BOARD OF REGENTS FOR HIGHER EDUCATION
CT STATE COLLEGES AND UNIVERSITIES (CSCU)
MINUTES OF A REGULAR MEETING
THURSDAY, JANUARY 23, 2025 – 10:00 a.m.
CONDUCTED IN PERSON AND VIRTUALLY
LIVESTREAMED ON https://www.youtube.com/live/5SQJKp5801w

REGENTS – PARTICIPATING (Y = yes / N = no)	
Marty Guay, Chair	Y
Richard J. Balducci	Y
Ira Bloom	Y
Shian Earlington, Student Regent	Y
Juanita James	Y
Sophia Jappinen	Y (Remote)
Richard Porth	Y
Luis Sanchez, Student Regent	Y(Remote)
Ari Santiago	Y (Remote)
Erin Stewart	N
Elease E. Wright	Y
Ted Yang	Y
*Brendan Cunningham, FAC Chair	Y (Remote)
*Colena Sesanker, FAC Vice Chair	Y(Arrived at 10:07)
*Dante Bartolomeo, Labor Commissioner	N
*Dr. Manisha Juthani, Public Health Commissioner	N
*Daniel O'Keefe, DECD Commissioner	Y(Remote) COS Steuber Joined at 10:06
*Charlene Russell-Tucker, Education Commissioner	Y
*Kelli-Marie Vallieres, Chief Workforce Officer	Y
*Charlene Casamento, OPM Undersecretary	Y
Pam Heleen – Secretary to the Board of Regents	Y
*ex-officio, non-voting member	

CSCU STAFF:
Terrence Cheng, CSCU Chancellor
Jessica Paquette, Vice Chancellor for System Affairs & Chief of Staff
Danny Aniello, Special Asst to the Chancellor, Executive Director for System Project Management
Dr. Lloyd Blanchard, CSCU Interim Vice President for Administration and Chief Financial Officer
Adam Joseph, Vice Chancellor of External Affairs
Karen Buffkin, General Counsel
Dr. Aynsley Diamond, Associate Vice President of Academic Affairs
Dr. Tamara O'Day Stevens, Interim AVP, Enrollment Management and Student Success
Lesley Mara, AVP, Systemwide Initiatives and Sponsored Programs
Cameron Liston, Chief Compliance Officer
Jen Person, Assistant Vice Chancellor for Human Resources and Labor Relations
Dr. Manohar Singh, Interim President, Western CT State University
Ed Klonoski, President, Charter Oak State College
Dr. Dwayne Smith, Interim President, Southern CT State University
Dr. Zulma Toro, President, Central CT State University
Dr. Karim Ismaili, Incoming President, Eastern CT State University
Dr. John Maduko, President, CT State Community College
Tom Yelich, CT State Chief of Staff

1. **CALL TO ORDER**
   Chair Guay called the meeting to order at 10:02 a.m. Following roll call, a quorum was declared.

2. **ADOPTION OF THE AGENDA**
   On a motion by Regent Balducci and second from Regent Yang, the agenda was adopted by unanimous voice vote.

3. **CHANCELLOR CHENG'S REMARKS** (00:02:30)
   • Chancellor Cheng commented on the passing of a student at Eastern Connecticut State University. In respect to the privacy of the family, no details were shared. On behalf of the Board of Regents and the Chancellor's office, he offered condolences and support to the Eastern community during this challenging time.
   • He reported that Charter Oak State College announced the launch of the Connecticut Online AI Academy in partnership with Google. This transformative initiative, which is available to all Connecticut residents 18 and older at no cost, was created to equip Connecticut residents with the foundational skills needed to thrive in an AI-driven workforce. He congratulated President Klonoski and Provost Ferreira for securing this partnership.
   • He noted that he will be attending Eastern Connecticut State University's first Nursing White Coat ceremony with President Ismaili where 28 students will take the professional oath and receive their white coat. The nursing program was created through a partnership with Hartford Healthcare.
   • The Chancellor added that Southern Connecticut State University was recently awarded the 2025 NCAA and Minority Opportunities Athletic Association Award for Diversity and Inclusion, a testament to Dr. Smith's and Southern's unwavering commitment to equity and belonging.
   • This spring, under Dr. Toro's leadership, CCSU is introducing four new programs: Systems Engineering (Grad Cert); MBA in Sports Management; Undergrad Cert in Business Project Management; and Undergrad Cert in Database Management to meet the growing needs of students. Central's assistant dean, Barbara Budaj, has earned the Presidential Award for Excellence in Mathematics and Science and Teaching which recognizes outstanding teachers contributions to the teaching and learning of science, technology, engineering, and mathematics and is administered by the National Science Foundation on behalf of the White House Office of Science and Technology Policy.
   • Chancellor Cheng stated that the 2025 legislative session is underway. CSCU and the Board of Regents will be focusing on three key areas to drive student success: Accessibility, Completion, and Talent. These efforts will help to increase student success in and out of the classroom, steady CSCU's financial footing, and ensure CSCU continues to provide students with the resources and services they need to thrive.

4. **BOR CHAIR GUAY REMARKS** (00:09:18)
   • Chair Guay followed up on Controller Scanlon's December 18th expense report on CSCU financial practices. In October, Governor Lamont requested that the Office of the State Controller (OSC) examine related financial records, practices and procedures to identify any potential violations. The Governor also tasked OSC to develop recommendations to resolve any broad issues identified in this report. Chancellor Cheng was very responsive and is committed to reviewing all recommendations with a clear commitment to implementing stronger controls, policies, and comprehensive training. Chancellor Cheng has stated that these recommendations will support the goal of accountability and transparency across the system and protect taxpayer

dollars and student funds. As the oversight authority of CSCU, the Board is directly engaged with the office of the State Controller. On January 8th, Elease Wright, Chair of the BOR Audit Committee, Karen Buffkin, CSCU General Counsel and Chair Guay met with Controller Scanlon and his team to understand the findings, discuss the recommendations, and commit to oversight on the actions being taken. The Board will make sure that the System Office implements the changes that are appropriate. The System Office has hired Chief Compliance Officer Cameron Liston to lead the efforts and has the background, temerity, and understanding to get the work done.

- Chair Guay noted that the System Office is working diligently to amend policies for all stakeholders. A policy committee has been established to ensure all policy recommendations are clear and consistent with CSCU's mission and will review the process for establishing Board policy. As the Board of Regents is the policy authority of CSCU, we will start with p-card policy and evaluate other policies needed throughout the system.

5. **UPDATE - HIGHER EDUCATION FINANCIAL SUSTAINABILITY ADVISORY BOARD – Chancellor Cheng** (00:12:28)

- The complete Power Point presentation is included as Attachment A.
- Regent Porth asked how the plan/presentation supports and advances ACT – Access, Completion, and Talent. Chancellor Cheng noted that there have been robust conversations with faculty, staff, and labor leaders, including how the three pillars were conceived, how the goals were drafted, and how institutions are currently working to craft KPIs per goal. The ACT framework allows CSCU to tell its story succinctly – we want to make sure the front door is as wide as possible, we want to treat students well while they are here and make sure they have great opportunities when they leave. ACT is a great conceptualized framework that is operationalized already.

6. **PUBLIC COMMENT** (00:38:08)
In addition to the eight individuals who signed up for Public Comment, the Board received written testimony from 25 faculty members. The Regents received these documents in advance of the Board meeting (Attachment B).

FACULTY/PUBLIC	
Andrew Smyth – SCSU English Professor	IN PERSON
Christina Barmon – CCSU Sociology Professor	VIRTUAL
Tricia Stewart – WCSU Professor	VIRTUAL
Kristie Rupp – SCSU Professor	VIRTUAL
Fiona Pearson – CCSU – Sociology Professor	IN PERSON
Manoj Misra – WCSU Professor of Sociology	VIRTUAL
Lyndsey Lanagan-Leitzel – ECSU Professor	IN PERSON
Cindy Stretch – SCSU English Professor	IN PERSON

7. **REPORT – SPECIAL TASK FORCE ON ONLINE EDUCATION – Regent Yang** (01:08:54)
Regent Yang thanked everyone for comments and noted that he heard the concerns and respected their opinions. He provided an overview report and invited those who made public comment to work with the task force. Regent Yang noted that this is the beginning of the process, not the end. There were faculty members, union members and other experts who participated on and consulted with the task force. He added that online education is not a zero-sum game; CSCU is not the only game in town - not just in Connecticut, but around the world.

- Regent Yang noted that the purpose in developing these programs is to go after underserved populations, those with some college credit but no degree, those who are not being adequately

served in any CSCU school. The purpose of this task force is to develop something better for students who are enrolling in classes from other fully online, out-of-state institutions. The work to date has not resulted in a proposal; there's nothing to be rejected or to come to a vote. These are simply ideas that were expressed by members of this committee.

- He noted that the Tuition-Free College mentioned in the report is a goal that helps CSCU meet workforce goals and help disadvantaged populations get a bachelor's degree.
- Remarks were provided by Professor Cunningham (01:15:03) and Professor Sesanker (01:18:21) Regent Yang responded that none of the task force work was done in conjunction with any consulting groups or private firms. Task force members are individuals who donated their time. The task force was not engaged with paid or unpaid entities. Some of the members are experts and have affiliations with those entities. Regent Yang recognized that there could be potential conflicts, but not actual conflicts. No one on the taskforce is in favor of reducing the quality of education; the ongoing conversation is between the quality of modalities – online versus all others. Regent Yang believes there is an existential threat that exists right now in terms of online education from predatory for-profit companies, not just non-profit companies who are taking Connecticut students.
- He added that one of the goals is the preservation of the individuality of the six CSCU institutions and stated that it is the Board's job to make sure that proposals would not be to the detriment of everyone in CSCU. In addition, he stated that he thought we all understand that we don't want to have the people in System Office order in lock step exactly what happens in every one of the CSCU institutions. He concluded by stating that he and other Regents are thinking in terms of the entire system, not just the growth of Charter Oak. Regent Santiago stated that he doesn't know how CSCU can move forward and not embrace the online modality even more than we have. The move to online education predates the pandemic and has been growing. Southern New Hampshire State University advertises that 10,000 CT residents have taken and are taking their courses. CT students are demonstrating that they want to be able to take courses online; we need to meet them where they are. Charter Oak State College is CSCU's chance to meet them online. CSCU should be coming together for the needs of students; conversations about faculty jobs and all that should be secondary or tertiary concerns to the needs of educating our students. Professor Cunningham noted that SNHU's graduation rate is 35%.
- Chair Guay acknowledged President Klonoski's service to CSCU and to Charter Oak. He added that the genesis for setting up this Special Task Force was that some big CT corporations were doing their training and their online education outside the state. In addition, he heard that CSCU has some students that have to travel far to the CSUs to take a required course. The task force was set up to evaluate what we should do; the task force shared report is not intended to spell out what CSCU will do. CSCU is not going to do anything that cannibalizes in-person learning as that is the foundation of what CSCU does.
- President Klonoski reminded everyone that Charter Oak State College is an accredited part of CSCU, not a diploma mill. In five of the past six years, Charter Oak has not raised tuition; that can't be said by any other institution in CT. Charter Oak has a six-year graduation rate of 56%; only CCSU and ECSU are higher. COSC retention rate is 74%; second in CSCU. Median earnings by COSC graduates is $64,000. COSC has the lowest debt after graduation ($118,000) and the lowest default rate (1.2%) which is a measure of students' ability to pay back the loans. President Klonoski asked that distance learning and the Charter Oak proposals are not generalized; the institution is part of the CSCU system that has a track record of exceptional performance.
- Chair Guay reinforced that the Board will not consider any decision until there is strong alignment with all stakeholders.

8. **REPORT FROM SPECIAL HEALTHCARE TASK FORCE** – CT State President John Maduko
   and Dr. Sandra Bulmer, Dean of the College of Health and Human Services at SCSU (01:33:16)
   • The complete Power Point presentation is included as Attachment C.
   • Regent Balducci asked about online teaching in nursing and healthcare programs. Dr. Bulmer
     responded that experts guide CSCU, and the faculty has been really thoughtful. Before COVID,
     some online opportunities in clinical programs were offered but were primarily at the graduate
     level and degree completion level. A primer on nursing has been inserted in the Special
     Healthcare Task Force Report (Attachment D).   Initial RN certification/licensure programs are at
     the Associates and Bachelor degree level. The CSUs and Charter Oak don't offer these programs
     online because that's where clinical training takes place. In-person clinicals are the signature
     pedagogy of healthcare training. At the state universities, online degree completion offerings are
     available for students who are currently working full-time as RNs and want to finish a bachelor's
     degree. They are primarily taking research, policy, and administrative courses; their clinical work
     is done. Graduate students, similarly, are working full-time; online work in those spaces may be
     appropriate. A clinical graduate program is an in-person element that has been retained. SCSU's
     EdD program has produced over 70 doctorally-prepared faculty who are teaching now and that's a
     fully online program since 2010. President Maduko added the majority of the healthcare programs
     and all of clinical programs are heavily regulated and dictates the fate of CSCU programs - meet
     certain metrics in terms of licensure pass rates, the clinical requirement, the credentials of faculty,
     the learning environment, and the curriculum.   The majority of healthcare programs answer to
     higher authority when it comes to their quality and their sustainability.
   • Regent Bloom commented on a commonality between the Online Education report and the
     Healthcare Report, noting the various online offerings, as well as specialty courses that may or
     may not be duplicated in other institutions. He noted that the field is constantly evolving with
     opportunities CSCU didn't have before and should be able to do things together. Charter Oak has
     a lot to offer the CSUs; it's not in anybody's interest to take over any delivery of coursework.
     Students have to be aware of the changing methods of delivery and the most effective use of each.
   • Regent Porth asked about the resources available for those with Healthcare degrees or training
     who are still learning English. President Maduko responded that we have a significant percentage
     of our students across our institutions where English is a second language. Some individual
     programs are venturing in international spaces for recruitment. The Respiratory Care program at
     CT State Manchester has a handful of students from Jamaica. There is collaboration to identify
     the need, know the supply of individuals, and identify the barriers. The Health Horizon's Grant has
     recruited students who predominantly have English as their second language. It really supports
     the full-time CNA Workforce which is a large percentage minority individuals. He explained that
     there is a "tax" to getting a degree part-time that is very real for students, and it stems from the
     way the appropriation is calculated for full-time students, not part-time. The Health Horizons
     grant provided $10,000 scholarships for each student.
   • students

9. **APPROVAL OF PREVIOUS MEETING MINUTES** (02:27:00)
   – **December 5, 2024 Special Meeting Minutes**
   On a motion by Regent Balducci and seconded by Regent Wright, the December 5, 2024 Special
   Meeting minutes were unanimously approved.

   - **December 19 Regular Board Meeting Minutes**
   On a motion by regent Balducci and seconded by Regent Porth, the December 19, 2024 Regular
   Meeting minutes were unanimously approved.

10. **CONSENT AGENDA**
    No Consent Agenda items.

11. **ACADEMIC & STUDENT AFFAIRS COMMITTEE – Committee Chair Bloom**
    No Report.

12. **AUDIT COMMITTEE – Committee Chair Elease Wright** (02:28:01)
    Regent Wright noted that the Audit Committee meeting scheduled for January 13 was postponed to February 24. She expects to deliver a full report on the FY24 audit at the February 27 meeting of the BOR. The reason for the postponement was related to the accounting challenges associated with the new fringe policy and the absence of a System Controller, who left in August. Her departure had a significant impact on the audit, as she was the system's expert on the GASB rules related to pension and OPEB accounting. A new Controller has been hired and begins January 24.

13. **FINANCE & INFRASTRUCTURE COMMITTEE – Committee Chair Rich Balducci** (02:29:11)
    Committee Chair Balducci presented two information items - Student Worker Payrates and a Capital Program Review.
    • Student Worker Payrates - On January 1st, Connecticut's minimum wage increased 66 cents, from $15.69/hour to $16.35/hour. This change impacts CSCU's student employee population and required CSCU to reset the minimum-to-maximum hourly ranges for each of the 3 student job classes. The budgetary increase across the system as a result of these changes is projected to be just under $677,000.
    • Capital Program Review – Committee members heard a comprehensive presentation on the CSCU's capital program. Regents had expressed a desire to better understand the process by which CSCU develops and sets priorities for the capital program, including how we fund maintenance for our $2.7 billion in capital assets across the state. Vice President Keith Epstein walked Regents through a summary of the facilities and facility age, the type of investments made in the program, and the associated bond funding. He also reviewed the process by which he engages the institutions and campuses on their needs and priorities. This process identifies 10 years of projected capital improvements. Regents also learned that the bond funds authorized by the General Assembly have not been released and have increased to $478 million.
    • Regent Yang asked for reports on marketing and advertising spending, and administrative staffing and costs at System Office. Management has committed to providing these data to the BOR.
    • Undersecretary Casamento stated that the $478M identified as being unallocated is inconsistent with the data that OPM has. She recommended an offline discussion to align OPM's number which is closer to $360M. Chair Guay has asked for a public report in the February BOR meeting from the Finance Committee Chair after the numbers have been aligned.

14. **GOVERNANCE & NOMINATIONS COMMITTEE – Committee Chair Juanita James**
    No report.

15. **HUMAN RESOURCES & ADMINISTRATION COMMITTEE – Committee Chair Sophia Jappinen**
    No report.

16. **TECHNOLOGY COMMITTEE – Committee Chair Ted Yang**
    No report.

17. **<u>EXECUTIVE SESSION</u>** – At 12:38 p.m. on a motion by Regent Balducci, seconded by Regent Yang, the Board voted unanimously to go into Executive Session for the purpose of discussing items covered by Connecticut General Statute Section 1-210(b) - specifically preliminary notes and drafts.. Executive Session concluded at 2:11 p.m.

Submitted,

Pamela Heleen
Secretary of the CT Board of Regents for Higher Education

Higher Education Fiscal Sustainability Advisory Board

CSCU System Office

January 6, 2025

Higher Education Fiscal Sustainability Advisory Board
CSCU System Office
January 2025

- **Who We Are & Who We Serve**

- **Mitigation Efforts**

- **Financial Overview**
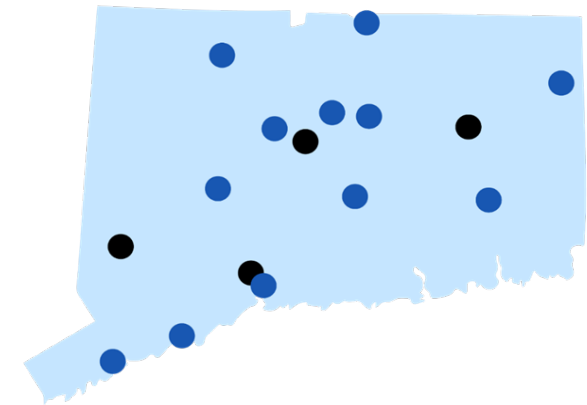
- **Economic Impact**

- **CSCU's Future**

Who We Are

CSCU

About CSCU:

The Connecticut State Colleges and Universities (CSCU) system was established in 2011, under the governance of the Board of Regents for Higher Education.

CSCU and its institutions have been guided by the same essential vision and goals:

1 Provide affordable, innovative, and rigorous academic programs for students to allow them to achieve their personal and career goals.

2 Provide pathways for social and economic mobility for all Connecticut residents

3 Contribute to the overall economic growth of Connecticut.

CT STATE COMMUNITY COLLEGE

CENTRAL CONNECTICUT STATE UNIVERSITY

CharterOak STATE COLLEGE
A Higher Degree of Online Learning

SCSU Southern Connecticut State University

WESTERN CONNECTICUT STATE UNIVERSITY

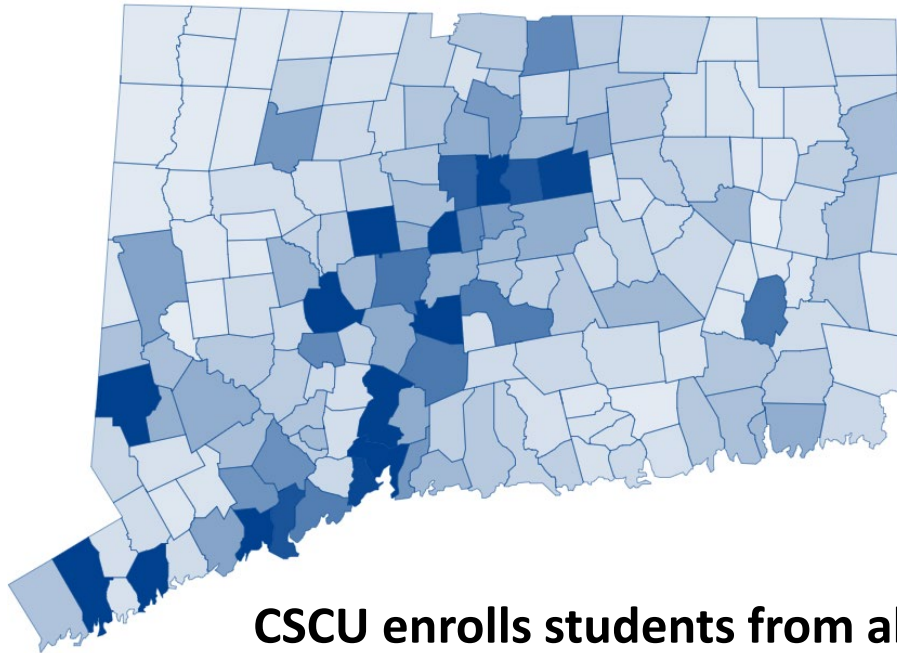**EASTERN** CONNECTICUT STATE UNIVERSITY

CSCU comprises six institutions, 16 main campuses, numerous satellite locations, and a fully online college, offering a diverse and comprehensive array of educational opportunities statewide.

CSCU by the Numbers
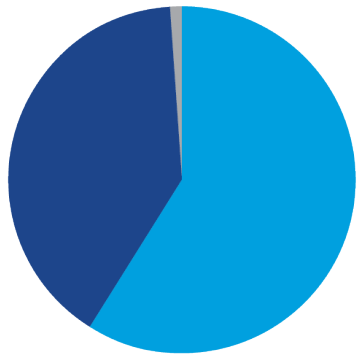
- Female students (**59%**)
- Male students (**40%**)
- Unspecified or other (**1%**)
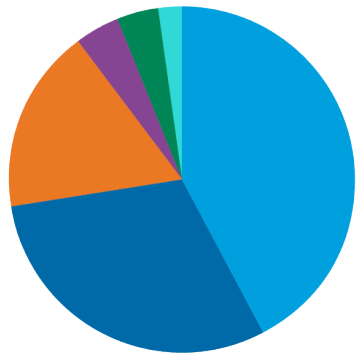
- Asian (**4%**)
- American Indian/Native Alaskan (**<1%**)
- Black/African American (**16%**)
- Hispanic / Latinx (**28%**)
- Native Hawaiian / Pacific Islander (**<1%**)
- White (**44%**)
- Two or More Races (**4%**)
- Race & Ethnicity Unknown (**3%**)

Over **80%** of our graduates

choose to live and work in CT after graduation

Total Enrollment Increase from Fall 23'-Fall 24':

+4.4%

Accessible, Affordable, High-Quality Education

- Nearly **20,300** students receive federal aid, mostly Pell

- Over **16,000** students receive PACT

- **7,656** received institutional aid

- **5,711** received Roberta Willis Scholarships
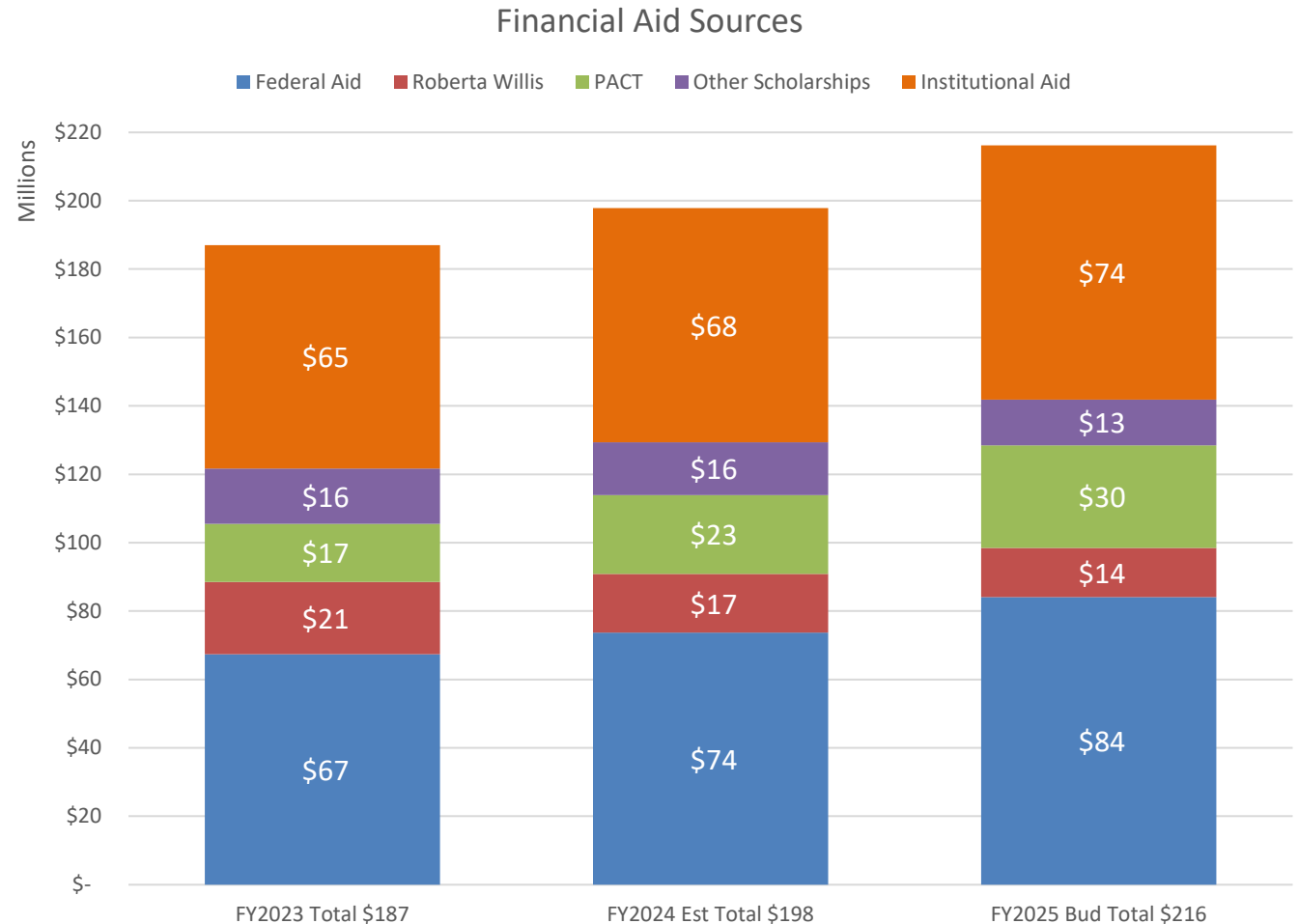
- Over **1,000** received other scholarships

NUMBER AND PERCENTAGE OF STUDENTS RECEIVING FINANCIAL AID BY TYPE

■ Federal Aid ■ Roberta Willis ■ PACT ■ Other Scholarships ■ Institutional Aid

- 7,656 Institutional Aid 15%
- 1,028 Other Scholarships 2%
- 20,293 Federal Aid 40%
- 15,952 PACT 32%
- 5,711 Roberta Willis 11%
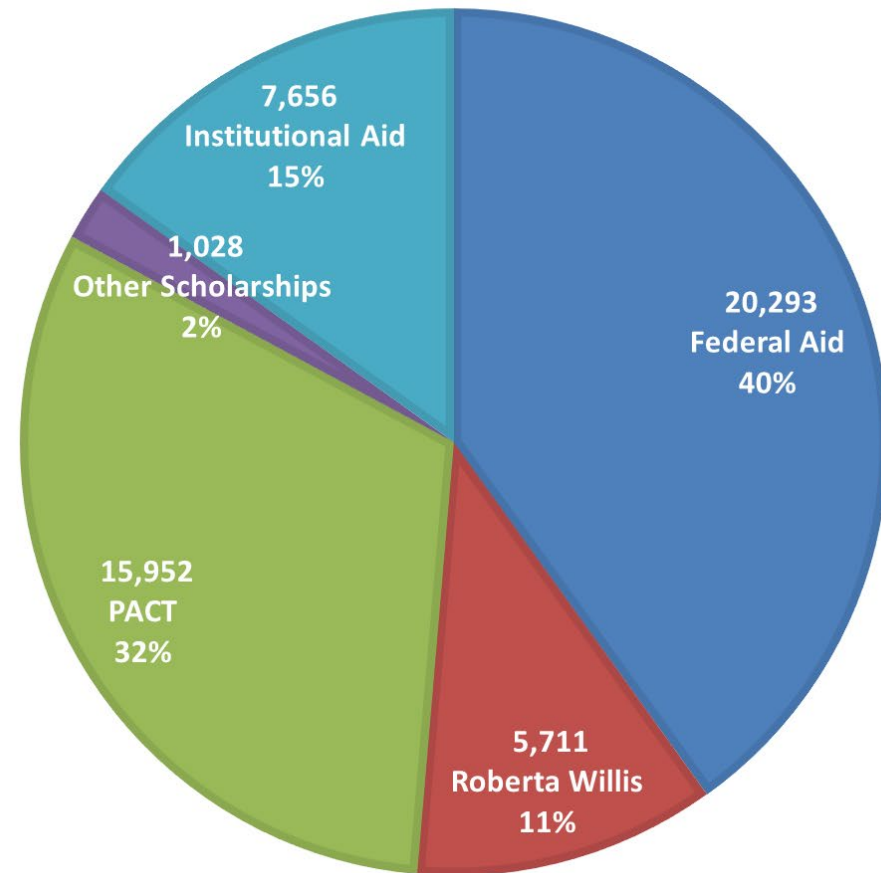
Accessible, Affordable, High-Quality Education

- In FY23, students had access to **$187M** in financial aid; in FY25, total financial aid is **$216M**
  - Federal aid up **$10.4M**
  - PACT up **$7M**
  - Institutional aid up **$6M**

Financial Aid Sources

Legend: Federal Aid, Roberta Willis, PACT, Other Scholarships, Institutional Aid

FY2023 Total $187: Federal Aid $67, Roberta Willis $21, PACT $17, Other Scholarships $16, Institutional Aid $65

FY2024 Est Total $198: Federal Aid $74, Roberta Willis $17, PACT $23, Other Scholarships $16, Institutional Aid $68

FY2025 Bud Total $216: Federal Aid $84, Roberta Willis $14, PACT $30, Other Scholarships $13, Institutional Aid $74

Challenges

Budget challenges have been significant across the system:

- **$146M deficit in FY25**

- **$151.3M projected deficit in FY26**
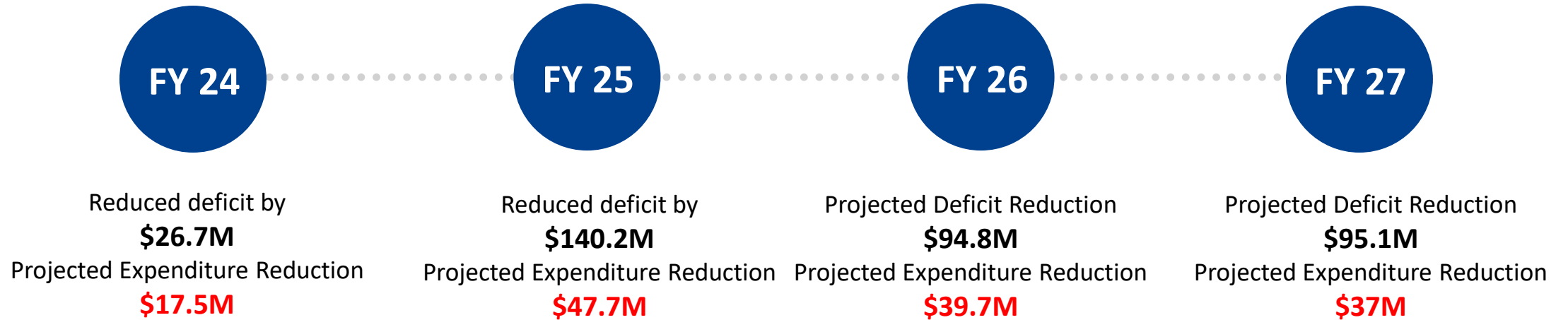
- **$159.7M projected deficit in FY27**

Causes:

Enrollment declines & Impending demographic cliff

Elimination of ARPA funds

Tuition & Fee revenue

Mitigation Efforts

FY 24

Reduced deficit by
$26.7M
Projected Expenditure Reduction
$17.5M

FY 25

Reduced deficit by
$140.2M
Projected Expenditure Reduction
$47.7M

FY 26

Projected Deficit Reduction
$94.8M
Projected Expenditure Reduction
$39.7M

FY 27

Projected Deficit Reduction
$95.1M
Projected Expenditure Reduction
$37M

Mitigation plans include:

- New revenues, expenditure reductions, and cash reserves.

Expenditure reductions:

- Administrative efficiencies and operational streamlining
- Realignment of non-essential services without compromising core programs

Mitigation plans do not include include:

- Layoffs of full-time bargained employees and campus closures.
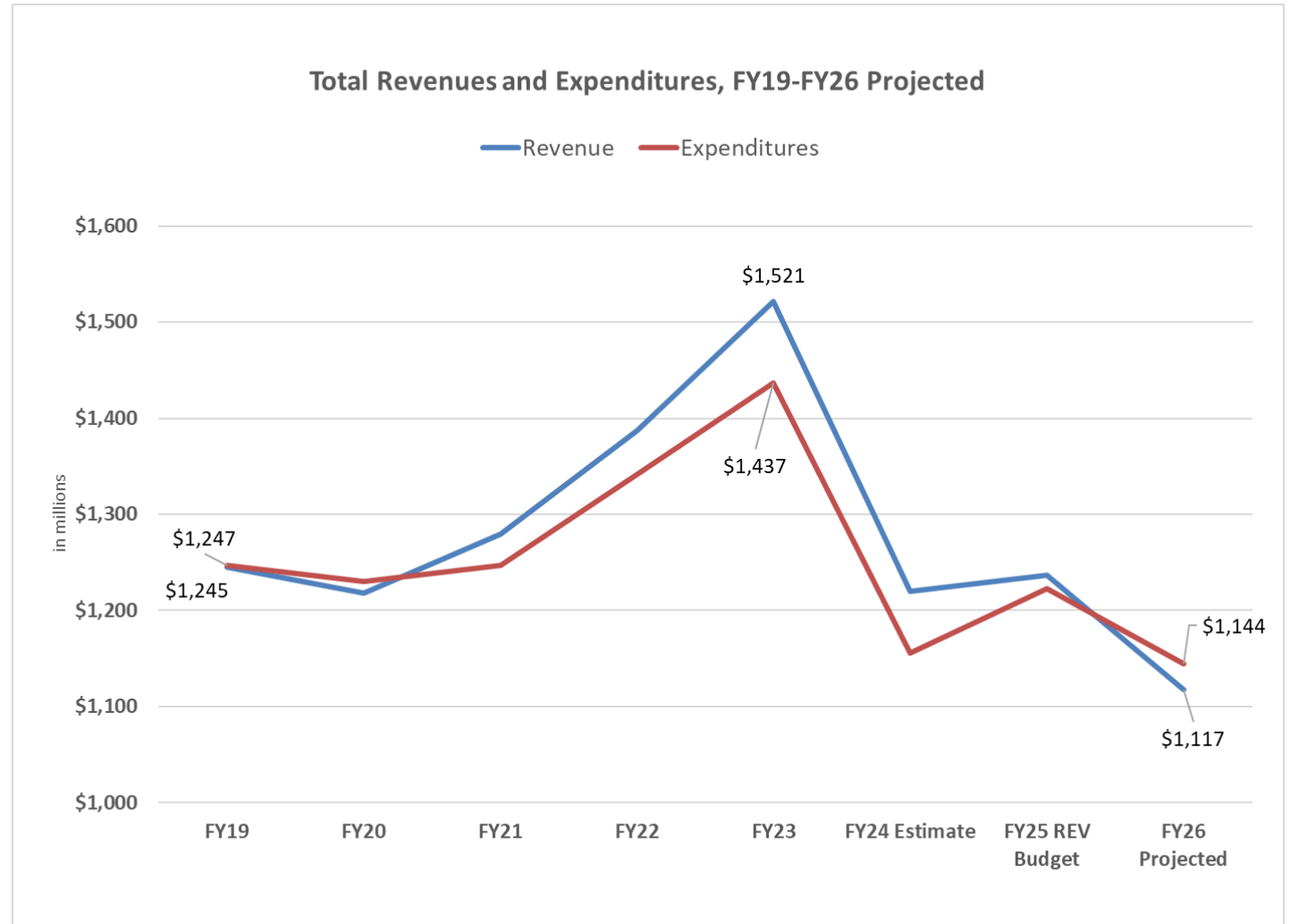
Further reductions:

- Further reductions could lead to layoffs, diminished student support services, and jeopardized capacity to deliver quality education and maintain essential functions across the system.
- Layoffs of full-time bargained employees and campus closures.

Systemwide Budget

In the last year before the pandemic (2019), CSCU spent $1.247 billion.

We are projecting to spend $1.144 billion in FY26.

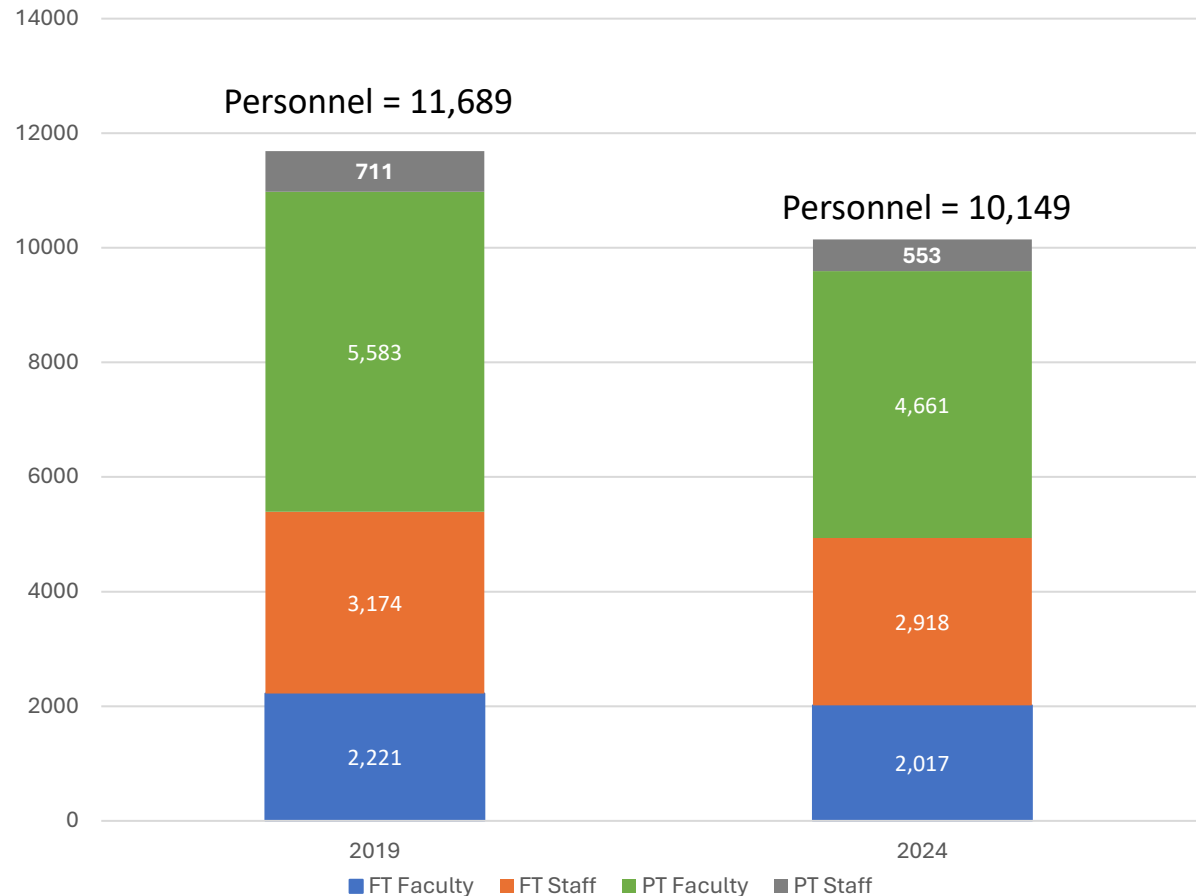Thus, we will have reduced our spending by **over $100 million** since the onset of the pandemic.

Total Revenues and Expenditures, FY19-FY26 Projected

— Revenue   — Expenditures

in millions

$1,521

$1,437

$1,247

$1,245

$1,144

$1,117

$1,600							
$1,500							
$1,400							
$1,300							
$1,200							
$1,100							
$1,000	FY19	FY20	FY21	FY22	FY23	FY24 Estimate	FY25 REV Budget	FY26 Projected

Systemwide Employees

Since 2019:

Systemwide Staffing

FT Faculty are down 204
-9%

FT Staff are down 256
-8%

PT Faculty are down 922
-17%

PT Staff are down 158
-22%

Personnel = 11,689

Personnel = 10,149

	2019	2024
PT Staff	711	553
PT Faculty	5,583	4,661
FT Staff	3,174	2,918
FT Faculty	2,221	2,017

■ FT Faculty ■ FT Staff ■ PT Faculty ■ PT Staff

System Office Employees

As of Fall 2024, there are 209 FT personnel working at System Office

- 79 for System Office *
    1. Chancellor's Office
    2. Academic & Student Affairs
    3. External Affairs
    4. General Counsel
    5. Grant Programs
    6. Finance & Administration

- 130 for Shared Services
    1. Human Resources
    2. Accounting
    3. Information Technology
    4. Procurement

- Plans are currently being developed to transition shared service functions to CT State.

