escalate, as they have done so every year
- State funding that doesn't fully cover either of these increases
- Moderate tuition and fee increases (for modeling purposes only)

Any possibilities for reductions are bound by the factors above, and could potentially cut down on the projected losses. However, we note that after several years of budget cuts and attrition, the loss of additional personnel would impact our ability to properly serve our students. Further, the system's proposed major restructuring action, *Students First*, will take several years to realize fiscal benefits. Those years fall outside of the FY20/FY21 biennium period.

Reallocations are not available to CSCU as funding is provided in specific budgetary line items for each constituent unit. Reallocation among or within constituent units does not benefit the total, however does occur on occasion as distribution of funds are recalculated with each new fiscal year. However that is not within the scope of the OPM request.

For CSCU revenue options typically include tuition and fee rate adjustments and programmatic increases of enrollments within the institutions. In recent years and as predicted by demographic forecasts, the population typically served by our institutions is expected to decrease rather than increase. We have numerous strategies for enrollment improvement but can not predict the outcomes at this time. Further, we do not commit to actual rate increases at this point in time; this will be decided by the Board early in the next calendar year.

In conclusion, CSCU has no additional reduction, reallocation or revenue options to propose at this time.

EXPANSION OPTIONS

The following guidelines have been provided in consideration of expansion options:

... requests should be focused on **the most pressing areas the agency believes merit consideration for new or additional funding**. In recognition of the significant deficit projected for the next biennium, which will constrain the ability of the incoming

administration to consider any expansions, use discretion and restraint in requesting additional resources.

Accordingly, CSCU management is requesting the following three items for budgetary expansion which we believe are the most pressing areas requiring additional funds for the system:

1. Covering of the deficits projected under the Baseline Budget Submittal

As noted above, after years of budget reductions, institutions have had to cut positions wherever possible and rely on attrition for cost savings. Great strides have been made on operating cost reductions, including management of utilities and energy and other contracted expenditures, however approximately 80% of CSCU spending is on personnel costs. With wage and fringe benefit cost increases, compounded with reductions in state support, attrition has been the only vehicle to balance our budgets. This is not optimal and is not an acceptable strategy for cost management.

The following reflects state funding of CSCU over the past five years:

History of State Funding From FY15 to FY19 (\$ M)

	<u>FY15</u>	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>
Charter Oak State College	2.53	2.69	2.38	2.19	2.95
Comm Tech College System	155.31	161.94	158.22	143.84	134.04
Connecticut State University	152.67	162.49	149.03	134.16	138.30
Board of Regents	0.63	0.52	0.43	0.37	0.37
Transform CSCU (CCC Tuition Support)	24.20	10.00	-	-	-
Transform CSCU (Developmental Services)	10.80	8.60	9.19	8.91	8.91
Go Back to Get Ahead	4.85	-	-	-	-
Early College	1.00	-	-	-	-
Outcomes Based Funding	-	-	1.61	1.20	1.20
IMRP	-	-	-	-	0.45
Total Excluding Workers Comp	351.99	346.24	320.86	290.67	286.23
Annual Reduction		(5.75)	(25.38)	(30.19)	(4.44)
Five Year Reduction					(65.76)
Plus CCC Fringe					16.20
Five Year Reduction w/ Estimated Fringe					(77.58)

As a result of defunding, the system has lost key personnel in several areas, including advising and counseling. Further, the mix of full time and part time labor has become sub-optimal, particularly among faculty employees.

We believe that this disinvestment in public higher education is detrimental to both our students by potentially shifting more of the cost burden to them, and the state by severely limiting our ability to educate the workforce to fill the future job requirements of our state.

Before we can request expansion funding to improve upon student outcomes as discussed in below, it is imperative that we are provided with enough funding to simply pay our bills. As noted above, we are left with few options for cost containment and have utilized attrition to a detrimental point.

Accordingly, the first item under expansion items is a policy request to balance our budgets in the next biennium, close the projected deficits, and provide adequate fiscal support to simply maintain status quo:

	FY20	FY21
Connecticut State Universities	(9.3)	(14.0)
Connecticut community Colleges	(16.4)	(24.2)
Charter Oak State College	-	-
Total Deficit	<u>(25.7)</u>	<u>(38.2)</u>

2. Support community college student outcome initiatives under the umbrella of Guided Pathways

Guided Pathways is a national model that helps more students efficiently complete credentials, transfer, and attain jobs in the labor market. The Guided Pathways approach ensures that all students develop an academic plan early in their college experience, have a clear road map of the courses they need, and receive consistent support to help them stay on track. Each pathway is based on a program of study that is aligned with specific employment goals and/or transfer. CSCU is committed to using Guided Pathways to improve student retention and completion. This work is a central part of the CSCU Students First initiative, and it builds on a variety of system efforts, including the Transfer and Articulation Policy (TAP) and Math Pathways.

Attachment A provides more information on the program and its adoption at CSCU.

This program is nationally recognized as an avenue for improving student outcomes. CSCU is among relatively few colleges and universities in early adoption, and it is viewed as a critical component of improving timely graduation rates and contributing to affordable education for our students; the faster a student can complete their studies, the lower the cost to the student and his/her family. Further, our student outcomes have not been as robust as desired. We believe that Guided Pathways is an avenue that will help us to improve upon our metrics and eventually position us to be a national model for student success.

The funding calculations below are (1) computed on a full year basis for FY20, (2) increase all salary based calculations by 5.5% for FY21, (3) recognized that in the first year there is an implementation time element which reduces the amount requested to 50% of the annual rate where hiring is the fundamental objective, and (4) assumes that by the second year of the biennium, the full annual amount would be employed. The following are deemed to be critical components of Guided Pathways which will require supplemental funding in order to implement the program:

A. Advising/Coaching

Advising is a responsibility shared currently by both professional advisors and faculty, both of whom are critical to support a student through their studies and to navigate them through the process to completion. Whereas faculty provide support to students on subject matter and curriculum, professional advisors provide direction on course selection and careers, among other subjects. Under Guided Pathways, the term “coach” has been added in order to underscore the need for students to have a well-defined plan for completion.

The colleges have historically been understaffed with respect to advisors and, with what we’ve learned from implementing Guided Pathways, this one-to-one contact with students is critical to their ultimate success.

There are currently 56 FTE advisors in the community colleges supporting approximately 50,000 students. That provides an approximate 900:1 ratio of advisors to students. The median U.S. two-year institution advising ratio, according to the most recent report by the National Academic Advising Association (NACADA), is 441:1. In order achieve the median ratio, the colleges would need a total of 113 FTE advisors, an increase of 57 FTE advisors.

The preferred/ideal advising ratio, based on NACADA data and other factors in our system, is approximately 250:1. In order to get to the ideal ratio, the colleges would need 200 FTE advisors, an increase of 144 FTE advisors.

For purposes of this request for additional funding, we are calculating the average of the ideal state and the median state which we would deem to be a “good” state.

Including the average salary and fringe estimates for advising/coaching employees, the requested support for expansion items is calculated as follows:

	Ratio # Students to Advisors/Coaches		# of Advisors/Coaches			Average With 65% Salary Fringe		FY20 Required	FY21 Required
	<u>Desired</u>	<u>Current</u>	<u>Desired</u>	<u>Current</u>	<u>Required</u>				
Ideal	250:1	900:1	200	56	144	50,000	82,500	11,880,000	12,533,400
Median	441:1	900:1	113	56	57	50,000	82,500	4,702,500	4,961,138
Average - Ideal & Median								8,291,250	8,747,269
Implementation (50% first year; full amount second year)								4,145,625	8,747,269

B. First Year Experience (FYE) Course

In our Guided Pathways proposal there will be approximately 10,000 students each year who will be required to take an FYE course. The course, among other things, requires each college student to define the field of study they wish to pursue. This could be a specific major or broad (“meta-major”) category of study, but these decisions will help them to outline a path forward, and curricula necessary in order to complete their studies and graduate in a timely manner.

Assuming 25 students per section, there would be 400 sections of FYE each fall. This is a critical course and a new one, and there needs to be faculty dedicated to this work. Assuming each faculty teach four FYE sections each fall, 100 additional faculty would be needed. Although this requires dedicated full time faculty, fewer adjuncts would be required as reflected below. Therefore the full time faculty would replace the need to hire adjuncts, as the calculations below illustrate.

In addition to the faculty, a system-level (eventually single college-level) FYE Coordinator would be needed to help manage the course, its offerings, and related professional development.