Prior to 2022, System Office included shared service personnel, but they were not distinguished as Shared Services until the consolidation, into which more personnel were centralized.

System Office vs. Shared Services Full-time Personnel

	2019	2020	2021	2022	2023	2024
System Office & Shared Services	156	191	222			
System Office				80	88	79
Shared Services				289	360	130
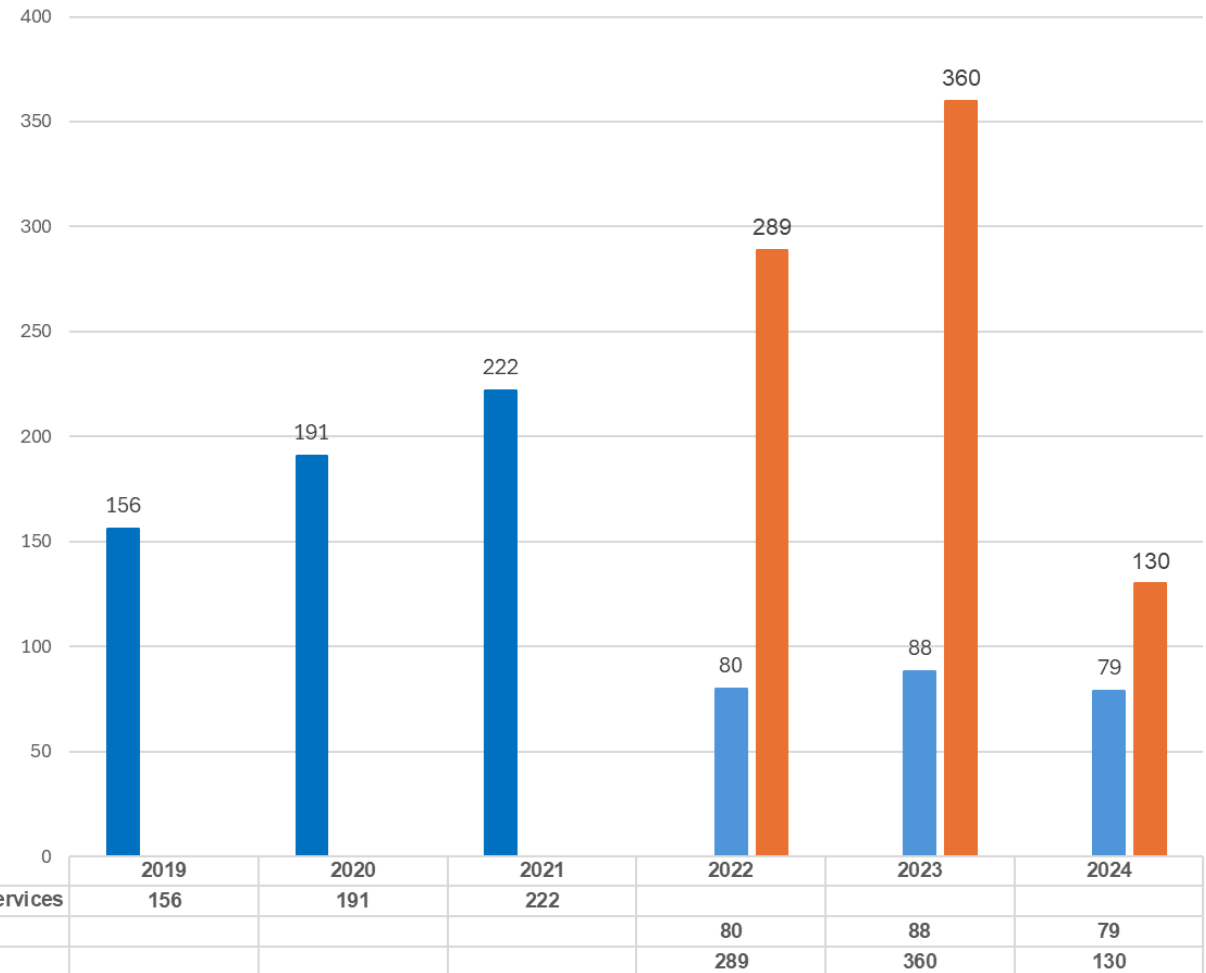
FY26/27 Deficit Mitigation

- Planned deficit mitigation is **$95M in each year of the biennium**.

FY26 Biennium Submission	CSCU Total	Central	Eastern	Southern	Western	CT State	CharterO	SO/SS
Projected deficit, current services	$ (151.2)	$ (13.3)	$ (11.7)	$ (23.8)	$ (23.9)	$ (75.2)	$ (3.3)	$ -
Fall 24 adjustments	$ 33.4	6.3	3.2	5.4	1.7	15.3	1.5	0.0
Adjusted projected deficit	$ (117.8)	$ (7.0)	$ (8.5)	$ (18.4)	$ (22.2)	$ (60.0)	$ (1.8)	$ -
Deficit mitigation	$ 94.8	$ 7.0	$ 2.1	$ 8.6	$ 11.4	$ 60.0	$ 1.8	$ 4.0
Expenditure reduction	$ 39.7	7.0	0.6	4.1	6.4	16.8	1.8	3.0
Reserves	$ 55.2	0.0	1.5	4.5	5.0	43.2	0.0	1.0
Projected deficit after mitigation	$ (23.0)	$ 0.0	$ (6.4)	$ (9.8)	$ (10.8)	$ 0.0	$ 0.0	$ 4.0

FY27 Biennium Submission	CSCU Total	Central	Eastern	Southern	Western	CT State	CharterO	SO/SS
Projected deficit, current services	$ (159.6)	$ (15.1)	$ (12.6)	$ (25.3)	$ (25.0)	$ (78.1)	$ (3.5)	$ -
Fall 24 adjustments	$ 42.9	9.3	3.2	11.1	1.7	15.3	2.4	0.0
Adjusted projected deficit	$ (116.7)	$ (5.8)	$ (9.4)	$ (14.2)	$ (23.3)	$ (62.9)	$ (1.1)	$ -
Deficit mitigation	$ 95.1	5.8	2.1	7.8	11.2	62.9	1.3	4.0
Expenditure reduction	$ 37.0	5.8	0.6	3.3	6.2	16.8	1.3	3.0
Reserves	$ 58.1	0.0	1.5	4.5	5.0	46.1	0.0	1.0
Projected deficit after mitigation	$ (21.6)	$ -	$ (7.3)	$ (6.4)	$ (12.1)	$ 0.0	$ 0.2	$ 4.0

Estimated Economic Impact of CSCU (FY23)

Operations

- Payroll and OE
  - $469M for CT State
  - $408M for CSUs
  - $14M for Charter Oak

Students

- ~84,000 students
  - ~10% retained
  - ~2,500 relocated

Alumni

- ~2.2M in workforce
  - ~1.98M for CT State
  - ~200,000 for CSUs
  - ~12,000 for Charter Oak

=$834 million
per year impact on statewide earnings

=$93 million
per year impact on statewide earnings

=$6.6 billion
per year impact on statewide earnings

=$1.1 billion
per year impact on state economic output

=$412 million
per year impact on state economic output

=$22.5 billion
per year impact on state economic output

Where Our Graduates Work

Share of those from a field of study that enter a field of employment	Completions, 2024	Field of Employment							
		Health	Education	Business	Professional, Scientific. Technology	Manufacuring	Arts, Entertainment	Public Administration	Other
Biogical Sci. & Natural Resources	357	31%	15%	14%	13%	12%	3%	2%	11%
Business, Management & Marketing	2,225	5%	3%	37%	16%	10%	1%	5%	23%
Computer & Information Sciences	502	5%	5%	30%	39%	13%	0%	0%	8%
Education	1,209	8%	74%	4%	1%	1%	1%	5%	6%
Engineering, Technologists, Technicians	641	1%	0%	4%	23%	51%	0%	9%	12%
Healthcare & Clinical Sciences	2,017	96%	4%	0%	0%	0%	0%	0%	0%
Liberal Arts, Humanities & Languages	1,906	17%	14%	21%	7%	3%	2%	9%	27%
Psychology	828	37%	13%	17%	3%	3%	0%	2%	25%
Public Administration & Social Service Professions	417	96%	0%	0%	0%	0%	0%	0%	4%
Social Sciences	517	31%	15%	14%	12%	12%	3%	2%	11%
Visual & Performing Arts & Communication	786	8%	7%	14%	15%	10%	5%	2%	39%
Other	1,046	17%	12%	20%	12%	11%	2%	3%	23%
Number of graduates	**12,451**	**3,718**	**1,753**	**2,030**	**1,220**	**1,007**	**159**	**482**	**2,081**

Field of Study

Our Focus, Our Future

ACT Framework

The ACT framework complements CSCU's mission by enhancing accessibility, supporting student completion, and empowering students to develop the skills and talents needed for future career success and lifelong achievement aimed at enhancing student success.

ACCESSIBILITY   **COMPLETION**   **TALENT**

Timeline:
Spring 2025

Our presidents are currently engaging with each institution's shared governance structures to review the identified draft goals. Together, they will develop the Key Performance Indicators (KPIs) needed to track and measure progress on the finalized goals at the institutional level.

Our Focus, Our Future

ACCESSIBILITY

1. Diverse Enrollment Expansion
2. K-12 Partnerships
3. Affordable Education Initiatives

COMPLETION

1. Persistence, Retention & Completion Supports
2. Accelerated Academic Pathways
3. Flexible Credential Pathways

TALENT

1. Partnership-Driven Educational Experiences
2. Academic Programs for Social Mobility
3. Professional Skills Curriculum Integration

Our Future, Our Potential

1 Early College

- Enhanced Student Preparedness
- Increased Performance
- Higher Education Pipeline
- Potential for Statewide Plan

2 Student Success

- Financial Aid
- Bridge Programming
- Enhanced Student Support
- Improved Retention and Completion Rates

3 Career Pathways & Workforce Training

- Career-connected Programming
- Work-based Learning
- Curriculum Alignment
- Career Continuum: Skills Progression/Stackable Credentials

Re-Introduction to Charter Oak State College

Ed Klonoski
President

Charter Oak at-a-Glance

100% Online

100% Accepted

Affordable

Transfer Friendly

2,400 Enrolled

2,000 In Class

Average Age of 36
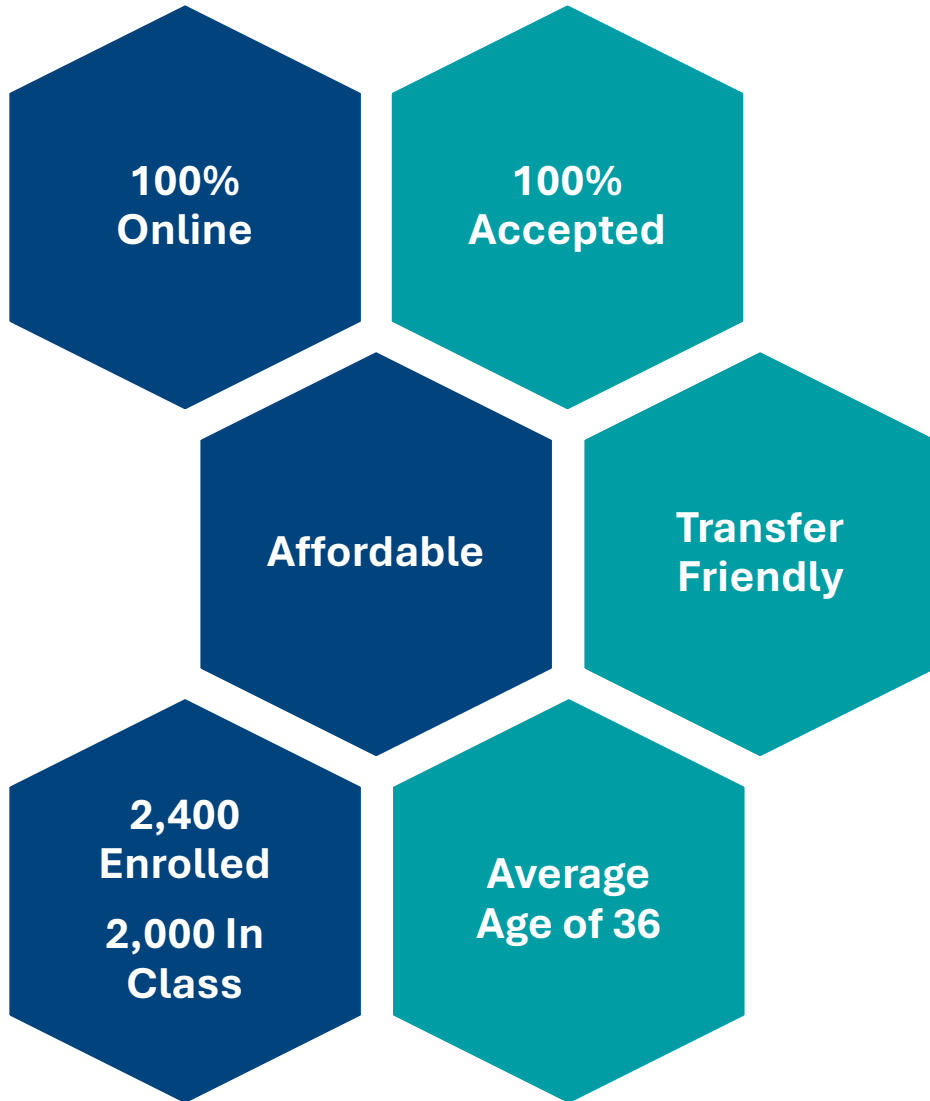
Enrollment Activity Over Time

Pandemic shutdown begins, March 2020

COVID emergency ends, May 2023

Year	FT	PT	Total
Fall 2019	388	1,223	1,611
Fall 2020	410	1,224	1,634
Fall 2021	383	1,235	1,618
Fall 2022	407	1,195	1,602
Fall 2023	539	1,227	1,766
Fall 2024	635	1,377	2,012

— FT — PT — Total
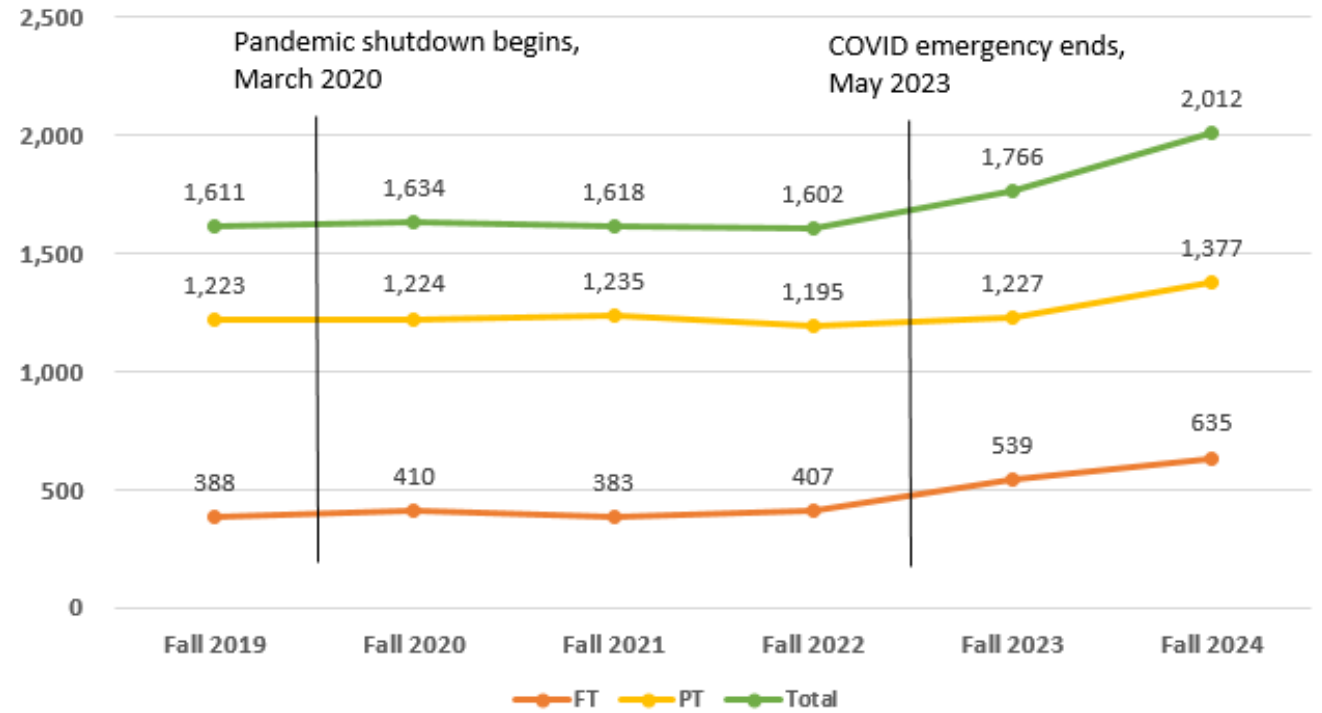
Demographics of Online Learners

73% of online students are enrolled in their state of residence

57% preferred asynchronous learning

23% preferred a combination of synchronous and asynchronous learning

21% preferred synchronous learning
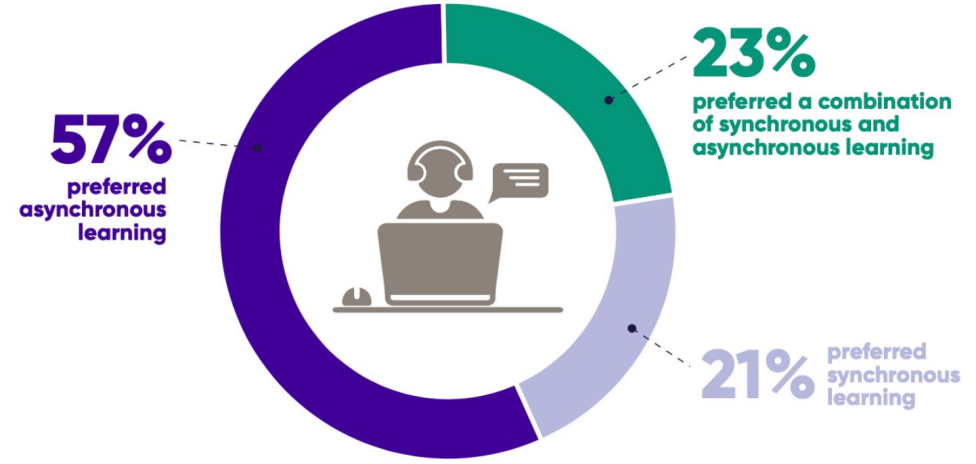
Experiences Influencing College Choice

25% Conversations with staff/advisors

24% I live near the school

19% Search engines (Google, Bing, Safari, etc.)

Acceptance of Previously Earned College Credits

For more than half of the EDDY survey respondents, the number of credits awarded factored into their decision-making regarding which school to attend.

Yes, a great deal 11%

No, not at all 48%

Yes, somewhat 41%
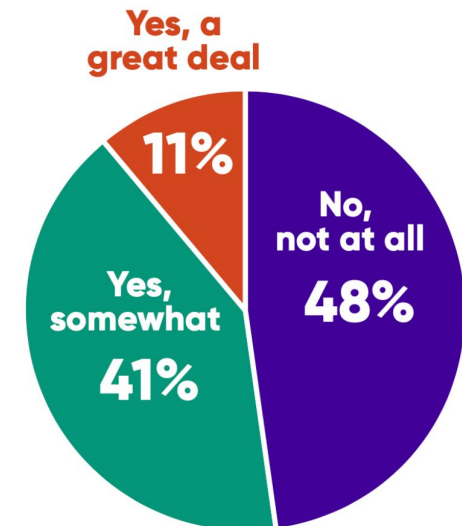
Outcomes for our Students

On average, adult graduates experience a $14,000 salary increase (29% raise).

Charter Oak is one of the most affordable online options.

553 Students graduated this past year (56% graduation rate).

Institution	2019 Student Loan Default Rate
Colorado State U Global	0.7%
Goodwin	0.9%
U of Florida Online	0.9%
Granite State College	1.1%
Charter Oak	1.2%
U of Hawaii West Oahu	1.5%
Thomas Edison State U	1.5%
U of Wisconsin (Milwauk Flex)	1.8%
Southern New Hampshire	2.0%
Great Basin College	3.7%
U of Arkansas Grantham	4.4%
Post	5.2%

Fiscal Overview & Outlook

Michael Moriarty
Vice President for Administration &
Chief Financial Officer

Recent Financial History

FY13-17

Charter Oak silently approaches bankruptcy.

FY17

Self-identification of sustainability issue, restructuring plan drafted.

FY18

Special visit by accreditation team & restructuring of the College.

FY19-24

Reserve growth under restructuring plan, followed by pandemic.
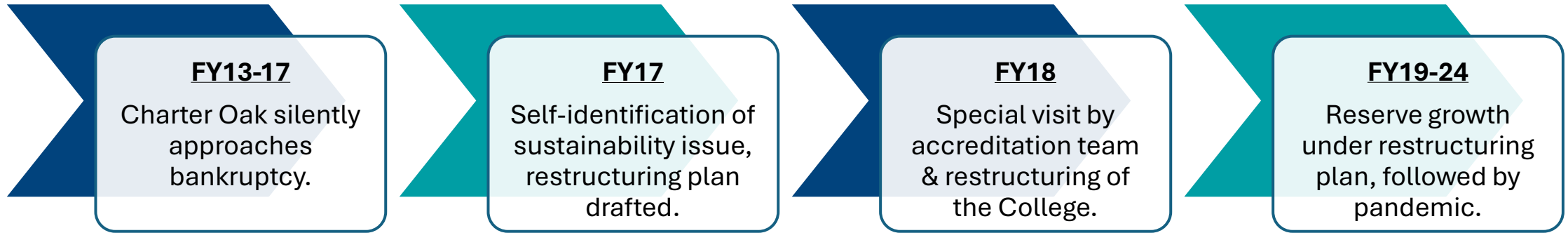
Unrestricted Reserves & Days Cash on Hand (Over Time)

	2018	2019	2020	2021	2022	2023
Reserves	$856,936	$3,548,216	$5,996,432	$6,872,990	$7,664,456	$8,327,554
Days Cash	16	79	128	136	163	149
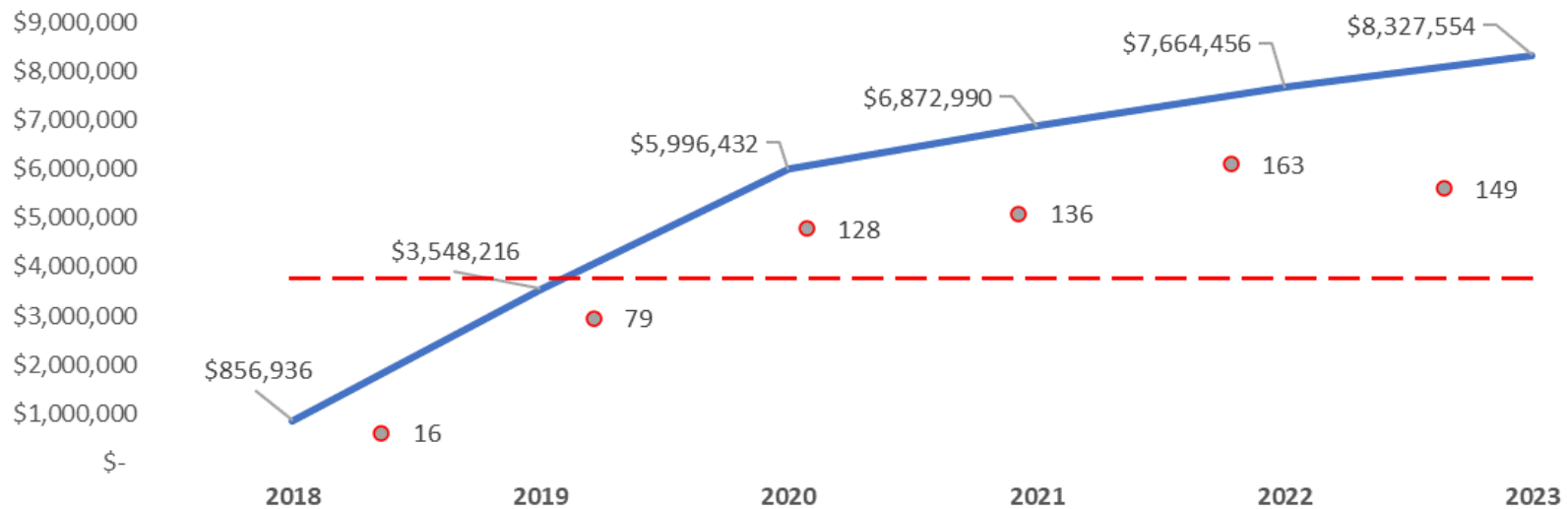
Revenue Sources of the College

- **$20M Annual Budget**

- **75% Funded by Student Tuition**
  - Deliberate effort to keep tuition affordable
  - Only 1 tuition increase over the last 6 years
  - Charter Oak is the least State subsidized school

- **15% Funding through State Appropriation**
  - $3M annual state appropriation (non-ARPA)
  - 51% of block grant goes direct to student scholarships
  - CT State Community College students can obtain 4-year degree for same cost as CT State (upon successful graduation from CT State)
  - FY24 fringe recovery change was fiscally neutral

Allocation of COSC State Appropriation

Campus Support 49%

Institutional Aid 46%

Waivers 5%

- Institutional Aid
- Waivers
- Campus Support
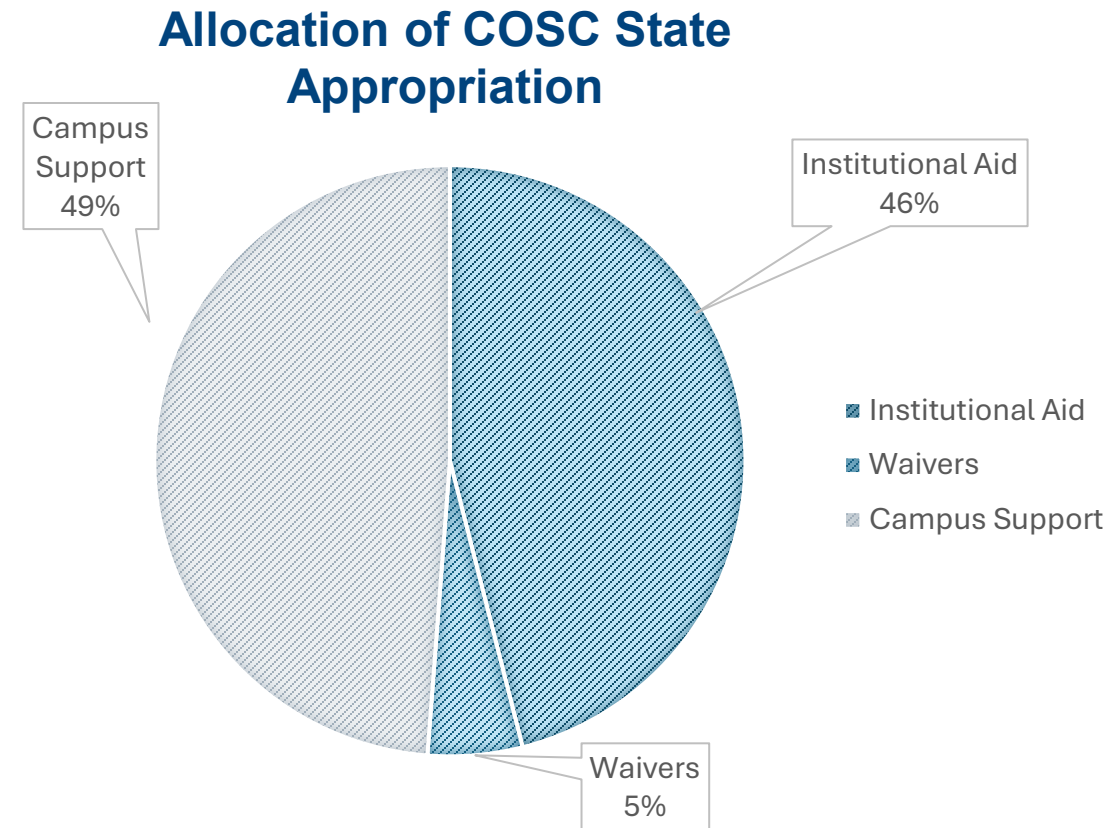
Expenditures & Fiscal Planning

- ## Primary Cost Drivers

  - Staff & Permanent Faculty

  - Teaching Faculty (Pay per Student Model)

  - Vendor Costs (Technology & Marketing)

- ## Fiscal Planning

  - FY18 Restructuring Plan Meant Saving for Self Investment

  - Revised Management Budget Plans (Fiscal Verticals)

    - Core Academic Operations / Grants / New Investments / Capital Funding / Transition

  - Developed 7 Deficit Mitigation Goals in August 2023 to plan for loss of ARPA
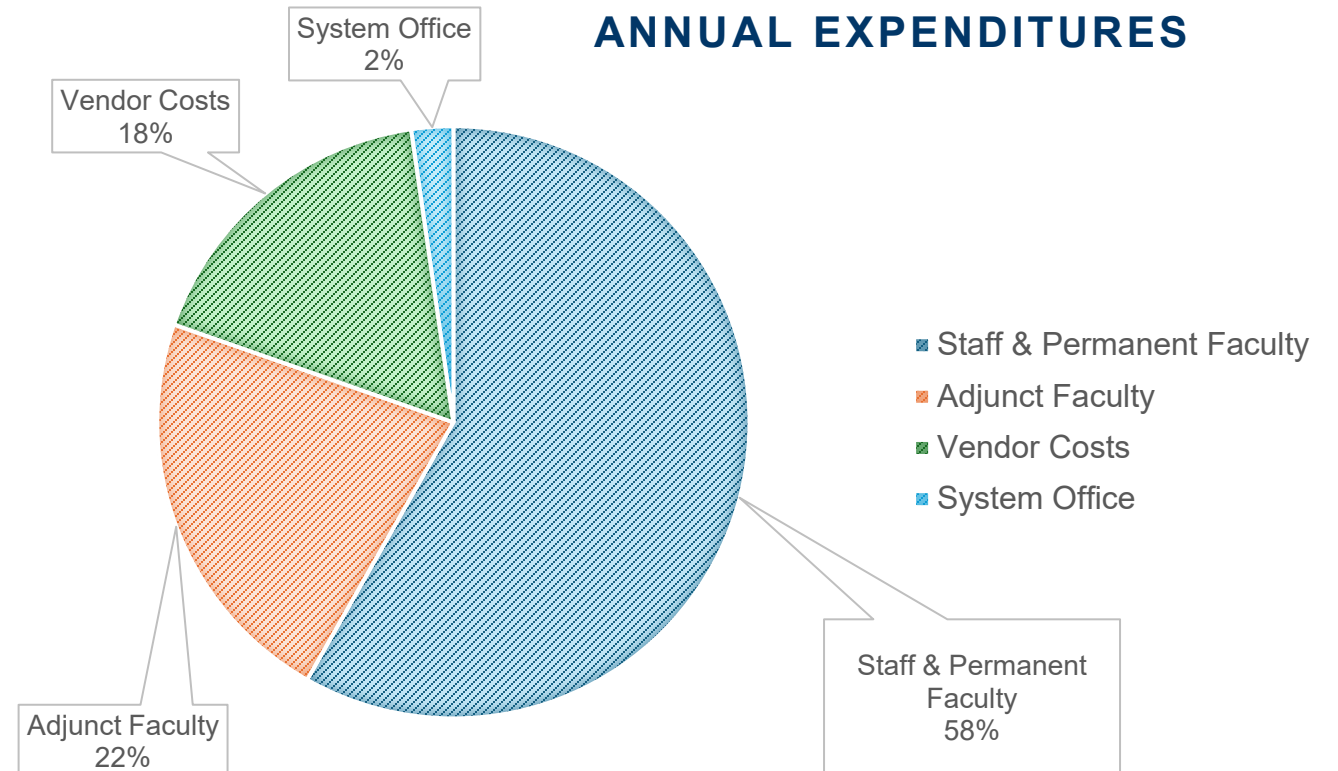
ANNUAL EXPENDITURES

System Office 2%

Vendor Costs 18%

Adjunct Faculty 22%

Staff & Permanent Faculty 58%

Legend:
- Staff & Permanent Faculty
- Adjunct Faculty
- Vendor Costs
- System Office

Deficit Mitigation Goals (cont'd)

Goal	Status as of December 2024						
30% Enrollment Growth (9% - 9% - 9%)	Enrollment gains at the College have been strong, the table below shows the actual year over year enrollment increases as compared to the target goal.						
		Fall23	**Spr24**	**Fall24**	**Spr25**	**Fall25**	**Spr26**
	Actual	16%	14%	16%			
	Target	9%	9%	9%	9%	9%	9%
Expand Grant Opportunities	Earned $1.6M in Grant Revenue in FY24 compared to $500K in FY23 (Excludes OHE / OEC Funding)						
Program Alignment to Mission & Demand (APP)	Academic Program Planning process completed through campus community, program results on right: Discontinue: 23* Modify: 9 Monitor: 9 Add: 15						
Develop 3 New Programs Per Year	3 new programs identified, due diligence completed, development in process.						

Financial Scenario Planning

Charter Oak performs continuous modeling of its current and future **core results** based upon several factors. The table below represents a handful of assumptions that influence the College's fiscal results and the corresponding biennium and 5-year combined results.

Assumption	Current Est.	Scenario 1	Scenario 2	Scenario 3
Personnel Raises *	Historical	¾ Historical	¾ Historical	-
Enrollment Trend *	+9%	+4.5%	Flat	-3%
FY27+ Tuition Rate Δ *	Flat	+2%	+3.5%	+4%
State Funding*	Flat	+3%	Flat	+3%
Vendor Inflation	+3.5%	+3.5%	+3.5%	+3.5%
Interest Rates	Flat	Flat	Flat	Flat
Biennium Results	**$0.2M**	**$0**	**$-1.5M**	**$-0.6M**
5 Year Comb. Results	**$1.8M**	**$1.9M**	**$-4.8M**	**$0**

* - Changes to these assumptions introduce the largest sensitivities on results

Sustainability Board Discussion Areas

Discussion Area	Current Campus Perspective
Achieving and maintaining affordable tuition.	✓ Charter Oak is one of the most affordable options nationally for a four-year degree. ✓ Charter Oak's mission is centered on maintaining affordable tuition rates, we expect to continue our past practice of limiting tuition increases when possible.
Overcoming barriers to meet state workforce needs.	❑ Each new program at Charter Oak takes approximately 1 year to develop and costs $500,000 in one-time funding. ✓ New programs are required to be financially self-sufficient by year three. ✓ Costs are not "permanent" nor "fixed" and scale to enrollment.
Developing economic growth.	✓ At its current size, Charter Oak's primary contribution to economic growth is to the benefit of the individual resident / student. ❑ Future scaling of Charter Oak would yield a greater impact to the State's economy, need to identify which workforce verticals.

FY26+ Fiscal Priorities

Continued Enrollment Gains

- Respond to Increased Demand for 100% Online and Asynchronous.
- Improve Career and Affordability Inquiries State Residents have about Online College.

Annually Invest in New Programs

- Perform Best in Class Due Diligence Related to New Program Feasibility & State Needs
- Recognize Return on Investments by Year 3, Compounded Annually Thereafter.

Synergize BOR Charter Oak Scaling Taskforce & NCHEMS reports by exploring:

- Tools to Mitigate Transfer Losses Between CT State and Schools Outside of CSCU/UConn
- Funding for a Tuition-free Bachelors Degree (PACT+ concept) Specific to CT Workforce Needs.
- Awarding 100% of State Funding Direct to Student Scholarships.
- Testing Emerging Technologies through Campus Work Channels for Scale Efficiencies.
- Enhance Offerings to Align to State Priorities such as Teacher Education, AI and Others.

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Vice President for Administration & Chief Financial Officer
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Higher Education Fiscal Sustainability Board Meeting

January 6, 2025

CT STATE
COMMUNITY COLLEGE

Your Community. Your College.

CT STATE
COMMUNITY COLLEGE | WHO WE SERVE

In July of 2023, CT State became the **LARGEST COLLEGE** in Connecticut. Currently enrolling **64,883** students in AY23/24.

Connecticut's community colleges have a 60-year history of educating **250,000** alumni.

We serve **25%** of all undergraduate students in Connecticut.

Over **90%** of our alumni remain in Connecticut and are Connecticut taxpayers.

We serve over **5,000** dual-enrolled high school students.

55-60% are students of color; we are a minority-majority institution.

NORTHWESTERN
ASNUNTUCK
QUINEBAUG VALLEY
TUNXIS
CAPITAL
MANCHESTER
WILLIMANTIC
BRISTOL
NEW BRITAIN
NAUGATUCK VALLEY
MERIDEN
MIDDLESEX
THREE RIVERS
DANBURY
DERBY
NORTH HAVEN
GROTON
GATEWAY
HOUSATONIC
NORWALK

CT STATE CAMPUSES
SATELLITE LOCATIONS
CENTRAL OFFICE

CT STATE COMMUNITY COLLEGE | **WHO WE SERVE**
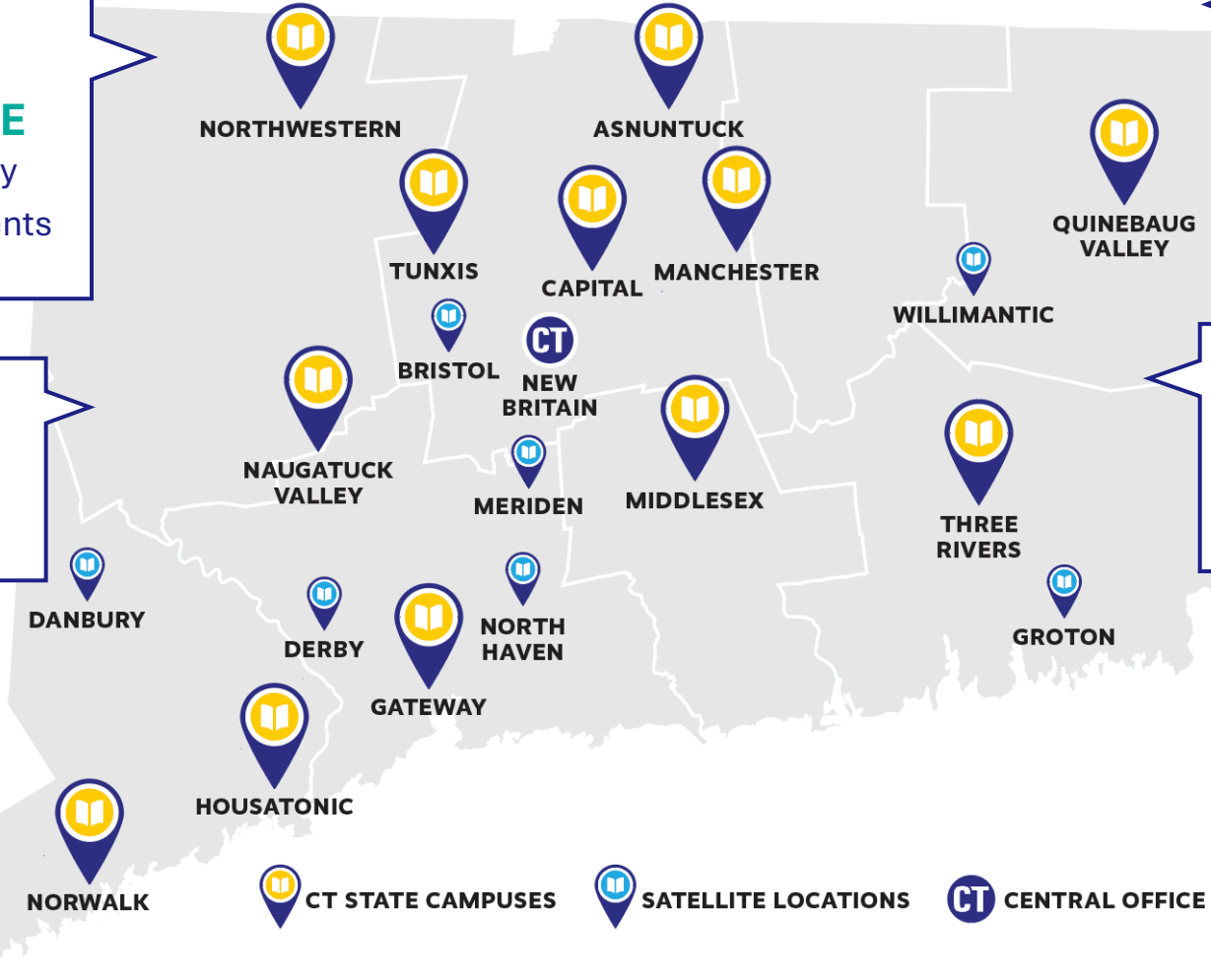
AY 23/24 Credit Student Profile

Average Age **27**

40,320
Are Degree-Seekers
Others are pursuing a certificate or short-term workforce training.

27,166
Are First Generation Students

38,829
Attend Part-Time

27,952
Are Students of Color
We are a minority-majority institution.

30,000
Work While Going to School
6,300 are parents attending school.

11,000
Are Latine
Five of our campuses are Hispanic-serving institutions.

15,071
Attend Classes at More Than One CT State Campus
(up from about 600 per term pre-merger)

2,500
Have a Disability or Accommodation Needs

300
Credit Programs

15:1
Student to Faculty Ratio

221:1
Student to Advisor Ratio

98% of CT State students are from Connecticut, representing all CT school districts.

CT STATE
COMMUNITY COLLEGE

WHO WE SERVE

36,315 Credit Students in Fall 2024

65,000 Students Served in AY23/24

- Credit enrollment up 4% from Fall 2023
- 93% are associate or certificate seekers
- 67% are from families without a bachelor's degree
- 61% are women
- 62% are BIPOC
- 67% are attending part-time
- 65% are taking at least one course online
- Students from all 169 towns

CONTRIBUTIONS TO STATE'S WORKFORCE
PROGRAM HIGHLIGHTS

Allied Health and Nursing

Largest Producer of Health Career Grads in CT

32 Credit and Non-Credit Programs

8,988 Annually Enrolled Students

1,801 Free Tuition Students Enrolled

98% NCLEX-RN Pass Rate

$86K/YR or $40/HR, average wage for a starting registered nurse

5%	Multiracial/International
4%	Asian
24%	Black/African American
32%	Hispanic/Latine
34%	White
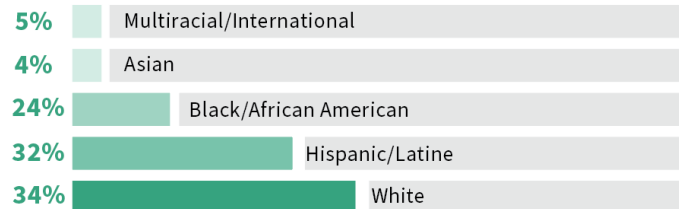
Information Technology and Computer Science

Leading Producer of IT Professionals in CT

46 Credit and Non-Credit Programs

3,031 Annually Enrolled Students

776 Free Tuition Students Enrolled

$42K/YR or $21/HR, entry level wage for IT workers in Connecticut

6%	Multiracial/International
11%	Asian
18%	Black/African American
33%	Hispanic/Latine
31%	White

CT STATE
COMMUNITY COLLEGE

CONTRIBUTIONS TO STATE'S WORKFORCE PROGRAM HIGHLIGHTS
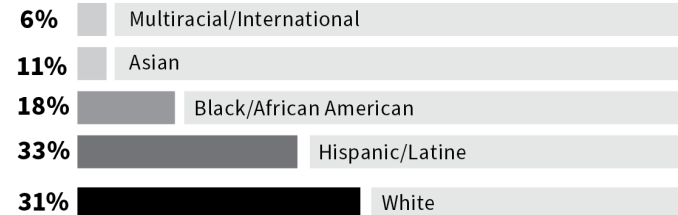
Manufacturing

Leading Producer of Manufacturing Professionals in CT

50 Credit and Non-Credit Programs

1,900+ Annually Enrolled Students

316 Free Tuition Students Enrolled

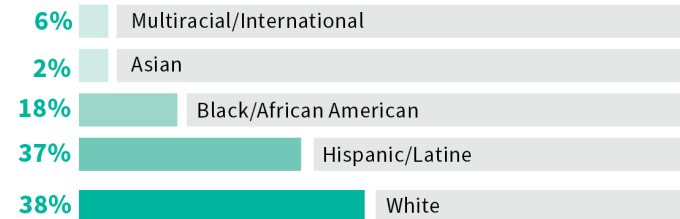**$59K/YR** Job Placement Rate or $29/HR, average wage for mechatronics

5%	Multiracial/International
4%	Asian
12%	Black/African American
25%	Hispanic/Latine
54%	White
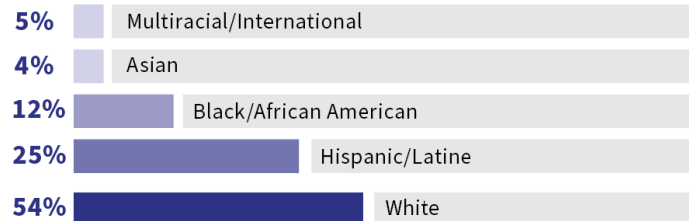
Early Childhood Education & Teaching

CT State Graduates the Most Students in Early Childhood Education and Teaching in CT

4 Credit and Non-Credit Programs

982 Annually Enrolled Students

269 Free Tuition Students Enrolled

6%	Multiracial/International
2%	Asian
18%	Black/African American
37%	Hispanic/Latine
38%	White

ECONOMIC IMPACT ANALYSIS
(CT State in FY 2022-23)

Operations Spending Impact

College payroll and other spending + ripple effects

$379.9 million

Added regional income

O R

4,937

Jobs supported in the region

Student Spending Impact

Relocated/retained student spending + ripple effects

$64.0 million

Added regional income

O R

787

Jobs supported in the region

Alumni Impact
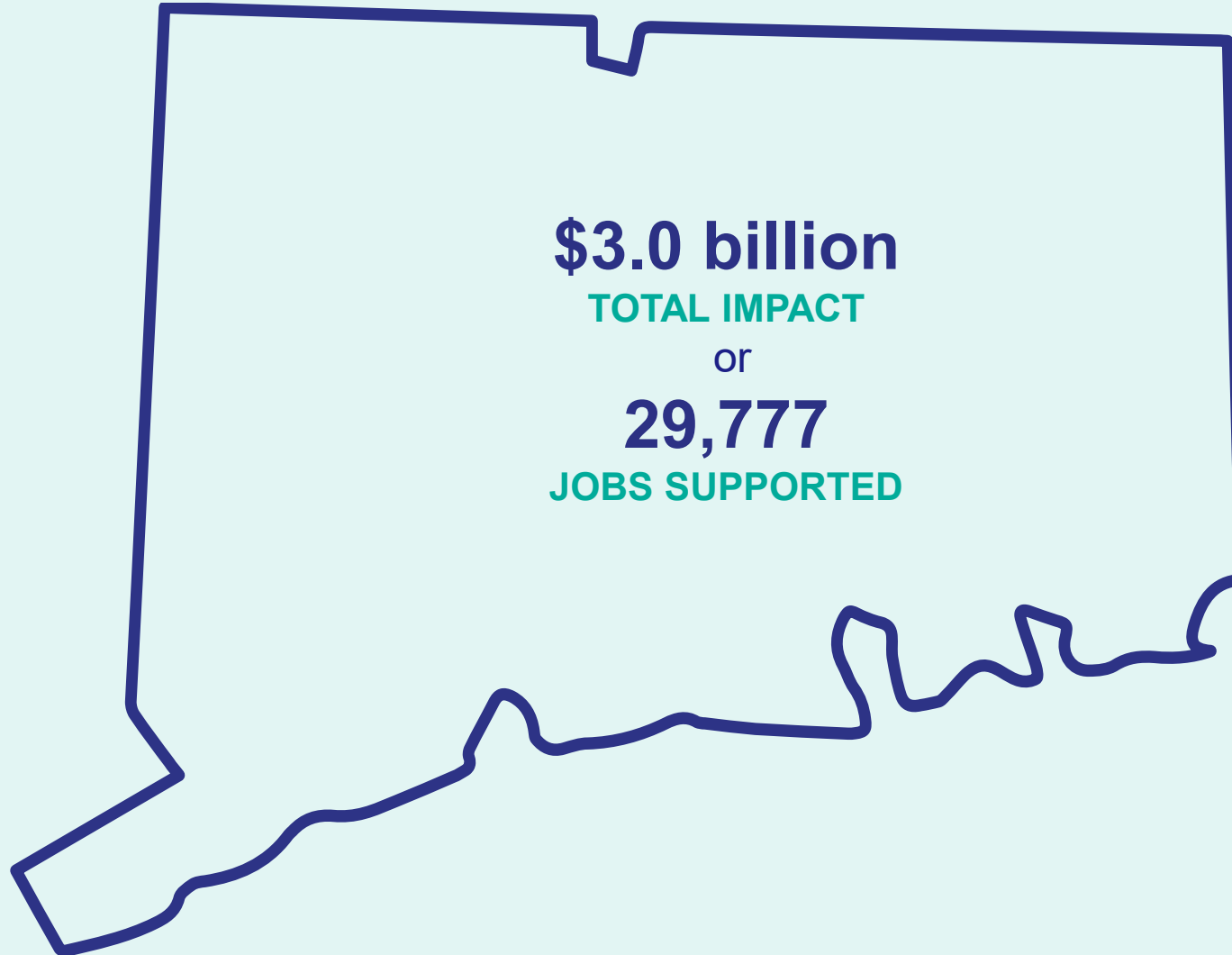
Higher alumni earnings and increased business profit + ripple effects

$2.6 billion

Added regional income

O R

24,053

Jobs supported in the region

All results measured in income, not sales. Results are net of counterfactual scenarios.

ECONOMIC VALUE OF CT STATE

$3.0 billion
TOTAL IMPACT
or
29,777
JOBS SUPPORTED

Financial

FY 25 budget is balanced using $79.7 million in temporary state support

Loss of temporary state support results in a $119.1 million shortfall for the biennium

CT State has not requested state support to resolve forecast deficit

CT State does not propose any tuition increases to resolve deficit

Shortfall is resolved by:

- Use of $89.3 million in reserves

- $17.5 million in revenue enhancements

- $12.3 million in expenditure reductions

  - Assumes no wage increases during the biennium

CT State Community College Budget (in millions)	FY 25 Revised Budget	FY26 Forecast	FY 27 Forecast
Revenue:			
State Support (Block Grant)	159.1	161.4	161.4
Addtl State Appropriation (Dev Edu and Outcomes)	9.8	9.8	9.8
GF Fringe Benefits Paid by State	40.0	40.0	40.0
Temporary State Support	79.7	-	-
Subtotal State Support	**288.5**	**211.2**	**211.2**
Tuition (Gross)	108.9	112.7	112.7
Fees	55.9	57.2	57.2
Private Gifts, Grants and Contracts	0.1	0.1	0.1
Sales of Educational Activities	0.9	0.9	0.9
All Other Revenue	4.0	12.0	12.0
Less Contra Revenue	(5.6)	(3.3)	(3.3)
Subtotal Tuition Fees & Other Revenues	**164.3**	**179.6**	**179.6**
Total Revenue	**452.8**	**390.8**	**390.8**
Expenditures:	-	-	
Salaries & Wages	276.4	270.0	270.0
Fringe Benefits (excludes retirement)	68.8	66.9	66.9
Inst. Financial Aid/Match	15.6	15.6	15.6
Waivers	2.8	2.8	2.8
Utilities	11.2	10.5	10.5
All Other Expenses	46.9	42.7	44.3
Total Expenditures	**421.7**	**408.6**	**410.6**
Transfer out to SO/SS	(25.0)	(25.3)	(26.2)
Utilization of Reserves for Budget Balance	-	43.2	46.1
Net Gain/(loss)	6.0	-	

CT STATE COMMUNITY COLLEGE **Financial**

▶▶ Resolving the Projected Biennial Deficit of $119 Million
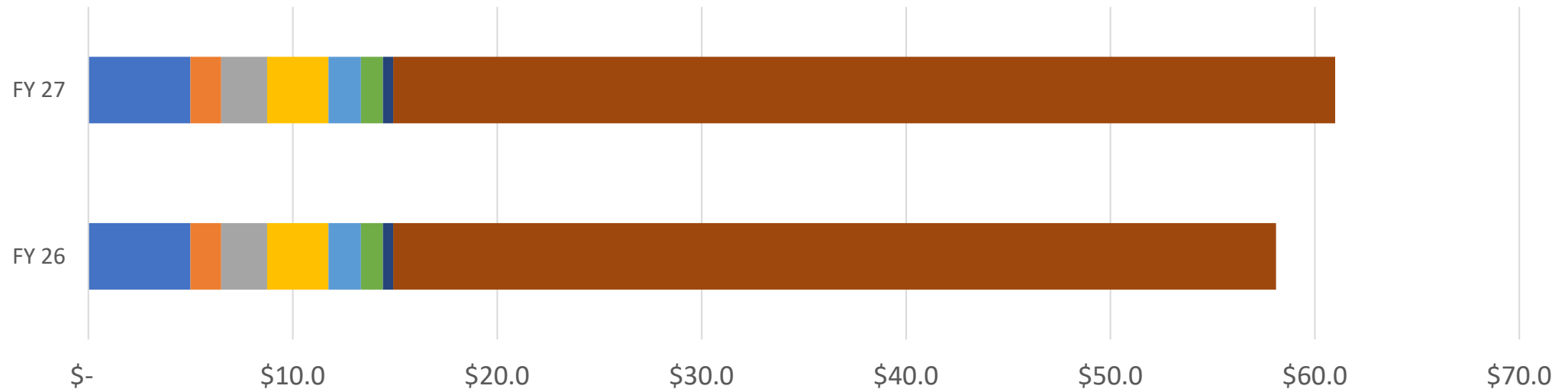
- ■ Tuition and Fee Increases due to Annualizaiton of FY 25 Enrollment Increases
- ■ Increase Other Revenue for Increased Interest Income
- ■ Decreases in Uncollectible Student Tuition
- ■ Savings for employee turnover
- ■ Reduced employee accrual payouts
- ■ Fringe Benefit Savings for Personnel Changes
- ■ Reduced Other Expenses

14.7% Resolved via Revenue

10.4% Resolved via Expenditure Reductions

74.9% Resolved via Use of Reserves

CT STATE
COMMUNITY COLLEGE

Financial

➢ Historically, the largest portion of the college's revenue comes from the state

➢ For the FY 26-27 biennium it is assumed state support will be below FY 19 levels in terms of:

Percentage
- FY 19: 59.6%
- FY 26 & FY 27: 54.0%

Absolute dollars
- FY 19: $270.6 million
- FY 26 & 27: $211.1 million

➢ CT State's other source of revenue is student tuition & fees

➢ Full time, annual tuition & fees is $5,218

Revenue Breakdown (% of total)
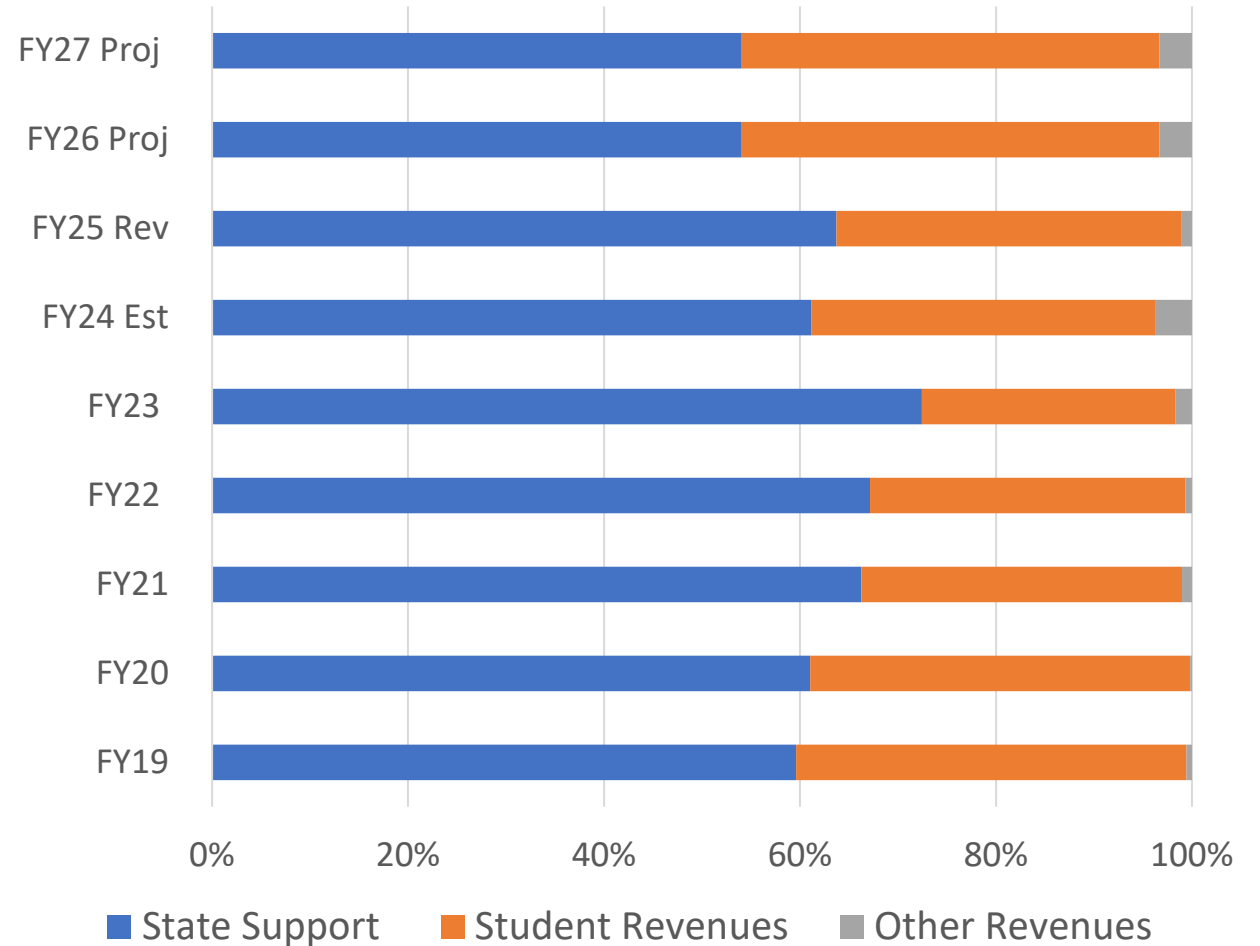
Legend: ■ State Support ■ Student Revenues ■ Other Revenues

Financial: Additional Constraints and Challenges
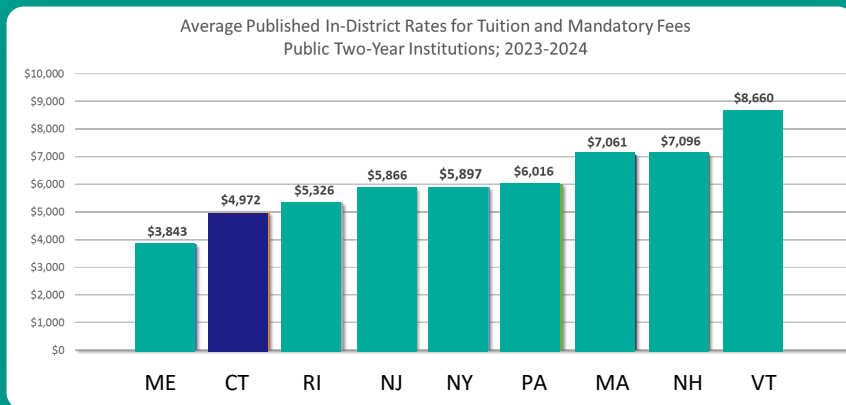
Maintain over 4.8 million gross sq.ft. at over 20 locations statewide

Deferred capital improvements/maintenance result in costly emergency repairs

Increased demand for student support services, particularly mental health & wrap around services

Inflationary pressures

Declining number of high school graduates in CT

High fixed costs, over 66% of budget is personnel costs

Financial: Strategies for Growth and Fiscal Sustainability

Expand economic activity in the state though workforce & non-credit partnerships

Increase Dual Enrollment Opportunities

Develop a Strategic Enrollment Plan

Enhance fundraising & targeted student supports

Increase efficiency of course offerings to achieve savings & better meet student needs

Continue financial improvements strategies while balancing student needs

CT STATE
COMMUNITY COLLEGE | **The PACT "Free Tuition" Program**

About PACT "Free Tuition"

- Established in 2019

- Amended three times since inception

- Covers tuition and fees as a last-dollar award

- Available for up to 72 earned credits

- Does not factor student loans into award

- Created to curb student debt and support completion

- Cost-effective way to earn an associate degree and transfer

23,615

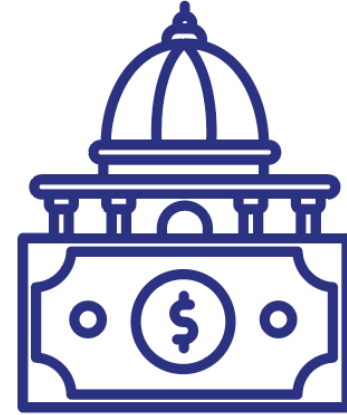Students in the
PACT "Free Tuition" program over the
program's four complete years

Totaling

$56.1m

in funding

CT STATE COMMUNITY COLLEGE | **OUTCOMES**

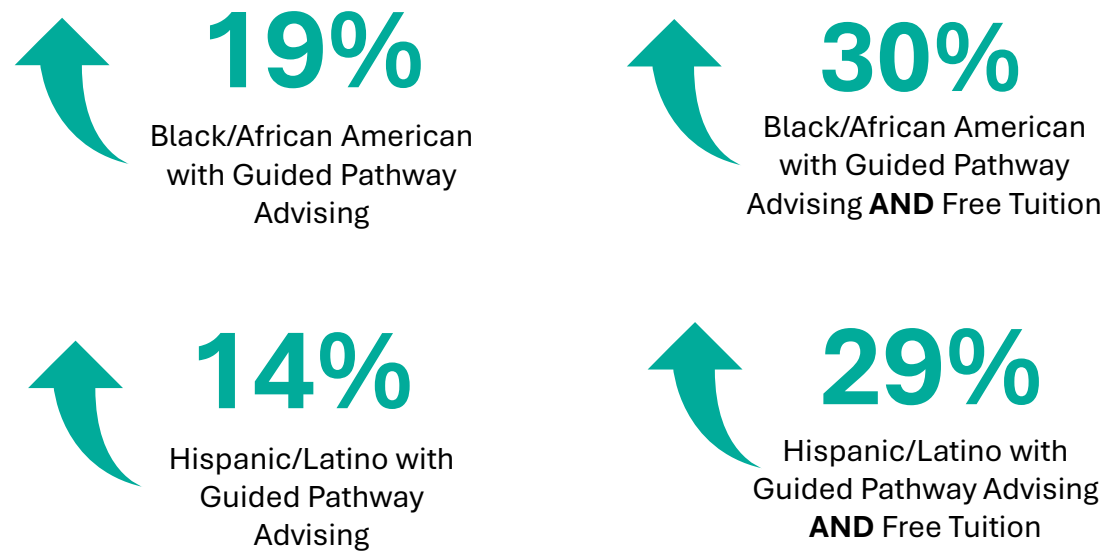Guided Pathway Advising

PACT "Free Tuition" Program

Greater Outcomes
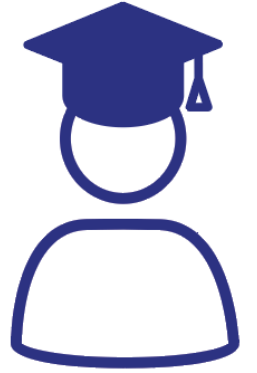
The PACT "Free Tuition" program and Guided Pathways Advising works together to improve student persistence rates and close equity gaps.

Semester Persistence Rate Increases

19%
Black/African American with Guided Pathway Advising

30%
Black/African American with Guided Pathway Advising **AND** Free Tuition

14%
Hispanic/Latino with Guided Pathway Advising

29%
Hispanic/Latino with Guided Pathway Advising **AND** Free Tuition

APPENDICES

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Analysis of CT State Reserve Balances

Analysis of Reserves: Unresticted Net Position, Excluding Pension & OPEB Liabilities (in millions)		
Current Designated Reserves*	$	30.3
Current Undesignated Reserves	$	123.6
Anticipated FY 24 Deposit: CT State	$	59.4
Anticiapted FY 24 Deposit: Shared Services/System Office	$	12.9
	$	**226.2**
Utilization of Reserves for FY 26 Projected Deficit	$	(43.2)
Utilization of Reserves for FY 27 Projected Deficit	$	(46.1)
Projected Reserve Balance: Designated & Undesignated	$	**136.9**

Resulting reserve balance equates to 106 days of cash on hand for operations

*Per board policy the college may reserve 3% of the oeprating expense as contingency reserve and may also contain a system contingency reserve equal to 1.2% of the total system operating expense

Biennial Budget Options Request

CT State developed an outyear forecast informed by the FY 24 actuals & using the following assumptions provided by OPM and the CSCU System Office:

Key Assumptions:	FY26	FY27
Enrollment (CT State/Universities/Charter Oak)	flat	flat
Tuition & Fees increase (CT State/Universities/Charter Oak)	0.0%	0.0%
Housing	0.0%	0.0%
Food services	0.0%	0.0%
Inflation rate	3.4%	3.4%
Personnel Costs		
Personnel Services Increases	0.0%	0.0%
Fringe Benefits	5%	5%

CT STATE
COMMUNITY COLLEGE

FY 24 Variance from Original Budget
(excludes SO/SS)

FY 24 VARIANCE ANALYSIS
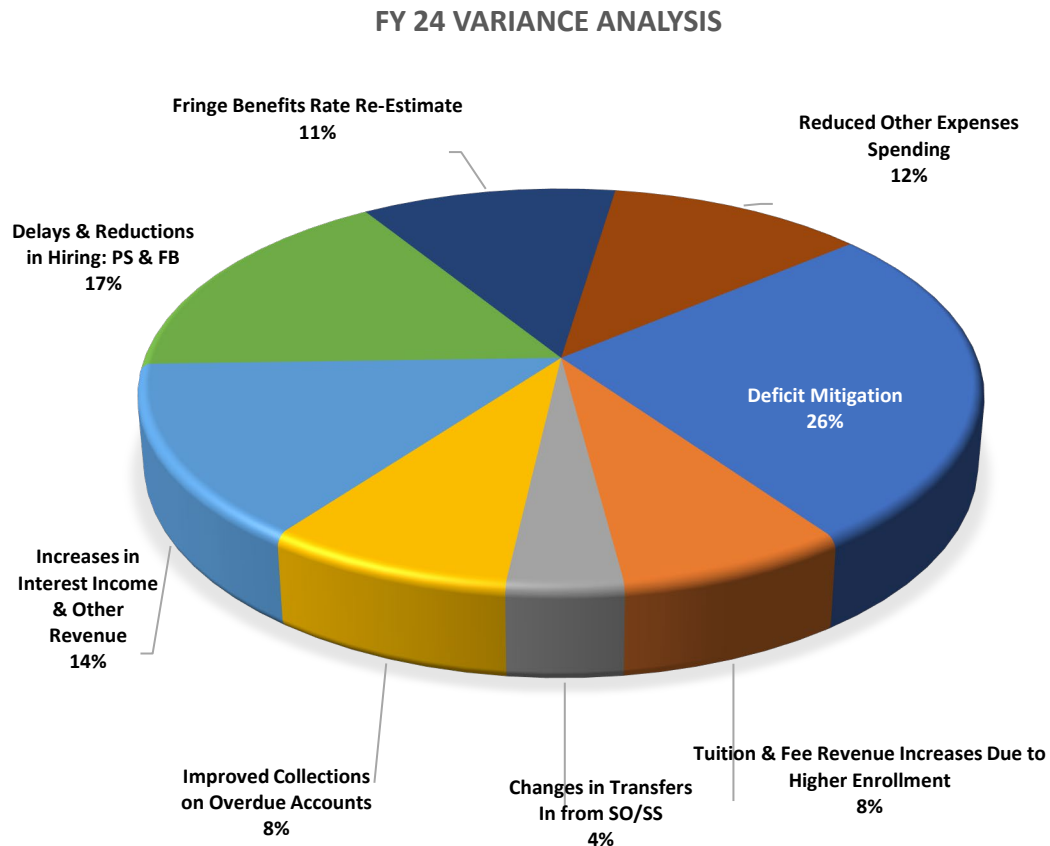
The FY 24 variance is attributable to:

- Net Deficit Mitigation - $24.6M
- Increases in Tuition and Fee Revenue due to a 3% enrollment gain over a flat enrollment assumption - $7.2M
- Changes in Transfers from System Office - $3.7M
- Improved Collections on overdue student accounts - $7.9M
- Increases in All Other Revenue are due to higher interest rates realized on reserve fund balances - $13.4M
- Delays in hiring in FY 24, despite hiring 178 full-time positions: Personal Services and Fringe Benefits savings - $15.5M
- Reduced Other Expenses Spending - $10.8M
- Re-estimate of Fringe Benefits - $10.6M

# CT State is Transparent with Internal & External Stakeholders

- Revenue projections made in January forecasted 94.2% of actual revenue & May forecast 97.6%
- Overall expenditure projections made in January were 92.9% accurate and 94.6% accurate
  - Personnel & Fringe projections made in May were 97.0% accurate
  - Significant variance in projections for Other Expenses: 82% accurate in January & 83.7% in May

May projections made by the campuses for all other goods and services varied by 10-55% from actuals. Accordingly, CT State is strengthening its OE budget development and expense reporting/forecasting procedures.

FY 24 Budget Projections (in Millions $)				
	Original Budget	January Estimate	May Estimate	Actuals
Revenues	422.0	421.1	436.4	446.6
Expenses				
Personnel	268.2	249.5	245.4	240.6
Fringe Benefits	80.2	61.0	60.1	55.9
Other Expenses	76.6	75.0	73.9	63.8
Transfers	-30.5	-26.8	-26.8	-26.8
Net Change	**-33.6**	**8.6**	**29.9**	**59.3**

FY 25 College and Campus Budgets

FY 25 Budget by Campus/Unit

Legend: ■ Salary & FB ■ Other Expenses ■ Instituitonal Aid
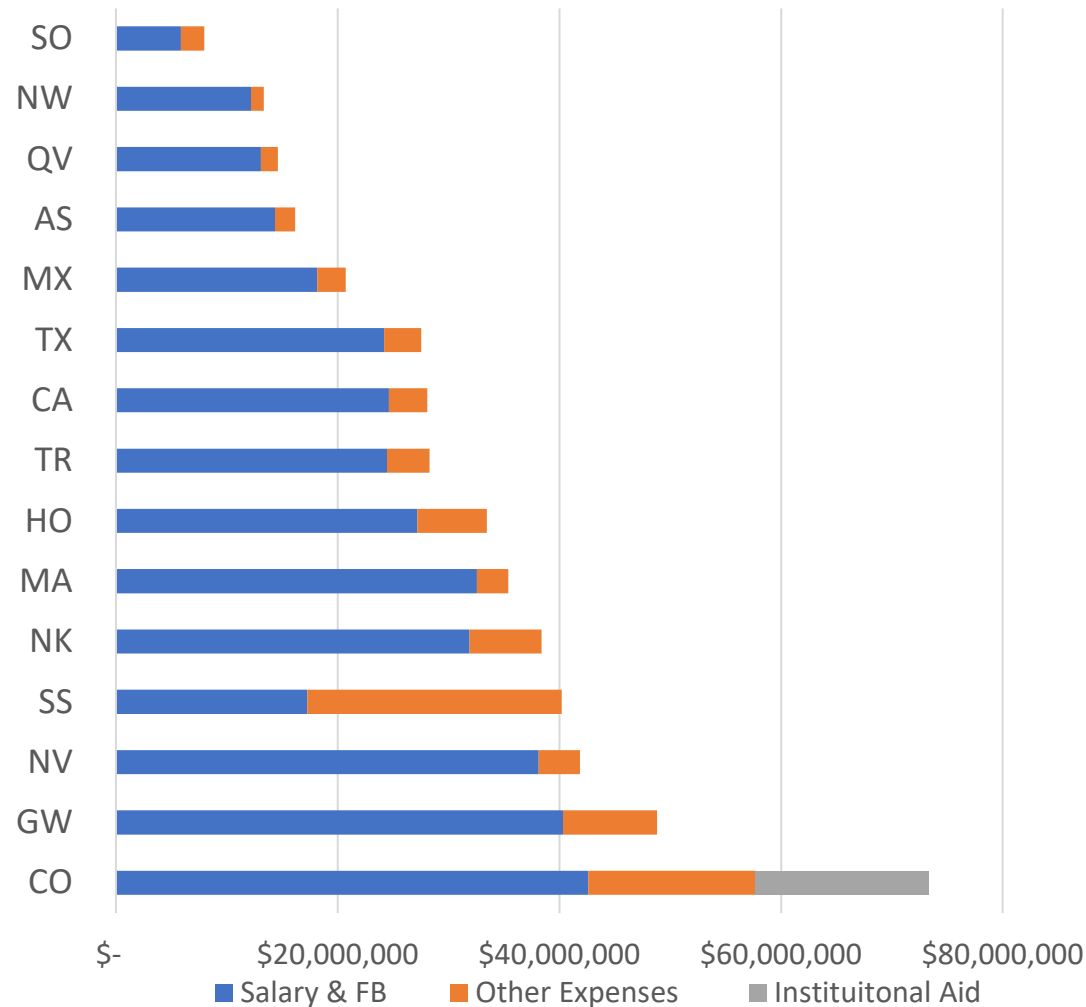
- CT State's budget reported in 3 parts:
  - Shared Services is $40.2 million or 9%
  - System Office is $7.9 million or 2%
  - College (12 campuses & College Office) – 89%

- Campus resources are understated as many things are budgeted centrally like:
  - Institutional Student Financial Aid: $15.6 million
  - Public Safety Officers
  - Library Materials
  - Financial Aid staff
  - Parts of Admissions/Enrollment
  - Insurance Costs
  - Marketing staff
  - Marketing Expenditures – $2.3 million

- 2,075 funded FT positions (permanent & temporary)
  - 721 faculty
  - 1,354 staff & administrators

- 4,969 funded PT positions (permanent & temporary)
  - 3,137 adjunct & clinical faculty
  - 563 non-credit lecturers
  - 676 staff
  - 593 student labor

CSCU Board of Regents

Andrew Ianni   1/23/2025
CSU-AAUP/CCSU Faculty
46 Alpine Trail. Plantsville, CT 06479

Hello, I am a former Central Connecticut State University student, current faculty member at CCSU and a proud member of both CSU-AAUP and CT For All. I am writing to you today to implore you to reject this new proposal to expand Charter Oak. It has a myriad of issues, which have the potential to threaten the work that we professors and instructors engage in at brick-and-mortar institutions. While I agree that access to education in our state has some issues, the solution should not be to shunt students into online programs that have had little to no oversight from other faculty, staff, union, and administrative bodies and do not have verifiable metrics and data supporting them.

First, those working on this have the potential to personally benefit from it, such as Dr. Rick Levin, whose former company, Coursera, is being brought on as an advisor. Other names who are working on this expansion similarly have conflicts of interest where they, their companies, or former companies stand to gain financially from this decision. Second, there are great concerns about certain programs that require in person learning/training and how that will be accomplished through an online institution. For example, nursing and childhood education are programs that are on the table for this new initiative but what about the necessary hands-on learning that happens in those fields? How will those be accomplished and who will make sure that these students are a good fit for these fields and have the requisite social skills needed for work of this kind? These kinds of issues and skills have shown themselves to be of paramount importance in the wake of the Covid-19 pandemic that disrupted the lives and educational process for students everywhere. We should have more opportunities for these students to take classes on the ground instead of trying to get them to graduate quickly by going through online programs.

To me, this plan sounds like Students First Consolidation, which was passed when I was a student, in that many grandiose promises are made that will probably cost way more than they save. At worst, it is a thought-experiment with few or very vague details. It also is poorly written and argued; much of it is repetitious and vacuous because it has a 100% chance of being AI generated. The state should not spend money on a plan that has so little evidence that it could possibly succeed. There are several other questions about this initiative such as student retention, educational quality, the implementation of AI etc. that have gone unaddressed.

This seems like a quick and "easy" way to get more students to come through our system and bypass the traditional methods and benchmarks or higher education. As someone who had the great fortune to interact and learn from professors who had knowledge, experience, practical insight, wisdom, and the time to discuss topics with me, I feel that we are just trying to get students with diplomas and get them out the door; with quality, care, and respect for the process being thrown out the window. This has the potential to take work away from me and my colleagues, cheapen the importance of on the ground learning and acquisition of soft skills for students, and turn our public higher education system into a diploma mill. If the BOR and CT State Legislature, along with Governor Lamont's office is truly interested in expanding access to education in our state, they should launch a free tuition program like PACT that exists in the community colleges, reduce fees for our students, and ensure that we have competent staff on the ground who have the knowledge, expertise, experience, and the time to take care of the students of our state. I am once again imploring you to reject this proposal and take the time to address the real issues impacting our students and our public higher education system.

Regards,
Andrew Ianni

Hello Pamela,

As a library faculty member at SCSU, I would like to share some of my concerns regarding the Charter Oak scaling up project.

It appears that this issue circumvents shared governance processes and safeguards/review by curricular processes, may have potential negative impacts on our enrollment, and is moving dangerously close to using technology as a replacement for college instruction, advising, tutoring, and research support. Our undergraduates need support at SCSU that AI and its uses and tools cannot even begin to provide- at present, it offers complementary support in some of these areas but cannot replace it. The potential is there for more extensive uses in coming years, but we are not close to that mark now. From the project description, it is clear (as a librarian working with college students for over 10 years) that the students in this program will be seriously underserved and disadvantaged, which will exacerbate the fact that many students come to us from disadvantaged and underserved school systems and financially struggling families. A bachelor's degree must involve a curriculum that addresses critical thinking, information literacy, writing proficiency, and mastery of research skills, which is supported and made possible through the library. Significant enrollment increases will lead to higher need and demand for library resources, services, and staff support. I have not been made aware of increased budget allocations for library services both within Charter Oak or across the system for this program (e.g. system libraries have consortial arrangements for sharing resources), but I would hope that this has been or will be given significant attention as well.

Thank you,

Amy Jansen

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Make An Appointment
"Musings on Business Librarianship"

January 23, 2025

Michael D. Bartone, Ph.D.
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I am an associate professor of Elementary Education at Central Connecticut State University. I submit this testimony in opposition to the plans presented in the newly released report "Taskforce on Scaling Up Charter Oak State College," yet another report conducted and submitted without shared governance, without any CSU full-time faculty input. What is particularly alarming are of the voices who are absent, those of us whose careers have been in schools, one area specifically outlined in the report. Of immediate concern to me, the School of Education and the proposal to make Charter Oak a teacher certification granting institution, a fully virtual initial teacher certification program. This idea is shortsighted and ill-conceived.

It is incomprehensible to believe a future teacher would do all their classes, their learning, in a fully virtual setting, when teaching after all is a personal and social experience. Though the claim will be made that students at Charter Oak will have their classes in one modality and then be able to go into an actual classroom and work with children, I find this another pipe dream, a plan that will work perfectly on paper but not in practice.

Western Governors University is cited as an example Charter Oak can follow. Well, what does this mean for our students, faculty, and our four CSU campuses? Just because Western Governors is the largest online provider does not make it quality, and there is little to no data on the outcomes of those in their teacher preparation program, and I wonder, why?

Let's take teaching and virtual preparation in another state. In Texas, 49% of all new teachers are prepared via an alternate route, including Teachers of Tomorrow, which is the largest provider in the state, and where classes are offered virtually. This is a program which has serious issues and is under investigation with the state of Texas; Teachers of Tomorrow operates in several states.

Are we going to turn into TeacherReady, an online teacher certification program out of Florida where "student teaching" is "Fieldwork includes a one full week (35 hours) culminating field experience at the very end (Intensive Lesson 8)." Wow, one week to student teach, just wow. As someone who student taught, mentored a student teacher in my third-grade classroom, and who has supervised many student teachers, I can tell you this is literally insane. Yet, as this logic goes, students were prepared virtually, did a quick student teaching (faster is better!) and classes at their pace, and who suffers in the end? Ill-equipped educators and their students, that is who.

Let me break it down for you this way, in a personal manner. In the mid 1990s I left Connecticut to enroll in a traditional teacher education program, graduating in May of 2000. The lessons learned from professors and experiences in that traditional brick-and-morar program have carried me through to this day; thankfully, these professors focused on content and pedagogy and not on data driven results, and they were not caught up in corporate lingo and ideology.

In my classes I learned how to interact with my peers, yes in a small cohort because the purpose was to gain knowledge and learn how to teach, rather than shuffle a lot of students through a program. The purpose was to pay attention to what is necessary to be a qualified and sustaining teacher, one who wants to stay in the profession. I learned from professors, from people who held two roles: scholars in their respective academic field in education and at the same time former public-school teachers who used class time to model the different methods of teaching they were introducing to us, methods we were expected to use in the classroom at some point. We were engaged in the method, working through all the nuances of the method together, asking clarifying questions along the way.

Fast forward to 2025, and I am in the same position as my professors, my mentors, using some of the same time-tested methods and philosophies and readings they brought to class, which I bring to my classes. For two of my classes, EDEL 420: Effective Teaching II and EDEL 415: Elementary Social Studies Methods, I practice a variety of methods every week with my students. Many students are grateful for this opportunity, to work through the method, ones they can bring back to the field placement and their future classroom. We cannot do that virtually, or if we did, rest assured it would be done quite poorly.

As you are fully aware, we tried teaching fully virtually for several semesters, to which students lost out on a lot; many hid behind their computer screens unwilling to turn on their cameras and not taking the work as seriously as those who had come to class physically in the building. Teachers must interact with people daily, so hiding is not an option. This might be hard to believe, but students have enjoyed coming back to campus and interacting with one another and the professor—they have endless questions which deserve immediate responses from a scholar or a way for us to work together on finding an answer, not merely a warm body to make sure they completed an assignment or an AI chatbot to generically answer a question, unless this is what we are preparing teachers for, to oversee children on their laptops where the teacher need not know teaching methods or pedagogy. Further, once we were back on campus full-time, I would put class documents on One Drive, and many students said they preferred a hard copy, they were done with everything being virtual.

Additionally, I teach EDEL 212: Foundations of Elementary Education, to which the students are so thankful the class exists. Many appreciate the critical nature of the class, where we engage in grappling with critical questions in the field, such as the supposed idea there is a teacher shortage, which I believe this current plan is trying to fix; does it really exist or are teachers leaving because they are fed up with endless administrative

unattainable mandates and tasks placed upon them, as well as a lack of respect by many, and a lack of funding for mandates and programs, as well as low pay with the rising cost of living? Many k-12 students see this, so why would they want to go into a profession where their teacher is disrespected? Virtual classes will not solve this problem, and no, CSU schools of education with on-ground classes are not a hinderance to becoming certified and staying in the profession.

We are not in a crisis in the way you all may think we are in, but rather we are in a crisis of funding higher education, and where more demands are on faculty with little resources, while there is a disregard of the scholarship we are doing, scholarship which advances our fields of study, and in turn advances our students understanding of what they will do when they leave our class; austerity is hardly ever the answer nor are shortsighted quick fixes to appease corporate oligarchs. Also, not everything is quantifiable, as I have had many students say, "this class helped me make sense of my own schooling and what I can do in the future to better support my students" or "wow that method and these resources, I would have loved social studies in elementary school if my teacher had brought these into the class or broached the topic in this manner." One cannot measure this through a number, and one cannot find this type of student learning and engagement by only virtual classes, particularly asynchronous classes.