The cost of conducting this FYE course is as follows:

	# Faculty Required	Average Salary	With 65% Fringe	Gross Cost	Less: Cost of Adjuncts (1)	FY 20 Net Cost	FY21 Net Cost
FYE Coordinator	1	80,000	132,000	132,000		132,000	139,260
Faculty	100	65,000	107,250	10,725,000	(4,000,000)	6,725,000	7,094,875
Implementation (50% first year; full amount second year)						<u>3,428,500</u>	<u>7,234,135</u>

(1) \$5,000 per 3-credit course times 8 per year times 100 FTE

C. Full Time Faculty

As discussed above, there are two avenues of coaching that students desperately need in order to navigate through college: the professional advisor/coach and faculty advisors. Full time faculty provide counseling and support to their students and offer their time beyond classroom hours.

As budgets have become more stressed over the years, the colleges have replaced retiring/departing full time faculty with adjunct faculty as a less expensive alternative. Adjunct faculty also serve a critical role in education and often bring other experiences to bear.

However an appropriate mix of full time and adjunct professors is required in order to manage the various non-teaching roles served.

The colleges currently have 754 FTE full time faculty, a 64:1 ratio of faculty to students assuming approximately 50,000 students. In comparison, the CSCU universities have 1,276 FTE full time faculty, or a 26:1 ratio of faculty to students.

Although reaching a similar ratio for the colleges as enjoyed by the universities would be ideal, at least twice that, or 52:1, would be a good start to normalizing the full time to adjunct mix. As addressed above, a good portion of this required normalization would be realized by staffing the First Year Experience courses with full time faculty, the colleges are still experiencing a shortage which is calculated as follows:

	# Faculty Required	Students	Ratio	Average Salary	With 65% Fringe	Gross Cost	Less: Cost of Adjuncts (1)	FY 20 Net Cost	FY21 Net Cost
Current	754	50,000	64						
Improved	962	50,000	52						
Additional Required, Gross	208								
New FT Faculty FYE	(100)								
Additional Required, Net	108			65,000	107,250	11,533,500	(4,301,538)	7,231,962	7,629,719
Implementation (50% first year; full amount second year)								3,615,981	7,629,719

(1) \$5,000 per 3-credit course times 8 per year times 108 FTE

D. Regional Engagement Specialists

As a part of the Students First strategic initiatives CSCU is hiring a VP of Enrollment Management who will ultimately report to the President of the consolidated Community College. Until the time of consolidation, the infrastructure is being developed and is integrated with the Guided Pathways program.

Under the VP for Enrollment Management, a regional enrollment model will be employed requiring Regional Engagement Specialists who will build strategic and supportive relationships with K-12, adult education, employers and community partners to recruit students to the CSCU community colleges. Currently the system does not have staff or funds dedicated to this regional work. We believe that this structure should be put into place as soon as possible in order to support enrollment and retention goals throughout the colleges.

Assuming three major cities that the community colleges draw from in the state, seven mid-size cities, and eight overall counties, the following number of Regional Engagement Specialists should be added:

Geographical Designation	# of Specialists	Average Salary	With 65% Fringe	FY20 Cost	FY21 Cost
3 major cities (two each)	6				
7 mid-size cities (one each)	7				
8 counties (one each)	8				
Total	<u>21</u>	65,000	107,250	2,252,250	2,376,124
Implementation (50% first year; full amount second year)				<u>1,126,125</u>	<u>2,376,124</u>

At salary and fringe totaling approximately \$100,000 for a new Regional Engagement Specialist, each would need to recruit approximately 20 new fall/spring FTE students annually (\$5,000 tuition x 20 students = \$100,000) for a 100% return on investment.

We would measure the success of this investment in enrollment management at the end of FY21 and adjust our staffing as appropriate; we recognize that this investment should be self supporting.

E. Dual Enrollment Integration

Dual Enrollment programs have been underway for several years within CSCU and have taken on many forms and formats. The ultimate goal of each is encourage students in high school to experience college in their own comfortable learning environment and incentivize them to continue with college at our various campuses, with the intent to complete a degree within a shorter period of time.

As part of an overall recruitment/enrollment strategy, a more comprehensive approach to Dual Enrollment is required. Funding would provide Dual Enrollment coordination on each campus encompassing the many existing programs (including College and Career Pathways, High School Partnership, College Connections, etc.), and also expanding to traditional academic course areas, as has been effectively implemented in other states.

In order to properly staff this function, one Dual enrollment Specialist would be required for each of the twelve campuses. This would also require coordination through the hiring of one Dual Enrollment Coordinator who would report to the VP of Enrollment Management.

	# Faculty Required	Average Salary	With 65% Fringe	FY 20 Net Cost	FY21 Net Cost
Dual Enrollment Coordinator	1	80,000	132,000	132,000	139,260
Dual Enrollment Specialist	12	65,000	107,250	1,287,000	1,357,785
Implementation (50% first year; full amount second year)				<u>709,500</u>	<u>1,497,045</u>

F. Development and Materials

In order to implement the FYE course described above, the colleges will need to provide training and development for the teaching faculty and to devote faculty time for preparing course materials. The recommendation is to use Open Educational Resource (OER) textbook/materials as an avenue to hold student costs to a minimum and to provide the flexibility to tailor the materials to the curriculum. The following are cost estimates for these items:

- \$50,000 per year for faculty professional development for the FYE course. 150-300 faculty and staff are expected to be involved in teaching and supporting the FYE which includes the 100 new full time faculty requested above. All will need to convene, hear from relevant local and national speakers, and solidify course delivery. This funding will support convening costs, speaker costs, travel costs, planning costs, and materials.
- \$35,000 in year one for faculty time (usually this is summer or additional work) and resources to develop an OER textbook/materials for the new First Year Experience Course. Once created, faculty could choose to use this textbook/materials which would be free or very low cost (under \$40) to students.
 - The total cost of comparable text books would be approximately \$1M to students each year. Even if only a portion of the faculty adopt the OER materials, the cost more than pays for itself in students' savings.
- \$10,000 in year two would be needed to update the OER textbook/materials based on year-one usage and feedback.

In summary, development and material creation would require \$85,000 and \$60,000 in FY20 and FY21 respectively.

The aggregate of expansion options under the Guided Pathways umbrella is summarized as follows:

Item Description	FY20	FY21
A Advising/Coaching	4,145,625	8,747,269
B FYE Course	3,428,500	7,234,135
C Full Time Faculty	3,615,981	7,629,719
D Regional Enrollment Specialists	1,126,125	2,376,124
E Dual Enrollment Specialists	709,500	1,497,045
F Development and Materials	85,000	60,000
TOTAL	13,110,731	27,544,292

3. Support university students with adequate staffing of advisors/counselors

Similar to the above request for support personnel for the colleges, the universities are significantly understaffed for advisors. Although faculty provide valuable advising to students within their disciplines, it is equally important to maintain the right number of professional advisors to ensure students stay on track and complete their education in a timely manner. The following table calculates the number of required advisors to total to the national mean set by NACADA:

	Fall 2017 Undergrad FTE	FTE Advisors Current	Students per Advisor - Current	Students per Advisor - National Mean	Total Advisors Required FTE	Additional Advisors Required	Required Advisors Rounded	Average Salary by CSU	Times Average Salary	FY20 With 65% Fringe	FY21 With 5.5% Salary Increases
	A	B	C = A / B	D	E = A / D	F = E - B					
Central	9,516	19.0	501	333	28.6	9.6	10	70,000	700,000	1,155,000	1,218,525
Eastern	4,638	9.0	515	233	19.9	10.9	11	65,000	715,000	1,179,750	1,244,636
Southern	8,434	11.0	767	333	25.3	14.3	14	72,000	1,008,000	1,663,200	1,754,676
Western	4,713	8.0	589	233	20.2	12.2	12	60,000	720,000	1,188,000	1,253,340
TOTAL	27,301						47		3,143,000	5,185,950	5,471,177
Implementation (50% First Year; 100% Second Year)										2,592,975	5,471,177

This investment by the state of \$2.6M and \$5.5M (FY20 and FY21 respectively) in our universities would ensure that students are receiving the proper advising and counseling to guide them through the educational process and lead them to completion. The first year assumes a normalized hiring process throughout the first year and a fully-hired status by the second year.