I will close with this, of everyone sitting on this board, how many would be fine with a doctor or lawyer who earned their degree solely online, with little time in the field working with scholars and practitioners? What about a plumber or electrician who learned by only watching YouTube videos? My bet would be not many would be willing to allow this to happen in these respective professions. I come from a family of plumbers and let me tell you, it is hard work you learn with others, by doing and asking questions, just like we do in our classes and in our fieldwork in teacher preparation.

How many of you would invite me to make decisions affecting your profession, your careers? My guess would be none of you because I do not have a background in your careers. It is my belief moving forward you will listen to those of us who have made our life's work in this profession, who understand it on many different levels, and you will reject this report and its proposals.

Teaching does not need innovation; people have been learning for millennia. What we need is to provide fully funded equitable opportunities for all to learn. By going fully virtual, we are shortchanging the very students we wish to see represented at the front of the classroom.

My last piece of advice—invest in the four CSU campuses and our schools of education, engage in honest and genuine shared governance, because us faculty have a depth of experience and knowledge to help guide the next generation of teachers.

Thank you for reading my testimony.

Saluti,

Michael D. Bartone, Ph.D.

Works to Consult

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CSCU BOARD OF REGENTS

PROF. PAUL R. PETRIE

37 FARM VIEW DR, MADISON, CT 06443

203.645.7145

I write to urge the Board of Regents in the strongest possible terms not to pursue the misguided plan currently before you to turn Charter Oak College into a state-sponsored diploma mill, on the model of Southern New Hampshire University or Western Governors University. This model is based on the principle of corporate profit rather than genuine higher education and it is certainly not an equivalent to a quality university education, in which curriculum is designed and taught by terminally degreed and credentialed experts in their respective fields of study, who are actively engaged in the intellectual and professional life of their disciplines and dedicated to the well-being and growth of their students.

A book would not offer enough space to elaborate on how bad a proposal this one is. A short version of that book would include the following:

- It would take students away from the state universities, potentially leading to more fiscal stress, more class cancellations, more program and department closures, once again diminishing the quality of CT public higher education and diminishing the options and choices of the working class and minority students we serve.

- It would privatize public higher education, placing decisions about curriculum and educational content in the hands of capitalists seeking to make money rather than researchers and educators seeking the pursuit of truth and the development of capable, well-informed, thinking persons to become the future workers and citizens of our state and nation.

- It includes no mechanism for meaningful establishment and review of academic and educational standards of accuracy, effectiveness, and intellectual and professional rigor like those provided by the faculty-driven processes of curricular creation and review in the Connecticut State Universities.

- It comprises another end-run around established processes of shared governance, since this plan was concocted with zero input from faculty governance bodies nor from AAUP. The results, predictably are exactly what happens every time administration makes decisions without expert input from faculty: educationally unsound policy.

Governor Lamont and the Office of Policy and Management clearly understand public higher education primarily as an expensive cost-center in state government spending and therefore would have you predicate CSCU policies on the principle of cost-cutting above all else. I hope you will agree with me that the BOR's actual calling is not merely to cut educational budgets but to act as stewards for high-quality public higher education, for access to a genuine university education for all Connecticut citizens who desire one, regardless of race, class, gender, economic status, or academic disadvantage. The proposal before you today is antithetical to that mission.

Please, members of the BOR, consider whether you would send your children or grandchildren to an institution like this. I know of literally no one among my colleagues who would do so, and strongly suspect that you wouldn't either. If cookie-cutter, corporate-created, for-profit, online, sham education isn't good enough for our own kids, it should not be offered as a substitute for the real, rigorous, community-based, student-centered and professor-driven higher education that the Connecticut State Universities already offer. Please reject this half-baked and dangerous proposal.

Chairman Guay, members of the Board of Regents,

I am Tom Burkholder, a professor of Chemistry and Biochemistry at Central Connecticut State University, CCSU- AAUP Chapter President and have been a faculty member since 1992.

I read the report titled "Taskforce on Scaling Up Charter Oak State College," and am having some real difficulty envisioning where these 4000 extra students are supposed to come from let alone how COSC will attract them.

Enrollment numbers at Charter Oak since 2011-2012 have been relatively static, hovering around 2500 students. IPEDS data show just one bump in enrollment in the past 10 years, in 2014-2015. That bump coincided with spending of reserves totaling over $500,000 dollars in 2014 to fund the "Go Back to Get Ahead" initiative. That infusion, equivalent to $675,000 in today's dollars, produced an increase of 400 extra full-time equivalent students at COSC for that one year. Notably, most of the money was spent on web development and not on students, a fact legislators at the time took exception to.

Total Full Time Equivalent

Source: IPEDS Data Feedback Reports
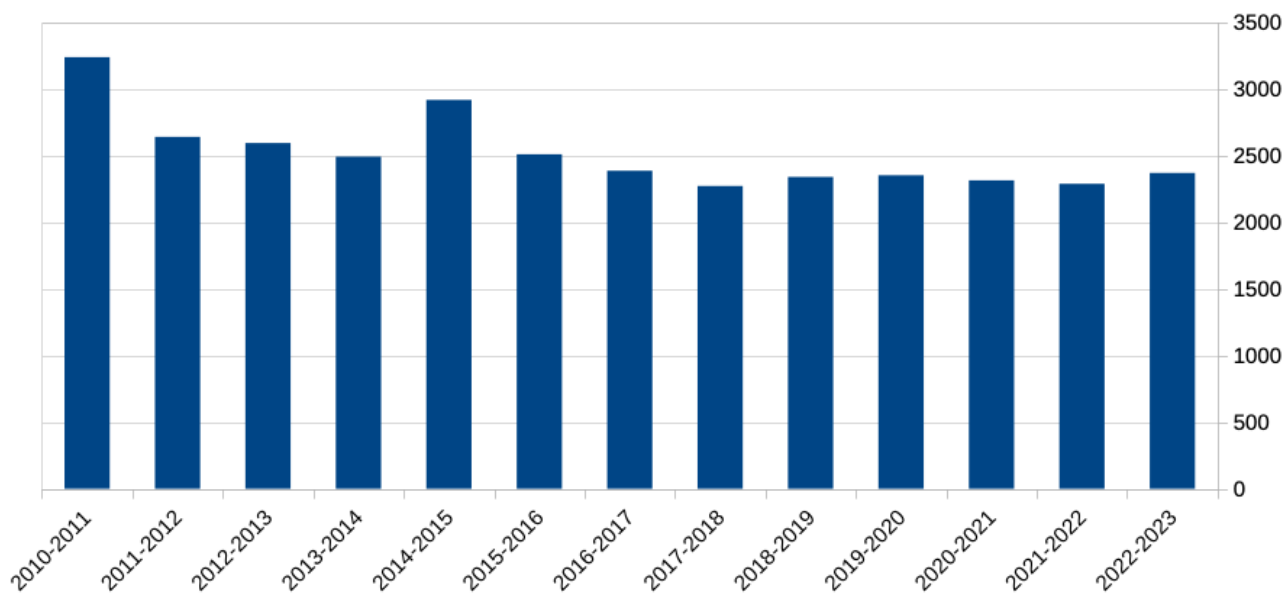
The LADDERS framework projected increases are not consistent with your provided data about where CT State Students transfer. The transfer data show increases in transfers to all the CSUs and UConn while maintaining a relatively static number of transfers to COSC and declines in transfers to other in-state and out-of-state colleges. Yet the framework projections say COSC can enroll more of the dwindling pool of transfers to those other in-state and out-of-state colleges each year without impacting transfers to the CSUs. It is far more likely this proposal would cannibalize transfers to the CSUs and UConn.

Likewise, I'm skeptical that there are 100 more students out there right now who want to enter in to an Early Childhood Education Program next fall, much less at Charter Oak. Certainly most of those students would come at the expense of existing programs at SCSU and CCSU.

The proposed AI-driven student support services are, to be blunt, vaporware. These tools don't exist to be optimized as evidenced by the impacts not being felt until Fall 2027, at earliest, after $2 million in expenditures. Moreover they are insulting to COSC students who deserve better than a chatbot to advise and tutor them.

This proposal is expensive and will not result in improved student learning at COSC. Most of the money will be wasted on software and consultants and it certainly will harm existing programs at the CSUs.

January 21, 2025

To:
The CSCU the Board of Regents

From:
Kevin Buterbaugh
Professor of Political Science
SCSU

Re: Written Testimony and Comments Regarding the Taskforce on Scaling up Charter Oak State College

1. The report sees unique value in a larger and more robust Charter Oak State College.   It expects to serve more students online and to draw them away from similar programs around the country.   Specific reference was made to students in Connecticut currently attending Western Governors University.

> CSCU is seeking to expand online education when AI is rapidly changing the higher education landscape.   Online education, as it currently exists, may have no future due to the problems created by AI for student assessment.   There is almost no writing assignment that AI cannot perform, and there is no way to determine whether an assignment was done by an AI or a student. AI is also able to do advanced math and reasoning.   Online exams also are not AI proof.   As AI advances agents will by created that are always present on one's device and will see what we see and hear what we hear, and they will be able to respond.   Even if one attempts to lock down a browser or actually watches what a student is doing, workarounds will be developed. In fact, they have already been developed.   There are whole threads on Reddit about how to get around Respondus and other systems in order to cheat, and these take little time to implement.   One of the few methods currently to stop cheating on online assessments, is to use oral exams. But, these take time, and instructors at Charter Oak are not paid enough to take the time needed, with the class sizes they have.   Moreover, video chat oral exams will also eventually fall prey to AI.   Students are already using AI help in online interviews and as it grows more capable oral exams will not be able to stop the use of AI.   Wearables, like Meta glasses, will make the problem even worse.
>
> Due to the assessment issues, online education is likely to be seen as less and less of a proper credential.   The assessment issue is also going to grow ever more difficult for on the ground programs, but at least on the ground one can still use in class exams, essays etc to assess performance and learning.
>
> Expanding online education is an early 2000s initiative. It is not a 2020s initiative. Technology has changed in ways that will undermine, completely, the ability of organizations to verify learning in online education.   Charter Oak will be granting degrees to AI and validating what AI can do, not students.

2. The report states that expanding Charter Oak can be done without stripping students from the other institutions in the system, especially the four CSUs.   It goes on to state that as part of the initiative, students will be able to attend Charter Oak tuition free.

If a student can attend Charter Oak for free it will draw students from the other institutions. This is plain economics.   Students, especially in online programs at the four CSUs, will know they can get a better deal at Charter Oak, and leave the CSU programs.   The only way to prevent this would be for Charter Oak to have programs that are not offered elsewhere. But, all of the proposed programs for expansion are offered elsewhere in the system.   It flies in the face of what we know about humans and economics to believe that Charter Oak can expand without taking students from elsewhere in the system, when Charter Oak will have a net cost of zero for a student and the CSUs will not.

If the system wants to expand online education, which as noted above is unwise, it should expand the programs at the four CSUs and provide the tuition help that would go to Charter Oak to CSU students.

Sincerely,

Kevin Buterbaugh
Professor of Political Science
SCSU

Christopher E. Trombly, Ph.D.
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22 January 2025

Members of the CSCU Board of Regents:

I write in response to Charter Oak State College's recently released *Scaling Taskforce Report*, which you are scheduled to discuss at your meeting on January 23th, 2025. I do so as a former PreK-12 educator (16 years) and long-time (11 years +) faculty member in the realm of educator preparation – the last six and one-half at Southern Connecticut State University. Since 2021, I have co-chaired the Connecticut General Assembly's *Task Force to Study the Comprehensive Needs of Children in the* State. I have committed my professional life, and more than a little of my personal time, to ensuring that the classroom teachers, special educators, school administrators, and other school-based helping professionals who serve young people and their families are equipped with the knowledge, skills, and dispositions required to do that crucial work; that the conditions within which educators engage with young people and families are conducive to the teaching/learning process; and that the conditions within which young people and their families live are what we would demand for our own loved ones.

I acknowledge – indeed, honor – the important role that Charter Oak has historically played within Connecticut. It has provided a cost-effective, accessible degree completion option for countless individuals whose post-secondary journeys, through no fault of their own, have been non-linear and punctuated by life's vicissitudes.

I likewise acknowledge and value Charter Oak's important role in preparing much-needed Early Childhood Educators for Connecticut's youngest learners.

What gives me pause about the *Scaling Taskforce Report* are two features:

- Charter Oak's expressed plan to establish a School of Education elides the not insignificant resources that will be required for Charter Oak to obtain and maintain accreditation as an educator preparation institution, and to comply with federal and state statutes and regulations that apply to educator preparation programs. Educator preparation is not only critically important by its very nature, it is also far more resource-intensive than those outside the field could reasonably be expected to appreciate. Accrediting bodies customarily require institutions to maintain a set ratio of full-time faculty members to students for each program offered. Moreover, accrediting agencies and the state and federal governments require that enormous amounts of data be collected, analyzed, and reported for each candidate in each program across the educator preparation unit. These demands necessitate sufficient full-time administrative personnel

to attend to candidates' admission to educator preparation programs (over and above their admission to the larger institution); their progress during their coursework; their progress as recorded on rubrics that are specially designed to gauge candidates' mastery of accreditation standards; their successful passage through each program's "gates"; documentation of their successful completion of multiple field experiences, student teaching experiences, and/or internships; and their successfully passing the various standardized tests that are required by the state for educator certification (with those tests varying by certification area).

- The statement that the initiatives enumerated in the *Report* "are expected to have minimal to no impact on enrollment at the CSUs within the system" is far less assuring than it is intended to be. Recent history has already demonstrated that Charter Oak has been approved by the BOR on numerous occasions to offer programs that that have been denied to certain CSUs, thereby preventing the latter from being able to innovate. This state of affairs has led many (including myself) to perceive that calls from the BOR for "system-ness" apply less-than-uniformly.

I ask that all members of the Board of Regents weigh each of the recommendations included in the *Scaling Taskforce Report* carefully, that you examine their underlying premises closely, and that you consider how each may well impact the other institutions in the CSCU system adversely.

Respectfully,

Christopher E. Trombly, Ph.D.

January 22, 2025

Dear Chairman Guay and Members of the Board of Regents,

My name is Kristie Rupp, and I am an Associate Professor in Exercise Science at Southern Connecticut State University. I am writing to you to express my significant concerns related to the proposed Charter Oak scaling plan.

I am disheartened by the Charter Oak scaling plan because it will **discourage students** from attending a Connecticut State University in person by making an online BA/BS free. This will not only reduce enrollments in our CSCU institutions, but by promoting fully online asynchronous education with questionable outcomes, above investing in our well established and accredited programs at our CSCU institutions, we are doing a disservice to the younger generations of CT. Furthermore, this may contribute to the de-stabilization of many employment sectors in the state this plan purports to support.

While there are several advantages of an online education, especially for students of a certain demographic, for example, those who are older, already have a solid educational foundation, are highly motivated, and have good time management skills. It is certainly not appropriate for students who are younger or from underserved backgrounds, who need additional support and resources to be successful in pursuit of higher education and beyond. To lure students of other groups and especially high school students is irresponsible.

There are numerous, well-documented problems with online only higher education, and it is perplexing that given the shortcomings of this approach, an investment in this approach is even being considered. First and foremost, as reported by Inside Higher Education, fewer than half of students at the largest non-profit online institutions, including those cited in this plan as aspirational (e.g., Southern New Hampshire University and Western Governors University) receive a bachelor's degree within 8 years (Knox, 2025). Furthermore, many more online students drop out of courses and school than students in face-to-face education, they also receive lower grades and have lower GPAs. This is especially true of students who are younger, academically unprepared, from lower socio-economic groups, minorities, and those with disabilities. I worry that the promise of free, and easier education, and an aggressive marketing campaign, will attract just such students.

I am particularly troubled by the COSC scaling taskforce report's stated desire to pursue the possibility of becoming a Hispanic Serving Institution. A recent analysis of online education in non-profit and for-profit Universities by Smith et al. (2024), found that online education is related to worse educational outcomes in both non-profit and for-profit sectors, including lower retention and graduation rates, which were not explained by self-selection into online education, suggesting this is a result of the modality. Furthermore, the authors concluded "our results suggest that online education is a form of "predatory

inclusion," in that access is coupled with increased risks for students relative to comparable peers attending in-person." Thus, the active pursuit of underserved students could be considered predatory and exacerbate inequities in CT for generations to come. Students from underserved, under-represented, and minority backgrounds deserve access to high quality in-person public higher education.

Another recent study of a public online university supports the superiority of in-person face to face undergraduate instruction on educational outcomes versus online education. Altindag and colleagues (2024) concluded from their study findings that "face-to-face (FtF) instruction results in better student performance, such as higher grades and a lower withdrawal rate. Additionally, students with greater exposure to FtF instruction are less likely to repeat courses, more likely to graduate on time, and achieve higher Grade Point Averages (GPA)." They found this to be true for all students "except for Honors and graduate students, where the FtF advantage is either smaller or statistically insignificant" (Altindag, S.Filiz, and Tekin 2024).

Better performance among students in an in-person learning environment can be attributed to stronger connections with faculty and peers, a reduced sense of social isolation, and much needed structure that a regular schedule provides. In person education also provides the necessary opportunities to develop soft skills (e.g., interpersonal skills, communication skills, teamwork, and adaptability), which are necessary for success in any profession and currently in precipitous decline. The decline in soft skills among younger generations is multi-factorial, but can largely be attributed to increasing reliance on technology and the massive disruptions to educational, social, and personal growth during the COVID-19 pandemic. At a time where employers, in numerous sectors, are increasingly sounding the alarm about the deficit in soft skills in their youngest employees, why would we funnel young individuals into a modality of education that's going further stimy the development of these essential soft skills? A fully online asynchronous education eliminates any opportunity for social and emotional development, further increasing social isolation and unpreparedness for the workplace. Furthermore, the proposed investment in AI-driven support services to handle essential in-person tasks like tutoring, advising, career support, and administration, is laughable and removes whatever limited opportunity for human interaction there may have been with this proposed model.

Even more concerning is that the COSC scaling plan wants to focus on developing programs to address employment gaps in healthcare, business, education, and technology. For fields like healthcare and education, social and emotional development through in-person education and hands-on practical experiences are essential to developing qualified professionals. As an educator in the healthcare field, I know this firsthand. Many of the courses I teach require laboratory experiences for students to learn how to utilize and develop proficiency using discipline specific technology, interact with colleagues and patients, and adapt to unforeseen circumstances. These experiences FLAT OUT cannot be replicated in an online asynchronous environment, and we learned this lesson the hard way during the COVID-19 pandemic. I personally would have questions about the qualifications of healthcare providers, who did not have any in-person laboratory experience and completed a fully online degree. I would argue that many employers likely feel similarly and are going to question the competence and preparedness of online-only trained educations, healthcare professionals, and social workers. If we really want to address the employment gaps in fields like healthcare and education, perhaps we invest in increasing the accessibility of our established programs at the CSCUs that have demonstrable student and

employment outcomes. Also, maybe we pay those professionals a competitive living wage? But that's for a different audience…

For all the reasons I stated, and many more that I do not have time to go into, I worry that this scaling up plan will harm the young people and future of Connecticut. I hope you take these points into consideration when contemplating the COSC scaling up plan and the future of young people in Connecticut.

Sincerely,

Kristie Rupp, PhD, ACSM-CEP
Associate Professor
Department of Health and Movement Sciences
Southern Connecticut State University
SCSU-AAUP Council Representative

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AMANDA GREENWELL
CSU-AAUP
greenwellamm@ccsu.edu

My name is Amanda Greenwell, and I am Associate Professor of English and the Program Coordinator for English Secondary Education at Central Connecticut State University. I am submitting testimony in opposition to the proposal in the Scaling Taskforce Report about Charter Oak State College, under consideration by the BOR at the 1/23/2025 meeting.

I am an educator who has worked in both Connecticut public high schools and Connecticut higher education. I have also been a student at three colleges and universities in Connecticut, and I have had the privilege of working with gifted colleagues at many levels of education, those for whom teaching is a calling and education is both art and science. The proposal to expand COSC through corporate courseware and AI "supports" is a farce. The Scaling Taskforce Report repeatedly refers to homogenous, non-responsive concepts, such as the need for "standardization" and "consistency" as part of its "quality control," juxtaposing those with "personalized" advising and career coaching that are touted for their automation. Where does this leave students and teachers in the (virtual) classroom, the site of learning? Students are put through paces designed as a one-size-fits-all masquerading as "responsive." Faculty are expected to be content managers who simply deliver pre-packed courses and do some grading. Essentially, the model reduces faculty to TAs who would have to accomplish any mentorship in spite of the strictures placed upon their methods. Who is benefitting in these scenarios, and how? Learners and learning are treated as auxiliary to a financial model.

According to this report, faculty delivering pre-packaged courses will be freed up for "program innovation," but the contours and value of that innovation are never detailed, and in general, faculty innovation seems fairly disallowed. Indeed, the report largely refers to faculty as those required to follow detailed "guides," and it uses "innovative" in relation to "faculty" when the word "faculty" serves as an adjective to the noun "model": "COSC can scale further without compromising affordability due to its innovative faculty and intellectual property model." COSC does not aim to hire and retain faculty valued for their expertise, and teaching; they aim to fuel a dollar-valued model of faculty—a model that amounts to proprietary wielding of intellectual property rights that they'll invoke to mandate course delivery systems and content that put money in the pockets of corporations who wish to replace higher education with a mill-like facsimile.

Further, while the report suggests there is little to no impact on the CSUs, it gestures to "potential system-wide implementation" and remarks that AI tools can "alleviate the human resources burden on individual institutions"—plural. The undermining of higher education is evident in this report not only at the classroom level, but at the system level.

I also call your attention to the contours and implications of the "tuition-free" model the report mentions. First, it is blurry. While "tuition-free" is used often in the document, the more detailed section on the "last-dollar scholarship model" reveals that financial aid plays a part. "Tuition-free"

is misleading to students if financial aid is involved in order to get to that "free." Second, and more to the point: Why would this tuition-free pathway not be available to students transferring from CT State Community College to any other system school in CSCU where students are already pursuing degrees in workforce-identified areas, studying with faculty who are actively researching and mentoring in the field? That is, why does a plan privileging *less* contact with professors and faculty mentors qualify for state assistance and/or "free" tuition? Again, I ask: who benefits? Is this done at the expense of the true value of higher education rather than in service to it?

I will close with remarks about a fully online School of Education that plans to (eventually) grant initial certification: how does one justify creating a fully online education program to prepare students for in-person teaching with Connecticut's young people, especially at a time when fostering classroom environments that attract students to learning is so crucial? When teachers are slowly extricating themselves from the Chromebook caves in which they and their students were trapped during the pandemic? When educators are finally shaking loose of the lock-step materials they created or were forced to use during the pandemic because they are finally healed enough from the trauma of that experience to remember how to infuse joy and motion and thought-provoking discussion and dynamic activities back into their students' lives in the classroom? Students experience enough dissonance when they are taught one thing and witness another in the classroom; making all of the teaching asynchronous and digital simply widens the experiential and affective gap.

I urge the BOR not to invest tax payers money in a higher education program that pretends to a shadowy redundancy of those that already exist and whose students, current and future, deserve the tuition assistance COSC is otherwise requesting to fill seats for corporations like Coursera without a thought to the populations eventually impacted by the degrees they grant and the workforce they create. In the case of education, for instance, I urge you to think long and hard about the true needs of Connecticut public school children and the generations of publicly educated residents to come.

CSCU BOARD OF REGENTS

January 23, 2025

Marcia Delcourt, PhD

Western Connecticut State University

AAUP Member

delcourtm@wcsu.edu

I have worked in higher education throughout my career and currently coordinate an online graduate program. It is my opinion that an online asynchronous School of Education being proposed by Charter Oak State College is not in the best interest of our Connecticut students in initial teacher certification programs.

I am the coordinator of an online doctoral program. Our program has been online since 2020 and is largely synchronous with classes meeting weekly during the fall and spring semesters. While the doctoral students in the program are self-professed life-long learners who also are full-time employees, they have expressed the need to see and hear from their colleagues on a regular basis. In their own words, a synchronous format provides them with the motivation to succeed. An online asynchronous program, particularly for undergraduates in initial certification programs, robs the students of valuable discussion about cogent topics in "real time."

While the COSC report indicates that currently education programs are not offered in an online asynchronous format within CSCU (p. 19), there is good reason for this decision. When students are online, they want to see each other, discuss critical issues, and connect with their peers and professors while receiving valuable coaching and feedback to hone their skills as educators.

To the members of the Board of Regents:

I am an English professor and director of the Arts Administration and Cultural Advocacy program at Southern CT State University, where I have taught for 14 years. I write to express my extreme dismay and fervent opposition to the proposals contained in the report entitled "Taskforce on Scaling Up Charter Oak State College" scheduled for discussion at tomorrow's BOR meeting (January 23).

In an age when artificial intelligence and the tech industry is mounting a full-scale assault on meaningful higher education for the most disadvantaged of Connecticut's citizens – whom we serve in the CSUs and CT State colleges – the proposals in the taskforce report suggest moving *more* precious state dollars toward what risks becoming an online degree mill in the CSCU system. Several things are deeply troubling in the report.

First, the report contains incomprehensible business and tech jargon that I hope the BOR will see through and call out for its vacuity. Here is one example of <u>many</u>:

> "To support this growth, COSC will make strategic investments in proven best in class technology tools such as adaptive learning content in addition to innovative technology, particularly artificial intelligence. This will be used to enhance the student experience, streamline operations, and maximize economies of scale." (p. 3)

The phrase "best in class technology" is an oft-cited joke in popular culture today. But more disconcertingly, the second sentence is so illogical as to lack credibility. How will "artificial intelligence" *enhance* "student experience," when many of the students we teach at SCSU already show, after only two years of AI's rise, a growing inability to write and read basic texts? Given this growing illiteracy, how would allowing AI to "maximize economies of scale" and "streamline operations" mean anything other than a reduction in educational quality – especially in the proposed *asynchronous* School of Education?

Second, the remainder of the proposal operates under two specious assumptions about why COSC should receive *further* investments based on its mediocre results compared with peer institutions:

> (1) The report assumes that Charter Oak's inability to compete with WGU's and Southern New Hampshire's market share is the result of students not having comparable in-state options for these online degree mills. I hope the BOR will see through this logic. Might not a logical conclusion be instead be that institutions such as WGU and Southern New Hamphsire have *already* cornered this market, and it is a waste of CSCU dollars to pour further resources into an online race to the bottom?

> (2) The discussion of the LADDERS initiative on p. 7 of the report – shockingly – cites CT State College students' transfer rates to ECSU, CCSU, SCSU, and WCSU as partial reason for more investment in COSC, lumping those transfer students with lost revenue to out-of-state colleges. Again, if CT State students are already voting *with their feet* by choosing high quality, in-person, research-based institutions over the fully online option,

why would we not just invest more money in the former?

As a devoted colleague and faculty member within the CSU system, I humbly ask the BOR to question this report carefully, and to ask why we would increase investment in what appears to be a barely veiled corporate partnership scheme, with so many private interests at stake as to risk the BOR's reputation itself. Powerful job-creation work is already happening at our in-person colleges and universities. Rather than divide and conquer the CSCUs, please invest instead in the high-quality universities that continue to lift up our working class and first-gen students with real human care, in-person mentorship, and scholarly expertise. Please tell Governor Lamont that CT students deserve nothing less.

Sincerely,
Joel M. Dodson

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Joel M. Dodson, Ph.D.
Department of English
Co-Coordinator, Arts Administration and Cultural Advocacy
Southern CT State University

36 Overlook Place
Trumbull, CT 06611

Board of Regents
61 Woodland Street
Hartford, CT 06105

January 21, 2025

Dear Chair Guay and the Members of the Board of Regents:

I am writing to express my concerns regarding the "Scaling Taskforce Report," which seeks to nearly triple enrollment at Charter Oak State College by massively expanding online programs and replacing human advisement and support with AI-driven technologies.

In the Soviet Union and Eastern Europe of the 1960s and 1970s, workers often joked, "The Party bosses pretend to pay us, and we pretend to work." Today, higher education is edging perilously close to a modern equivalent: "We pretend to teach, and our students pretend to learn."

The combination of increased online learning and the unchecked use of AI in asynchronous courses has created an environment where students often fail to engage meaningfully with their work. Anecdotal evidence from my own classroom highlights this troubling trend. When I ask students to read aloud, many struggle to meet even a high school reading level, let alone an acceptable college standard. Conversations with educators and students reveal that the poor quality of online education—especially during the pandemic—has directly contributed to these deficiencies.

This issue is not confined to anecdote. Data consistently show dismal outcomes for fully online programs at Universities that have a model similar to the one being proposed for Charter Oak. According to a recent report in *Inside Higher Ed*, while demand for online programs is rising, graduation rates remain alarmingly low. Only 36% of Southern New Hampshire University's entering class of 2015 graduated within eight years. At Grand Canyon University, the rate was 46%, and at Liberty University, it was 42%.

The situation is even more dire for part-time students, the very demographic we aim to serve through Charter Oak's expansion. At **SNHU and Grand Canyon, only 14% of part-time students graduated within eight years**. Research indicates that one key factor contributing to these poor outcomes is the lack of quality, in-person advising.[1] Implementing AI tutoring and advising tools—the same model failing at institutions like SNHU—is unlikely to improve outcomes here.[2]

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[1] Liam Knox, "Online Degrees Out of Reach," *Inside Higher Ed* (January 8, 2025), accessed January 21, 2025. https://www.insidehighered.com/news/tech-innovation/teaching-learning/2025/01/08/large-online-colleges-students-struggle-earn

[2] On SNHU's claims about its use of AI chatbots for advising, see Siobhan Lopez, "How AI Enables More Human Connections," *Southern New Hampshire University* (June 10, 2024), accessed January 21, 2025, https://www.snhu.edu/about-us/newsroom/briefs/how-ai-enables-more-human-connections; for a counterpoint on the harms associated with this kind of AI use, see Tom Williams, "More Victims than Winners in AI's Upheaval of Universities," *Times Higher Education* (May 9, 2024), accessed January 21, 2025, https://www.timeshighereducation.com/news/more-victims-winners-ais-upheaval-universities

Our foremost responsibility is to provide Connecticut residents with a high-quality post-secondary education. The evidence strongly suggests that the proposed expansion would instead deliver a subpar education, leading to poor student outcomes and failing to meet the needs of our communities.

While there is a rightful place for online education and the degree-completion work that Charter Oak has historically excelled in, we must approach expansion with caution and intentionality. I urge you to consider alternative strategies for modest growth that leverage the expertise of faculty and staff already within the CSCU system. Such an approach could meet enrollment goals without sacrificing educational quality or student success.

I urge the Board of Regents to get out into their community, speak to professors on staff personally, and have a real conversation about how to improve our system rather than relying on the opinions of outside groups such as Accenture and Coursera. Such conversations would produce better outcomes for the system and would significantly improve morale.

Sincerely,

Wynn Gadkar-Wilcox
Professor and Chair, Department of History, Philosophy, and World Perspectives, WCSU
Vice President, WCSU-AAUP
Chair, Legislative Committee, CSU-AAUP

CCSU

Central Connecticut State University

January 21, 2025

Dear Board of Regents,

Thank you for this opportunity to share testimony regarding proposed plans to launch large-scale online courses and degree programs through Charter Oak. I must say that I am more than dismayed by these plans, which profit third-party consultant, Coursera, rely on AI bots for tutoring, and replace faculty with "Subject Matter Experts" (SMEs) and "Instructional Designers" (IDs).

If this is the direction we're taking, may I modestly propose that we award degrees and certificates directly to AIPs (Artificial Intelligence Proxies) since if instruction will now be provided impersonally and artificially, it's not likely students will submit their own, authentic work or learn anything about teaching, writing, critical thinking, or subject matter.

Central Connecticut State University just celebrated its 175th anniversary as an institution that has first and foremost trained real teachers in the real art of teaching and learning. What a shame to devitalize the life and legacy of CCSU and our sister institutions and to deny Connecticut students education and training taught by faculty with genuine expertise and humanity.

Please change course and serve our students and our state more wisely.

With great concern,

Susan Gilmore
Associate Professor of English
Central Connecticut State University
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(860) 832-2772

Liz Kalbfleisch
Professor of English, SCSU

I am writing today AGAINST the COSC proposal. I do understand and embrace the need for our state system to have better online options to complete a BA/BS. Indeed, I have taught almost exclusively online at SCSU for the last 7 years precisely because of how aware I am of the vast population not served by traditional, in person schooling for the BA/BS. But the proposed changes to COSC are not good. For so many reasons. I'll state the most important: Bachelors degrees conferred by this new COSC will be vastly inferior to Bachelors degrees conferred by the 4 CSU schools. CSU students will have had numerous interactions with teachers, peers, support staff giving them an opportunity to develop the "soft skills" that employers increasingly ask for. The new COSC as proposed will give students so much less of these soft skills because of the contingent, adjunct employees that will do the vast majority of the teaching. By virtue of their very nature—contingent—COSC students could have a teacher they really love and respect and that spoke to them and the student may never see them again once class is over because its so easy to replace faculty. The likelihood of such "one-and-done" interactions with faculty are more likely, too, because of how hard it is to keep such faculty. The low pay and lack of belonging of an adjunct teaching force means that the teachers will always be looking for a better (paying) job. I personally know this. I've supervised the adjunct workforce in the English dept at SCSU and I routinely lost the best adjuncts because they got full-time work with better pay and good benefits—usually at one of the CSCC schools. A poorly paid and little respected workforce does not work for anyone, but that is who we are putting at the center of the COSC educational experience with the degree of adjunct labor this proposal depends on. At my university many students routinely make connections with tutors in our excellent Academic Success Center. Handing the role of tutoring over to AI, as COSC proposes to do, of course closes off one more avenue of "soft skill" development that is available at the CSU schools.

As I said I value the mission of COSC to bring higher education to those who are currently excluded because of travel or mobility limits. But I beg you—please lets figure out how to serve these students with the same high-quality human interaction that CSU students get. To do otherwise is to further marginalize a population that is likely dealing with a high level of marginalization already.

January 22, 2025

CSCU BOARD OF REGENTS
61 WOODLAND STREET | HARTFORD CT 06105

To Chairperson Guay and the esteemed members of the Board of Regents,

I am Kari Swanson, Acquisitions & Collection Development Coordinator at the Hilton C. Buley Library at Southern Connecticut State University and Chapter President of SCSU-AAUP. I am submitting this testimony to you in writing as I will be attending the funeral of SCSU Dean Emeritus and Professor Emeritus Edward Harris tomorrow morning during the time public comment will be given at the meeting of the Board of Regents.

I am writing to share my concerns about the "Scaling Taskforce Report" on the agenda for the January 23, 2025 meeting of the Board of Regents. I am dismayed that this report, written with no apparent knowledge, input or collaboration from the vast majority of full-time faculty in the CSCU, is being seriously considered by the Board and our System.

Leaders in our System have spoken publicly about "systemness" and the importance of working together to address the challenges we face on our campuses, in our system, and in the State of Connecticut. We face significant economic challenges in a state flush with cash due to the diabolical implementation of the so-called fiscal guardrails' limitations on public financial support for public higher education and all other services for the public good. And yet here we are entertaining a proposal that sets Charter Oak State College apart from the CSUs by permitting it to offer tuition-free bachelor's degree completion programs that, to date, is not an option for the CSUs.

We believe that it is important that we work together in the best interest of our students, *all* of our students, to provide affordable, high quality public education. It is *not* in the best interest for *all* of our students to create a system in which only one of the four-year institutions has free tuition. We should be advocating for free public higher education for all Connecticut residents at *all* CSCU schools, as AAUP is doing by supporting the expansion of PACT.

Kari A. Swanson | SCSU-AAUP | 501 Crescent Street | New Haven CT 06515

I hope that you do not take seriously the assertion that offering a 2+2 tuition-free partnership between CT State and COSC would not harm the four CSUs. At SCSU at least half of our students are fully Pell eligible. Even with its recent increases, at its maximum Pell does not fully support the cost of public higher education in Connecticut. Many of our students stop out simply because they cannot afford the high cost of tuition, fees, housing, etc. While a fully online program is *not* appropriate for all programs or all students, we must admit that a totally free education would very likely drive some of our students to COSC for financial reasons alone.

Furthermore, I am appalled that COSC intends to create a School of Education and expand its education programs with the assertion that their "flexible format caters to working residents." The four regional comprehensive institutions have education programs that are already specifically designed for practicing educators and those wishing to enter the field as a second career. The children of the state of Connecticut deserve educators who receive appropriate high-quality education that considers *their* needs and educates students based on best practices. Best practices in the education of educators very often requires in-person contact with instructors and their fellow students. Some degree programs *should not* be fully online, especially not asynchronously, despite the likelihood that offering them will bring in revenue.

COSC can assert that it is cost-effective in part because they were permitted by this Board to avoid entirely some of the tuition increases that affected all of the other CSCU institutions. They have benefited from decades of borderline financial exploitation of their faculty. They do not have an actual library nor to my knowledge do they employ any full-time librarians to support their faculty or students and instead offer a webpage that among other things points out that they can borrow books from the other CSCU libraries.

I could go on, but I will refrain. If you would like to engage in further discussion of this matter online or in person, please let me know.

SINCERELY,

Kari A. Swanson

KARI A. SWANSON, PRESIDENT SCSU-AAUP

Dear Board of Regents,

I am writing to provide my testimony regarding the "Taskforce on Scaling Up Charter Oak State College" report, which will be presented at the Board of Regents meeting this Thursday: January 23rd, 2025. As a Nursing Professor teaching in both undergraduate and graduate programs, I feel compelled to express my deep concerns about the direction this initiative proposes for public higher education in our state.

My teaching philosophy relies heavily on interactive, student-centered learning methods. In my classes, we engage in case presentations, classroom troubleshooting with multiple-choice questions, and in-depth case studies. These activities not only encourage active learning but also require me to read subtle classroom cues that indicate whether students fully understand the material. This nuanced, human-centered approach is essential for developing critical thinking and decision-making skills in nursing—a profession grounded in human interaction.

While I teach both synchronous and asynchronous courses and value the flexibility and opportunities these formats provide, the success of these models depends on the involvement of qualified educators who remain current in their practice and research. Nursing education, and education in general, cannot afford to sacrifice the expertise, mentorship, and real-time feedback that full-time, tenure-track educators bring to the classroom. The proposal to rely on part-time instructors, pre-purchased courses, and AI-driven support services cannot replicate the depth of learning achieved through interactive human engagement.

Furthermore, while I advocate for the thoughtful integration of AI as a learning adjunct, it must never replace the invaluable human connection and expertise at the heart of education. In nursing, where empathy and human interaction are paramount, educators play a crucial role in modeling these skills, which cannot be automated or simulated by AI bots. For example, often I will add specific examples from my clinical practice when discussing difficult situations such as managing a patient with a psychiatric emergency. How will an AI-bot teach this?

For the reader, I pose this question: If you or your loved ones needed nursing care, would you prefer a nurse trained through the proposed Charter Oak pathway, which relies heavily on asynchronous, pre-purchased, AI-supported content, or a nurse trained through the comprehensive, interactive pathway I have described here?

This approach is academic fast food.

I urge the Board of Regents to reconsider this plan and to prioritize investments that strengthen, rather than undermine, the faculty-led, high-quality education our students deserve.

Thank you for the opportunity to share my perspective on this critical matter.

Sincerely,
Joshua Knickerbocker, DNP, MBA, FNP-C

Assistant Professor, Tenure-track
Southern Connecticut State University

CSU-AAUP response to the
Charter Oak taskforce Report

CSU-AAUP was disappointed to read the "Charter Oak Scaling Taskforce report" of December 2024. Our union objects to the plan for the reasons outlined below. Once again, CSU faculty, CSU students, and all members of the CSCU system are forced to confront another administrative gimmick from the Board of Regents. Apart from being poorly written (it seems AI generated) and poorly conceived (it is contradictory in places), the Charter Oak report is a slap in the face of every serious educator. But most troubling to us is the possibility that the board might be willing to use students as pawns to get back in the good graces of the Governor, the legislature and the Office of Policy Management. The students of Connecticut deserve better.

CSU-AAUP is tired of the accumulation of failure that defines this board – Students First Consolidation, successive contract negotiation battles, CSCU 2030, the Retirement Incentive Program, the ACT framework, tuition hikes, the political fiasco in trying to secure system funding, and now the transformation of Charter Oak.

It is a bad report that reflects a bad idea.

There is no evidence/no policy that CSU-AAUP can point toward that indicates that this board cares about student education. Rebranding a diploma mill does not change its essential nature.

1) The Taskforce is not objective

- The taskforce is composed of people who have **little education experience** in the CSCU system and/or have **conflicts of interest**. If taskforce members are set to benefit from this plan, they are not objective.

- Many members are business people working in **online education and AI**:
  - Samantha Fisher Managing Director, Global Education Practice, **Accenture**
    - "May 20, 2024 – Accenture (NYSE: ACN) has completed the acquisition of Udacity, a digital education pioneer with deep expertise in the development and delivery of proprietary technology courses..."
  - Dr. Rick Levin Former CEO **Coursera**, Former President of Yale University
    - The plan includes Coursera Career Academic as a consultant/content provider.

- Others work in **for-profit businesses in technology and healthcare:**
  - Matt McCooe CEO, **Connecticut Innovations**, which is a venture capital entity for biotech and IT.
  - Cynthia Pugliese SVP, Revenue Cycle Services at **Hartford Healthcare.**
  - Bruce Soltys VP of HR and Emerging Talent, **Travelers Insurance.**

- All but one of the faculty/educational experts are **employees of COSC**. The one taskforce member from SCSU, we have heard was not really consulted and does not agree with the report.
    - Ed Klonoski President, Charter Oak State College
    - Dr. Maureen Hogan Professor and Director of Early Childhood Education, Charter Oak State College
    - Dr. Bogdan Zamfir Director of the Center for Educational and Assistive Technology and Adjunct Professor, SCSU

- Interestingly, there are no members of the taskforce who are:
    - CT State or CSU presidents or administrators
    - faculty/staff from a CSU or CT State Community college who teach online courses or who do research in education or educational methods or technology
    - staff from a CSU or CT State who work in instructional technology
    - Unions representatives, faculty or staff – at the CSUs and CT State

CSU-AAUP questions the appropriateness and the self-serving nature of this taskforce.

2) The plan is unrealistic and unsupported

The plan includes many grandiose promises that will probably cost more than the promised savings. The plan itself reads like a thought experiment with few, and very vague, details. It is poorly written and argued; much of it is repetitious and vacuous. It appears that parts of the report were AI generated (according to the Originality.ai AI detection program). The board, and the state, should not spend money on a plan that is based on so little evidence that it is doubtful that it could possibly succeed.

The plan is **more expensive** than the report admits:

- It will cost $24 million [$23,976,314] over 5 years vs. $3.8 million which is the number given (although the reports admits this number excludes scholarship money). Including:
    - $ 13,4888,814 in extra block grant funding, and
    - $ 10,487,500 in extra money for scholarships.

The plan rests on assertions that are **vague** and for which there is **no proof** that they have worked elsewhere or will work here. The plan claims that COSC will do many new things in next 5 years, and it will do them with **fewer, not more staff**. But the report does not describe which current or future administrators/staff members will initiate, oversee, administer all these initiatives. And most of them require constant updating, not just a one-time change.

It is promised that Charter Oak State College:

1. will become a university by creating a new Education school right away with new programs and courses, and then possibly 3 other schools – Healthcare, Social Work, Data & Technology -- in the future because these also are areas of current workforce needs;
2. will modernize course content and delivery methods of existing courses – becoming the most innovative school with the most up to date courses in fields with market demand;
3. will create and constantly update guides for faculty on how to teach;
4. will create and constantly update guides for students on how to negotiate the school;

5. will include the latest new technology (AI, adaptive learning, multi-lingual learning) in courses, for student services, career counseling, and administration;
6. will establish and maintain partnerships, for example with Coursera (and other online content providers), K-12 institutions, businesses;
7. will administer new scholarship/loan programs;
8. will administer educational apprenticeship programs;
9. will expand K-12 concurrent programs and market them;
10. will become an OPX provider for other CSCU schools, with new courses and delivery methods that are constantly kept up to date;
11. will collaborate with other CSCU schools on hybrid options at times that working students can attend (ex. evenings, weekends);
12. will create new revenue-generating programs (i.e., for credentials);
13. will engage in a new marketing/rebranding campaign directed at all students, and especially non-traditional and underserved students;
14. will create a new "change management" strategy and a new administrative structure.

CSU-AAUP acknowledges the bold promises that are discussed in the plan, but we live in the real world – a world that is both expensive and complicated. Cost and complexity are two things that are missing from this report.

3) Parts of the plan are very confusing and even contradictory

The report claims that it will establish a last-dollar scholarship program like PACT, but also describes a first-dollar conditional loan that will be forgiven if a student stays in state for 3 years after graduation with interest paid by COSC. Which is it?

It is unclear which students will receive COSC scholarships:

- The "Community College Tuition Match Program" appears to be only for CT State students: it covers "up to 100% of tuition for students transferring from CT State. This alignment with CT State's free community college program ensures that students have a cost-effective, streamlined pathway to a bachelor's degree."

- But it is unclear if this is the same as "The Tuition-Free Bachelor's Degree pathway."

- And the plan also claims to be for students who have some college credits but no credential equivalent to an associate's degree. This, and the description of marketing efforts suggests the expanded COSC will be enrolling new students not previously at CT State, and not previously experienced with online education. But is it not clear if these students will also get scholarships.

It is not clear whether the plan will include a scholarship or a loan program, or both:

- The plan suggest COSC will use a **"last-dollar" scholarship** approach like PACT, where students take all financial aid, then get institutional funding, and state scholarship support to cover any remaining tuition costs.

- But in the section on **"**Incentives for Graduates to Remain in Connecticut," it states that "The Tuition-Free Bachelor's Degree program operates as a **conditional loan**…." It explains that "tuition costs are provided upfront to eligible students as a forgivable loan. Graduates who live and work in Connecticut for at least three years following their degree completion will have their loan fully forgiven…." "Graduates unable to meet the residency and employment

requirements may be required to repay the loan....” COSC will cover interest payments while the 3-year service is ongoing, with full payoff only upon completion of 3 years of service in the field in the state of Connecticut.

CSU-AAUP is very unclear about what all this means – scholarships and/or conditional loans -- and about who will administer all these financial transactions, including tracking graduates' whereabouts for three years. With all the talk about LADDERS in the report, we hope the authors did not fall off one, as there is a fair bit of confusion here.

4) The plan is simplistic

This COSC scaling plan is simplistic because it shows very little understanding of the realities of university administration, training, and education. It ignores several key factors.

A **University** with distinct schools requires more, not fewer, **administrators**. This is not addressed in the report. In fact, once again, it is contradictory; it claims that it will save money on staff with automation, but admits that it will require "hiring more professionals" for support services.

- Most universities have Deans for each school to oversee them, work on assessment, accreditation, and credentialing.
- State certification requirements need to have administrators to keep up with changes required by new state statutes and regulations. For example, the state often mandates that certain subjects be taken by education students (ex. World History, the Holocaust) or a certain number of credits be taken. This requires monitoring and adjusting of programs and curriculum.
- Accrediting agencies also can change their requirements and reporting structures, and this needs regular attention.

Education/nursing/ social work training has special requirements that must be completed face-to-face, not online. This is not addressed in the report.

- Students require practicums and student teaching experiences on the ground in K-12 schools, hospitals, social work agencies as part of the BA degrees at the CSUs. There is no indication in the report how this will be done by COSC. This will require more administrators to establish relationships with schools/agencies, supervise students when in the field, work with cooperating supervisors, assess, and advise students. This also will cost more money if students are to finish a BA without expense in order to pay them for their work in these practicums.
- All these professions have certification examinations that must be taken, for example in education, the Praxis II. The plan does not address how it will assist students in doing this. At the CSUs there already exist on the ground courses designed specifically to prepare students for these exams.
- At the CSU students also must receive recommendation letters from faculty they know before being accepted in these programs, to assess not just their knowledge but their suitability for professions that require a great deal of face-to-face interaction with clients. It is unclear in this plan how an online instructor will have the kind of knowledge to assess whether a student has the appropriate personality to be a teacher of young people, a nurse or social worker.

- The plan also does not address what certainly will be a question about why someone who has little or no in person social interaction with faculty or other students would be appropriate to care for their children or family members in distress.

Retention is a problem in online education, and especially for the new demographic being targeted. This is not seriously addressed in the report – without it, this plan for COSC is destined to fail.

- It is well known that many more online students drop out of courses and school than students in face-to-face education.
- The plan does not appear based on a serious, scholarly understanding of why online students drop out, and also get worse grades, and have lower GPAs. Online education is well-known to only be good for certain students in certain disciplines. A very recent study of a public university concluded "face-to-face (FtF) instruction results in better student performance, such as higher grades and a lower withdrawal rate. Additionally, students with greater exposure to FtF instruction are less likely to repeat courses, more likely to graduate on time, and achieve higher Grade Point Averages (GPA)." This is true for all students "except for Honors and graduate students, where the FtF advantage is either smaller or statistically insignificant." (see Altindag, S.Filiz, and Tekin 2024).
- A recent literature review on dropout rates concluded that online education is worse for certain demographic groups and in certain fields. It particularly has a negative impact on student engagement, which can lead to students withdrawing from school as well as dropping or failing out of courses. (See Rahmani, Groot, and Rhamani 2024).
- The idea of using Artificial Intelligence as a way to advise, assist, and tutor students does not address the causes of lack of success online, including a sense of social isolation, poor motivation, bad time management when not in a structured environment, lack of connection with faculty members, technology issues.
- COSC appears to be exploiting students by recruiting those destined to fail and making them waste their time on online education because it is free.

CSU-AAUP is taken aback by the lack of seriousness of this plan and its moral opacity in potentially setting up students to fail.

5) The plan is about profit and privatization, not education

The primary goal of the plan is to make money. Nowhere does it explain how scaling Charter Oak will fulfill the mandate of Connecticut's state statues to provide excellent education.

In the plan the **profit motive** is primary, not education:

- The new COSC BA programs are designed to **generate income** so that the institution does not have to rely on state money for operations; the state will only pay for student scholarships. This, in essence, makes it a private, rather than state school.
- The goal of increasing enrollments is to make money from tuition because "each additional student brings revenue that contributes to COSC's financial independence and reduces reliance on state funding." Educating Connecticut's residents is secondary.

- That revenue generation is primary also is apparent in "the stretch goal of COSC," which "is to become an institution that **produces a net profit**."
- The plan also includes creating **new revenue-generating programs and services** that will serve as "additional sources of revenue outside traditional degree programs." This makes COSC a "diploma mill" where students pay for a degree without really getting an education.
- Even the plan's hope for "Enhanced **Retention** and Completion Rates" for students is motivated by profit, not education, because "High retention rates lead to increased tuition revenue … allowing COSC to… reduce dependence on state funds."
- Finally, the authors of the report hope that the new COSC "sets a **precedent** for financial independence within public higher education." In other words, it will encourage all the CSCU schools to become private, not public institutions.

The plan also involves **outsourcing**, which is a form of privatization, because state employees are not doing the work of the university.

- The plan's partnership with Coursera and other online content providers means that the courses offered by school are not all designed or taught by state employees.
- Coursera also will charge money for their services, which means they are outside paid consultants. The state generally has regulations about outside consultants which the report does not mention.

The plan includes COSC becoming an **OPX** for the CSUs and CT State. This model also is a form of privatization.

- COSC as an OPX is about making money because it involves the other state schools paying COSC for courses it designs, rather than relying on their own faculty that they already pay.
- The idea for OPXs originated in the Online Program Management (OPM) model of universities purchasing content and services from outside for-profit companies.
- The OPM model recently has gained a very bad reputation, even with some state legislation restricting it, and many companies going bankrupt because it did not work.
- The OPX (online program experience) model has shorter-term contracts and more limited services, but is it similar. It is untried and expensive, and may fail just as OPMs did.
- This way of making money for COSC will result in the same problems of OPMs. The CSUs and CT State will lose institutional control of curriculum and the ability to assess the quality of their degrees. It also might lead to the abuse of students with aggressive marketing and violation of student data privacy.

Privatization may impact **accreditation.**

- The plan says nothing about accreditation.
- Currently, COSC is accredited by a regional agency. It may not approve this plan.
- Has that agency been contacted about this plan?

This is not what a public institution should do. Public colleges and universities serve the common good, and are not driven by profit motives. CSU-AAUP believes that the CSCU system belongs to the people of Connecticut, it is not the plaything or a quick payday for private entities.

6) The plan engenders institutional competition vs. complementarity

This plan will unleash a downward spiral of inter and intra-institutional competition within the CSCU system that will be both wasteful and inefficient. This plan violates the so-called "systemness" of CSCU that Chancellor Cheng speaks about, and sets Charter Oak against the CSUs and CT State College.

The plan **underestimates (i.e., denies) the competition** for enrollment that will occur with the CSUs.

- The option of a "free" alternative to gain a BA within the system without the CSUs losing students is pure folly. Even though the plan claims to be directed at CT State Students who already take all their courses online, the effort to attract thousands more students and to market the COSC BA to under resourced and minority groups will certainly take those students away from the state universities.
- The plan must provide more evidence that free online BA s will not impact enrollments and revenue of the CSUs. We do not believe it.

The plan duplicates programs offered at the CSUs.

- The CSUs already has established programs in these disciplines, many of which have online courses if deemed pedagogically appropriate.
- The CSUs already have hybrid options at times that working students can attend (evenings and weekends) and do not need the assistance of COSC, which does not have experience in hybrid offerings.
- The CSUs have already established (and maintain) partnerships with K-12 institutions and businesses. For COSC to do this is a duplication of efforts.
- The CSUs have many educational apprenticeship programs. Again, COSC will duplicate and compete with them if this plan is approved.
- The CSUs already have K-12 concurrent programs and they can expand them. It is not educationally appropriate for K-12 students to take college courses online. They will be far better served by CSU on-ground taught courses.

CSU-AAUP believes that the Charter Oak plan will unleash a race to the bottom within the CSCU system, injecting destructive competition that is not needed or warranted.

7) The assurance of educational quality is unclear

The **quality of education** that will be offered is unclear in the plan.

- As a fully online, asynchronous college, it is the responsibility of the designers of this scaling plan to prove to the state that this type of education is as "excellent" as traditional university education. This is the mandate of the State Constitution.

The **requirements of the BA programs** that COSC plans to offer are unclear in the plan.

- The plan does not make it clear whether the requirements of the BA programs will be the same as other universities.
  - How many credits will be required?

- How many upper level and lower level courses will be required?
- Will there be a General Education requirement?
- What courses will transfer from other institutions?

- It is unclear if the plan will follow another educational model. It mentions the key competitors Western Governors University and Southern New Hampshire University. Will it copy them? If so, they will have a different type of education than at the CSUs, and the BA degree will not be equivalent.

  - For example, WGU uses a "competency based" model of education, where students don't get grades in courses, but only pass or fail them. When students pass all their courses, they get their degree with a 3.0 GPA. So, all students graduate with the same GPA. Some students don't like this: https://www.reddit.com/r/WGU/comments/1d2zvzt/does_wgus_competencybased_grading_system_annoy/?rdt=54918

- The plan also mentions stackable credentials, but it does not describe how they work and the controversies over them.
  - If does not describe what credentials will be offered, or who decides how they are taken and stacked.
  - For controversy, see: https://www.aaup.org/article/liberal-education-needs-integration-not-unbundling

- It is not stated who will decide requirements for a BA. Will this be the same as at the CSUs, where faculty experts do this? If it is not the same, what are the guarantees that the curriculum will be rigorous and appropriate?

- If the BA requirements and course models are not the same as the CSU BAs, the reputation of a COSC BA may be impacted and the success of the plan put at risk.

- Or if the COSC BA requirements are less rigorous, because the institution's goal is to address workforce shortages quickly and at less cost, then the reputation of the CSUs will suffer. Students and the public will assume that an easier and quicker path to a degree is appropriate and that a CSU BA is unnecessarily difficult.

For CSU-AAUP, these concerns/questions illustrate that educational experts from within the CSCU system were not part of the development of this plan. As such, it needs to be dismissed.

8) The plan is an attack on faculty expertise and working conditions

The plan suggests an entirely **new model of faculty work and compensation;** a model that is not proven to promote educational excellence.

- Within this half-baked plan, the functions of faculty are divided among several different individuals, and it creates another two-tiered model of education:
  - Instead of one professor doing all the key jobs that faculty do, these jobs now are divided among three different groups of people.
    - A few Subject matter experts (SMEs)
    - A few Instructional designers (pedagogy) (IDs)

- Many Instructors, who are part-time, paid per student a lower rate than SMEs, with no benefits or job security.
  - These groups have different credentials, working conditions, pay and benefits.
    - The few elites, SMEs and IDs, will have PhDs or other advanced degrees and will be full-time, well paid and with benefits, and may have some job security;
    - The masses of Instructors will be part-time, paid per student a lower rate than SMEs, with no benefits or job security.

- This is harmful for many reasons
  - It exploits faculty workers, which is the goal because the "business model" of COSC rests on lower faculty compensation. That is, not providing a living wage and job security is key to this plan.
  - Most faculty do not have agency or decision-making power at all. The instructors do not decide curriculum or pedagogy, perhaps do not even do the grading (this can be done by AI or a committee as in Coursera). Eventually, they may be unnecessary altogether and AI will assume all their roles.
  - It hurts students, who do not have a close relationship with faculty experts and who are likely to have less faculty attention because the compensation model is more pay for more students and so encourages large class sizes. Instructors will not have the time to give personal attention to many students.

This model of education **does not promote educational excellence.**

- The **separation of research and teaching** creates an inferior education.
  - Lower paid instructors who teach, but do not do research to create courses or knowledge, can't be as good at teaching critical thinking, analysis, research and writing as those faculty who actually practice those skills as part of their jobs. And these are skills that are crucial to an excellent education and should be taught in all courses that lead to a BA.

- The **separation of course creation and course delivery** is detrimental to education.
  - Creating courses and updating them every semester is essential to good teaching. Knowledge changes constantly, it is essential for all instructors to keep up to date with changes or they cannot convey a real understanding of the fluidity of knowledge or importance of innovation.
  - If the instructor is not designing the course, then courses may not be up-to-date. Most teachers update their courses each time they teach them. But with only a few SMEs or purchased courses this is not possible. Students at COSC may learn out-of-date material.
  - The best practices for student engagement may not be possible in a course that the instructor does not design. Active learning, small group work, immersive games are known to be important in student learning. But this is much more difficult to do in an online course and course creators who are not the instructors may not be aware of how to engage students as well as those who interact with them daily.

- **Innovation** will be discouraged if faculty do not have academic freedom or intellectual property rights.

9

- There is no mention of guarantees of academic freedom in this plan. If entities other than faculty are determining course content and pedagogy, they may be swayed by outside forces to provide only certain types of courses with certain content because they may not be concerned with academic freedom to innovate and tell the truth.
  - In this plan faculty members who are paid to create a course will not own the intellectual property of the course. The institution or outside company owns the rights and can give the course to others to teach as many times as they want.
  - There is no incentive to design a course that is creative and cutting edge, if it can be taken by others as their own. This is the same principle that led to copyright protection. They are designed to promote innovation.

- Without **shared governance** the plan does have the benefit of the knowledge and experience of experts.
  - The plan was designed without shared governance, because it was done without real input from faculty/staff/students.
  - The taskforce was created without a call for participants and most likely was hand-picked by the administration.
  - The report was written without faculty input, and much of it was not even written by the taskforce but generated by Artificial Intelligence.

CSU-AAUP regards the Charter Oak plan as an attack on academic workers and students. It is nothing but a corporate dystopia about how to take over public higher education and destroy everything that is good within it.

9) The plan will have wider consequences

The plan diminishes the **reputation** of the teaching profession.

- Granting BAs occurs with courses taught primarily by contracted "instructors." This Charter Oak plan, therefore, promotes the idea that faculty training and expertise is not necessary in education, and that there is no real need for PhDs and tenure.
- This is an attempt at deskilling that diminishes the reputation of all faculty members in all forms of education, not just higher education.

This plan also will contribute to **societal inequality**.

- The children of the privileged will be able to have a traditional university education where they learn to think critically and get a wide variety of jobs.
- The less fortunate will be taught by machines, or faculty made to act like unthinking machines, and only be given the opportunity to assume certain jobs determined by the state.

For CSU-AAUP, the Charter Oak plan is arrogant, misguided, and dangerous. It ignores the strengths of our system as it ties itself in knots trying to curry favor with the governor. One cannot take education seriously and support such a plan. Our union rejects this report and is prepared to fight it within the system, at the LOB, and in the public. It is bad for our members, it is bad for our students, and it is bad for Connecticut.

CSCU BOARD OF REGENTS

Thursday, January 23, 2025

Dr. Anna Malavisi, Associate Professor/Associate Chair, Department of History, Philosophy, and World Perspectives, Western Connecticut State University

Good morning, members of the Board of Regents. My name is Anna Malavisi and I'm a member of CSU-AAUP, the faculty union, and a professor of philosophy at Western. I am writing to express strong opposition to the recommendations of the report by the "Taskforce on Scaling Up Charter Oak State College."

A fully asynchronous online education system is not the panacea the task force report says it will be. The report focuses purely on efficiency and cost-effectiveness but lacks any vision of the long-term impacts of this form of (pseudo) education.

As a philosopher, it's frustrating to continuously read about the need to prepare residents in Connecticut for jobs. A 21st century workforce requires more than just professional skills. Students today—who will be the leaders tomorrow—require knowledge about our world. Students need to understand and question ideas that hinder social progress—such as racism, sexism, injustice, inequality, the climate crisis, to name just a few. Students need to know how to critically analyze and reflect, undertake productive inquiry, problem-solve creatively, challenge assumptions, and more—the sorts of things that, without thought, lead to the distortion and misunderstanding such as those evident in discussions of critical race theory and transgender issues.

This type of learning is difficult to replicate in an online setting; it's not impossible but requires faculty members committed to this endeavor but also trained in various pedagogical methodologies. It *just* doesn't happen.

An essential feature of the professions earmarked in the report such as healthcare, education, and social work is that they are people centered. It is of grave concern and quite outrageous that the writers of the report believe that health care workers, teachers and other educational paraprofessionals and social workers can learn all the skills they require in an online setting. The report fails to include any discussion about maintaining standards of academic rigor—pillars of higher education learning or adhering to accreditation requirements many of these professional degrees have.

The report says, "COSC's targeted outreach to underserved populations—such as individuals with some college but no credential, high school students in dual credit programs, and Multilingual Learners—reinforces its commitment to inclusive and accessible education." While I fully agree that tuition-free programs are important. Public education should be free or at a minimal cost. When talking about education, it's not enough just to make higher education accessible but it also must be of value. It needs to be rigorous, dynamic and knowledge generating.

Students from these underserved populations deserve as much as anyone else to have access to a college education that incites learning, creativity, insightfulness, inquisitiveness, and much more. This will be absent in the type of offerings proposed in the report. Universities as we know them today, are

places of learning, where new knowledge is created, exchanged and built on. The proposed plan will not live up to this.

Another concern is the desired use of technology with the use of AI driven support services. I teach a course on ethics in computing and have recently created a graduate course in philosophy, ethics and artificial intelligence for the new Masters program in Artificial Intelligence at WCSU so I am aware of the pitfalls of AI particularly from a moral dimension, not to mention the level of algorithmic bias in generative AI. How these issues will be addressed is absent in the report.

Another stark omission of the report is the absence of a reasonable amount of student, staff, and faculty involvement or even consultation from the state universities. Once again, shared governance is under threat but not only this. It results in a very narrow and self-interested perspective of what higher education should be.

One last thing, the task force report only provides more justification for the state government to not support regional universities that offer good quality, affordable higher education to their constituents— a complete disregard for the value of knowledge and understanding. Under-funding the small, regional, public universities in this state risks eliminating the opportunities for many young people to gain a better understanding of the society in which they live. We will all suffer the consequences.

In closing, I would like to reiterate complete opposition to the proposed plan set out in the task force report.

Thank you for this opportunity to share my thoughts.

Sincerely,
Anna Malavisi

From:	Mulvaney, Katy
To:	Heleen, Pamela (System Office)
Subject:	Re: Testify at Board of Regents Meeting
Date:	Wednesday, January 22, 2025 1:07:50 PM
Attachments:	image001.png
	image002.png

I understand. Please submit the following written testimony:

My name is Katy Mulvaney, and I am an adjunct with the English Department at Southern Connecticut State University and a member of the AAUP union. I am also a graduate of a program like the one you are proposing at Charter Oak.

When I first became a teacher, I was certified for the State of Texas under an all-online asynchronous program. I am sure it checked all of the boxes, and, on paper, seemed like a solution to the teacher crisis that, as we now know, was only beginning to pick up steam back in 2013. I can speak with some authority as a graduate of this program in telling you that it is terrible. It should not be relied upon to produce good educators (or nurses or social workers). It is, at best, an attempt to enrich a business that believes that teaching children is no more complicated than the anti-phishing tutorials that state employees must complete every calendar year.

The promotional materials for these companies want you to focus on the supposed AI-capabilities, but the proper comparison really is those online security or sexual harassment trainings. Be honest: how many of you have skipped through or mostly-ignore the official videos/readings and fumbled your way through the quizzes? And even those of you who have not done so, has it solved the problem of cybersecurity? Is that your experience of working for the State of Connecticut or, frankly, anywhere in corporate America?

Even when students *do* read and study all of the asynchronous material, I can assure you that it is insufficient to prepare you for classroom teaching, because the program like it in Texas left me woefully unprepared to serve my students. Worst of all, it left me overconfident in my own skills and understanding on matters from English Second Language Instruction to Individual Education Plans to basic classroom management. And I was lucky enough to have a separate Bachelor's degree and a Master's degree at the time. Neither was in education, however, and the all-online program in no way replaced the knowledge of a proper program.

If I had not had extraordinary principals and teacher mentors in my first year of teaching, I would have done my students a great disservice. Your program not only harms the current CSU system, but it is poised to cause tremendous harm in the K12 Education System of

Connecticut. Do not make Texas's mistakes. Demand better for our state.

Thank you.

From: Heleen, Pamela (System Office) <heleenp@ct.edu>
Sent: Wednesday, January 22, 2025 12:25 PM
To: Mulvaney, Katy <mulvaneyk2@southernct.edu>
Subject: RE: Testify at Board of Regents Meeting

Good afternoon!
Unfortunately, we cannot make exceptions to this morning's 10:00 a.m. deadline (as seen in the attached agenda). You are always more than welcome to submit written remarks to the Board by 8:00 a.m. tomorrow and they will receive them in advance of the start of the meeting.

Pam Heleen (She/Her/Hers)
Secretary to the Board of Regents
Associate Director of Board Affairs

860-810-9547
pamela.heleen@ct.edu

61 Woodland St., Hartford, CT 06105
www.ct.edu

CSCU

From: Mulvaney, Katy <mulvaneyk2@southernct.edu>
Sent: Wednesday, January 22, 2025 12:11 PM
To: Heleen, Pamela (System Office) <heleenp@ct.edu>
Subject: Testify at Board of Regents Meeting

> You don't often get email from mulvaneyk2@southernct.edu. Learn why this is important

Good morning,

I am an employee of Southern Connecticut State University, and I would like to request the chance to speak on the Charter Oak proposal at tomorrow's meeting. I realize I am an hour past teh deadline, but if an exception could be made, please let me know. I would great appreciate the opportunity.

Katy Mulvaney

Adjunct Professor

English Department

Southern Connecticut State University

501 Crescent Street

New Haven, CT 06515

You don't often get email from neverowv1@southernct.edu. Learn why this is important

To the Board of Regents:

I thank the members of the Board of Regents for considering this email. I am very concerned about this newest plan to alter public higher education in the State of Connecticut.

If the BOR's current plan is fully implemented, it will have severe and deeply bitter repercussions for the State of Connecticut for decades to come. The state is in the black financially, which makes pitting the enrollment in the highly valued and productive CSU campuses against Charter Oak ludicrous. Redirecting residents of the state from high quality education with supportive and inspiring human interaction to AI-centric learning is simply not a good idea.

The BOR's plan is hostile to real education. The entire public educational system in Connecticut is on the tipping point of collapse due to this savage slashing of funding and this attempt to shift students to asynchronous teaching without human contact and using AI-generated education is very dangerous in terms of the quality of knowledge. The future of Connecticut relies on students from the CSU campuses. The students need to have direct interactions with talented faculty who are trained teachers and scholars. My own students report that their experience with AI-based teaching formats has been disastrous. It's clear that courses similar to the ones my students describe are planned for the Charter Oak.

It's curious that the BOR wants to give free tuition to bachelor students for the Charter Oak plan but not for the CSU system where human beings are taught by other human beings. Human beings are far more successful in providing knowledge than AI, and underpaid employees who are stripped of any autonomy as true teachers will not be able to save the students in an asynchronous echo chamber. This "free" education also will facilitate closing down the state universities, and that seems to be the plan: destroying real public higher education for the ordinary residents of the state.

Gutting higher education in Connecticut by pitting Charter Oak against the CSU and syphoning off enrollment will also gut the K-12 education over the years to come since it is primarily the CSCU system that trains the highly competent teachers who work in public K-12 schools. If the faculty members in the Connecticut State University system are forced to reduce the quality of their teaching because of the bare-bones teaching environment that will result from this financial catastrophe, their ability to train their students, the people who will shape the quality of K-12 education in Connecticut, will be seriously affected. And this deprivation will inevitably harm the children in Connecticut who depend on public education.

Furthermore, attacking CSU by directing students to Charter Oak will also drive young people to seek their degrees outside of Connecticut—and they won't come back. That exodus would have a huge impact on Connecticut's population.

I have worked at Southern Connecticut State University for more than 35 years and I have never seen such a horrific series of attack on the institution through fiscal starvation. Please

rethink this awful plan and find a way to fund the Connecticut State University campuses instead of creating a dehumanizing automated system that will deprive students of a real college education.

Thank you very much for considering my concerns.

Sincerely,

Vara Neverow

Professor, English Department
Editor, *Virginia Woolf Miscellany*
Southern Connecticut State University
New Haven, CT 06515
203-392-6717
neverowv1@southernct.edu

I acknowledge that Southern Connecticut State University was built on traditional territory of the indigenous peoples and nations of the Paugussett and Quinnipiac peoples.

January 23, 2025

Catherine O'Callaghan, Ph.D.

Western CT State University (AAUP)

ocallaghanc@wcsu.edu

I am the Elementary Education Program Coordinator at WCSU and the Council for the Accreditation of Educator Preparation (CAEP) Coordinator. The purpose of this written testimony is to provide my opinion based on national accreditation experience as to whether the Board of Regents should approve Charter Oak to provide online asynchronous degrees in teacher preparation. The views presented in this testimony are solely my own and do not represent those of the department or university.

I have been a lead site visitor for national educator preparation accreditation for nearly twenty years. Many of these visits have been to large state universities, which has afforded me the opportunity to view different models of preparation across the country. Reviewing national programs has also exposed me to the myriad solutions that states are creating to address severe deficiencies in funding for higher education. The pattern across these solutions is to work with the comprehensive state universities to create programs to address critical shortage areas with accelerated timelines and online platforms. However, here in Connecticut, the proposal is to duplicate programs at Charter Oak that are already offered at our comprehensive state universities and thereby siphon funding away from accredited programs.

National accreditation is required of all state educator preparation programs. The process of accreditation is costly and time consuming for faculty as all programs must have a valid, reliable assessment system to meet national standards. All comprehensive state universities have spent years preparing for accreditation and obtained it. It is not economically sound to use taxpayer dollars to fund accreditation costs for duplicate programs at Charter Oak, when they already exist in the state university system.

I can attest that at WCSU, we have created accelerated, online programs that offer initial teacher certification for working adults that will produce quality educators that will impact student learning. In fact, our Elementary Education program has twice been cited by the National Council on Teacher Quality (NCTQ) for its excellent preparation of first generation, diverse teacher candidates, specifically in the teaching of Mathematics. Teaching is a complex skill that requires demonstration and scaffolded practice leading to mastery. An asynchronous model for initial teacher preparation would not provide the required modeling and scaffolded practice to create the educators that Connecticut needs to close the learning gap in the state. I strongly urge

the Board of Regents to reject this proposal, and recommit to the accredited, effective educator preparation programs in the state that are making a difference in students' lives.

CSCU BOARD OF REGENTS

January 23, 2025

Troy Paddock
65 Dawes Ave.
Hamden, CT 06517
Paddockt1@southernct.edu

Dear Members of the Board of Regents,

My name is Troy Paddock, and I am a Professor of Modern European History and CSU Professor at SCSU. I am writing to speak against the "Taskforce on Scaling Up Charter Oak State College" report. Expanding Charter Oak State College's offerings will not serve the needs or the interests of students in Connecticut.

There are a number of problems with the report, but I will focus on two important ones that are interrelated. First, I understand the appeal of asynchronous online learning, but it is not a method of delivery that best serves the vast majority of students. I have taught asynchronous online classes before at all levels of undergraduate education and so I have first hand knowledge of its strengths and weaknesses. Only the most disciplined of students thrive in an asynchronous environment. Students love the flexibility of asynchronous learning, but they struggle to meet deadlines. This is a tendency that has only been exacerbated since the pandemic. One reason for this is that it is difficult for some students to learn challenging material on their own. Human interaction with the instructor and classmates is often crucial to understanding the nuances of material that has more than one possible outcome.

To address the above problem, the Taskforce plan relies on "AI-Driven Support Services" (page 8). With all due respect, this is not a sound plan. As someone who helped create the Minor in Digital Humanities at SCSU, I have some familiarity with AI. AI works best for individuals who already have a grasp of the material that is being addressed. It is less effective in helping a student learn something that they do not understand.

Second, I am concerned that method of class management is more focused on costs than on providing students with a first-rate education. Education is more than the delivery of prefabricated courses. Faculty seldom teach the same course the same way two semesters in a row. They are constantly reflecting on what works well and what fell flat, looking at the latest innovations or breakthroughs in their fields, and incorporating student feedback. The educational model described in the Report does not serve our students.

Please do not support the recommendations of the Taskforce. I am happy to meet with anyone to discuss my views in more detail if that is needed.

Respectfully submitted,
Troy R E Paddock, PhD
Professor of Modern European History & CSU Professor
SCSU

Public Comment Testimony - CSCU BOR – January 23, 2024
A. Fiona Pearson – Chair & Professor, Sociology, CCSU – CSU-AAUP

Good morning and thank you for taking the time to listen to us today. I am Fiona Pearson, Chair of Sociology at CCSU.

Having reviewed the recent *Scaling Taskforce Report*, I appreciate your considering a tuition-free option for our students. We absolutely must address the nation-wide problem of skyrocketing student debt, and free college, such as CSU-AAUP's proposal to expand the PACT program, is one way we might do that.

That said, I am significantly concerned by just about else in this report. I challenge Dr. Rick Levin, one of the authors of the report, former CEO of the online course provider Coursera and former President of Yale University, to propose such online programs for the undergraduates at his former institution. Instead, Yale limits the number of online courses students can take—I believe it's two. And the few online courses available to Yale undergraduates are during the summer, are all synchronous, and require students to meet in real-time with professors, not engage with grading/advising bots.

We know CSCU is not Yale. We don't have that kind of endowment! But our community college and state university students deserve the same quality driven, first class education that students in our best universities experience.

We are sold that online programs provide flexibility and opportunity for "underserved populations." However, the data bears out very different findings. Instead, research reveals quite clearly what sociologist Tressie McMillan Cottom refers to as "predatory inclusion."[1] And the concept is as damning as it sounds. I will clarify. Using data from the U.S. Department of Education, researchers last year found that in non-profit colleges and universities, students receiving Pell grants and who identified as Black were disproportionately concentrated in online courses. Those online students have lower retention rates, are less likely to graduate with a degree, and are more likely to be delinquent or default on their student loans. The researchers conclude, "Overall, our findings provide novel evidence, using the best available data, that online programs meet the criteria for predatory inclusion."[2]

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[1] Cottom, Tressie McMillan. 2020. "Where Platform Capitalism and Racial Capitalism Meet: The Sociology of Race and Racism in the Digital Society." *Sociology of Race and Ethnicity* 6(4): 441-49.
[2] Smith, Christian Michael, Amber D. Villalobos, Laura T. Hamilton and Charlie Eaton. 2024. "Promising or Predatory? Online Education in Non-Profit and For-Profit Universities." *Social Forces* 102: 952-77.

And with the recent, rapid advances in generative AI, the future of all education, and particularly online education, is quite unclear. Presidents, provosts and faculty are only beginning to grapple with this reality. Our students are increasingly relying on such AI technologies to do their reading, writing, and even their exam-taking for them. Yet, instead of addressing these very real challenges, we are instead presented with, what honestly appears to be an AI generated report advocating for more AI—science fiction, I wish.

When we stop striving for educational excellence, when we squander our already starved resources to support fundamentally predatory practices, we should be ashamed. When we stop striving for excellence and stoop to exploitation, we should be ashamed. It is really that simple. Thank you.

Hello Pamela,

I wanted to express my concerns over the development and recognition of the Charter Oak project that is endorsed by State of Connecticut politicians and not necessarily those of us that work within Connecticut higher education. As a certified state of Connecticut educator, an Assistant Professor of Biology within the Connecticut State University system and having delivered curricula across a number of platforms the report is misguiding. The submitted report proposes to bring about a major shift and schism to reaching students and engaging with professionals who are dedicated to sharing and developing information to create emerging professionals. Through this agenda under the guise of workforce development and engagement through 100 percent virtual/online learning across all disciplines is not in everyone' s best interest. I value my profession and value my career and within this report all of that is devalued and demonstrates a lack of collaboration, ingenuity , SMART goal and objective development and best practice design in teaching/learning here and in the near future .

Best Regards,

Dr. Michael Sormrude D.H.S., M.Ed., MCHES, B.S., B.A.
Assistant Professor of Biology
AP Series Coordinator
sormrudem1@southernct.edu

I have also attached my C.V. to indicate the level of service and education that I have engaged with and the diverse community of learners I have worked with over the years

Dear Chairperson Guay and Board of Regents,

I am Dr. Natalie Starling, Associate Professor of School Psychology and President of the Faculty Senate at Southern Connecticut State University.

I am submitting this testimony in writing because the number of requests to speak before the Board has exceeded the time allotted for the "Public Comment" portion of the 1/23/2025 meeting.

I am writing to share my concerns about the Charter Oak Scaling Taskforce and its report. I appreciate the effort and interest in trying to improve education opportunities for Connecticut students. I believe we all share this goal.

Our current students, future students, and citizens of Connecticut deserve to benefit from robust, comprehensive educational programs developed through rigorous review and the high standards established by our curricular processes and accrediting bodies. The Scaling Taskforce's proposal does not outline such programs.

I'd like to specifically address the proposal's attempt to prepare educators. Children, families, and the people of Connecticut deserve to know that the educators the public schools hire to teach and support some of our most vulnerable citizens have received high quality education and training. CT.GOV EDSIGHT's homepage highlights that 54.8% of students in CT public schools (up from 46.27% in 2016) are in the High Needs group, students who have a disability, are English Learners, or are eligible for free or reduced-price meals. Should our school districts be prioritizing employment applications from candidates who have received only fully online asynchronous education and have been advised by artificial intelligence? Is this educational background a standard we want to set here in Connecticut?

As an educator and trainer with direct knowledge and experience with many of our PreK-12 school systems, I know that the variables contributing to shortages in the field continue to be overlooked-- those variables impacting educators *after* their initial training lands them their first job, those variables that can contribute to educator burnout and attrition in the field (i.e., educator working conditions, educator compensation, and the devaluation of these professions and public education perpetuated by government's and society's action and inaction). Yet, the Taskforce's proposal oversimplifies the problem with solutions that assume not enough programs or training opportunities are already in place.

The proposal's requirement that program completers remain in Connecticut suggests there is a recognition they might want to leave—if this is believed to true to the point of establishing such a requirement, then addressing the variables mentioned above would render the "stay here" requirement unnecessary. We need to help future students *want* to stay here by showing them that we value public education and public higher education by investing at all levels that create conditions in which people want to work. Every citizen benefits from this investment.

Fixing educator shortages, addressing other CT workforce needs, and overcoming our economic challenges—these solutions require more critical comprehensive analysis, not simply an assumption of too few fully online programs.

Partnership and working together in the best interests of *ALL* our students and future students—indeed, of all our citizens--should be our priority.

These comments were written without the use of artificial intelligence.

Most Sincerely,

Natalie R. Starling, Ph.D., NCSP, BCBA
Associate Professor, School Psychology
Licensed Behavior Analyst in CT
Licensed Psychologist in CT

President, SCSU Faculty Senate

Southern Connecticut State University
501 Crescent Street
New Haven, CT 06515

Dear Ms. Heleen,

I respectfully submit this written testimony for the BOR's consideration regarding the initiative to scale up Charter Oak State College.

The Board of Regents and Governor's plan to expand Charter Oak is fundamentally flawed and likely to fail for three reasons. 1) Charter Oak has no brand identity: given the State's misguided austerity driven philosophy of undermining public higher education, it will not be able to build a higher-ed brand to sell. One must also consider that the BOR has a history of generating negative press rather than fostering trust and credibility. I realize that the hope is that an initiative like this can be done on the cheap without having to pay professionals but recall that Trump University had a similar model. 2) Elevating the banner of Charter Oak is a misallocation of resources and a wasted opportunity: The State has four CSUs with 565 years of collective experience in higher-ed and pedagogy. Rather than endeavoring to create what will essentially be a new university, a better use of some of the infrastructure envisioned and currently used by Charter Oak should be utilized as a shared resource for embellishing online programming at the four CSUs and State or community colleges. 3) Any successes of an expanded Charter Oak would be a zero-sum game: With enrollments being a continued issue with existing State institutions, which by statute the BOR are to be good stewards, why would the Board expand an entity that would draw students resources away from their other "products"?

In 1999, the State bought out the highly paid Andrew G. De Rocco's contract, for more than $200,000 - the person who first conceived of Charter Oak. Since then, the State has been tripping over itself to throw money at a new Charter Oak "idea." The initial idea being a good one, that Charter Oak would be a way for persons to get a degree by collocating together course work and life experience from disparate sources - like a diploma that one could pull out of hiding from an old oak tree. After 1999, the State seemed to lose the thread.

Furthermore, it must be said that the symbolism of the Charter Oak for an online college is problematic - a tree that hid the Colony's charter from Catholics in a time of murderous

religious and political upheaval, and was struck by lightning and died in 1818. In 2025, it doesn't seem to be a great symbol on which Connecticut should brand what it hopes to be a Southern New Hampshire University competitor. New Hampshire used an established regional university within which to build an online education alternative for a good reason.

Brian Stevens
WestConn Archivist

January 21, 2025

Dear Board of Regents:

Thank you for the opportunity to submit testimony regarding the Charter Oak Scaling Taskforce Report. After carefully reading the report, I am sorry to say I strongly oppose the proposal. Encouraging students to settle for an asynchronous online education delivered largely by AI robs them of the human interaction that is crucial to deriving the greatest possible benefit from one's education, which translates into becoming a productive member of the workforce and society.