SUMMARY

In accordance with the analyses above, management is requesting approval to submit the following expansion item requests to OPM (FY20/FY21):

FY20				
	Cover Deficit	Guided Pathways	CSU Advisors	TOTAL
CSU	9.3	-	2.6	11.9
CCC	16.4	13.1	-	29.5
TOTAL	25.7	13.1	2.6	41.4

FY21				
	Cover Deficit	Guided Pathways	CSU Advisors	TOTAL
CSU	14.0	-	5.5	19.5
CCC	24.2	27.5		51.7
TOTAL	38.2	27.5	5.5	71.2

These three items total \$41.4M and \$71.2 for FY20 and FY21 respectively, including the impact/delay of an implementation for the first year of the biennium. We note that this request increases our current baseline budget state funding by 7.3% and 11.6% in FY20 and FY21 resp., including the cost of covering fringe benefits for the additional faculty and staff. In addition, as noted on page 3, the system has been defunded by approximately \$77.6M since FY15. The request for FY21 would approximately cover that defunding, and at the same time the system has absorbed wage and fringe benefit increases over the period. Accordingly, we believe that this is a reasonable request under policy options.

Re-investment in public higher education would serve Connecticut well in supporting the growing needs for an educated workforce, i.e. provide a substantial return on investment.

RECOMMENDATION

Approve the FY20/FY21 Biennium Expansion Options request totaling \$41.4 M and \$71.2 M for the FY20/FY21 Biennium Budget.

CSCU | Students First

2018 Update

Connecticut's Commitment to Guided Pathways



How Do Guided Pathways Help CSCU Students?

The guided pathways approach helps more students efficiently complete credentials, transfer, and attain jobs with value in the labor market.

Guided pathways touch on every aspect of the student experience, and implementing this approach requires broad-scale institutional and system change. Connecticut State Colleges and Universities (CSCU) is committed to this work and has made it a central part of its Students First initiative.

The guided pathways initiative is led by the CSCU Student Success Center and was designed by faculty, staff, students, and administrators from campuses throughout the system.

CSCU's implementation of guided pathways focuses on these goals:

- All academic and career pathways provide structure, mileposts, and clear outcomes linked to employment goals and/or additional education.
- All students receive guidance in exploring and selecting a career and program of study.
- All students are on an individualized academic and financial plan that fully describes requirements, time, and cost to completion.
- All students are monitored to ensure they stay on plan and receive appropriate interventions that support successful completion.
- All programs ensure students are learning what they need to succeed in their studies and careers.

The CSCU Student Success Center and Guided Pathways Task Force

The CSCU Student Success Center is one of 15 such centers nationwide. It fosters a collaborative process in which faculty, staff, students, and administrators develop a culture of academic and personal success for students. CSCU and the Center are undertaking a multiyear guided pathways initiative that is committed to student success and equity in equal measure.

In academic year 2017–18, the Center worked with colleges to complete the Guided Pathways Scale of Adoption Assessment. It also assembled a Guided Pathways Task Force that includes faculty, staff, and administrators

with diverse perspectives and skills. The task force's three subgroups—which focus on choice, recruitment, and support architectures—are led by guided pathways managers on loan to CSCU from their colleges.

Academic year 2018–19, the initiative's second year, will focus on guided pathways design for The Community College of Connecticut.

As a member of the Student Success Center Network, the CSCU Center receives technical assistance from Jobs for the Future, which manages the network, as well as other national organizations focused on student success.

The CSCU Guided Pathways Task Force

Greg DeSantis

Interim Executive Director of the Student Success Center and Academic Initiatives
CSCU

Lindsey Norton

Interim Assistant Director of the Student Success Center
CSCU

Gayle Barrett ★

Director of Enrollment Management
Middlesex Community College

Kerry Beckford

Assistant Professor of English
Tunxis Community College

Caitlin Boger-Hawkins

Director of Planning, Research, and Institutional Effectiveness
Northwestern CT Community College

Pat Bouffard

Students First Academic Program Director
CSCU

Vicki Bozzuto ■

Dean of Workforce Development and Continuing Education
Gateway Community College

Michael Buccilli ★

Director of Counseling and Student Success
Gateway Community College

Saulo Colón

Assistant Professor of Sociology
Housatonic Community College

Kevin Corcoran

Executive Director
Connecticut Distance Learning Consortium

Tamika Davis ■

Director of Admissions
Tunxis Community College

Ken Klucznik

TAP Co-Manager
CSCU

Maribel Lopez

Registrar
Gateway Community College

Lesley Mara

Interim Director of Workforce Development, Strategic Partnerships, and Sponsored Programs
CSCU

Steve McDowell ■

Director of Financial Aid Services
CSCU

Calvin McFadden, Sr.

Dean of Students
Norwalk Community College

Francine Rosselli-Navarra •

Professor of Psychology and Coordinator, Liberal Arts & Science Programs
Manchester Community College

Michael Stefanowicz

Interim Associate Vice President for Academic and Student Affairs
CSCU

Sydney Voghel-Ochs

Director of Marketing and Public Relations
Naugatuck Valley Community College

Heidi Zenie •

Program Coordinator of Exercise Science, Program Coordinator of Sport and Leisure Management
Three Rivers Community College

Guided Pathways Subgroup Managers:

- Choice Architecture
- Recruitment Architecture
- ★ Support Architecture

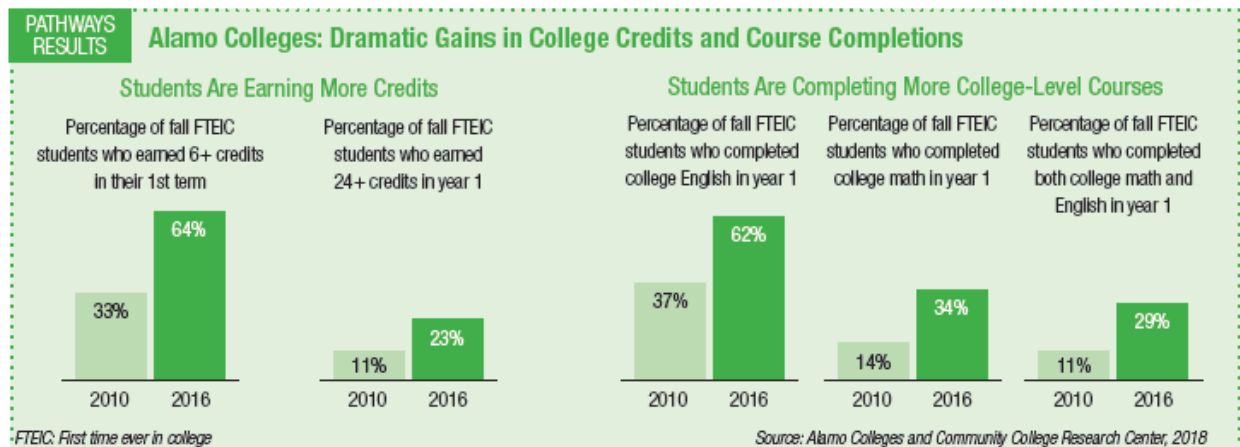
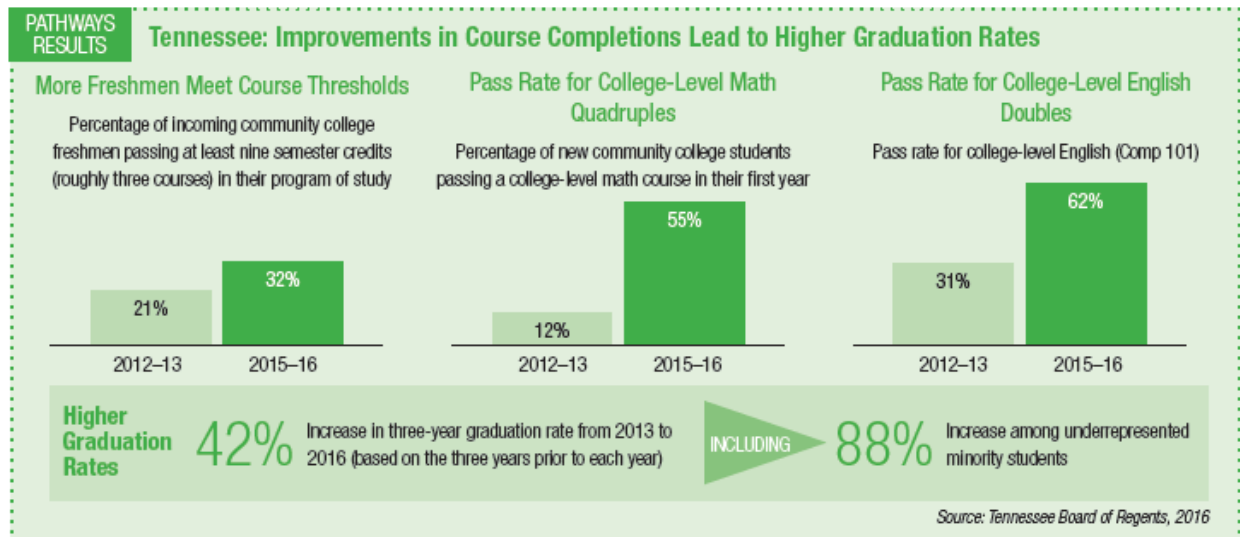
Why Guided Pathways?