We have ample proof of the detrimental effects of fully-online education. The Covid pandemic offered irrefutable data that students' mental health, social and emotional learning, and academic outcomes suffered greatly as a result of fully online instruction. The COSC Scaling Up plan will not lead to the report's stated goal of "serv[ing] our students best." If the Taskforce's goal is truly to serve our students while addressing workforces shortage in Connecticut and keeping Connecticut students in Connecticut public colleges, we should be focused on creating pathways to a tuition-free Bachelor's degree at our excellent on-ground colleges and universities.

The Taskforce Report claims that "the initiatives listed are expected to have minimal to no impact on enrollment at the CSUs." My experience as a CSU professor tells a different story. A large number of my students work full time to pay for college and are exhausted by competing demands of work and school. Dangling the option of free tuition at Charter Oak will absolutely draw the working poor away from on-ground CSUs. The result will be greater financial problems for the CSUs and an inferior chatbot education for students who can't afford to attend in-person.

The on-ground CSUs are already positioned to deliver education that "aligns with industry standards and student needs." Our focus should be on making them affordable to all. I urge you to set aside the proposal to scale up Charter Oak and turn instead toward the goal of fully-funding tuition at the on-ground CSUs. This would solve multiple problems: it would end CSU enrollment crises, give students more time to devote to their studies, and meet Connecticut's labor shortages through a greater number of well-trained, well-adjusted workers.

It's my guess that every member of the Board of Regents enjoyed the benefits of an on-ground college education. Today's students deserve the same.

Sincerely,

Julien Strong [signature]

Julien Strong
Assistant Professor of English
julien.strong@ccsu.edu

Connecticut State Colleges and Universities (CSCU)
Healthcare Taskforce

Clinical Healthcare
January 23, 2025

Connecticut State Colleges and Universities

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Dr. Kelli-Marie Vallieres, **Ph.D.**, Chief Workforce Officer
Connecticut Office of Workforce Strategy

Mark Argosh, Executive Director, **Alycia Angus**, Director, and
Chris Rivers, Director
Social Impact Partners

Dr. Jennifer Eccles, Ph.D., MSN, MEd, FAADN, RN
National Forum of State Nursing Workforce Centers
Nursing Education Innovations, LLC

The **Connecticut State Colleges and Universities (CSCU)** system plays a vital role in meeting the state's healthcare workforce needs by offering diverse academic programs. CSCU graduates achieve high certification and licensure exam pass rates, often secure in-state jobs, experience strong salary growth, and bolster Connecticut's healthcare sector.
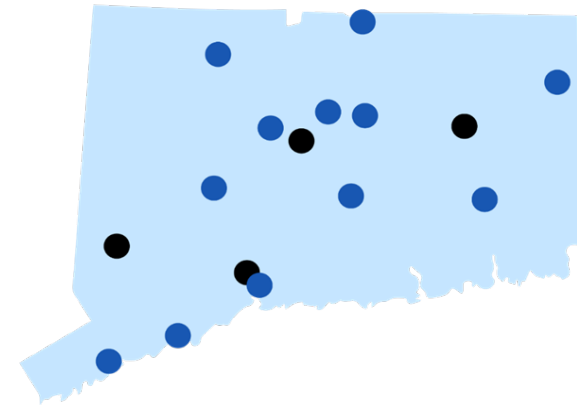
1 CSCU is a leader in educating Connecticut's healthcare workforce, addressing critical shortages and evolving industry demands.

2 The Taskforce aligns healthcare education with workforce needs, public health priorities, student outcomes and faculty goals, and technological advancements.

3 This report focuses on actionable strategies to strengthen clinical healthcare programs, foster innovation, and promote equity in healthcare education.

CT STATE
COMMUNITY COLLEGE

CENTRAL
CONNECTICUT
STATE UNIVERSITY

CharterOak
STATE COLLEGE
A Higher Degree of Online Learning

Southern
SC Connecticut
SU State University

WESTERN
CONNECTICUT
STATE
UNIVERSITY

EASTERN
CONNECTICUT
STATE UNIVERSITY

Workforce Shortages
20,000+ monthly job openings in healthcare highlight critical staffing needs.

Public Health Challenges
Disparities in access, particularly in rural and underserved areas.

Diversity Gaps
The healthcare workforce does not adequately reflect the demographics of the communities it serves, exacerbating care disparities.

Economic Impact
Workforce shortages strain healthcare facilities, limiting capacity and reducing economic contributions statewide.

Emerging Fields
Innovations in genomics, telehealth, and data-driven care require new skill sets.
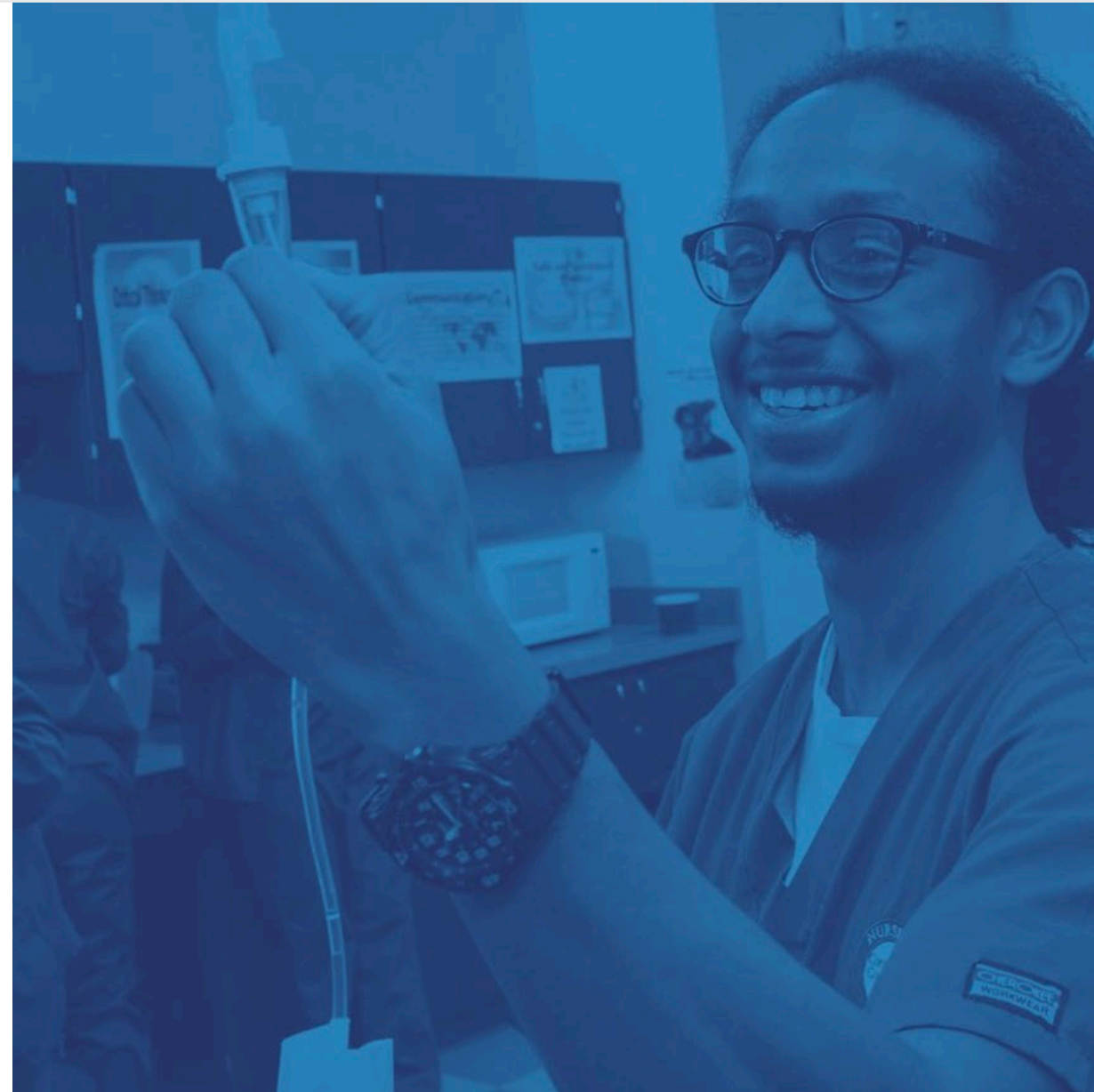
Nursing Shortages
The state faces a critical shortage of RNs, with retirement rates outpacing new entrants into the profession. Additionally, there is a need for nursing faculty to train the next generation of nurses.

Behavioral Health Gaps
A lack of qualified mental health professionals, including psychiatrists, social workers, and substance abuse counselors, limits access to essential care.

Mid-level Healthcare Professionals
Connecticut faces a critical shortage of healthcare and clinical technologists (e.g., diagnostic medical sonographers and radiographers).

Support Roles
Shortages of CNAs, medical assistants, and technicians are straining healthcare delivery, particularly in long-term care and outpatient settings.

Major Contributor
CSCU educates a significant share of Connecticut's healthcare professionals, with many graduates staying in-state to serve local communities.

Program Breadth
Offers comprehensive programs across nursing, allied health, and emerging fields like genomics and telehealth.

Student Success
High certification pass rates, strong employment outcomes, and competitive salaries for graduates.

Equity Focus
Committed to addressing workforce diversity and expanding access to healthcare education in underserved areas.

ENTRY-LEVEL ROLES

Certified Nursing Assistant (CNA):
- Education: 4-12 weeks, CNA certification & state license
- Salary: $38,130/year ($18.33/hour)
- Growth: 4%

Licensed Practical Nurse (LPN):
- Education: 1 year, NCLEX-PN & state license
- Salary: $59,730/year ($28.72/hour)
- Growth: 5%

MID-LEVEL ROLES

Registered Nurse (RN):
- Education:
  - Associate Degree (2-3 years) or
  - Bachelor's (4 years), NCLEX-RN & state license
- Salary: $86,070/year ($41.38/hour)
- Growth: 6%

ADVANCED PRACTICE ROLES

Advanced Practice Registered Nurse (APRN):
- Education: MSN/DNP (2-4 years), specialization & state license
- Salaries:
  - Nurse Practitioner: $126,260/year
  - Clinical Nurse Specialist: $129,650/year
  - Nurse Anesthetist: $212,650/year

NON-CLINICAL SPECIALTIES

Education:
- MSN, DNP, PhD, or EdD

Salaries:
- Nurse Administrator: $110,680/year
- Nursing Informaticist: $134,219/year
- Nurse Educator: $86,530/year
- Nurse Researcher: $98,322/year

	CNA (CERTIFICATE)	LPN	ASN (ASSOCIATE DEGREE)	BSN FULL-TIME	BSN PART-TIME	ABSN (ACCELERATED 2ND B.S. DEGREE)	RN TO BSN
CT State	X	X June 2025	X				
CCSU	X			X		X	X
COSC	X						X
ECSU				X			
SCSU	X			X	X	X	X
WCSU	X			X		X	X

	MSN – NP MSN - CNS GERONTOLOGY	MSN-NP PSYCHIATRIC	MSN-NP ACUTE CARE	MSN-NP FAMILY NURSE PRACTITIONER	MSN HOSPICE/ PALLIATIVE	MSN EDUCATOR
CCSU					X	
SCSU				X		X
WCSU	X	X	X			

	DNAP ANESTHESIA	DNP	EDD NURSING EDUCATION
CCSU	X		
SCSU			X
WCSU		X	X

*CCSU is planning to close their MSN Hospice/Palliative Care due to low enrollment

* SCSU is planning to close their RN to BSN program due to low enrollment.

Comprehensive Offerings: Programs range from CNA certifications to advanced nursing degrees (BSN, MSN, DNP).

Diverse Offerings
Programs in radiography, respiratory care, surgical technology, and more address critical workforce gaps.

High Demand
Robust enrollments with strong persistence and licensure pass rates (e.g., Radiography: 80-90%, Respiratory Care: 90%+).

Employment Success
Graduates secure high-paying jobs, with many remaining in Connecticut to support local healthcare needs.
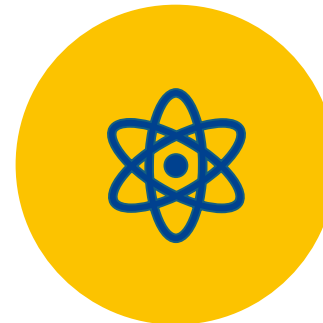
Future Opportunities
Expanding programs in emerging areas like medical laboratory technology and nuclear medicine to meet evolving industry demands.

Program Expansion: Scale high-demand fields such as nursing, telehealth, and genomics to address workforce needs.

Innovative Pathways: Develop flexible learning options like part-time, evening, and accelerated programs for non-traditional students.

Collaboration: Strengthen partnerships with healthcare providers for clinical placements and resource sharing.

Equity Initiatives: Expand scholarships and outreach to underrepresented and rural populations.

Technology Integration: Invest in simulation labs and virtual tools to enhance student training and reduce clinical placement dependency.

Centralized Coordination: Streamline admissions, marketing, and transfer pathways across CSCU institutions.

A funding request for $20 million for CSCU healthcare initiatives, ideally matched by state contributions, to support the implementation of the following key recommendations and actions:

Secure Sustainable Funding and Partnerships
Develop sustainable funding strategies through employer partnerships, external grants, and philanthropic support.

Expand High-Demand and Emerging Programs
Align programs with healthcare workforce demands by expanding high-demand fields, launching new programs in emerging areas, and creating flexible pathways for non-traditional students and working professionals.

Strengthen Collaboration and Transfer Pathways
Foster collaboration across CSCU institutions and streamline student transfer pathways to ensure seamless educational experiences.

Faculty and Clinical Needs
Tackle challenges in faculty recruitment, clinical placements, and technology integration to enhance program effectiveness.

Promote Equity and Accessibility
Advance equity, accessibility, and scholarship opportunities while addressing campus-level inequities.

Modernize Marketing and Engagement
Innovate marketing strategies, improve recruitment efforts, and strengthen community engagement initiatives.

CSCU

CONNECTICUT STATE COLLEGES AND UNIVERSITIES (CSCU)

Healthcare Taskforce

Aligning Healthcare Education with Connecticut's Workforce Needs, Innovations, and Policies: A Focus on Clinical Healthcare

PREPARED FOR THE CSCU BOARD OF REGENTS
JANUARY 23, 2025

Connecticut State Colleges and Universities (CSCU) Healthcare Taskforce

Aligning Healthcare Education with Connecticut's Workforce Needs, Innovations, and Policies: A Focus on Clinical Healthcare

Prepared for the CSCU Board of Regents
January 23, 2025

Table of Contents

CSCU Healthcare Taskforce Contributors

Special thanks to the individuals and partners who generously contributed their time, expertise, and valuable data to this report, including:

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Mark Argosh, Executive Director, **Alycia Angus**, Director, and **Chris Rivers**, Director
Social Impact Partners

Introduction

The Connecticut State Colleges and Universities (CSCU) Healthcare Taskforce is a forward-looking initiative addressing the intersection of education, workforce development, and healthcare innovation. Connecticut's healthcare sector is at a critical juncture: increasing workforce shortages, evolving demographic needs, and rapid technological advancements that require immediate, strategic action.

CSCU's healthcare programs, spanning nursing, allied health, and advanced practice degrees, are integral to sustaining the state's healthcare workforce. With a proven record of student success, CSCU educates a significant share of Connecticut's healthcare professionals, many of whom remain in-state to serve their communities.

However, challenges persist. Workforce shortages, particularly in nursing and behavioral health, threaten patient care quality and equity. Concurrently, CSCU programs face rising operational costs, clinical placement barriers, and heightened competition from private institutions.

This report provides actionable recommendations to strengthen CSCU's healthcare offerings, align programs with industry needs, and ensure that CSCU continues to lead in healthcare education, workforce training, and equity advancement.

Executive Summary

This report by the CSCU Healthcare Taskforce highlights the outcomes, challenges, and opportunities for sustaining and enhancing clinical healthcare programs across CSCU. While this report focuses exclusively on clinical programs, it recommends that future reports address non-clinical healthcare and behavioral health disciplines, ensuring comprehensive system-wide insights as CSCU continues to produce highly trained professionals in these critical fields.

CSCU plays a pivotal role in addressing Connecticut's nursing workforce needs through academic programs at all levels. Enrollment in CSCU's Associate and Bachelor of Science in Nursing (BSN) programs has recovered from COVID-19-related declines and is now operating at full capacity. Graduates across all levels demonstrate exceptional first-time certification and licensure exam pass rates. A significant percentage of these graduates secure employment in Connecticut, achieving substantial salary growth post-degree. Given strong student demand and projected workforce needs, CSCU nursing programs are poised for future growth.

In addition to nursing, CSCU offers a diverse portfolio of clinical healthcare programs, primarily at the Associate degree and certificate levels through Connecticut State Community College (CT State). These programs address essential workforce demands, producing high first-time exam pass rates, strong employment outcomes, and competitive salaries for graduates. While some programs exhibit clear potential for expansion, others warrant further analysis to assess long-term viability.

Despite their success, CSCU's nursing and clinical healthcare programs face shared challenges, including resource limitations, inefficient budgeting processes, marketing and recruitment gaps, admissions hurdles, access to prerequisite courses, accreditation demands, and increasing competition from other institutions. Addressing these challenges presents an opportunity for CSCU to strengthen its position as a leader in healthcare education.

The system has unique opportunities to improve collaboration across institutions, establish effective budgeting models, secure necessary funding, and enhance program visibility. By leveraging these opportunities, CSCU can ensure its programs remain accessible, competitive, and aligned with Connecticut's evolving workforce needs.

Key Findings and Recommendations

The CSCU Healthcare Taskforce recommends a strategic approach to strengthen healthcare education programs, focusing on resource development, enhanced collaboration, and program optimization. In addition to a funding request of $20 million for healthcare, ideally matched by the state, key actions include:

1. Secure Sustainable Funding

- **State Support**: Advocate for renewal of programs like the CT Health Horizons grant, which has demonstrated success in supporting nursing and social work faculty, staff, and scholarships.

- **Employer Partnerships**: Collaborate with major healthcare systems to fund program expansions and scholarships.

- **External Grants and Donations**: Pursue federal grants, philanthropic support, and donor funding to address resource gaps for faculty, staff, equipment, and program development.

2. Expand High-Demand Programs to Align with Healthcare Workforce Demands

- **Nursing**: Scale enrollment in Associate, BSN, and advanced nursing programs to meet critical workforce shortages.

- **Emerging Fields**: Launch new programs in areas like Physician Associate, Telehealth, and Genomics to align with industry trends and innovation.

- **Flexible Pathways**: Develop part-time, evening, and accelerated programs to accommodate non-traditional students and working professionals.

3. Strengthen Collaboration Across CSCU

- **Centralized Coordination**: Create centralized systems for admissions, clinical placements, and program marketing to enhance effectiveness and visibility.

- **Shared Resources**: Promote resource-sharing among campuses to optimize clinical placement opportunities, equipment use, and faculty expertise.

- **Transfer Pathways**: Improve alignment between CT State's Associate programs and state universities' Bachelor and advanced degrees to maximize student mobility and degree completion.

4. Address Faculty and Clinical Placement Challenges

- **Faculty Development**: Adjust hiring policies to allow long-term, non-tenure track positions at state universities for master's-prepared clinical educators, easing faculty shortages.
- **Clinical Placements**: Negotiate partnerships with healthcare providers to secure placements and reduce competition with private institutions.
- **Technology Integration**: Invest in simulation labs and virtual clinical technologies to supplement traditional placements.

5. Enhance Equity and Accessibility

- **Scholarship Expansion**: Increase need-based and merit scholarships to support underrepresented and economically disadvantaged students.
- **Diversity Initiatives**: Enhance partnerships with high schools and community organizations to recruit students from diverse backgrounds. Develop on-ramps and outreach strategies for underserved groups to pursue instructional and faculty opportunities.
- **Rural Access**: Address disparities in rural healthcare education and workforce development by tailoring programs to meet regional needs.
- **Campus Inequities**: Address disparities in staffing, equipment, technology, and simulation resources across campuses to ensure equitable access to modern and effective learning tools.

6. Modernize Marketing and Recruitment

- **Comprehensive Branding**: Develop a centralized marketing strategy to highlight CSCU's unique healthcare program offerings and pathways.
- **Digital Resources**: Establish a single, user-friendly portal for prospective students to explore programs, access resources, and receive application support.
- **Community Engagement**: Strengthen relationships with local schools, employers, and organizations to attract a broader range of applicants.

As a follow-up to this report on clinical healthcare, the Taskforce recommends completing a similar study that focuses on behavioral health, to be completed in Spring 2025 and presented to the Board of Regents in early Fall 2025.

> By prioritizing **innovation, collaboration, and equity**, CSCU can advance its role as Connecticut's leading provider of healthcare education. These strategic actions will support student success, address workforce shortages, and position CSCU as a critical contributor to the state's healthcare system.

Section One: Connecticut Healthcare Industry

Major statewide healthcare organizations include Hartford HealthCare, Yale New Haven Health, Nuvance Health, Eastern Connecticut Health Network, Trinity Health, UConn Health, and the Community Health Center Association of Connecticut (CHCACT). Connecticut excels in healthcare training, education, and research, while its strategic opportunities focus on workforce capacity, quality improvement, and reducing wait times. However, challenges include worker retention, wellness, and long-term care, with nursing, public health roles, and direct care positions facing the most significant shortages. These shortages have led to neglected patient needs, especially in nursing homes.

The healthcare needs of Connecticut's population are evolving, influenced by demographic shifts, public health trends, and technological advancements. By 2030, one in five Connecticut residents are expected to be over 65 years of age[1], necessitating expanded geriatric care and chronic disease management.

The healthcare industry offers a wealth of career opportunities across all education levels and professional backgrounds. However, it is currently facing critical workforce shortages. Since the peak of the COVID-19 pandemic, there have been approximately 20,000 healthcare and social assistance job openings each month, making it the most in-demand sector across every region of the state[2].

Workforce Shortages

Connecticut is experiencing significant workforce shortages in several healthcare roles, with the following challenges highlighted:

- **Nursing Shortages:** The state faces a critical shortage of RNs, with retirement rates outpacing new entrants into the profession. Additionally, there is a need for nursing faculty to train the next generation of nurses.
- **Behavioral Health Gaps:** A lack of qualified mental health professionals, including psychiatrists, social workers, and substance abuse counselors, limits access to essential care.

Please indicate the health and human service (HHS) worker roles most needed to meet your population's needs. HHS roles include by are not limited to the following:
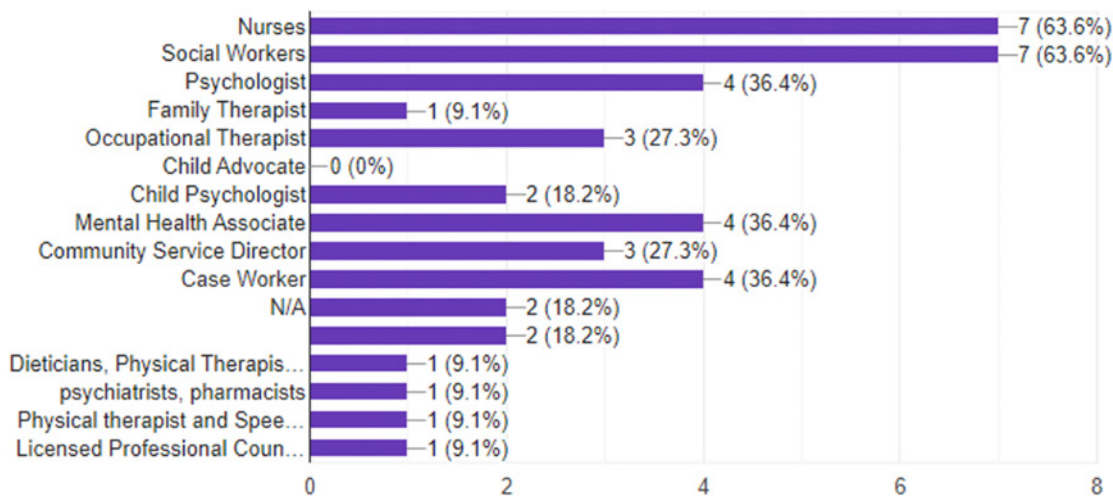
Figure 1: In-demand Health and Human Service Occupations (Survey), CT Office of Workforce Strategy, May 2024

Other Roles: Vocational Rehab Counselor, Special Ed Professionals, Teachers Visually Impaired

1   U.S. Census Bureau, and Connecticut's State Plan on Aging, Aging and Disability Services. Accessed here.
2   Connecticut Department of Labor. Connecticut Help Wanted OnLine Data Series. December 2022. Accessed here.

- **Mid-level Healthcare Professionals**: Connecticut faces a critical shortage of healthcare and clinical technologists (e.g., diagnostic medical sonographers and radiographers).

- **Support Roles:** Shortages of CNAs, medical assistants, and technicians are straining healthcare delivery, particularly in long-term care and outpatient settings.

- **Diversity and Inclusion:** The healthcare workforce does not adequately reflect the diversity of the communities it serves, exacerbating disparities in care.

While healthcare workforce shortages in Connecticut reflect a broader national trend, they're exacerbated in Connecticut by various factors, such as rural areas and smaller towns struggling more than urban centers to attract and retain healthcare professionals due to fewer resources, challenges with reliable public transportation, professional isolation, and lower salaries.

The implications of healthcare workforce shortages for the state are substantial and include:

- **Patient Care**: Prolonged wait times, reduced access to specialists, and increased pressure on existing staff could lead to declines in care quality.

- **Economic Impact**: Workforce shortages strain healthcare facilities, potentially reducing their operational capacity and economic contributions.

- **Equity Challenges**: Shortages disproportionately affect low-income and minority communities, limiting their access to timely and effective care.

Labor Market Analysis[3]

The healthcare sector is expected to experience substantial growth by 2030 and beyond, driven by factors such as an aging population and increased access to healthcare services. This sustained demand underscores the importance of addressing the financial and operational challenges faced by healthcare providers to ensure the sector's stability and capacity to meet the state's healthcare needs.

The healthcare sector boasts the largest and fastest-growing workforce, offering employment opportunities in diverse settings, including hospitals, health systems, post-acute care, and community-based services. Nationally, healthcare occupations are expected to grow by 13% over the next decade, creating approximately 2 million new positions across the United States[4]. In Connecticut, the Governor's Workforce Council (GWC) has identified the need to produce 7,000 new healthcare workers annually to meet demand. This includes around 3,000 nurses[5], along with a variety of other critical roles such as Certified Nursing Assistants (CNA), Licensed Practical Nurses (LPN), Medical Assistants, skilled technicians, emergency medical providers, and mental health workers, including social workers, who are in persistently short supply.

Registered Nurses by Age

Figure 2: Courtesy of CTData and the Connecticut Nurse Licensure System; Data represents calendar year 2022. Published September 2023.

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3   Office of Workforce Strategy 2023 Report to the General Assembly.
4   Occupational Outlook Handbook, Healthcare Occupations. US Bureau of Labor Statistics. Accessed here.
5   Workforce Strategic Plan. The Governor's Workforce Council. (2020, October 22). Access here.

As seen in Figure 2 and Figure 3 (below), Connecticut will experience challenges with meeting its demands for nurses as the older nurses retire, and more are leaving the profession prior to retirement age. While most RNs are aged 30-39, nearly 50 percent are aged above 50, and the pipeline of only 11 percent aged 20-29 could be viewed as concerning. LPNs in the state also have an aging population of nurses that necessitates training more nurses. Only 7 percent of LPNs in the state of Connecticut are aged 20-29. Furthermore, post covid-19 2023 employment trends[6] indicate younger nurses are leaving the profession more rapidly, with states challenged with retention strategies.

Over 90% of nurses in Connecticut identify as female[7]. This is consistent for RNs and LPNs and is similar to national statistics. Not only will the state be challenged to fill existing nursing roles, but when an older nurse departs, it often requires hiring more than one nurse to fill the various job functions an experienced nurse may have amassed over their career.

According to the Connecticut Department of Labor (CT DOL), many of these healthcare roles have above-average projected growth between 2020 and 2030, including Nurse Practitioners (48% growth), Dental Hygienists (35% growth), Physician Assistants (30% growth), Respiratory Therapists (22% growth), Home Health Aides (21% growth), and Mental Health Counselors (20% growth)[8].

Addressing this demand calls for fortifying the education

Education - Highest Degree Attained

For the education question, 95% (42,771) of RNs and 77% (6,396) of LPNs actively employed in nursing reported their highest earned degree.

For RNs in Connecticut:

- 52% (23,558) earned a baccalaureate degree
- 20% (9,062) earned an associate's degree
- 20% (9,039) earned a master's degree
- 2% (1,102) earned a doctoral degree
- 0.2% (1 O) earned a certificate
- 5% (2,243) did not respond

For LPNs in Connecticut:

- 53% (4,441) earned an LPN/VN certificate
- 17% (1,376) earned an associate's degree
- 6% (494) earned a baccalaureate degree
- 1% (85) earned a master's degree
- 0% (O) earned a doctoral degree
- 23% (1,947) did not respond

Figure 4: Courtesy of a report by The Connecticut Center for Nursing Workforce, Inc, Connecticut Department of Public Health (CTDPH) and the Connecticut Data Collaborative (CTData)

pipeline to develop a skilled workforce, encompassing individuals with certifications, technical training, college degrees, advanced qualifications, and opportunities for continuous professional development. A focus on healthcare employee retention strategy is critical to attract and retain nurses.
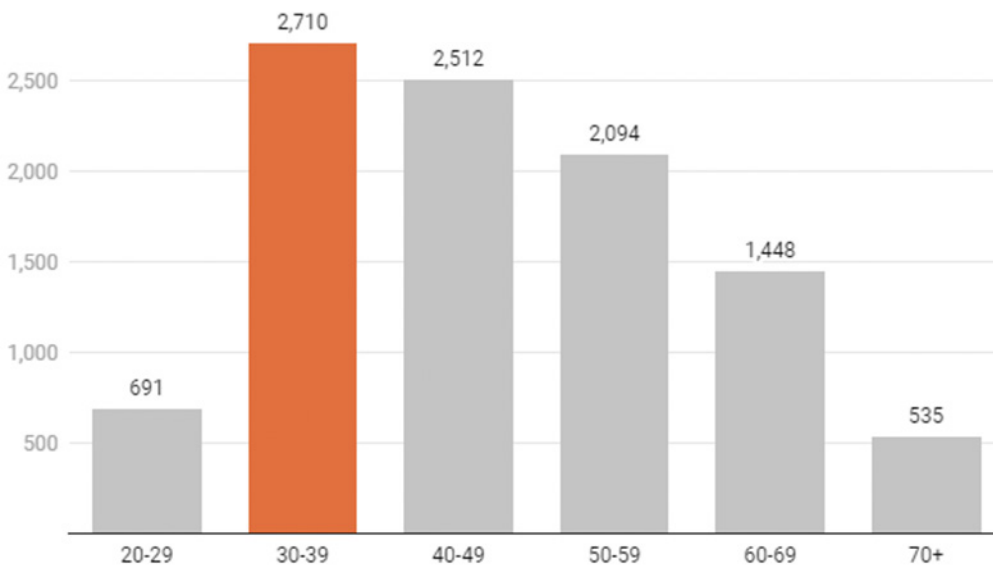
Figure 3: Courtesy of CTData and the Connecticut Nurse Licensure System; data represents calendar year 2022. Published September 2023.

Licensed Practical Nurses by Age

Age	Count
20-29	691
30-39	2,710
40-49	2,512
50-59	2,094
60-69	1,448
70+	535

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6   Advisory Board: Charted: The impact of nurse turnover in 2022. Access here.
7   The Nursing Workforce Supply in Connecticut. CCNW, CTData and CTDPH. Access here.
8   State of Connecticut Occupational Projections: 2020 – 2030. Connecticut Department of Labor. Accessed here.

Most in-demand healthcare positions require post-secondary education, with 83% of healthcare jobs necessitating education beyond a high school diploma and 59% requiring at least an associate's degree[9].

Pursuing higher education in healthcare yields significant financial benefits. On average, positions requiring only a high school diploma offer an annual wage of $36,840, while those requiring an associate or bachelor's degree average above $75,000.

Moving forward, the state should prepare and assess emerging fields in healthcare. Advances in genomics, telehealth, and data-driven care are creating demand for new skill sets, such as bioinformatics and digital health expertise.

Public Health Challenges

Connecticut faces numerous public health challenges, many consistent with nationwide trends, with access to care being a persistent concern. Despite a robust state healthcare infrastructure, disparities remain, particularly among low-income, racial and ethnic minority, and rural populations. Barriers such as a shortage of primary care providers, rising healthcare costs, and inadequate rural transportation are compounded by recruitment challenges for healthcare professionals. Factors such as workforce retirements, limited replacement pipelines, high educational costs, geographic disparities, wage gaps, and rising living expenses exacerbate the issue.

Socioeconomic factors like income, education, employment, housing, and race/ethnicity strongly influence health outcomes, perpetuating disparities in care and well-being. Marginalized groups, including Black, Hispanic, and Indigenous communities, often face systemic barriers such as limited healthcare access, unstable housing, and environmental hazards, leading to higher rates of chronic diseases, maternal mortality, and mental health issues.

Racial and ethnic disparities are particularly pronounced, with Black residents facing some of the largest life expectancy gaps compared to white residents. Disparities in insurance coverage and maternal health outcomes underscore these inequities. Despite efforts like Medicaid expansion, many residents still struggle to access affordable and timely healthcare, resulting in delayed diagnoses and poorer outcomes.

Addressing these inequities requires systemic reforms to expand healthcare access, improve education, foster

stronger healthcare talent pipelines, and create economic opportunities in disadvantaged communities. Prioritizing these efforts can move Connecticut toward health equity for all residents.

CSCU institutions play a vital role in these efforts by developing programs to recruit and support students from underrepresented communities into healthcare professions, while continuing to encourage all interested students who have an interest to pursue the noble and wage-sustaining careers in healthcare to do so. Tailored initiatives addressing regional needs can help close healthcare access gaps in rural and underserved areas. By aligning education with workforce demands, CSCU can contribute to reducing disparities and promoting health equity statewide while continuing to innovate and educate students to fill the workforce demands that will be needed for the foreseeable future.

In summary, healthcare access is significantly impacted by several interconnected factors:

- **Healthcare Workforce Shortages**: A limited number of healthcare professionals disproportionately affects both urban and rural areas, reducing access to timely and quality care.

- **Health Literacy and Cultural Barriers**: Many individuals face challenges in understanding healthcare information, which is compounded by cultural differences that can hinder effective communication between patients and providers.

- **Transportation Barriers**: Rural residents often struggle with the distance to healthcare facilities, which can be located far from their homes. Urban residents, particularly those in lower-income neighborhoods, may also face transportation challenges due to inadequate public transit options.

- **Socioeconomic Disparities**: Poverty and lack of health insurance remain critical barriers to healthcare access. Low-income urban populations and uninsured rural residents are particularly vulnerable, limiting their ability to seek and afford care.

- **The Digital Divide**: While telehealth offers promise, it is not universally accessible. Many rural regions lack adequate broadband infrastructure, and some populations face challenges with digital literacy, further exacerbating disparities in accessing telemedicine services.

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9   Connecticut Career Paths. Connecticut Department of Labor. Accessed here.

Section Two*: Nursing

Program Offerings, Enrollments, Degree Completion, and Employment Outcomes

1. Overview of Nursing Positions

CSCU offers academic programs at all levels in order to address Connecticut's nursing workforce needs. Table 1 provides an overview of the various positions available on the nursing career ladder.

2. CSCU Nursing Program Offerings

CSCU offers a broad portfolio of nursing degree programs and credentials as indicated in Table 2. Additional information is also provided for each category of degree or certificate offering at our CSCU institutions.

Table 1: Nursing Career Ladder

	EDUCATION	CAREER & SALARY OPPORTUNITIES
CNA Certified Nursing Assistant	4-12 week program • CNA certification exam • Earn a state license	CNA Salary: • $38,130 per year • $18.33 per hour Job Outlook: • 4% growth
LPN Licensed Practical Nurse	1 year program • NCLEX-PN licensing exam • Earn a state license	LPN Salary: • $59,730 per year • $28.72 per hour Job Outlook: • 5% growth
RN Registered Nurse	Associate Degree in Nursing (AS) • 2-3 year program • NCLEX-RN licensing exam -------------------------- Bachelor of Science in Nursing (BSN) • 4 year program • NCLEX-RN licensing exam	Registered Nurse Salary: • $86,070 per year • $41.38 per hour Job Outlook: • 6% growth
APRN Advanced Practice Registered Nurse	Master of Science in Nursing (MSN) or Doctor of Nursing Practice (DNP) • 2-4 year post-graduate program • Must possess BSN and hold RN license • APRN roles must also complete 500-800 in-person clinical hours and pass a board certification exam in the area of specialization • Earn a state APRN license • DNP requires capstone project	Nurse Practitioner (NP) Salary: • $126,260 per year Clinical Nurse Specialist Salary: • $129,650 Doctor of Nurse Anesthesia Practice (DNAP) Salary: • $212,650 per year
Non-Clinical Specialties	• MSN (Non-clinical) • DNP (Non-clinical) • PhD • EdD	Nurse Administrator Salary: • $110,680 per year Nursing Informaticist Salary: • $134,219 per year Nurse Educator Salary: • $86,530 per year Nurse Researcher Salary: • $98,322 per year

* Adapted from Nurse.org (2023)

Table 2: CSCU Nursing Program Offerings

	CNA (CERTIFICATE)	LPN	ASN (ASSOCIATE DEGREE)	BSN FULL-TIME	BSN PART-TIME	ABSN (ACCELERATED 2ND B.S. DEGREE)	RN TO BSN
CT State	X	X June 2025	X				
CCSU	X			X		X	X
COSC	X						X
ECSU				X			
SCSU	X			X	X	X	X
WCSU	X			X		X	X

	MSN – NP MSN - CNS GERONTOLOGY	MSN-NP PSYCHIATRIC	MSN-NP ACUTE CARE	MSN-NP FAMILY NURSE PRACTITIONER	MSN HOSPICE/ PALLIATIVE	MSN EDUCATOR
CCSU					X	
SCSU				X		X
WCSU	X	X	X			

	DNAP ANESTHESIA	DNP	EDD NURSING EDUCATION
CCSU	X		
SCSU			X
WCSU		X	X

*CCSU is planning to close their MSN Hospice/Palliative Care due to low enrollment

* SCSU is planning to close their RN to BSN program due to low enrollment.

CNA programs

Certified Nursing Assistant (CNA) positions (also called Patient Care Technicians at some healthcare facilities) are widely available and in high demand throughout the state of Connecticut. Due to critical workforce shortages during the pandemic, many assisted living facilities became credentialed to offer their own training programs and began offering them free of charge as a recruiting strategy. Currently, CT State and several of our state universities collaborate with area high school healthcare programs to deliver non-degree earning CNA programs to their students. CT state also offers non-credit CNA programs to the public, serving 655 students across 11 different campuses in AY 2023-24. Some state universities offer CNA programs for academic elective course credit to serve their pre-nursing students who are seeking part-time employment opportunities while pursuing their nursing degree programs. CNA positions can be excellent part-time jobs for nursing students to gain experience, affirm their desire to pursue the nursing profession, and earn employment

seniority, benefits and tuition reimbursement at facilities where they hope to be employed as nurses in the future. CSCU nursing students who work as CNAs are filling critical workforce gaps in the state of Connecticut.

LPN programs

Licensed Practical Nurses (LPNs) are nursing professionals who perform basic patient care tasks and work under the supervision of a Registered Nurse (RN). Historically, LPN programs have only been offered at private universities in Connecticut but in June 2025 CT State will begin offering the LPN credential as a selective admission program requiring 13 credits of prerequisite courses and preparing students for NCLEX-PN licensure. These students have the opportunity to continue into the LPN Bridge program, then gain automatic acceptance into one of the CT State RN programs, reducing AS completion time from 3 years to 2 years. As is true for all new nursing programs in the State of Connecticut, approval to offer this program required a lengthy and challenging process that spanned 2 years and included approval in the following sequential order: 1) internal CT State governance, 2) CSCU Board of Regents, and 3) the Connecticut State Board of Examiners for Nursing (BOEN). The program will seek accreditation from the Accreditation Commission for Education in Nursing (ACEN) during its first year of operations. The new addition of the LPN credential to the CSCU nursing portfolio will help address workforce shortages in Connecticut. Since the LPN requirement of 750 hours of direct patient care clinical experience is not directly transferable to other nursing education programs,

the LPN credential is not the most direct or cost-effective pathway for those who are interested in obtaining the BSN initial RN licensure degree.

Initial RN licensure programs (Associate Degree)

Registered Nurses (RNs) in Connecticut must complete either a nationally accredited Associate degree or Bachelor degree nursing program, pass the National Council Licensing Examination for Registered Nurses (NCLEX-RN) and apply for licensure through the CT Department of Public Health. Employers are currently very enthusiastic about hiring Associate prepared RNs but often require those employees to enroll in RN to BSN completion programs as a condition of employment. Historically, the six campuses with nursing programs within CT State (Capital, Gateway, Naugatuck Valley, Northwestern, Norwalk, Three Rivers) have been the largest provider of Associate degrees in Nursing for the State of Connecticut. The CT State Associate Registered Nurse program is a six-semester, 72-credit program that requires students to apply through a competitive process after completing prerequisite courses. In fall 2024 a total of 2282 students applied to CT State Associate Nursing programs, 1100 applicants were qualified, and admission was offered to 672 students.

Initial RN licensure programs (Bachelor Degree)

The initial RN licensure Bachelor in Nursing (BSN) degree program is highly sought by prospective students in Connecticut. This differs from RN to BSN completion programs that do not provide initial RN licensure. This BSN degree curriculum provides additional training beyond the Associate degree in nursing on topics that include critical thinking, leadership, evidence-based practice, and healthcare systems. In order for healthcare facilities to earn and maintain Magnet Recognition Status through the American Nurses Credentialing Center (ANCC) they are required to employ a high percentage of nurses with a BSN, as research has demonstrated that the additional BSN training leads to improved patient outcomes. The BSN also provides nurses with opportunities for career advancement since it is a requirement for admission to graduate nursing degree programs.