Educators know what types of changes can help college students complete degrees—and do so more quickly and at a lower cost. Students are more likely to earn credentials if they:

- Choose a program and develop an academic plan early in their college experience;
- Have a clear road map of the courses they need for their credential; and
- Receive guidance and support to help them stay on track.

Several states and systems have seen guided pathways lead to measurable results. Two of these, Tennessee and the Alamo Colleges District (TX), have

seen remarkable improvements in terms of early momentum (students accumulating college credits and passing gateway courses in their first year). In addition, Tennessee's completion rates—overall and in particular for underrepresented minority students—have increased dramatically. These examples are relevant to Connecticut because the systems are similar to ours. In Tennessee, the Board of Regents oversees a system that includes 13 community colleges and five regional universities. And the Alamo Colleges District is a system of community colleges that serves nearly 60,000 students, which is a size similar to the consolidated Community College of Connecticut.



Spring 2018 • 1718002CSCU

Four Pillars of Guided Pathways



Create clear curricular pathways to employment and further education.



Help students choose and enter their pathway.



Help students stay on their path.



Ensure that learning is happening with intentional outcomes.

ITEM – INFORMATION ONLY

CSCU – Discussion regarding Tuition and Fee Policies

BACKGROUND

CSCU is committed to remaining a system of institutions that are affordable and accessible to Connecticut students.

Tuition and fee adjustments are typically submitted to the Board for approval within the first quarter of each calendar year, to be put into effect for the following academic/fiscal year. Two years ago, the Board approved a two-year tuition and fee adjustment, and last year was the second year of that arrangement.

Over the years, tuition and fee rates were treated as the last variable, after considering state funding and cost of operations, in balancing our budgets. The resulting variation in tuition and fee adjustments made it difficult for our students and their families to plan for the cost of education. Therefore the Board approved that in principal, tuition and fees are established as a first, not a last, factor in terms of budget considerations. Further, the system made a two-year commitment for tuition and fee increases in order to provide more stability and transparency to our students and their families.

This discussion item focuses on additional policy considerations for establishing tuition and fees in the future, in advance of a new state administration taking effect and in advance of the Board's deliberation on setting tuition and fees for the next several years. Rather than viewing tuition and fee decisions in isolation, we believe that policy and strategy should frame the decisions made in the next decade.

There are many models to explore and CSCU management has begun by identifying various options to consider in the next calendar year.

DISCUSSION

The following are among options identified warranting further discussion:

1. **Tuition/fee freeze** – hold tuition and fees flat with the FY19 rates. This would create a predictability of the cost of education for a set period for our students and their families.

For the next biennium (and provided that the state approves our Expansion Options request to support a break even budget), this can be quantified by the annual increase assumptions (2.0%, 4.0% and 4.0% for CCC, CSU and COSC resp.) in tuition and fees in the model. We

note that these are just modeling assumptions; the Board approves the tuition and fee rates early in the calendar year for each new academic/fiscal year. The following further assumes flat enrollment during the next two years, which although has not been the system trend, is supportable by the many enrollment enhancement programs (e.g. Guided Pathways, TAP) contemplated in the near future (\$ millions):

Data from Baseline Operating Budget				
	<u>CSU</u>	<u>CCC</u>	<u>COSC</u>	<u>CSCU Total</u>
FY19 Tution	170.7	125.3	9.5	305.4
FY19 Fees	181.4	57.3	0.7	239.3
FY19 Institutional Aid	(41.4)	(17.8)	(0.0)	(59.2)
Total FY19	310.7	164.7	10.1	485.6
FY20 Tution	177.5	127.8	9.9	315.1
FY20 Fees	188.2	58.4	0.7	247.3
FY20 Institutional Aid	(43.0)	(18.2)	(0.0)	(61.2)
Total FY20	322.7	168.0	10.5	501.2
Delta from FY19	12.0	3.3	0.4	15.7
FY21 Tution	184.6	130.3	10.3	325.2
FY21 Fees	195.3	59.6	0.7	255.6
FY21 Institutional Aid	(44.8)	(18.5)	(0.0)	(63.3)
Total FY21	335.2	171.4	11.0	517.5
Delta from FY19	24.5	6.7	0.8	31.9

The delta from FY19 would be required to hold tuition and fees flat, or \$15.7M and \$31.9M in FY20 and FY21 respectively.

2. **Tuition/fee flat rate guarantee for 3 years (colleges) and 5 years (universities)** – hold tuition and fees flat for the duration of a student’s education, provided that they are attending full-time. This would ensure full predictability of the cost of education for anyone seeking a degree within a reasonable period of time, and encourage students to finish faster in order to take advantage of the rates. This would also require careful consideration of rates charged to incoming freshman to ensure that they are not covering the flat rates for the preceding students.
 - a. Another rate guarantee may be considered for TAP students who have completed a program at a community college and are transferring to one of our 4-year institutions to pursue a bachelors degree. We may consider flat or reduced rates for the remaining 2 years.

In order to quantify a flat rate guarantee, we would look at the number of freshman as a cohort and track the persistence rate and the years to graduate. Assumptions would need

to be made regarding the number of students per year who would qualify to have tuition held, and further assumptions would need to be made regarding the standard tuition and fee rate changes in each of those years.

3. **Free education** – this would be ideal for our students but costly to the state. The concern here is that the state already realizes great financial strains. To guarantee free education, the state would need to continue to fully subsidize in-state students during a time when budgetary concerns may prohibit that type of funding. We note that at our community colleges, 26% of students are currently full-Pell recipients and therefore do not pay anything out-of-pocket for tuition and fees. We also note that at most states “free education” has a number of restrictions and rules in order for a student to qualify.
 - a. In New York, a student must be a resident, first-time, full-time students- and the free college is only available to families earning under \$125,000. They also must stay in state for the same number of years that they received free education.
 - b. In Rhode Island, in order to qualify for free education, a student must be a resident, full-time student, an immediate high school graduate, and they must stay in-state after education. Also, Pell awards are the first dollar, and the state subsidizes the differential.

In order to quantify the cost to the system of providing “free education” the program would need to be defined in greater detail, e.g. full time or all students, Pell first or last dollar, family income a factor or not,... and the corresponding data would need to be collected.

4. **Tuition and Fee Rebate for Students who Complete** – upon graduation, refund to students some percentage of their cost of education. This option is attractive because it matches the tuition and fee policy with the objectives of the system, and that of the state. This would encourage students to complete, and probably encourage them to complete as quickly as they can. We may or may not want this option to expire after a certain number of years – both features have some attractive qualities. Also, we would want to assign a rebate percentage that provides enough incentive to complete, but recognize the financial implications to the system.

In order to quantify the cost of a rebate program, we would calculate the expected completion rates along a timeline, and the expected tuition and fee rates that would be in existence during the period. The program would need to define whether the years to complete are limited/unlimited, available to full-time and/or part-time students, etc.

5. **Last Semester Free** – this would “forgive” 1/4 of the cost of education for a full-time college student and 1/8 the cost for a university student. This would provide similar incentives to students to achieve the free credits, but may not result in the completions as does 4. above.

The data required to quantify this option is similar to 4. above and includes the average number of units expected as a last semester, and the years over which that needs to be spread.

6. **Promise Programs** – this would require coordination among CSCU, SDE and state funding. Several states throughout the country, and most notably Tennessee, Indiana, and Oklahoma, have established “Promise” programs whereby they begin work with grade school, middle school, or high school students to incentivize the students and their families to strive for a fully-paid higher education. The students are required in most cases to attend classes, perhaps take college preparatory courses, and to maintain an acceptable level of behavior (i.e. stay out of trouble).

Connecticut currently has a few city-based Promise programs, but no state-wide effort or state funding. States that support Promise set aside funds to ensure they are available when the students succeed through high school and enter into college.

Data will need to be gathered from model states to estimate the number of students who may succeed in their Promise program in order to quantify the potential cost to Connecticut.