CSCU currently offers initial RN licensure BSN programs at all four of its state university campuses. Central, Southern, and Western have long standing BSN programs with legacies of excellence with strong curriculum, continuous accreditation, high rates of graduation and NCLEX-RN first time pass rates, and excellent records of post-graduation employment in positions with high salaries. Eastern added a BSN program and admitted their first cohort of students in fall 2023 with a targeted graduation date of

spring 2027. Historically, the three state university campuses that offer BSN programs have contributed 25-30% of BSN degrees for the State of Connecticut but this percentage has been decreasing due to enrollment growth at existing private university programs and the introduction of new BSN programs in our state. A total of 1450 BSN degrees were awarded in 2023 and CSCU institutions provided 301 (20.8%). The other 79.2% of BSN degrees were provided by private universities and the University of Connecticut (Connecticut Center for Nursing Workforce, CCNW).

There are multiple pathways available within CSCU for obtaining the initial RN licensure BSN degree. Traditional nursing programs are 4-year degree programs that include general education courses, nursing pre-requisite courses, and approximately 2 years of nursing courses that include extensive clinical placements. An accelerated BSN program has been in place at SCSU for more than a decade and new programs will soon be launched at CCSU and WCSU. These programs allow students with a bachelor degree in another discipline to complete a second Bachelor degree in nursing in a period of 12-18 months. SCSU also launched a part-time BSN program in 2023 that serves working professionals such as full-time CNAs and LPNs by requiring fewer credits per semester and offering courses on evenings and weekends. This program was made possible with funding that was available through the CT Health Horizons innovation grant program.

RN to BSN completion programs (not initial RN licensure)

Pathways for Associate degree RNs to complete their BSN while working as RNs are essential in order for nurses to progress in their careers and meet the needs of healthcare employers in Connecticut. CSCU offers online RN to BSN programs at Charter Oak State College, Central, Southern, and Western. The national landscape for enrolling students in RN to BSN completion programs is highly competitive since many private universities offer low-cost online programs. Charter Oak has steadily increased RN to BSN program enrollment reaching total enrolment of 112 students in fall 2024. CSCU state universities that offer online RN to BSN programs do so at higher tuition rates and as a result, are experiencing low enrollment and currently considering discontinuation of those programs.

Advanced Practice Registered Nurse (Master)

In the state of Connecticut, Advanced Practice Registered Nurses (APRNs), also known as Nurse Practitioners (NPs), are able to serve as primary care providers and greatly expand the preventive care workforce, which is especially

important in areas of the state with low access to healthcare. APRNs practice in a wide range of specialty areas including but not limited to Family Nurse Practitioner, Gerontology, Psychiatric, and Midwifery. APRNs must hold at least a Master degree in addition to the initial nursing education and licensing required for all Registered Nurses (RNs). APRNs are in very high demand since they can be licensed to practice independently after maintaining their license for a minimum of 3 years and performing advanced level nursing activities in collaboration with a licensed physician for at least three years and 2,000 hours. CSCU currently offers Advanced Practice Nursing degree programs at Central, Southern, and Western. These programs are in high demand by students and employment prospects and salaries upon degree completion are outstanding. However, our CSCU enrollment capacity is severely limited by low availability and high cost of clinical placements.

Doctor of Nursing Practice (Doctorate)

Doctor of Nursing Practice (DNP) programs prepare nurse leaders at the highest level of nursing practice to improve patient outcomes and translate research into practice. This credential builds upon clinical practice content from Master degree programs in nursing and provides an alternate pathway to the doctorate credential for nurses who are not seeking a research-focused doctoral program such as the Ed.D. or Ph.D. The National Organization of Nurse Practitioner Faculties has called for the DNP degree to be the entry-level credential for nurse practitioners in the future. Beginning in 2025, all Certified Registered Nurse Anesthetists (CRNAs) are required to obtain doctoral degrees as opposed to the previous requirement of an Advanced Practice Nursing Master degree. Within CSCU, Central offers a Doctor of Nurse Anesthesia Practice (DNAP) degree program. Western recently launched its Doctor of Nursing Practice (DNP) program and Southern is planning to offer a DNP program in the future. These programs have strong growth potential, especially if the DNP is adopted in the future as the entry-level credential for all Advanced Practice Nurses.

Non-Clinical (Master)

Advanced non-clinical degrees are in high demand as BSN prepared nurses seek career advancement opportunities in non-clinical areas of nursing such as administration, informatics, and education. Registered Nurses must have a Master degree and minimum of 2-years experience in order to serve as a clinical instructor for BSN students. Compared with APRN programs, non-clinical Master degree programs require fewer overall credits and do not require the completion of extensive clinical practice hours. These students complete practicum hours through placement in educational or administrative settings which are easier and less expensive for universities to secure compared with nurse practitioner placements. For example, since converting its program to an online format, SCSU has recently experienced considerable growth in its non-clinical Master degree program in Nursing Education. These students are placed as student teachers under the direct supervision of nursing faculty within the CSCU system and at other universities. These graduates serve as a critical part of the adjunct clinical education faculty at our CSCU institutions and are eligible for full-time positions in our Associate in Nursing and Licensed Practical Nurse programs.

Non-Clinical (Doctorate)

Doctorate credentials are required for full-time faculty positions in many BSN programs and by all graduate nursing programs in the state of Connecticut. There is a shortage in doctoral prepared faculty due to an aging nursing education workforce and growing demand to increase BSN program enrollments. Research from the CCNW indicates that in 2023, 65% of Connecticut's full-time faculty in RN pre-licensure programs were at least 50 years old and 26% were at least 60 years old. DNP, EdD, and PhD faculty credentials are accepted by most university nursing programs however, DNP faculty may struggle to meet the research demands required to obtain tenure at state universities since DNP educational programs do not require independent research such as a completed dissertation.

In 2012 CSCU launched an innovative Ed.D. in Nursing Education degree program as a collaborative between SCSU and WCSU. This fully online program trains nurse educators and provides rigorous research training including completion of a dissertation. To date this program has graduated more than 70 doctorate prepared nursing faculty into nursing education positions. The University of Connecticut (UCONN) is the only other provider of non-clinical doctorates in Connecticut, offering the Ph.D. and graduating 8 students in 2023.

3. CSCU Nursing Program Enrollments and Degree Completion

Figures 5-12 provide summaries of CSCU nursing program enrollment and degree completion between 2021 and 2024. Nursing enrollment data for the state universities should be interpreted with caution since there are dif-ferences in how each campus counts BSN majors. Some campuses include freshmen and sophomore pre-nursing

majors in their enrollment counts while others only count students after they are officially admitted to the program. For example, Central counts all students enrolled in pre-nursing or nursing courses but Southern only counts junior and senior nursing students and freshmen and sophomore students who were directly admitted to the nursing program from high school.

CSCU nursing AS and BSN program enrollments have recovered from their COVID-19 pandemic related declines. State University BSN programs are currently enrolling freshmen and sophomores up to their full capacity however, due to program attrition, all programs have not been fully enrolled in the junior and senior years and as a result, did not maximize the number of annual degrees awarded. Universities that use transfer student application processes have been more successful with maximizing annual degree completions.

CSCU produces a large percentage of nursing graduates for the state of Connecticut. According to the Connecticut Center for Nursing Workforce (CCNW), in 2023 the six campuses with nursing programs within CT State (Capital, Gateway, Naugatuck Valley, Northwestern, Norwalk, Three Rivers) were the largest provider of Associate Nursing degrees for the State of Connecticut, at 474 (65%) of 731 degrees awarded (CCNW). The other 35% were provided by Goodwin University. Also in 2023, the three state universities with nursing programs (Central, Southern, Western) provided 301 (20.8%) of the 1450 initial RN licensure BSN degrees awarded (CCNW). The other 79.2% were provided by private universities and the University of Connecticut main campus and satellite campuses. CSCU currently has a small share of the RN to BSN degree enrollment in the state of Connecticut. Charter Oak has great potential for growth with its asynchronous online delivery and competitive price structure.

CSCU produces a large number of Advanced Practice Nurses / Nurse Practitioners (APRNs, NPs) and nurse educators at the Master and doctoral levels. For this report, we were unable to obtain data on CSCU's percentage of the total graduate level nursing degrees awarded in Connecticut. Post-Master certificate programs are offered on several CSCU campuses in order to serve students who have already completed other types of nursing Master degrees. Although typically low enrolled, these certifi-

cates link directly to Master programs and do not require additional course offerings with the exception of clinical placements. APRN/NP programs are in high demand, however, our CSCU enrollment capacity is severely limited by low availability and high cost of clinical placements.

In conclusion, the nursing programs at CSCU are experiencing robust enrollments and degree completion and most are enrolled up to their maximum capacity. These programs have potential for growth due to considerable student demand and projected workforce needs far into the future.

Figure 5: BSN and AS Pre-Licensure RN Program Enrollment 2022-2024
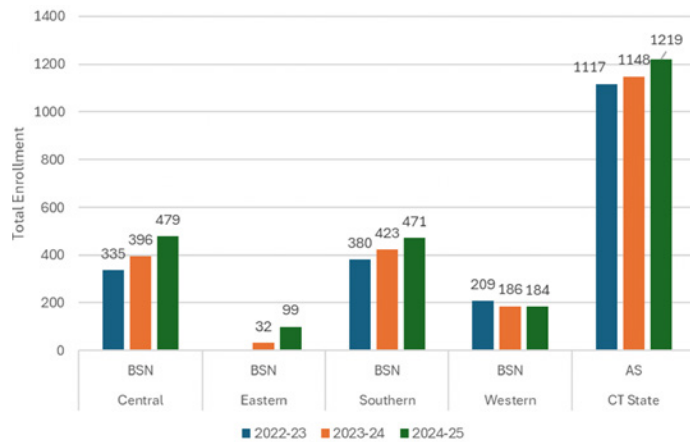
Figure 6: BSN and AS Pre-Licensure Degrees Awarded 2021-2023
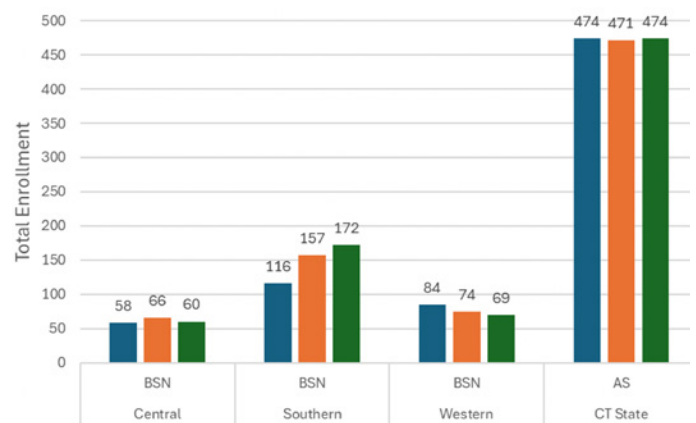
Figure 7: Nursing Master's and Master's Certificate Program Enrollment 2022-2024
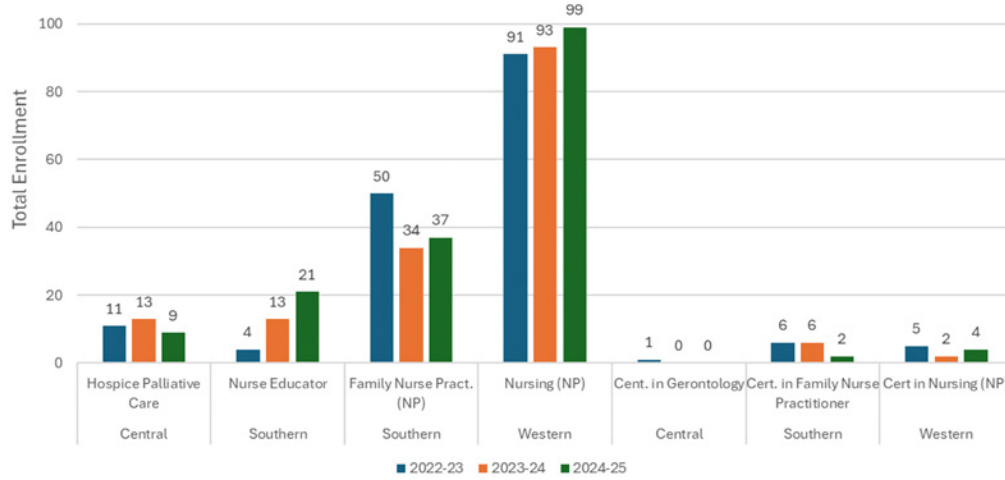
Figure 8: Nursing Master's and Master's Certificate Degrees Awarded 2021-2023
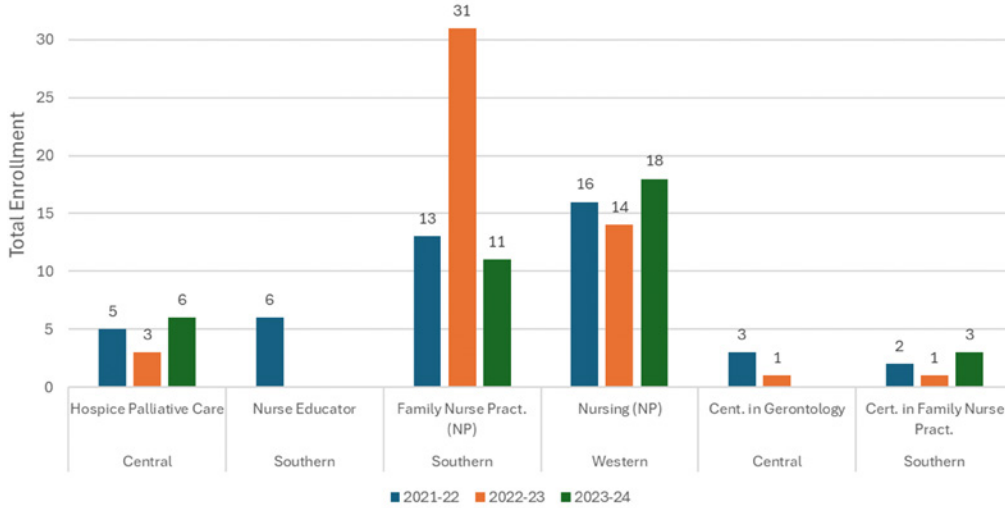
Figure 9: Nursing Doctoral Porgram Enrollment 2022-2024
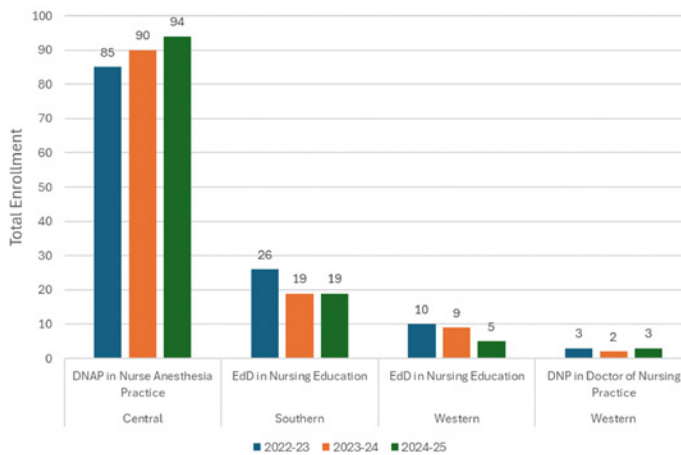
Figure 10: Nursing Doctoral Porgram Degrees Awarded 2021-23
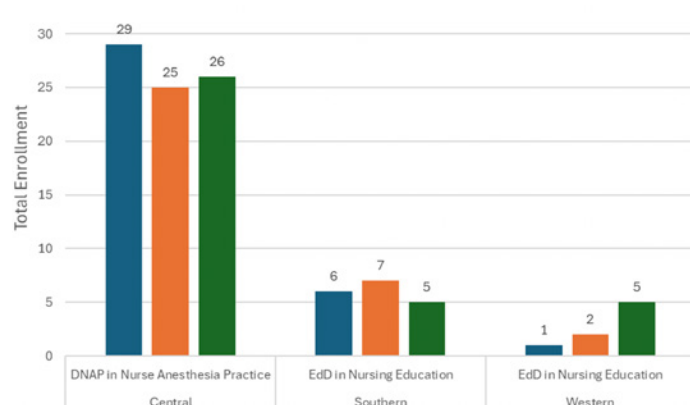
Figure 11: RN to BSN Program Enrollment 2022-2024

4. CSCU Nursing Graduate's Pass Rates, Employment, and Earnings

Pass Rates:

Table 3 shows post-graduation exam pass rates for our CSCU nursing programs. CSCU nursing graduates at every level have high rates of post-graduation first-time certification and license exam pass rates. This is an important measure of quality for nursing programs. Programs that drop below 80% first-time exam pass rates are placed on probation by their external accreditation agency and at risk of program closure.

Post Graduation Employment and Earnings in Connecticut

Table 4 shows rates of post-graduation employment in Connecticut and post-graduation salaries. A very high percentage of nursing graduates obtain employment in Connecticut after completing their degree programs. This information demonstrates that CSCU is a major contributor to meeting nursing workforce needs in our state and provides justification for increased funding from Connecticut nursing employers and State workforce development agencies. Data on the combined cohort of 2018-19 and 2019-20 AS and BSN graduates show that 86% - 96% of students were employed in Connecticut three quarters following graduation. Within CSCU, the lowest percentage of post-graduation employment in Connecticut is experienced in the MSN nurse practitioner program at WCSU which is understandable due to its location close

Figure 12: RN and BSN Degrees Awarded 2021-2023

Table 3: CSCU Nursing Student Exam Pass Rates

INSTITUTION	PROGRAM / EXAM	TYPE OF EXAM	FIRST-TIME PASS RATE
CT State	Associate in Nursing	NCLEX-RN	96.2%
Central	Bachelor of Science in Nursing	NCLEX-RN	96.3%
Southern	Bachelor of Science in Nursing	NCLEX-RN	96.7%
Western	Bachelor of Science in Nursing	NCLEX-RN	96.7%
Southern	Master in Nursing (NP)	Specialized Certifications	100%
Western	Master in Nursing (NP)	Specialized Certifications	93%
Central	Doctor of Nurse Anesthesia Practice (DNAP)		100%

to the New York state border where job opportunities and salaries may be higher than in Connecticut.

Table 4 also shows changes in annual salaries for graduates between pre-program enrollment and post-graduation. CSCU nursing graduates experience substantial increases in annual salaries over their pre-degree earning levels. These data validate that CSCU is meeting its mission to provide educational programs that enhance resident's social mobility, quality of life, and ability to contribute in positive ways to the state's infrastructure and economy. From the combined 2018-19 and 2019-20 Department of Labor cohorts when measured three quarters after their graduation dates, Associate RNs earned salaries ranging from $64,625 - $68,139 and Bachelor prepared RNs earned annual salaries ranging from $74,483-$79,080. It is not clear whether this difference in salary was due

to degree level or other factors. Due to small sample sizes, salary data were not available for students who had completed RN to BSN programs. Master Nurse Practitioners earned approximately $94,000 and Doctorate Nurse Anesthesia Practice earned $196,244.

It is important to note that post-pandemic nursing salaries have increased substantially. According to the 2023 Bureau of Labor Statistics annual nurse practitioner salaries ranged from $128,816 - $143,346 with the highest wages paid in outpatient care centers and the lowest paid at colleges and universities. Currently, CSCU Assistant Professors with doctoral degrees earn annual salaries of $73,912 - $98,550 depending on years of academic experience.

Table 4: Employment and Earnings for CSCU Nursing Graduates* Sandy left off editing here

INSTITUTION	SAMPLE SIZE	DEGREE LEVEL	% EMPLOYED IN CT POST-Q3	CHANGE IN ANNUALIZED WAGES PRE-Q1 TO POST-Q3	ANNUALIZED POST GRADUATION WAGES (BASED ON POST-Q3 EARNINGS)
CT State					
Capital	200	Associate Degree in Nursing	91%	$45,089	$66,474
Gateway	167	Associate Degree in Nursing	89%	$52,918	$64,625
Naugatuck Valley	198	Associate Degree in Nursing	93%	$52,426	$68,139
Northwestern	57	Associate Degree in Nursing	90%	$34,434	$70,716
Norwalk	122	Associate Degree in Nursing	85%	$49,824	$65,365
Three Rivers	122	Associate Degree in Nursing	87%	$52,356	$62,654
State Universities					
Charter Oak	<10	RN/ADN to BSN in Nursing	N/A	N/A	N/A
Central	115	Bachelor of Science in Nursing	96%	$60,348	$74,483
Southern	207	Bachelor of Science in Nursing	91%	$62,909	$76,295
Western	153	Bachelor of Science in Nursing	86%	$56,857	$79,080
Southern	25	Master of Science in Nursing (NP)	81%	$43,451	$94,111
Western	21	Master of Science in Nursing (NP)	60%	N/A	$94,742
Central	22	Doctorate in Nurse Anesthesia Practice (DNAP)	85%	N/A	$196,244

*Combined Employment Outcomes for graduates of 2018-19 and 2019-20 cohorts.
*Pre-Q1 = the quarter before an individual started their academic program.
*Post-Q3 = the third quarter after an individual completed their credential.

NOTES: Individuals are counted as employed (e.g. Percent employed at Post-Q1) only if they were found to be employed in Connecticut. Individuals who are working out of the state are not included in these data. Individuals are counted as employed if they earn any amount over zero dollars during that quarter. Individuals who are not working consistently, start working part-way through the quarter, work overtime, or work multiple jobs, may have earnings that are atypical of someone who was employed in a consistent single full-time job for the full quarter. In order to protect privacy, data were not included if cell size was below 10.

Section Three: Non-Nursing Healthcare Programs

Program Offerings, Enrollments, Degree Completion, and Employment Outcomes

1. Summary of CSCU Healthcare Program Offerings

Appendix A provides a listing of all non-nursing healthcare degree programs and for-credit certificates that are available at CSCU. The state universities offer a modest portfolio of clinical non-nursing healthcare degrees that include Master degree programs in MS Communication Disorders, MS Athletic Training, MS Exercise Science, and MS Recreation Therapy, and one Associate to Bachelor degree completion program in Respiratory Therapy. CT State offers an extensive portfolio of clinical healthcare programs at the Associate degree and certificate levels.

2. CSCU Healthcare Program Enrollments and Degree Completion

Appendix B provides a listing of CSCU healthcare program enrollments from 2022-2024. Figures 13-19 show enrollments and degree completions for selected CSCU healthcare programs. The MS Communication Disorders -Speech Language Pathology program at SCSU has robust enrollment and degree completion and experiences wait lists for admission. The MS Athletic Training programs at CCSU and SCSU are experiencing more modest enrollments and degree completions as they make the accreditation mandated transition from a Bachelor degree to a Master degree program. SCSU also offers Master degree options for clinical exercise physiologists and clinical recreation therapists through a concentration within the M.S. Exercise Science program and the M.S. Recreation and Leisure Studies program but enrollment and completion data on those subsets of the degree program were not available for this report. The Associate to Bachelor degree Respiratory Therapy program has experienced modest enrollment and degree completions in the years following the pandemic but the Commission on Accreditation for Respiratory Care (CoARC) has called for the Bachelor degree to become the preferred degree by 2030 which will drive enrollment and further collaboration between SCSU and CT State Associate degree programs.

The Medical Laboratory Technician (MLT) program at Quinebaug Valley Campus of CT State is a rigorous Associate of Science degree program that is externally accredited through the American Society of Clinical Pathologists (ASCP) that prepares students to work in a clinical laboratory setting. Graduates are eligible to sit for the National Registry examinations and are well-prepared to enter the workforce immediately upon graduation. In 2023-2024, degree and certificate program combined produced 27 Medical and Clinical Laboratory Technicians with a slight surplus of 9 graduates over immediate job openings.

The Radiography program at the Capital, Gateway, Manchester, Middlesex, and Naugatuck Valley campuses of CT State is a selective 72-78 credit Associate of Science degree program that is externally accredited through the Joint Review Committee on Education in Radiologic Technology (JRCERT). Radiographers operate imaging equipment to produce quality images of the body for a radiologist or other ordering provider to interpret. This program has one-year persistence rates ranging from 89 to 100%, and licensure pass rates between 80 and 100%. The program has robust enrollments, and wait lists for admission, enrolling more than 200 students in 2024.

The Respiratory Care program at the Norwalk, Manchester, and Naugatuck Valley campuses of CT State is a selective 72-77 credit Associate of Science degree program that is accredited by the Commission on Accreditation for Respiratory Care (CoARC). Respiratory Therapists work with advanced technology to help patients with respiratory and cardiac disorders. This program has one-year persistence rates ranging from 82 to 100%, and licensure pass rates of 90% or higher. The program has robust enrollments averaging 80-90 students per year.

The Surgical Technology program at the Gateway and Manchester campuses of CT State is a selective, 60-70 credit Associate of Science degree program that is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Surgical Technologists are integral members of the surgical team who work closely with surgeons, registered nurses, and anesthesia

personnel to maintain the sterile field, and assemble and organize all the specialized instruments, equipment and tools needed for a wide variety of surgical procedures.

The program has strong enrollments, one-year persistence ranging from 86-100% and licensure pass rates of 70-79%. The Housatonic surgical technology program is currently on hold but expected to restart in 2025.

Figure 13: MS Communication Disorders (Speech Language Path) SCSU
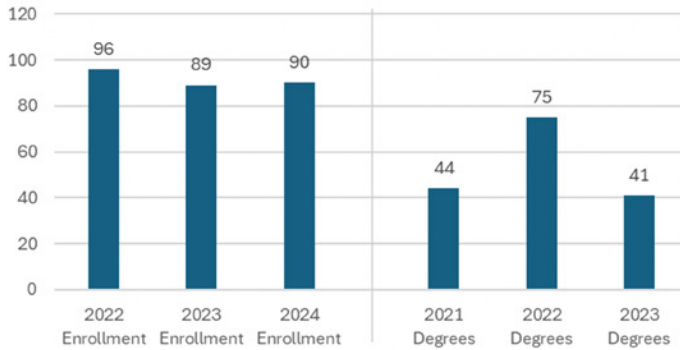
Figure 14: Masters Athletic Training Enrollment and Degree Completion CCSU and SCSU
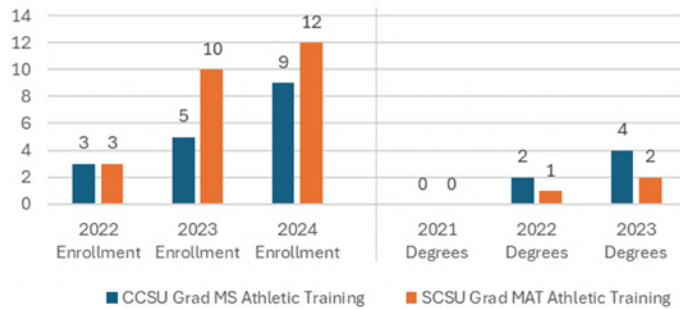
Figure 15: RT to BS/BSRT in Respiratory Care SCSU
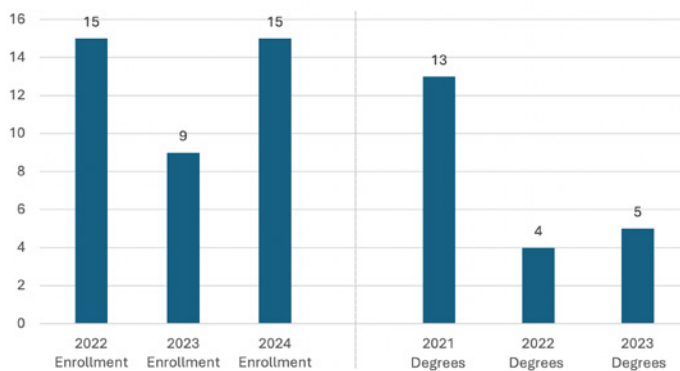
Figure 16: Associate (AS) in Medical Laboratory Technician CT State
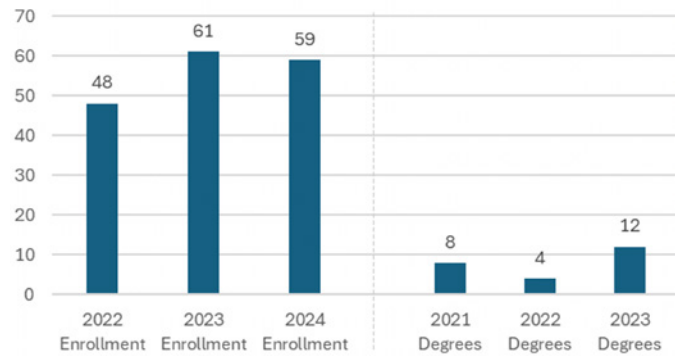
Figure 17: Associate (AS) in Radiography CT State
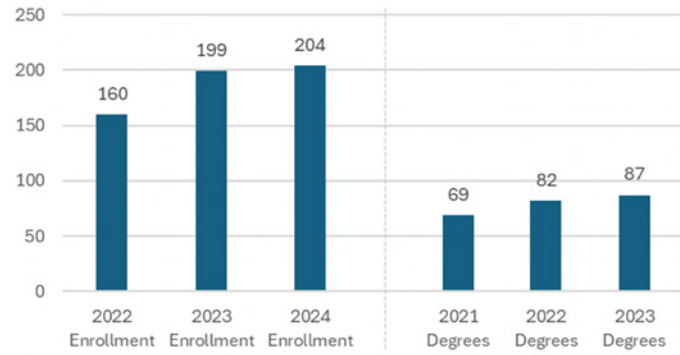
Figure 18: Associate (AS) in Respiratory Care CT State
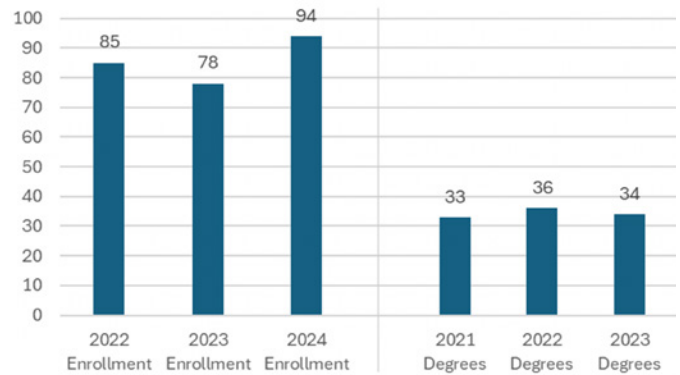
Figure 19: Associate (AS) in Surgical Technologist CT State
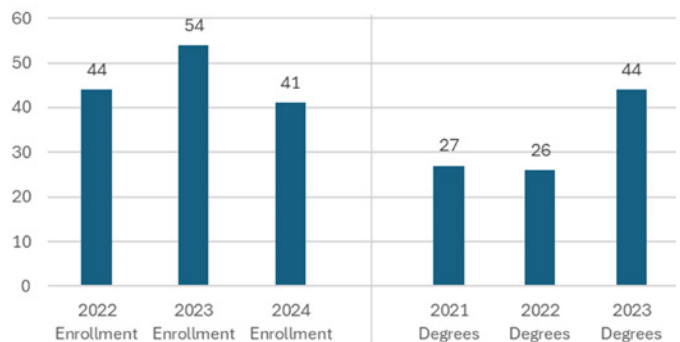
CSCU also offers non-credit healthcare certificates that provide specialized training and entry into the workforce. **Appendix C** provides a listing of CSCU non-credit programs. These programs are often developed and delivered in response to employer need and are continually being updated to assure relevancy.

The Central Sterile Processing Technician certificate is an example of a successful employer driven program. The demand for Central Sterile Processing Technicians (CSPTs) is expected to grow steadily in Connecticut, reflecting national trends driven by healthcare expansion, an aging population, technological advancements, and increased regulation. Between 2020 and 2030, employment for medical equipment preparers, which includes CSPTs, is projected to grow by about 7% in Connecticut, slightly higher than the national average of 5%. By 2030, it is estimated that Connecticut will employ around 640 individuals in this field, with about 80 job openings per year due to growth and replacements. To date, CT State has had 289 program completions at 9 different campuses as listed in table 5.

Table 5: CT Central Sterile Processing Technician program completions

Asnuntuck	28
Gateway	30
Housatonic	73
Manchester	18
Middlesex	32
Naugatuck Valley	57
Northwestern	20
Three Rivers	17
Tunxis	14

3. CSCU Healthcare Graduate's Pass Rates, Employment, and Earnings

CSCU healthcare programs achieve outstanding outcomes for exam pass rates, employment in the state of Connecticut, and salary levels post-graduation.

A. Pass Rates

Table 6: CSCU Healthcare Student Exam Pass Rates

INSTITUTION	PROGRAM / EXAM	TYPE OF EXAM	FIRST-TIME PASS RATE
Capital Gateway Manchester Middlesex Naugatuck	Radiography - ARRT	ARRT National Certification Exam	80-90%
Manchester Naugatuck Norwalk	Respiratory Care -	NBRC Entry-level Certified Respiratory Therapist (CRT) Exam	90%+
Gateway Manchester	Surgical Technology	NBSTSA Certified Surgical Technologist (CST) Exam	70-79%

B. Post Graduation Employment and Earnings in Connecticut

Table 7: Employment and Earnings for CSCU Healthcare Graduates*

INSTITUTION / SAMPLE SIZE	SAMPLE SIZE	DEGREE LEVEL	% EMPLOYED IN CT POST-Q8	CHANGE IN ANNUALIZED WAGES PRE-Q1 TO POST-Q8	ANNUALIZED POST GRADUATION WAGES (BASED ON POST-Q8 EARNINGS)
Capital	20	Radiation Therapist	100%	$37,242	$54,394
Gateway	10	Radiation Therapist	77%	$52,231	$77,869
Gateway	36	Radiographer	95%	$47,296	$73,362
Manchester	25	Radiation Therapist	66%	$40,917	$60,976
Middlesex	32	Radiation Therapist	89%	$36,917	$62,011
Naugatuck Valley	59	Radiation Therapist	100%	$41,140	$60,960
Housatonic	18	Surgical Technologist	64%	$41,763	$68,226
Manchester	18	Surgical Technologist	95%	$41,857	$65,955
Manchester	17	Respiratory Therapist	81%	$62,823	$81,733
Naugatuck Valley	20	Respiratory Therapist	87%	$39,157	$66,731
Norwalk	19	Respiratory Therapist	59%	$42,036	$65,193
Gateway	13	Biomedical Technician	87%	N/A	$51,730
Tunxis	31	Dental Hygienist	79%	$41,000	$64,474
Gateway	14	Diagnostic Medical Sonographer and Ultrasound Technician	78%	$46,692	$72,824
Naugatuck Valley	41	Physical Therapy Assistant	87%	$30,833	$49,089
	21	Physical Therapy Assistant	70%	$31,228	$55,297
Manchester	24	Occupational Therapy Assistant	73%	$17,034	$40,088
Quinebaug Valley	6	Medical Laboratory Technician	N/A	N/A	N/A
CT State	9	Nuclear Medical Technology	N/A	N/A	N/A

*Combined Employment Outcomes for graduates of 2018-19 and 2019-20 cohorts.
*Pre-Q1 = the quarter before an individual started their academic program.
*Post-Q8 = the eighth quarter after an individual completed their credential.

NOTES: Individuals are counted as employed (e.g. Percent employed at Post-Q1) only if they were found to be employed in Connecticut. Individuals who are working out of the state are not included in these data. Individuals are counted as employed if they earn any amount over zero dollars during that quarter. Individuals who are not working consistently, start working part-way through the quarter, work overtime, or work multiple jobs, may have earnings that are atypical of someone who was employed in a consistent single full-time job for the full quarter. In order to protect privacy, data were not included if cell size was below 10.

Section Four: Challenges

CSCU nursing and other healthcare programs face a common set of challenges that include resources, budgeting processes, marketing and communication, admissions processes and access to prerequisite courses, accreditation burdens, and increasing competition from other colleges and universities in Connecticut.

1. Resources

Maintaining CSCU's contribution to the nursing and other healthcare professions workforce requires stable, reliably budgeted financial resources in relation to program enrollment. Healthcare program expenses are substantial and include annual funding for operations, full-time faculty and staff positions, and initial funding and budget reserves for new equipment, technology, software licensing, and ongoing equipment maintenance/replacement. In order to maintain or grow these programs in ways that meet rigorous accreditation standards, CSCU urgently requires additional funding from the state of Connecticut or from external sources such as regional healthcare employers, federal or non-profit grants, donor support, or an increase in tuition or fee payments for students enrolled in these programs.

Increasing Expenses:

The cost of administering nursing and other healthcare programs has increased dramatically following the COVID-19 pandemic. This increase in expenses has been driven by several factors that include additional full-time and part-time faculty required to serve a larger number of students across an expanding portfolio of degree programs, higher salaries, increased competition from other institutions for all types of clinical placements, and more complex clinical placement requirements and record keeping. Additionally, healthcare programs now require more advanced facilities, equipment, and software licensing fees in order to match the ongoing innovation and expansion that is taking place at the healthcare facilities where students will be hired. Other financial pressures include increased accreditation fees and honorariums for nurse practitioner clinical placements, and a substantial increase in the need for social, mental, and academic support for students.

As nursing departments have expanded to serve more students or expand their portfolio of program offerings, each additional program has required a director/coordinator and support staff to be hired or reassigned from teaching responsibilities in order to administer the unique

admissions, course scheduling, clinical placement, and accreditation tracking requirements. Doctoral programs require considerable faculty credit allocations to supervise dissertations and capstone projects. These teaching assignments are typically delivered by full-time tenure track faculty since they possess the necessary research credentials and experience.

Also, as programs grow, the number of adjunct faculty must increase. Each new hire requires the time-consuming tasks of interviewing, hiring, onboarding, and supervision to ensure that all accreditation requirements are met. Our largest BSN program employs more than 70 adjunct faculty per semester in order to meet the accreditation driven faculty-to-student ratio requirements. When hiring standards are not met, as recently happened at Stone Academy, there are severe consequences that can include loss of accreditation, public embarrassment, and desperate situations for students who are currently enrolled in those programs.

Clinical placements are the signature educational modality for healthcare programs and must adhere to strict accreditation and state regulations for the educational credentials and allocated number of students for each faculty supervisor. Considerable time and expertise is required to secure and maintain an adequate number of clinical placements to support student enrollment since many hospitals and other healthcare facilities informally allocate clinical placements based on geographic proximity, relationships with college/university personnel, and alumni affiliations. Healthcare programs without adequate clinical placement staff with time available to develop and maintain external relationships, are disadvantaged in much the same way that a development office would be disadvantaged if it operated without gift officers. In the case of securing and maintaining clinical placements for students in healthcare programs – relationships matter. In addition, post-pandemic administrative requirements for each individual student clinical placement have increased considerably. For large nursing programs, these processes must be completed for up to 8 different clinical placements per student with as many as 150 dif-

ferent healthcare providers per campus, each with unique policies and requirements.

During the past decade there has been a substantial increase in the cost of facilities, equipment and technology required to deliver CSCU healthcare programs. Without these investments, programs would not remain competitive with those at private universities or provide the desired outcomes that healthcare employers are seeking. Nursing departments now require advanced simulation facilities with expensive manikins and other state-of-the-art equipment, technology, and software licensing fees. While it may be possible for CSCU to secure bond funding or other sources to build facilities and purchase equipment, those sources of support do not cover the ongoing expenses associated with maintenance and repair, per student software licensing fees, upgrades, replacement, or the specialized staff required to operate this new equipment.

Other financial pressures facing healthcare programs include increased accreditation fees and honorariums for nurse practitioner clinical placements. NP programs at WCSU require 540 hours of clinical practice and the Family Nurse Practitioner (FNP) program at SCSU requires 660 clinical practice hours in women's health, pediatrics, family practice and internal medicine including older adults. Since hosting clinical placements for these students requires healthcare facilities to allocate a licensed APRN who could otherwise be utilized to bill for providing patient services, healthcare facilities are now charging educational institutions between $250 and $2,000 per student per semester to host an APRN student.

Beyond the challenges presented by increases in healthcare specific program expenses, our CSCU colleges and universities are also experiencing a substantial increase in the need for social, mental, and academic support for students.

Current Funding Needs:

CSCU nursing programs currently have dramatically different staffing levels and related budgets. Some programs have struggled to recover from pandemic related retirements and resignations, and due to general budget shortfalls at their institutions, have been unable to allocate funding for the full-time faculty and staff positions required to meet an increased nursing administration workload. Other CSCU nursing programs are using tem-

porary external funding to hire necessary full-time faculty and staff and provide other important resources such as simulation equipment and need-based student scholarships. These external funds have provided a respite from annual financial pressures, but mask a systemic CSCU problem of underfunding that is alarming in the context of other institutional budgetary challenges.

One very urgent external funding example is the ARPA funded CT Health Horizons (CT-HH) grant program. Launched in 2023 and ending on June 30, 2025, this program provided $35 million to public and private institutions with nursing and social work programs in CT for the purpose of increasing student enrollments by funding full-time faculty and staff, and providing need-based student tuition support. Table 8 shows the distribution of CT-HH funding to nursing programs in Connecticut. A total of $6.8 million was provided to CSCU nursing programs, $4.1 million of which has supported faculty and staff salaries. Unless the CT legislature approves renewal of this funding in their next biennial budget, CSCU nursing programs will lose funding for many full-time faculty and staff who are currently serving nursing students and allowing those institutions to meet their accreditation requirements.

Another external funding example is the 2022 SCSU School of Nursing partnership with Yale New Haven Health System (YNHHS) totaling $4.8 million over a period of 4.5 years, $2.3 million of which supports full-time nursing staff positions. This partnership, combined with state bond funding for a new building and simulation center, has allowed SCSU to double the number of BSN graduates from 100 per year to 200 per year (by 2026). However, if this grant program is not renewed prior to December 2026, the SCSU School of Nursing will lose more than $2 million in student scholarship support and either need to absorb the $2.3 million cost of the additional staff who are serving this larger student population, or decrease enrollment to pre-2022 levels. Student scholarships are especially important for our upper division students who have limited capacity to work while completing their full-time nursing curriculum and clinical placements. Historically, our state universities have limited resources for merit and need-based scholarships. Private universities and UCONN have more extensive endowments for scholarships which provides advantages when recruiting the most qualified students in our state.