CONCLUSION

The options identified above are only a sample of those which we believe warrant discussion and further evaluation in order to make informed decisions, to communicate with the new state administration, and to continue to serve our students with high quality, affordable education.

SEMI-ANNUAL REPORT ON THE STATUS AND PROGRESS OF CSUS 2020
AS OF May 31, 2018

University	Project or Program	Estimated Total Project Cost	*Phase I Fiscal Years 2009 - 2011	Phase II Fiscal Years 2012 - 2014	Phase III Fiscal Years 2015-2020	Phase III Available as of Fiscal Year 2019	Total Available as of Fiscal Year 2019	Amount Committed 5/31/2018	Amount Expended as of 05/31/18	Projected Fiscal Year 2019	Scheduled Design Completion	Scheduled Construction Completion	Status/Comments
Central	Code Compliance/Infrastructure Improvements	\$26,312,636	\$16,418,636	\$5,894,000	\$4,000,000	\$4,000,000	\$26,312,636	\$22,996,258	\$22,612,594	\$700,000			Multi-phased program.
	<u>Project Listing</u>												
	- Replace Maloney Hall Elevator		\$51,953	\$0	\$0	\$0	\$51,953	\$47,612	\$47,612	\$0	Jun-10	May-12	Complete
	- Window Replacements in Four Buildings		\$569,690	\$0	\$0	\$0	\$569,690	\$569,690	\$569,690	\$0	Apr-09	Apr-11	Complete
	- Burritt Library HVAC Code Compliance Improvements		\$1,989,000	\$0	\$0	\$0	\$1,989,000	\$1,808,007	\$1,808,007	\$0	Jan-15	Feb-16	Complete
	- Founder's Hall HVAC Installation		\$697,492	\$0	\$0	\$0	\$697,492	\$696,521	\$696,521	\$0	Mar-09	Aug-13	Complete
	- Davidson Hall Window & Door Replacements (phase 1 & 2)		\$1,961,987	\$0	\$0	\$0	\$1,961,987	\$1,961,987	\$1,961,987	\$0	Dec-09	Aug-13	Complete
	- Security Improvements to General Fund Buildings		\$805,542	\$0	\$0	\$0	\$805,542	\$805,542	\$805,542	\$0	Jun-11	Nov-13	Complete
	- Burritt Library Exterior Repairs		\$86,921	\$0	\$0	\$0	\$86,921	\$86,921	\$86,921	\$0	Jun-09	Jul-10	Complete
	~ Burritt Library Renovation (Construction)			\$216,000		\$0	\$216,000	\$216,000	\$216,000	\$0	Oct-16	Mar-17	Complete
	- Kaiser Hall Gym and Lobby HVAC Improvements		\$82,500	\$0	\$0	\$0	\$82,500	\$82,016	\$82,016	\$0	Jul-09	Mar-12	Complete
	- Campus Wide Signage Program (phase 1)		\$534,370	\$0	\$0	\$0	\$534,370	\$533,631	\$533,631	\$0	May-10	Sep-13	Complete
	- Marcus White Fire Code Improvements		\$1,086,000	\$0	\$0	\$0	\$1,086,000	\$890,018	\$890,018	\$0	Sep-09	Dec-12	Complete
	- Replace Barnard Hall Roof/Entry Improvements		\$1,943,949	\$0	\$0	\$0	\$1,943,949	\$1,943,949	\$1,943,949	\$0	Feb-11	Jan-13	Complete
	- HVAC Improvements in General Fund Buildings (Phase 1, 2 & 3)		\$5,227,000	\$0	\$0	\$0	\$5,227,000	\$5,227,000	\$5,227,000	\$0	Sep-09	Oct-11	Complete
	- Remove Old Telecom Equipment from Buildings		\$0	\$327,000	\$0	\$0	\$327,000	\$326,024	\$326,024	\$0	Mar-14	Dec-16	Complete
	- Maloney Hall HVAC Improvements		\$0	\$1,004,000	\$0	\$0	\$1,004,000	\$532,162	\$532,162	\$0	Jun-13	Mar-15	Complete
	- Arute Field Stadium Turf Replacement		\$0	\$912,000	\$0	\$0	\$912,000	\$768,283	\$768,283	\$0	May-14	Aug-14	Complete
	~ Improvements to ITBD Building			\$0		\$0	\$0	\$0	\$0	\$0	T.B.D.	T.B.D.	Funds Reallocated to Copericus Hall Low Roof Replacement
	~ Copernicus Hall Low Roof Replacement			\$200,000	\$0	\$0	\$200,000	\$200,000	\$200,000	\$0			
	- Minor Capital Improvements Program		\$987,500	\$3,235,000	\$0	\$0	\$4,222,500	\$4,222,500	\$4,222,500	\$0	May-17	May-17	Complete
	- Future Projects to be Determined		\$394,732	\$0	\$4,000,000	\$4,000,000	\$4,394,732	\$2,078,396	\$1,694,732	\$700,000	Jul-09	Ongoing	Mutilple Phased Program
	Renovate/Expand Willard and DiLoreto Halls	\$61,085,000	\$0	\$5,892,000	\$55,193,000	\$55,193,000	\$61,085,000	\$60,432,787	\$38,468,493	\$22,616,507	Jun-15	Jan-19	In Construction
	New Classroom Office Building	\$29,478,000	\$29,478,000	\$0	\$0	\$0	\$29,478,000	\$29,478,000	\$29,478,000	\$0	Mar-11	Aug-13	Complete

SEMI-ANNUAL REPORT ON THE STATUS AND PROGRESS OF CSUS 2020
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University	Project or Program	Estimated Total Project Cost	*Phase I Fiscal Years 2009 - 2011	Phase II Fiscal Years 2012 - 2014	Phase III Fiscal Years 2015-2020	Phase III Available as of Fiscal Year 2019	Total Available as of Fiscal Year 2019	Amount Committed 5/31/2018	Amount Expended as of 05/31/18	Projected Fiscal Year 2019	Scheduled Design Completion	Scheduled Construction Completion	Status/Comments
Eastern	East Campus Infrastructure Development (construction only)		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			Funds Reallocated
	Burritt Library Design & Expansion/Renovations	\$16,500,000	\$0	\$0	\$16,500,000	\$14,300,000	\$14,300,000	\$0	\$0	\$500,000	Sep-19	Jan-20	Project Start-up
	Kaiser Hall/Bubble Renovations	\$25,385,809	\$6,491,809	\$210,000	\$18,684,000	\$18,684,000	\$25,385,809	\$24,321,560	\$4,353,383	\$20,000,000	Apr-17	Feb-19	In Construction
	Engineering Classroom Building	\$62,700,000	\$9,900,000	\$0	\$52,800,000	\$0	\$9,900,000	\$9,900,000	\$3,313,863	\$6,586,137	Dec-16	Jan-21	In design with Constructin Funding Deferred to FY 2020
	Barnard Hall Renovations	\$22,000,000	\$3,680,000		\$18,320,000	\$18,320,000	\$22,000,000	\$2,952,380	\$1,358,017	\$1,594,363	Dec-18	Sep-20	In Design
	New Maintenance/Salt Shed Facility	\$2,503,000	\$2,503,000	\$0	\$0	\$0	\$2,503,000	\$2,010,431	\$2,010,431	\$0	Oct-10	May-12	Complete
	Code Compliance/Infrastructure Improvements	\$17,720,470	\$8,255,113	\$4,825,000	\$4,640,357	\$4,640,357	\$17,720,470	\$14,756,124	\$14,256,572	\$700,000			Multi-phased program.
	<u>Project Listing</u>												
	- Campus Wide Brick Repointing Program		\$1,654,773	\$500,000	\$0	\$0	\$2,154,773	\$1,654,924	\$1,454,924	\$200,000	Jan-10	Ongoing	Phased project.
	- Planetarium Window Replacement		\$115,766	\$0	\$0	\$0	\$115,766	\$115,766	\$115,766	\$0	Mar-09	Dec-09	Complete
	- Develop Major Campus Entrances		\$480,582	\$0	\$0	\$0	\$480,582	\$480,582	\$480,529	\$0	Dec-09	Apr-12	Complete
	- South Electrical Loop		\$221,291	\$0	\$0	\$0	\$221,291	\$221,189	\$221,189	\$0	Mar-09	Aug-09	Complete
	- High Temperature Hot Water Line Repairs		\$1,217,268	\$0	\$0	\$0	\$1,217,268	\$1,217,256	\$1,217,256	\$0	Aug-09	Dec-11	Complete
	- South Campus Heat Plant Foundation Repairs		\$399,513	\$0	\$0	\$0	\$399,513	\$399,508	\$399,508	\$0	Mar-11	Mar-11	Complete
	- Damper and Air Handler Controls in Webb Hall		\$37,250	\$0	\$0	\$0	\$37,250	\$37,250	\$37,250	\$0	Mar-09	Aug-09	Complete
	- Soccer Field Drainage Upgrade		\$338,282	\$0	\$0	\$0	\$338,282	\$299,437	\$299,437	\$0	Oct-10	Dec-10	Complete
	- Renovate 333 Prospect Street (Phase 1 & 2)		\$1,264,555	\$0	\$0	\$0	\$1,264,555	\$1,264,380	\$1,264,380	\$0	Jul-11	Jul-13	Complete
	- Arboretum Sewer Main Replacement		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			Project Postponed
	- Minor Capital Projects Program		\$2,341,965	\$4,325,000	\$0	\$0	\$6,666,965	\$6,666,965	\$6,666,965	\$0	Jul-09	Jun-14	Complete
	- Sports Center Lobby Upgrades		\$183,868		\$0	\$0	\$183,868	\$183,868	\$183,868	\$0	Jan-14	Aug-14	Complete
	- Future Projects to Be Determined		\$0	\$0	\$4,640,357	\$4,640,357	\$4,640,357	\$2,215,000	\$1,915,500	\$500,000	Jul-15	Ongoing	Multi-phased program.
	Fine Arts Instructional Center	\$85,461,643	\$12,000,000	\$71,234,213	\$2,227,430	\$2,227,430	\$85,461,643	\$85,461,643	\$85,461,643	\$0	Mar-13	Jan-16	Complete
	Goddard Hall /Communications Building Renovation	\$32,951,000	\$0	\$2,872,787	\$30,078,213	\$30,078,213	\$32,951,000	\$30,837,390	\$16,123,587	\$16,827,413	Apr-15	Dec-19	In Construction
	Sports Center Addition and Renovation (design only)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Funds Reallocated to Communications Building

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University	Project or Program	Estimated Total Project Cost	*Phase I Fiscal Years 2009 - 2011	Phase II Fiscal Years 2012 - 2014	Phase III Fiscal Years 2015-2020	Phase III Available as of Fiscal Year 2019	Total Available as of Fiscal Year 2019	Amount Committed 5/31/2018	Amount Expended as of 05/31/18	Projected Fiscal Year 2019	Scheduled Design Completion	Scheduled Construction Completion	Status/Comments
Southern	Outdoor Track – Phase II	\$1,816,000	\$1,816,000	\$0	\$0	\$0	\$1,816,000	\$1,613,114	\$1,613,114	\$0	Mar-10	Dec-10	Complete
	Athletic Support Building	\$1,921,000	\$1,921,000	\$0	\$0	\$0	\$1,921,000	\$1,777,153	\$1,777,153	\$0	Dec-11	Dec-13	Complete
	New Warehouse	\$2,269,000	\$2,269,000	\$0	\$0	\$0	\$2,269,000	\$1,886,660	\$1,886,660	\$0	Jan-12	Sep-13	Complete
	Code Compliance/Infrastructure Improvements	\$25,021,406	\$16,335,683	\$2,329,000	\$6,356,723	\$6,356,723	\$25,021,406	\$23,174,848	\$22,472,200	\$702,368			Multi-phased program.
	<u>Project Listing</u>												
	- Install Elevator/Entrance to Former Student Center		\$1,777,645	\$0	\$0	\$0	\$1,777,645	\$1,777,645	\$1,777,645	\$0	Aug-09	Jun-12	Complete
	- Shuttle System infrastructure		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Funding Reallocated to Buley Library
	- Repairs to Pool in Moore Field House (Phases 1 & 2)		\$839,415	\$0	\$0	\$0	\$839,415	\$821,800	\$821,800	\$0	Mar-10	Sep-12	Complete
	- Moore Field House Mechanical and Electrical Improv. (Phase 1)		\$233,000	\$0	\$0	\$0	\$233,000	\$233,000	\$233,000	\$0	Sep-11	Aug-12	Complete
	- Earl Hall Mechanical/Electrical Upgrade		\$4,184,111	\$0	\$0	\$0	\$4,184,111	\$4,184,112	\$4,184,112	\$0	Sep-10	Aug-15	Complete
	- Jennings Hall Mechanical/Electrical Upgrade		\$4,495,163	\$0	\$0	\$0	\$4,495,163	\$4,495,198	\$4,495,198	\$0	Sep-10	Aug-15	Complete
	- Lyman Auditorium Mechanical/Electrical Upgrade		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Funding Reallocated to Buley Library
	- Admissions House Roof and Exterior Repairs		\$221,000	\$0	\$0	\$0	\$221,000	\$217,957	\$217,678	\$0	Aug-10	Mar-12	Complete
	- Jess Dow Field Turf Replacement		\$743,262	\$0	\$0	\$0	\$743,262	\$725,071	\$725,071	\$0	Mar-11	Feb-12	Complete
	- Wintergreen Building Water Infiltration		\$370,760	\$0	\$0	\$0	\$370,760	\$366,468	\$366,468	\$0	Oct-11	Oct-13	Complete
	- Moore Field House Locker Room Renovations: Phase II & III		\$929,500	\$0	\$1,057,682	\$1,057,682	\$1,987,182	\$1,057,682	\$1,057,682	\$0	Jan-11	Jun-15	Complete
	- Moore Field House Roof Replacment - Phase II		\$0	\$0	\$772,264	\$772,264	\$772,264	\$772,264	\$772,264	\$0	Sep-14	Sep-15	Complete
	- Old Student Center North Wing Concept Design		\$20,000	\$0	\$0	\$0	\$20,000	\$0	\$0	\$0	-	-	Project Cancelled
	- Earl Hall Communications Dept. Entrance/Security Corridor		\$47,687	\$0	\$0	\$0	\$47,687	\$0	\$0	\$0		-	Project on Cancelled
	- Improvements to the Academic Mall		\$0	\$30,000	\$0	\$0	\$30,000	\$28,879	\$28,879	\$0	Jun-14	Mar-15	Complete
	- Wintergreen Building Renovations		\$0	\$0	\$1,972,815	\$1,972,815	\$1,972,815	\$1,965,301	\$1,965,301	\$0	Aug-15	Aug-16	Complete
	- Minor Capital Projects Program		\$2,432,845	\$2,299,000	\$0	\$0	\$4,731,845	\$4,731,845	\$4,731,845	\$0	Jul-09	Ongoing	Multi-phased program.
	- Future Projects to Be Determined		\$41,295	\$0	\$2,553,962	\$2,553,962	\$2,595,257	\$1,797,626	\$1,095,258	\$702,368	Jul-15	Ongoing	Multi-phased program.
	New Academic Laboratory Building	\$72,115,000	\$8,944,000	\$57,698,000	\$5,473,000	\$5,473,000	\$72,115,000	\$71,012,091	\$67,030,863	\$3,981,228	Jan-13	Feb-18	Project in Close-out

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Western	Health and Human Services Building (Phase 1 and Phase 2	\$76,507,344	\$0	\$0	\$76,507,344	\$21,507,344	\$21,507,344	\$6,844,969	\$352,227	\$5,500,000	Mar-19	Sep-21	In Design
	Fine Arts Instructional Center	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			Funds reallocated to Phase 2 of Health & Human Services Building
	Buley Library - Phase 2	\$17,436,817	\$17,006,817	\$430,000	\$0	\$0	\$17,436,817	\$16,435,195	\$16,435,195	\$0	Jan-13	Apr-15	Complete
	School of Business	\$52,476,933			\$52,476,933	\$52,476,933	\$52,476,933	\$3,766,237		\$3,766,237	Dec-20	Mar-22	Contracting with Consultants
	Code Compliance/Infrastructure Improvements	\$16,269,378	\$7,658,330	\$2,654,048	\$5,957,000	\$5,957,000	\$16,269,378	\$14,976,801	\$12,929,693	\$2,000,000			Multi-phased program.
	<u>Project Listing</u>				\$0	\$0	\$0						
	- Feldman Arena Improvements		\$819,636	\$0	\$0	\$0	\$819,636	\$493,655	\$493,655	\$0	Sep-09	Jun-11	Complete
	- Midtown Perimeter Site Improvements		\$463,019	\$0	\$0	\$0	\$463,019	\$463,020	\$463,020	\$0	Apr-10	Jul-11	Complete
	- Campus Wide Utilities/Site Improvements		\$1,682,694	\$0	\$0	\$0	\$1,682,694	\$1,671,967	\$1,624,858	\$0	Jul-09	Mar-14	Complete
	- Higgins Annex HVAC Improvements		\$136,541	\$0	\$0	\$0	\$136,541	\$136,541	\$136,541	\$0	Sep-10	Jul-12	Complete
	- Higgins Hall and Annex: Roof Repairs/Replacements (Phase 1 & 2)		\$510,500	\$0	\$0	\$0	\$510,500	\$508,211	\$508,211	\$0	Jul-10	Oct-11	Complete
	- Higgins Annex Learning Emporium		\$174,531	\$0	\$0	\$0	\$174,531	\$173,216	\$173,216	\$0	May-13	Sep-13	Complete
	- Renovate Restrooms in Founders Hall: Waterbury Campus		\$186,213	\$0	\$0	\$0	\$186,213	\$186,213	\$186,213	\$0	Jun-09	Dec-10	Complete
	- Elevator Upgrades in Berkshire Hall		\$40,571	\$0	\$0	\$0	\$40,571	\$40,571	\$40,571	\$0	Oct-09	Feb-10	Complete
	- Install HVAC for MDF/IDF and Server Rooms		\$350,000	\$0	\$0	\$0	\$350,000	\$397,735	\$397,735	\$0	Mar-10	Oct-11	Complete
	- Replace Portions of University Boulevard		\$297,723	\$0	\$0	\$0	\$297,723	\$297,723	\$297,723	\$0	Sep-09	Dec-10	Complete
	- Minor Capital Projects Program		\$2,498,217	\$2,654,048	\$0	\$0	\$5,152,265	\$5,152,265	\$5,152,265	\$0	Jul-12	May-18	Complete
	- Renovate Former Holy Trinity Church		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			Project funding reallocated
	- Higgins Annex Classroom Renovations for Lecture Halls		\$498,686	\$0	\$0	\$0	\$498,686	\$498,686	\$498,686	\$0	Mar-11	Jan-12	Complete
	- Future Projects to Be Determined		\$0	\$0	\$5,957,000	\$5,957,000	\$5,957,000	\$4,957,000	\$2,957,000	\$2,000,000	Jul-15	Ongoing	Multi-phased program.
	White Hall Renovation - Second & Third Floors	\$6,415,952		\$76,952	\$6,339,000	\$6,339,000	\$6,415,952	\$579,660	\$506,451	\$0	Aug-17	May-18	Complete
	Fine Arts Instructional Center	\$84,321,000	\$0	\$84,321,000	\$0	\$0	\$84,321,000	\$84,226,596	\$84,226,596	\$0	May-11	Aug-14	Complete
	Higgins Hall Renovations	\$34,576,000	\$0	\$2,982,000	\$31,594,000	\$31,594,000	\$34,576,000	\$31,067,192	\$2,192,278	\$27,000,000	Sep-17	Aug-19	In Construction
	Berkshire Hall Renovations (design only)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	T.B.D.	T.B.D.	

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University	Project or Program	Estimated Total Project Cost	*Phase I Fiscal Years 2009 - 2011	Phase II Fiscal Years 2012 - 2014	Phase III Fiscal Years 2015-2020	Phase III Available as of Fiscal Year 2019	Total Available as of Fiscal Year 2019	Amount Committed 5/31/2018	Amount Expended as of 05/31/18	Projected Fiscal Year 2019	Scheduled Design Completion	Scheduled Construction Completion	Status/Comments
System Wide	University Police Department Building	\$6,445,000	\$0	\$4,745,000	\$1,700,000	\$1,700,000	\$6,445,000	\$6,445,000	\$5,939,782	\$505,218	Aug-15	Feb-18	In Close-out
	Midtown Campus Mini-Chiller Plant	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	N.A.	N.A.	Project Cancelled
							\$0						
	New and Replacement Equipment	\$103,239,000	\$18,000,000	\$18,395,000	\$66,844,000	\$66,844,000	\$103,239,000	\$98,208,667	\$92,461,100	\$5,747,567	Ongoing	Ongoing	Multi-phased program.
	Alterations/Improvements: Auxiliary Service Facilities	\$53,672,422	\$13,672,422	\$15,000,000	\$25,000,000	\$25,000,000	\$53,672,422	\$28,447,589	\$26,246,212	\$8,000,000	Ongoing	Ongoing	Multi-Phased Program
	CCSU: Barrows Hall Basement Renovations		\$0	\$236,663	\$0	\$0	\$236,663	\$236,663	\$236,663	\$0	Jun-13	Aug-13	Complete
	CCSU: HVAC Improvements In Res. Halls (Phase I, II & III)		\$1,937,000	\$0	\$0	\$0	\$1,937,000	\$1,716,853	\$1,716,853	\$0	Sep-09	Jul-14	Complete
	CCSU: Vance Hall Basement Renovations		\$0	\$134,800	\$0	\$0	\$134,800	\$134,800	\$134,800	\$0	Jun-13	Dec-13	Complete
	CCSU: Vance Hall Floors 1-6 Bathroom Renovations		\$0	\$106,023	\$0	\$0	\$106,023	\$106,023	\$106,023	\$0	Jun-13	Aug-13	Complete
	CCSU: Vance Hall Renovations- Ground, 1, 2, 5 & 6 Floor			\$770,176	\$0	\$0	\$770,176	\$770,176	\$770,176	\$0	Jun-15	Aug-15	Complete
	CCSU: Student Center & Memorial Hall Sidewalk Imp.		\$0	\$400,000	\$0	\$0	\$400,000	\$184,514	\$184,514	\$0	Jun-15	Aug-15	Complete
	CCSU: Vance Hall Door Lock Upgrades			\$379,904	\$0	\$0	\$379,904	\$379,904	\$379,904	\$0	Jun-15	Aug-15	Complete
	CCSU: Aux. Service Minor Capital Program		\$0	\$1,172,434	\$5,000,000	\$2,500,000	\$3,672,434	\$3,650,450	\$2,380,949	\$1,269,501	Ongoing	Ongoing	
	ECSU: Fire Alarm - Burnap,Crandall and Noble Halls		\$655,465	\$0	\$0	\$0	\$655,465	\$655,465	\$655,465	\$0	Mar-12	Sep-12	Complete
	ECSU: High Rise Elevator Upgrades		\$625,441	\$0	\$0	\$0	\$625,441	\$625,441	\$625,441	\$0	Jan-12	Sep-13	Complete
	ECSU: Academic Quad Landscape		\$0	\$316,900	\$0	\$0	\$316,900	\$316,900	\$316,900	\$0			Complete
	ECSU: Aux. Service Minor Capital Program		\$0	\$341,286	\$3,000,000	\$2,000,000	\$2,341,286	\$2,112,342	\$1,682,723	\$429,619	Ongoing	Ongoing	Multiple Phased Program
	ECSU: HTHW Lines Repairs Five Residential Halls			\$276,726	\$0	\$0	\$276,726	\$276,726	\$276,726	\$0	Dec-16	Dec-16	Complete
	ECSU: Hurley Hall Addition & Renovation Study		\$0	\$70,000	\$0	\$0	\$70,000	\$70,000	\$70,000	\$0	Apr-15	N.A.	Feasibility Study
	ECSU: Landscape at Mead, Neidjalik & Hurley		\$0	\$9,500	\$0	\$0	\$9,500	\$9,500	\$9,500	\$0	Jun-14	Sep-14	Complete
	ECSU: Low Rise Apartments Roof Replacements		\$456,759	\$0	\$0	\$0	\$456,759	\$456,760	\$456,760	\$0	Apr-11	Jul-12	Complete
	ECSU: Low Rise Apartments Structural Study (phase 1)		\$17,500	\$0	\$0	\$0	\$17,500	\$17,500	\$17,500	\$0	Oct-10	Jan-11	Study Complete
	ECSU: Low Rise Apartments Walkway and Stair Replacement (Phase 1)		\$258,611	\$0	\$0	\$0	\$258,611	\$258,570	\$258,570	\$0	Apr-11	Dec-11	Complete

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	ECSU: Low Rise Apartments Walkway and Stair Replacement (Phase2)		\$170,949	\$0	\$0	\$0	\$170,949	\$170,949	\$170,949	\$0	Apr-11	Sep-12	Complete
	ECSU: Masonry Repointing Study & Repairs		\$0	\$76,000	\$0	\$0	\$76,000	\$46,680	\$46,680	\$0	Nov-13	Aug-15	Complete
	ECSU: Nobel Hall Cooling Tower		\$0	\$154,900	\$0	\$0	\$154,900	\$154,900	\$154,900	\$0	Jun-13	Dec-13	Complete
	ECSU: Occum Hall Building Automation		\$0	\$265,561	\$0	\$0	\$265,561	\$265,561	\$265,561	\$0	May-15	Aug-15	Complete
	ECSU: Student Center Lighting Control System		\$0	\$388,713	\$0	\$0	\$388,713	\$388,713	\$388,713	\$0	Jan-13	Aug-13	Complete
	ECSU: Windham St. Sidewalk Expansion		\$0	\$300,414	\$0	\$0	\$300,414	\$270,414	\$270,414	\$0	Jan-14	Aug-14	Complete
	SCSU: Repair/Resurface North Campus Parking Lot		\$1,126,265	\$0	\$0	\$0	\$1,126,265	\$1,055,895	\$1,055,895	\$0	Mar-12	Aug-12	Complete
	SCSU: Brownell Hall Mechanical & Electrical Improvements (Design)			\$332,345	\$0	\$0	\$332,345	\$308,738	\$308,738	\$0	Jul-15	Aug-15	Complete
	SCSU: Aux. Service Minor Capital Program		\$0	\$320,010	\$3,970,000	\$2,470,000	\$2,790,010	\$2,685,773	\$2,484,390	\$201,384	Ongoing	Ongoing	Multiple Phased Program
	SCSU: CT Hall Renovations		\$0	\$1,468,254	\$0	\$0	\$1,468,254	\$1,464,232	\$1,464,232	\$0	Mar-13	Aug-13	Complete
	SCSU: Farnham Hall Renovations		\$5,190,671	\$0	\$0	\$0	\$5,190,671	\$4,977,238	\$4,977,238	\$0	Jun-09	Feb-12	Complete
	SCSU: North Campus Water Infiltration Study		\$0	\$30,000	\$0	\$0	\$30,000	\$30,000	\$30,000	\$0	Jul-14	Sep-14	Complete
	SCSU: 190 Pine Rock Existing Conditions Review			\$35,600	\$0	\$0	\$35,600	\$35,600	\$35,600	\$0	Jan-14	Mar-14	Complete
	SCSU: Recreation Center Study		\$0	\$30,000	\$0	\$0	\$30,000	\$29,960	\$29,960	\$0	Jan-14	Mar-14	Complete
	SCSU: Schwartz Hall Chiller/Cooling Tower		\$0	\$983,791	\$0	\$0	\$983,791	\$977,753	\$977,753	\$0	Apr-15	Aug-15	Complete
	SCSU: West Camps Residence Hall Masonry Evaluation				\$30,000	\$30,000	\$30,000	\$30,000	\$23,610	\$6,390	Sep-16	Nov-16	Complete
	WCSU Residence Hall Repairs		\$1,081,000	\$0	\$0	\$0	\$1,081,000	\$979,194	\$417,151	\$562,043	Jul-10	Ongoing	Multiple phased projects
	WCSU: Midtown Student Center Roof		\$985,000		\$0	\$0	\$985,000	\$985,000	\$985,000	\$0	Jul-15	Feb-17	
	WCSU: Aux. Service Minor Capital Program			\$1,215,000	\$3,000,000	\$2,000,000	\$3,215,000	\$2,725,719	\$1,879,961	\$845,758	Ongoing	Ongoing	Multiple Project
	- Future Projects to Be Determined		\$1,167,760	\$5,185,000	\$10,000,000	\$6,000,000	\$12,352,760	\$0	\$0	\$4,000,000	Ongoing	Ongoing	Multi-Phase Program
	Telecommunications Infrastructure Upgrade	\$18,415,000	\$10,000,000	\$2,841,000	\$5,574,000	\$5,574,000	\$18,415,000	\$14,211,630	\$12,111,630	\$2,100,000	Ongoing	Ongoing	Multi-phased program. Per Public Act 10-44, effective July 1, 2010 phase I
	<u>Project Listing</u>						\$0						
	- CCSU: Upgrade Telecom Infrastructure in ITBD Building		\$832,297	\$0	\$0	\$0	\$0	\$832,297	\$832,297	\$0	May-10	Jan-13	Complete
	- ECSU: Complete Network Backbone Loop: Admin. to Facilities		\$480,439	\$0	\$0	\$0	\$0	\$480,439	\$480,439	\$0	Oct-09	Mar-11	Complete
	- SCSU: Addit. Fiber and Conduit on North Side of Campus		\$85,000	\$0	\$0	\$0	\$0	\$85,000	\$85,000	\$0	Jan-10	Oct-11	Complete

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University	Project or Program	Estimated Total Project Cost	*Phase I Fiscal Years 2009 - 2011	Phase II Fiscal Years 2012 - 2014	Phase III Fiscal Years 2015-2020	Phase III Available as of Fiscal Year 2019	Total Available as of Fiscal Year 2019	Amount Committed 5/31/2018	Amount Expended as of 05/31/18	Projected Fiscal Year 2019	Scheduled Design Completion	Scheduled Construction Completion	Status/Comments
	- WCSU: Redundant Dark Fiber to Westside Campus		\$298,000	\$0	\$0	\$0	\$0	\$298,000	\$298,000	\$0	Mar-10	Jul-11	Complete
	- System-Wide Infrastructure Upgrades		\$8,304,264	\$2,841,000	\$5,574,000	\$2,574,000	\$13,719,264	\$13,719,264	\$13,572,719	\$0	Jul-09	Ongoing	Multi-Phase Program
	Land and Property Acquisition	\$10,250,190	\$3,650,190	\$2,600,000	\$4,000,000	\$4,000,000	\$10,250,190	\$6,823,626	\$4,435,310	\$3,500,000	Jul-09	Ongoing	Multi-phased program. Per Public Act 10-44, effective July 1, 2010 phase I
	Deferred Maintenance/Code Compliance Infrastructure Improvement	\$39,735,000			\$39,735,000	\$39,735,000	\$39,735,000	\$38,028,648	\$21,897,521	\$15,000,000	Jul-15	Ongoing	Multi-phased program.
	Stategic Master Plans of Academic Programs	\$3,000,000			\$3,000,000	\$3,000,000	\$3,000,000	\$3,000,000	\$2,992,898	\$7,102	Jan-15	Ongoing	Multi-phased program.
	Consolidation & Upgrade of System Student Financial Information Technology System	\$20,000,000			\$20,000,000	\$20,000,000	\$20,000,000	\$20,000,000	\$20,000,000	\$0	Oct-15	Dec-16	Complete
	Advanced Manufacturing at Asnuntuck Community College	\$25,500,000			\$25,500,000	\$25,500,000	\$25,500,000	\$23,656,272	\$21,156,561	\$2,350,000	Feb-16	Mar-18	In Construction, Phased Project
	Supplemental Project Funding	\$16,000,000			\$16,000,000		\$0						
	Totals	\$1,069,500,000	\$190,000,000	\$285,000,000	\$594,500,000	\$468,500,000	\$943,500,000	\$779,328,523	\$636,100,028	\$149,684,140			

Board of Regents for Higher Education

PROPOSED 2019 Meeting Schedule

Pending adoption at 10/18/2018 BOR Meeting.
10-01-2018

Academic and Student Affairs 9:30 am – Fridays unless otherwise noted	Audit 10 am Tuesdays unless otherwise noted	HR & Administration 1 pm Thursdays unless otherwise noted	Finance & Facilities 10 am Wednesdays unless otherwise noted	Executive Comm. Meets when called 10 am Thursdays (placeholders below)	Board of Regents 10 am Thursdays unless otherwise noted
February 1		January 31	Thursday, February 14	January 17	February 21
March 15	March 19		March 13		March 28
Monday, April 8		April 4	April 3		April 18
April 26			April 24		May 9
June 7	June 11	June 6	June 5		June 20
September 6			September 4	August 15	September 19
October 11	October 15	October 10	October 9		October 24
December 6	Thursday, December 12		December 4	November 21	December 19

Unless otherwise noted, meetings are held at the CSU System Office, 61 Woodland Street, Hartford (agendas will specify room location).

Info/contact: Erin Fitzgerald fitzgeralde@ct.edu, or 860 723-0013

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