Table 8: Connecticut Health Horizons Nursing Funding Allocations 2023 – 2025.

CONNECTICUT'S HEALTH HORIZONS NURSING FUNDING				
COLLEGE	TUITION	FACULTY	INNOVATIVE	FUNDING AMOUNT
Albertus Magnus College		$805,200		$805,200
Central Connecticut State University	$300,000	$687,000		$987,000
Charter Oak State College	$450,000			$450,000
CT State		$1,200,000		$1,200,000
Eastern Connecticut State University	$200,000	$1,000,000		$1,200,000
Fairfield University	$1,080,000	$728,892	$586,770	$2,395,662
Goodwin University	$750,000	$341,250	$817,500	$1,908,750
Quinnipiac University	$604,062	$810,000	$679,375	$2,093,437
Sacred Heart University	$773,000	$810,000		$1,583,000
Southern Connecticut State Universlty	$700,000	$403,422	$224 500	$1,327,922
UConn Avery Point	$240,000	$394,824		$634,824
UConn Stamford	$300,000	$394,824		$694,824
UConn Storrs	$320,000	$1,516,740		$1,836,740
UConn Waterbury	$360,000	$394,824		$754,824
University of Bridgeport	$1,250,000	$473,199		$1,723,199
University of Hartford	$450,000	$787,120		$1,237,120
University of St. Joseph	$460,000	$625,000		$1,085,000
Western Connecticut State University	$850,000	$810,000		$1,660,000
	$9,087,062	$12,182,295		$23,577,502

2. Budgeting Processes

Healthcare program budgets are part of the centralized budget for each individual CSCU institution, and as a result, are impacted by budget shortfalls, annual budget cuts, hiring freezes, and other actions, regardless of the status of their program enrollments. Since healthcare program accreditation has specific requirements for the credentials of program directors, faculty and staff, and strict ratio requirements for the number of students that can be supervised by each faculty member, any uncertainty about whether new faculty can be hired to serve newly admitted and continuing students can be very stressful and time consuming for our healthcare program administrators to resolve.

Innovative solutions and budgeting processes are needed to provide CSCU healthcare programs with stable, reliably budgeted financial resources in relation to program enrollment. Reducing full-time faculty and staff after students have been admitted to CSCU healthcare programs places those programs at risk of poor student outcomes and related accreditation consequences. Admitting pre-healthcare majors without adequate availability of required prerequisite courses creates frustration, con-

tributes to attrition and negatively impacts timely degree completion at each campus.

CSCU healthcare programs currently charge students specific program and course fees that have historically supplemented operating budgets and covered some program specific expenses such as accreditation fees, lab supplies, and clinical placement related staffing and honorariums. These fees are not adequate to cover the additional cost of delivering our CSCU healthcare programs. Introducing cost center healthcare program budgeting processes would produce accurate projections for revenues and expenses and guide development of multi-year budgets and fundraising goals. Cost center budgeting would also inform funding and staffing levels required for healthcare prerequisite courses which are typically delivered by colleges of arts and sciences.

3. Marketing and Communication

Public access to high quality, comprehensive, up-to-date information about CSCU healthcare programs is currently lacking due to inconsistent and inadequate campus level resources for marketing, website development, and hiring personnel. Specifically, personnel are needed to recruit

at area high schools and other settings, host onsite visits and events, answer prospective student questions, provide admissions application support, review transcripts, and provide advising to prospective adult learners and transfer students.

Specific to nursing, CSCU currently has six different nursing programs, each developed collaboratively with their regional student populations and workforce providers. Each program has a unique vision and mission linked to university history, alumni base, community relationships, and has earned their external accreditation with unique admissions standards and requirements, enrollment capacities, curriculum progressions, organizational structures, facilities, and budget resources. It is desirable to preserve the varied portfolio of offerings that provide CSCU with a competitive advantage over private university nursing programs in our state. However, improvements are needed in the quality and availability of information about each program. Comprehensive, pro-fessional marketing and branding would position CSCU nursing programs at a level consistent with their earned legacy of excellence.

4. Recruitment and Admissions Processes

Considerable labor is required to administer CSCU healthcare application processes and our CSCU institutions are not accomplishing these tasks in ways that are comprehensive or efficient. CT State received 2282 nursing applications in fall 2024, determined that 1100 applicants were qualified, and offered admission to 672 students. In addition to the 2282 applicants there were many hundreds of other prospective students who requested information or assistance. With the exception of CT State nursing programs, each campus manages its healthcare program admissions process independent of other campuses and uses department resources that are separate from the general institutional undergraduate and graduate admissions structures. There are dramatic differences between campuses in staffing levels allocated to accomplish recruitment and admissions tasks for healthcare programs, and as a result, differences in levels of service that can be provided. Some programs utilize part-time students, graduate assistants or university assistants who are not available with consistent business hour schedules. Other campuses provide re-assigned time credits to full-time faculty which reduces their availability to teach or administer the healthcare programs for which they possess advanced credentials, and faculty contracts do not extend through winter intersession or summer.

CSCU healthcare programs require adequate staff and collaborative staffing solutions to effectively communicate with applicants, review materials, and manage admissions invitations in order to enroll the precise number of students required to fill all available program seats. Every student who does not receive excellent admissions support is a potential applicant at a non-CSCU program in Connecticut. Currently, most CSCU healthcare programs are not effectively staffed. Anecdotal evidence indicates that our private university competitors are performing substantially better that our CSCU institutions with regard to available staff for admissions and application support for potential high school and transfer applicants.

5. Access to Prerequisite Courses

Many CSCU healthcare programs provide open access to prerequisite courses, and upon completion of those requirements, provide open access to the application for program admission. In contrast, most private universities limit healthcare program admission, such as nursing, to selected freshmen who apply directly from high school. This CSCU system approach presents both advantages and challenges. This system has strong positive implications for social mobility since the completion of a healthcare degree, whether as a new high school graduate or as a non-traditional adult learner, leads to careers with high salaries/benefits, job security, advancement opportunities, and employment mobility/flexibility. Open access to prerequisite courses and the application for program admission has also provided a robust pipeline for first-time full-time freshmen student enrollment and transfer student enrollment at our CT State colleges and state universities. For example, in fall 2023 SCSU enrolled 87 freshmen who were directly admitted into the nursing program, but also enrolled 244 freshmen who were planning to enroll in pre-nursing courses with the intention of applying to the nursing program prior to their junior year. Many of these students were not accepted directly into other university nursing programs as freshmen, and open access provided a second chance to pursue their chosen profession. It is not clear whether these students would have enrolled at the university if the possibility of a nursing degree was not available.

This open access system also presents significant challenges. A large number of students earn grades of D or F or Withdrawal in their biology, chemistry or math nursing pre-requisite courses and some re-register or repeat these courses multiple times in an effort to earn the required grade for their healthcare program application. These lab

courses are expensive to deliver and difficult to staff with qualified and experienced faculty. Allocating seats for students who later withdraw and/or repeat a course creates challenges in those departments and results in some students not having access to the courses they need to progress toward timely graduation. There is also a high rate of attrition among students who initially enrolled with the intention of majoring in a specific healthcare program but were not successful with their prerequisite courses. Some students successfully move into other majors but others drop out or fail out due to poor academic performance.

Research on the impact of open access to healthcare prerequisite courses is needed prior to building upon this model for further program enrollment growth. This is especially important for AS and BSN nursing programs that have a very large number of pre-majors on our CSCU campuses.

6. Accreditation Burdens

Any expansion of healthcare programs at CSCU requires careful consideration of initial costs and long-term obligations associated with burdensome accreditation requirements. Obtaining approval for a new healthcare program can require more than three years. Prior to enrolling students, new programs require considerable staff time for curriculum development, approval processes and accreditation reports. This work is typically accomplished with consultants, new full-time employees, and/or the reallocation time for current employees at the expense of teaching or other academic activities.

There are two different external accrediting agencies within the CSCU nursing programs. The *Commission on Collegiate Nursing Education (CCNE)* provides accreditation approval for WCSU, SCSU, CCSU, COSC, and ECSU (in-process), and the *Accreditation Commission for Education in Nursing (ACEN)* provides accreditation for CT State nursing programs. Any new nursing programs will require a lengthy process that will span multiple years and require approval at the following levels: 1) internal CSCU campus, 2) CSCU Board of Regents, 3) External Accreditation Organization, and the 4) Connecticut State Board of Examiners for Nursing (BOEN) with the consent of the Commissioner of the Connecticut Department of Public Health. In addition to the six externally accredited RN programs within CT State, there are more than 30 externally accredited allied health programs offered across 12 campuses. These programs include high demand health programs in Radiation Therapy, Surgical Technology, and Respiratory Care and others where students must graduate from an accredited program and successfully complete and pass

either state or national credentialing exams. **Appendix D** includes many of the state nursing regulations that CSCU nursing programs must follow in order to obtain initial and ongoing approval to offer degree programs that qualify graduates to obtain their license to practice nursing in Connecticut.

The recent CT State LPN program approval is an example of the substantial workload required to launch a new healthcare program. This process began with a letter of intent in November 2022, followed by a 600-page feasibility study that was submitted to BOEN in October 2024. CT State governance approval was obtained in September 2023, CSCU Board of Regents approval in June 2024, and BOEN approval in November 2024 with a site visit scheduled for January 2025. CT State will admit its first cohort of 24 LPN students in June 2025. It is important to note that these extra layers for initial and ongoing program approval are time consuming and resource intensive when compared with other types of non-healthcare accredited academic programs at our colleges and universities.

The new M.S. Occupational Therapy program at SCSU also illustrates accreditation burdens. This program is currently enrolling students with an anticipated launch date of May 2025. However, the ACOTE accreditation agency required SCSU to submit a letter of intent in January 2020, hire a full-time program director in 2022, and hire a part-time field placement coordinator in 2023, and then submit a pre-candidacy application in 2024 after developing the full curriculum, securing healthcare facility field placement agreements for every potential student, and obtaining necessary approvals from SCSU and the CSCU Board of Regents. This program will have its accreditation site visit during its first year of operations and is therefore forced to enroll students prior to obtaining full accreditation, which may impact first-year enrollments.

The Doctor of Physical Therapy program at CCSU is yet another example. The Commission on Accreditation in Physical Therapy Education (CAPTE) requires programs to hire an experienced Program Director in advance of developing their accreditation candidacy application. Due to the national shortage of experienced Physical Therapy Directors, CCSU has experienced multiple delays in the submission of their accreditation candidacy application.

7. Competition from Private Universities in Connecticut

In addition to considering accreditation burdens prior to growing CSCU healthcare programs, rigorous market research is required to project future supply and demand. Demand for degree programs in nursing and other health

professions is currently robust but these programs may be impacted by the same declining Connecticut high school graduation trends that all college/university programs are facing. Additionally, healthcare programs are experiencing a decline in the number of adequately prepared applicants. A higher percentage of pre-majors are struggling to successfully complete prerequisite courses in math, biology, and chemistry. Also, demand for nursing may have been overestimated by organizations such as Connecticut Center for Nursing Workforce (CCNW). This organization provides an annual report on the number of nursing applicants and enrollments across all nursing programs in Connecticut, however, does not acknowledge or quantify the reality that many nursing students apply to multiple programs at one time. As a result, statistics such as those from CCNW on the number of qualified applicants who are turned away each year should be viewed with caution.

On the supply side, there has been considerable recent expansion of nursing and other healthcare programs at UCONN and private institutions which has led to increased competition for nursing students in Connecticut. In addition to Eastern Connecticut State University, new BSN programs were recently launched in CT by Arizona College of Nursing, Albertus Magnus College, and Mitchell College. Multiple cohorts of a new LPN program were launched at Goodwin University. A new Associate degree program in nursing was recently launched at Sacred Heart University, and a new Master initial RN licensure program was launched at Fairfield University. UCONN has also increased nursing program enrollment through the addition of accelerated programs at its Storrs, Avery Point, Stamford, and Waterbury campuses. In 2023-24 UCONN graduated 131 students from their traditional BSN program

and an additional 249 students from their accelerated BSN programs. Data were not available on the percentage UCONN students or private university students who were employed in the state of Connecticut after graduation, but since UCONN and private universities attract a large percentage of out-of-state students, we suspect that CSCU institutions outperform UCONN in this regard.

Private universities and UCONN have several advantages over CSCU institutions that include scaled down internal program approval process and timelines, endowments that facilitate large scholarship offers to high performing Pell eligible students, and opportunities to hire full-time faculty for long-term, non-tenure earning positions. Currently, the AAUP contract with our state universities at CSCU does not allow our healthcare programs to hire full-time, Master degree prepared clinical faculty for more than two years without conducting a tenure track search. In order for Master prepared faculty to compete for tenure track positions at our state universities, they must enroll in doctoral degree programs and establish independent research agendas. It would resolve many health and human services faculty shortage issues at our CSCU state universities if campuses could supplement their permanent doctoral prepared full-time faculty with permanent Master prepared full-time faculty. These faculty could teach in BSN programs and dedicate all of their time to teaching and service activities without a requirement to complete their doctorate and engage in research activities required to earn tenure. UCONN has such a position in the AAUP union titled "Faculty in Residence". It is important that this issue be included in upcoming AAUP contract negotiations for CSCU.

Section Five: Opportunities

The CSCU system of 12 CT State College campuses, 4 State Universities, and 1 online State College provides opportunities to establish effective budgeting processes and secure necessary financial resources to maintain and expand their portfolio of healthcare programs. CSCU is uniquely positioned to establish systems for collaboration among institutions for the purpose of achieving improvements and efficiencies in program delivery, marketing, recruitment, communication, and admissions. These actions can lead to enrollment growth and secure CSCU's position as the leading educational contributor to Connecticut healthcare workforce.

1. Resource Development

CSCU has the opportunity to leverage its position as a critical and substantial healthcare workforce provider, to secure funding from the state legislature, federal and non-profit organization grants, and private donors. Advocacy is urgently needed at this time to ensure the renewal of the CT Health Horizons grant program from the state of Connecticut. This 2023-25 grant program provided CSCU nursing programs with the opportunity to pilot test the impact of hiring additional full-time faculty and staff and providing substantial need-based scholarships to nursing students. Outcomes have been outstanding. As an example, this grant program allowed SCSU to hire 3 additional full-time faculty/staff, graduate 91 additional accelerated nursing students into practice, and launch a part-time nursing program that now provides a nursing career pathway for a new population of working professionals. An interim report on the impact of CT Health Horizons funding is provided in **Appendix E**.

CSCU also has the opportunity to secure substantial additional external funding from Connecticut healthcare facilities that hire CSCU graduates. Many employers are deeply dependent on CSCU healthcare programs to educate their future employees, especially since a high percentage of CSCU graduates choose to live and work in Connecticut after graduating from their degree program (see tables 4 and 7). Without robust CSCU program pipelines many healthcare facilities would need to engage in expensive recruitment and staffing activities that include hiring temporary "travelers" at higher rates of pay and contracting with recruiting agencies. When required staffing levels are not met the quality of patient care is impacted. Healthcare facilities can also lose critical revenues when forced to delay scheduled elective surgeries, procedures, and preventative medical appointments.

The SCSU/Yale New Haven Health System (YNHHS) partnership began in 2022 when YNHHS requested that all regional nursing schools submit proposals for resources that would allow those programs to increase the number nurses graduated into practice. The SCSU School of Nursing was well positioned for growth since they were in the process of opening a bond funded new health and human services building that included state-of-the-art nursing labs and simulation facilities. SCSU requested and was awarded $4.8 million from YNHHS over a period of 4.5 years to double the number of BSN graduates from 100 per year to 200 per year by 2026. SCSU is on track to meet this goal, graduating 172 BSN graduates in 2023 (see figure 6) and YNHHS hired 78 of those graduates as employees in 2023, which was a substantial increase from the 2022 baseline of 52 employees hired. An interim report on the impact of the SCSU/YNHHS partnership is provided in **Appendix F**. It is essential that this partnership is renewed prior to December 2026, or the SCSU School of Nursing will need to secure alternate funding to maintain its higher BSN enrollment levels.

The CT Health Horizons state funding, and the SCSU/YNHHS employer partnership have demonstrated that investments in nursing faculty, staff, and student scholarships can increase the number and diversity of students who complete their nursing degree programs and join the Connecticut workforce. There are opportunities to leverage these results to secure additional funding from other healthcare providers in Connecticut including large healthcare systems such as Hartford Healthcare, Nuvance Health, and Trinity Health of New England. Additionally, CSCU can support grant writing and other types of external resource development activities to provide healthcare programs with necessary operating budgets and financial reserves.

2. Budgeting Processes

CSCU has the opportunity to conduct comprehensive cost center analyses of individual campus healthcare programs in order to quantify current revenues and expenditures and determine the amount of external funding required to maintain these programs at their current enrollment levels. Reliable year-to-year financial resources and reserves are essential for healthcare programs to increase program enrollments without risk of violating accreditation standards for program resources and staffing levels.

3. Enhanced Collaboration

CSCU healthcare programs have the opportunity to implement formal structures for sharing information, adopting best practices, and enhancing collaboration. The Healthcare Career Council led by Victoria Bozzuto currently has representation from all CSCU nursing programs and serves as an excellent foundation upon which to build collaborative structures that can further strengthen all CSCU healthcare programs.

Collaboration has potential to influence pricing for equipment and supplies, enhance negotiation for clinical placements and external funding from healthcare employers, strengthen external grant applications, and provide leadership for campuses that are launching programs that already exist on other campuses. CCSU, SCSU and WCSU have extensive experience with administering BSN programs and can serve as an important resource for ECSU as it delivers its degree program for the first time to its first cohort of nursing students. SCSU also has extensive experience with administering an accelerated BSN program and will soon graduate their first cohort of part-time nursing students. This knowledge can be shared with other campuses who are looking to add these programs to their portfolios as strategies to increase BSN program enrollment. State university nursing programs also have opportunities to collaborate on admissions processes, recruitment, marketing, and communication. Collaboration on transfer student nursing admissions could be an effective strategy for each campus to reach full enrollment capacity in the junior and senior year hence maximizing annual degree completion on every campus.

Collaboration between CT State, the state universities and Charter Oak State College could also enhance the RN/ADN to BSN program enrollment and program delivery. CT State is graduating approximately 470 initial RN licensure Associate degree students per year who would benefit from enrollment in an RN/ADN to BSN completion program, but COSC currently recruits fewer than 20% of those graduates.   The state universities offer online RN to BSN

programs but do so at higher tuition rates than Charter Oak and as a result, have experienced declining enrollment that may justify program closures and reallocation of those resources to other programs. A formal collaboration has the potential to increase recruitment of students from CT State into Charter Oak's RN/ADN to BSN completion program and facilitate students continuing their education at CSCU versus an out of state university such as Capella or Southern New Hampshire. A collaboration with the state universities has potential to leverage their recognized brand, expertise, and legacy of excellence in nursing education.

Collaboration between CT State and the state universities could open up a new portfolio of healthcare program options to state university students and ensure that enrollment in all CSCU healthcare programs is maximized to meet the workforce needs of the state. CSCU campuses attract a large number of students who are interested in pursuing nursing but do not progress through the required nursing prerequisite courses. Many of these students drop out of college without completing a degree. Each CSCU campus with a nursing program has implemented unique strategies to redirect these students into other majors but state universities do not have the broad healthcare portfolio that is in place at the CT State community college campuses. A collaboration for dual enrollment at CT State and the state universities could produce solutions for this population of state university students who wish to have a 4-year residential college experience but are interested in pursuing another healthcare profession that is offered at the Associate degree level at one of the CT State campuses. There are also opportunities to offer CT State college branded Associate degree healthcare programs at state universities campuses in a continuous education model. YNHHS has requested that the CT State Norwalk campus consider offering a cohort of the Associate Respiratory Therapy program at SCSU as a way to increase the YNHHS workforce pipeline in the New Haven area. YNHHS is able to provide instructors, clinical placements and access to equipment which would be necessary to make this program option possible.

4. Communication and Marketing

CSCU healthcare programs have the opportunity to implement communication structures and materials that capitalize on CSCU's unique market position of 16 geographically distributed college and university campuses and one online college, each offering a unique portfolio of healthcare programs and multiple pathways into specific healthcare professions. For example, a single website portal could serve as a valuable resource to educate pro-

spective nursing students and their parents/guardians/ school counselors about the multiple nursing pathways available at CSCU and differences in program features and requirements. This portal could facilitate access to nursing program applications at multiple institutions and link prospective students to admissions specialist staff who could provide timely information, academic advising, and assistance with transcript reviews and assessment of program eligibility. Such a centralized portal would distinguish CSCU nursing programs from those at private universities in our state and increase awareness and knowledge about all CSCU nursing programs.

CSCU has the opportunity to disseminate information about its broad portfolio of healthcare programs to its very large population of students who are enrolled in prerequisite courses at CSCU institutions with the intention of applying to CSCU nursing programs in the future. Supporting and redirecting a subset of this population of students into non-nursing healthcare programs with workforce shortages and high salary earning potential would improve their social mobility and long-term economic prosperity while also meeting critical healthcare workforce needs in our state.

5. Enrollment Growth and New Program Offerings

CSCU has the opportunity to asses the viability of each healthcare degree program by completing a thorough analysis of revenues and costs, workforce needs, and potential to secure necessary funding. If adequate funding from the state or external partners is not feasible, but there is substantial student demand, CSCU may wish to consider instituting higher differential tuition and fees in order to preserve those programs. In other cases, program elimination may be necessary and will require thoughtful actions to ensure that current students can complete their degree programs in adherence with accreditation and state regulations.

CT state recently examined their healthcare program distribution, demand, occupational outlook, and expansion costs. **Appendix G** provides a summary report.

CSCU has the opportunity to increase enrollments and grow its healthcare portfolio of program offerings. In summer 2025 SCSU will launch a new M.S. in Occupational Therapy (MSOT). This will be the first public university MSOT program in Connecticut. The MSOT program is projected to recoup program investments by the end of its second year of enrollment and produce a total of $1 million in excess revenue by the end of fiscal year 2028.

This M.S. program will provide preferential admissions pathways for students at other CSCU campuses who are interested in pursing Occupational Therapy.

CCSU should continue efforts to launch its Doctor of Physical Therapy (DPT) program and if necessary, explore collaboration with other CSCU campuses in order to meet accreditation requirements. This program can provide important access to an affordable public university option that would allow graduates from undergraduate health programs on CSCU campuses to enter the Physical Therapy profession in Connecticut.

CCSU and SCSU should explore opportunities to collaborate on delivery of their modestly enrolled Master Athletic Training (MAT) degree programs (see figure 14). In fall 2022 the accrediting agency for athletic training, CAATE, began requiring the Master degree in order for students to obtain certification to practice in their state. This change required all Bachelor degree programs, including SCSU and CCSU, to launch Master degree programs. Private universities in Connecticut have closed their programs due to modest student interest and enrollment. The only MAT programs that remain in Connecticut are located at SCSU, CCSU, and UCONN. As public institutions, it is essential to continue offering athletic training degree programs in order to meet the workforce needs of our state. Secondary schools throughout Connecticut require athletic trainers to provide necessary medical supervision and emergency response to student athletes. As private universities have continued to close, CSCU has been experiencing an increase in applications and student interest. Also, workforce shortages have resulted in increased starting salaries for athletic trainers, making the profession more appealing to prospective students. It is appropriate for CSCU to monitor enrollment in the years ahead to determine whether it is viable to offer two different MAT programs at universities that are located 35 miles apart.

CSCU should explore other opportunities for new graduate healthcare programs, which compared with undergraduate programs, are easier to plan, administer, and model budget projections without the added complexity of general education and prerequisite course requirements. Tremendous growth potential is possible for Master Nurse Practitioner (NP) and Doctor Nursing Practice (DNP) programs if solutions can be found for clinical placements and associated expenses. Additional doctoral programs should also be explored, including a Doctor of Health Science (DHSc) degree program that would serve Master level practitioners who wish to move into full-time faculty positions. The Master Physician Associate degree program (formerly Physician Assistant) should also be explored

for feasibility since there is great student and workforce demand and no public university programs available in Connecticut. Yale New Haven Health System's rapidly expanding Clinical Neurophysiology Department and the CSCU campuses should continue to discuss partnership opportunities.

Noncredit certificates also offer valuable educational opportunities depending on a student's career goals, time commitment, and financial resources. Certificates offer quick, specialized training and entry into the workforce, while degrees provide a more comprehensive education and better long-term career prospects. Short-term programs can often be completed in less than 6 months, making them a fast track to employment. Certificates are generally less expensive than degree programs, however, noncredit programs are not typically eligible for financial aid and must be paid for by the student or third-party provider. Many of CT State's healthcare noncredit programs are also suitable for college credit.

Section Six: Conclusion

The Connecticut State Colleges and Universities (CSCU) Healthcare Taskforce has identified critical challenges and transformative opportunities to align healthcare education with Connecticut's evolving workforce needs. This report underscores the importance of sustainable funding, strategic collaboration, and innovative approaches to address workforce shortages, enhance student success, and strengthen the role of CSCU as a leading provider of healthcare education.

By fostering partnerships, expanding high-demand programs, and prioritizing equity and accessibility, CSCU is well-positioned to prepare the next generation of healthcare professionals. This commitment not only supports individual career growth but also addresses broader public health challenges and strengthens the economic vitality of the state.

Moving forward, the taskforce requests funding of $20 million, ideally matched by the state, to help support the recommendations provided herein that call for immediate and coordinated actions. From advocating for renewed state support to enhancing collaboration across CSCU institutions, these strategies represent a roadmap to ensure CSCU's healthcare programs remain competitive, impactful, and aligned with the dynamic needs of Connecticut's healthcare sector.

The taskforce thanks the CSCU Board of Regents, our institutional partners, and the healthcare community for their dedication to this shared mission. Together, we will continue to innovate and lead in shaping a healthier, more equitable future for Connecticut.

APPENDICES

Connecticut State Colleges and Universities (CSCU)
Healthcare Taskforce

January 23, 2025

Appendix A:

CSCU Non-Nursing Healthcare Program Listing

Listing of CT State Non-Nursing Healthcare Programs

Program Name	OHE Number	Program Type - Degree Type	Number of Credits
Administrative Medical Assistant	21970	Certification of Completion	0
Biomedical Engineering Technology	21487	Associate's Degree	63
Business Office Technology: Electronic Health Records Specialist	21405	Certificate	19
Business Office Technology: Medical Insurance Specialist	21407	Certificate	23
Business Office Technology: Medical Option	21408	Associate's Degree	60
Central Sterile Processing Technician	21976	Certification of Completion	0
Certified Nurse Aide	21972	Certification of Completion	0
Community Health Worker	22011	Certification of Completion	0
Dental Assistant	21238	Certificate	35
Dental Assistant	22014	Certification of Completion	0
Dental Assisting	21239	Certificate	33
Dental Hygiene	21240	Associate's Degree	96
Diagnostic Medical Sonography	21241	Associate's Degree	79
Drug and Alcohol Recovery Counselor	21564	Associate's Degree	60
Drug and Alcohol Recovery Counselor (DARC) Certificate	21563	Certificate	21
Electrocardiogram Technician	22030	Certification of Completion	0
Emergency Medical Technician (EMT)	21983	Certification of Completion	0
EMT to Paramedic Pathway	21272	Certificate	19
Health Career Pathway Certificate	21275	Certificate	28
Health Information: Clinical Coding Certificate	21332	Certificate	41
Health Information: Health Information Technology - Data Management	21333	Associate's Degree	72
Health Information: Healthcare Administration	21337	Associate's Degree	61
Health Information: Medical Billing and Outpatient Coding Specialist	21338	Certificate	24
Health Information: Outpatient Medical Coding and Auditing	21339	Associate's Degree	60
Health Science	21720	Associate's Degree	60
Human Services	21651	Associate's Degree	61
Human Services: Behavioral Healthcare Specialist Certificate	21659	Certificate	30
Human Services: Child, Family, and Community Studies	21652	Associate's Degree	61
Human Services: Gerontology	21653	Associate's Degree	61
Human Services: Gerontology Certificate	21656	Certificate	24
Human Services: Human Services Management	21654	Associate's Degree	61
Human Services: Management Certificate	21657	Certificate	27
Human Services: Mental Health	21655	Associate's Degree	61
Human Services: Mental Health Certificate	21658	Certificate	30
Human Services: Social Work Studies, CSCU Transfer Degree	21660	Associate's Degree	61
Massage Therapy	21277	Associate's Degree	60
Medical Assisting Certificate	21279	Certificate	31
Medical Assisting Certificate	21278	Certificate	31
Medical Interpreter	22029	Certification of Completion	0
Medical Laboratory Technician	21281	Associate's Degree	63
Nuclear Medicine Technology	21282	Associate's Degree	77
Nutrition and Dietetics	21284	Associate's Degree	63
Occupational Therapy Assistant	21285	Associate's Degree	66
Ophthalmic Assistant	21984	Certification of Completion	0
Ophthalmic Design & Dispensing	21286	Associate's Degree	68
Paramedic Studies Certificate	21294	Certificate	34
Paramedic Studies Certificate	21293	Certificate	34
Paramedic Studies: Emergency Medical Services Instructor	21295	Associate's Degree	68
Patient Care Technician	22024	Certification of Completion	0
Pharmacy Technician	22010	Certification of Completion	0
Phlebotomy Technician	21977	Certification of Completion	0
Phlebotomy: Certified Phlebotomy Technician Certificate	21296	Certificate	16
Physical Therapist Assistant	21297	Associate's Degree	67
Physical Therapy Aide Certificate	22118	Certification of Completion	0
Pre-Dental Hygiene Transfer Compact	21298	Associate's Degree	65
Pre-Nutrition Transfer Degree	21308	Associate's Degree	64
Professional Medical Billing and Coding	22032	Certification of Completion	0
Professional Medical Billing and Coding	21982	Certification of Completion	0
Radiation Therapy, Gateway	21309	Associate's Degree	71
Radiation Therapy, Manchester	21310	Associate's Degree	71
Radiography, Capital & Naugatuck	21314	Associate's Degree	71
Radiography, Gateway	21311	Associate's Degree	77
Radiography, Manchester	21312	Associate's Degree	76
Radiography, Middlesex	21313	Associate's Degree	74
Radiography: Computed Tomography Certificate	21316	Certificate	21
Radiography: Magnetic Resonance Imaging	21315	Certificate	22
Radiography: Mammography Certificate	21317	Certificate	8
Registered Medical Assistant	22025	Certification of Completion	0
Respiratory Care, Manchester	21327	Associate's Degree	76
Respiratory Care, Norwalk & Naugatuck	21328	Associate's Degree	72
Surgical Technology	21318	Associate's Degree	68
Surgical Technology, Manchester Campus-Hartford Hospital	21326	Associate's Degree	62

Appendix B:

CSCU Healthcare Enrollments

2022-2024

CSCU Healthcare Program Enrollment
Fall Semesters

Campus	Level	Major	CIPCode	Enrollment		
				2022-23	2023-24	2024-25
Charter Oak	Graduate	COSC - MS in Health Care Administration	510701	41	33	24
Charter Oak	Graduate	COSC - MS in Health Informatics	512706	22	15	11
Charter Oak	Undergrad	COSC - BS in Health Care Administration	510701	107	144	135
Charter Oak	Undergrad	COSC - BS in Health Information Management	510706	80	74	68
Charter Oak	Undergrad	COSC - BS in Nursing: RN/ADN to BSN	513801	101	88	122
Charter Oak	Undergrad	COSC - BS in Social Work	440701	29	78	126
Charter Oak	Undergrad	COSC - Cert in Cancer Registry Management	510721		1	10
Charter Oak	Undergrad	COSC - Cert in Clinical Documentation Improve.	510707	1	1	3
Charter Oak	Undergrad	COSC - Cert in Health Info Fund. for Health Profs.	510713	1		
Charter Oak	Undergrad	COSC - Cert in Health Information Management	510706	10	8	15
Charter Oak	Undergrad	COSC - Cert in Health Insurance Customer Service	510713			
Charter Oak	Undergrad	COSC - Cert in Leadership in Health Care Admin	510701			
Charter Oak	Undergrad	COSC - Cert in Medical Coding	510713	13	27	34
Charter Oak	Undergrad	COSC - Cert in Physician Practice Management	510705			1
Charter Oak	Undergrad	COSC - Cert in Provider Credentialing Specialist	510717	1	1	4
Central	Graduate	CCSU - DNAP in Nurse Anesthesia Practice	513804	85	90	94
Central	Graduate	CCSU - MA/MS in Biological Sciences	260101	17	17	9
Central	Graduate	CCSU - MS in Athletic Training	510913	3	5	9
Central	Graduate	CCSU - MS in Biomolecular Sciences	260204	21	22	25
Central	Graduate	CCSU - MS in Marriage & Family Therapy	511505	68	50	44
Central	Graduate	CCSU - MSN in Nursing Hospice and Palliative Care	513818	11	13	9
Central	Graduate	CCSU - MSW in Social Work	511503			29
Central	Graduate	CCSU - OCP in Gerontology	190702	1		
Central	Graduate	CCSU - OCP in Pre-Health Studies	511199	15	14	11
Central	Graduate	CCSU - PM CERT in Professional Counseling	422803	15	17	7
Central	Undergrad	CCSU - BA in Social Work	440701	184	181	214
Central	Undergrad	CCSU - BS in Athletic Training	510913	1		
Central	Undergrad	CCSU - BS in Biochemistry	260202	26	23	19
Central	Undergrad	CCSU - BS in Biomolecular Sciences	260204	63	69	69
Central	Undergrad	CCSU - BSN in Nursing	513801	335	396	479
Central	Undergrad	CCSU - BSN in Nursing (RN to BSN)	513801	22	27	24
Central	Undergrad	CCSU - Cert in Gerontology	190702		1	
Eastern	Undergrad	ECSU - BA in Pre-Social Work	440701	46	35	35
Eastern	Undergrad	ECSU - BA in Social Work	440701	90	72	65
Eastern	Undergrad	ECSU - BS in Biochemistry	260202	26	26	28
Eastern	Undergrad	ECSU - BS in Health Sciences	510000	269	276	315
Eastern	Undergrad	ECSU - BSN in Nursing	513801		32	99
Southern	Graduate	SCSU - DSW in Social Work	440701	42	41	32
Southern	Graduate	SCSU - EDD in Nurse Educator	513203	26	19	19
Southern	Graduate	SCSU - GRADCERT in Applied Behavior Analysis	422814	2	3	4

CSCU Healthcare Program Enrollment
Fall Semesters

Campus	Level	Major	CIPCode	Enrollment		
				2022-23	**2023-24**	**2024-25**
Southern	Graduate	SCSU - MBA in Healthcare	520202	19	22	
Southern	Graduate	SCSU - MBA in Healthcare Administration				29
Southern	Graduate	SCSU - MFT in Marriage and Family Therapy	511505	55	56	59
Southern	Graduate	SCSU - MPH in Public Health	512201	75	70	63
Southern	Graduate	SCSU - MS in Applied Behavior Analysis	422814	11	22	35
Southern	Graduate	SCSU - MS in Mental Health Counseling	511508	49	60	58
Southern	Graduate	SCSU - MS/MA in Dual Master's	440701			12
Southern	Graduate	SCSU - MSN in Clinical Nurse Leader	513820	1	1	
Southern	Graduate	SCSU - MSN in Family Nurse Practitioner	513805	50	34	37
Southern	Graduate	SCSU - MSN in Nurse Educator	513203	4	13	21
Southern	Graduate	SCSU - MSW in Dual Master's	440701	24	20	
Southern	Graduate	SCSU - MSW in Social Work	440701	162	189	172
Southern	Graduate	SCSU - PMC in Addiction Counseling	511501	1		1
Southern	Graduate	SCSU - PMC in Family Nurse Practitioner	513805	6	6	2
Southern	Graduate	SCSU - PMC in Mental Health Counseling	511508	6	6	1
Southern	Undergrad	SCSU - BHSC in Health Science	510000	77	64	60
Southern	Undergrad	SCSU - BS in Health and Wellness Coaching	510001		1	9
Southern	Undergrad	SCSU - BS in Healthcare Studies	510001	548	637	572
Southern	Undergrad	SCSU - BS in Nursing	513801	380	423	471
Southern	Undergrad	SCSU - BS in Public Health	512201	54	45	46
Southern	Undergrad	SCSU - BS in Respiratory Care	510908	15	7	4
Southern	Undergrad	SCSU - BS in Social Work	440701	201	201	228
Southern	Undergrad	SCSU - BSRT in Respiratory Care	510908		2	11
Western	Graduate	WCSU - Cert in Nursing	513803	5	2	4
Western	Graduate	WCSU - DNP in Doctor of Nursing Practice	513818	3	2	3
Western	Graduate	WCSU - EDD in Nursing Education	513817	10	9	5
Western	Graduate	WCSU - MHA in Health Care Administration	510701	13	12	20
Western	Graduate	WCSU - MS in Addiction Studies	422899	18	16	6
Western	Graduate	WCSU - MS in Applied Behavior Analysis	422814	111	94	112
Western	Graduate	WCSU - MSN in Nursing	513803	91	93	99
Western	Graduate	WCSU - PMC in Applied Behavior Analysis	422814	7	6	6
Western	Undergrad	WCSU - BA in Social Work	440701	102	100	101
Western	Undergrad	WCSU - BS in Health & Wellness	510001		9	58
Western	Undergrad	WCSU - BS in Nursing	513801	209	186	184
Western	Undergrad	WCSU - BS in Pre-Nursing	513801	70	67	128
Western	Undergrad	WCSU - BS in Public Health	511504	193	179	1
Western	Undergrad	WCSU - BS in Public Health	512207			147
CT State	Undergrad	CTS - AA in Biochemistry	260202	70		114
CT State	Undergrad	CTS - AA in Biochemistry	470604		92	
CT State	Undergrad	CTS - AA in Liberal Arts and Sciences	240101		88	82

CSCU Healthcare Program Enrollment
Fall Semesters

Campus	Level	Major	CIPCode	Enrollment	Campus	Level
				2022-23	2023-24	2024-25
CT State	Undergrad	CTS - AA in Nursing	513801		1	
CT State	Undergrad	CTS - AA in Social Work	440000	539		
CT State	Undergrad	CTS - AA in Social Work	440701		492	493
CT State	Undergrad	CTS - AS in Biomedical Engineering Tech	150401	14	20	29
CT State	Undergrad	CTS - AS in Biotechnology	261201	11	9	9
CT State	Undergrad	CTS - AS in BOT: Medical Option	510705	12		
CT State	Undergrad	CTS - AS in BOT: Medical Option	510717		27	21
CT State	Undergrad	CTS - AS in BOT: Medical Option	520401	41		
CT State	Undergrad	CTS - AS in Dental Hygiene	510602	42	50	42
CT State	Undergrad	CTS - AS in Diagnostic Medical Sonography	510910	21	22	24
CT State	Undergrad	CTS - AS in Drug and Alcohol Counselor	511501	128	137	115
CT State	Undergrad	CTS - AS in Gerontology	301101		2	2
CT State	Undergrad	CTS - AS in Gerontology	511502	4		
CT State	Undergrad	CTS - AS in Health Care Administration	510701	13	20	37
CT State	Undergrad	CTS - AS in Health Science	510000			120
CT State	Undergrad	CTS - AS in HIM: Data Management	510707	17	24	23
CT State	Undergrad	CTS - AS in HIM: Data Management	510713	13		
CT State	Undergrad	CTS - AS in HS: Child Fam & Comm Studies	440701	17	34	44
CT State	Undergrad	CTS - AS in HS: Child Fam & Comm Studies	511502	9		
CT State	Undergrad	CTS - AS in HS: Hum Svcs Management	440701		9	9
CT State	Undergrad	CTS - AS in Human Services	301701	2		
CT State	Undergrad	CTS - AS in Human Services	440000	8		
CT State	Undergrad	CTS - AS in Human Services	440701	83	387	327
CT State	Undergrad	CTS - AS in Human Services	511502	361		
CT State	Undergrad	CTS - AS in Liberal Arts and Sciences	240101		144	198
CT State	Undergrad	CTS - AS in Management	510701	14		
CT State	Undergrad	CTS - AS in Massage Therapy	513501	19	14	22
CT State	Undergrad	CTS - AS in Medical Asst	510801	295	234	254
CT State	Undergrad	CTS - AS in Medical Coding	510707		13	18
CT State	Undergrad	CTS - AS in Medical Coding	510713	18		
CT State	Undergrad	CTS - AS in Medical Laboratory Technician	511004	48	61	59
CT State	Undergrad	CTS - AS in Mental Health	440701	19		
CT State	Undergrad	CTS - AS in Mental Health	511502		45	41
CT State	Undergrad	CTS - AS in Nuclear Medicine Technician	510905	9	9	12
CT State	Undergrad	CTS - AS in Nursing	513801	1117	1148	1219
CT State	Undergrad	CTS - AS in Nutrition	301900		8	
CT State	Undergrad	CTS - AS in Nutrition	513102			9
CT State	Undergrad	CTS - AS in Nutrition & Dietetics	513100		49	
CT State	Undergrad	CTS - AS in Nutrition & Dietetics	513103	55		38
CT State	Undergrad	CTS - AS in Occupational Therapy Assistant	510803	36	40	41

CSCU Healthcare Program Enrollment
Fall Semesters

Campus	Level	Major	CIPCode	Enrollment	Campus	Level
				2022-23	2023-24	2024-25
CT State	Undergrad	CTS - AS in Ophthalmic Design & Dispensing	511801	37	46	50
CT State	Undergrad	CTS - AS in Paramedic	510904	13	19	10
CT State	Undergrad	CTS - AS in Physical Therapist Assistant	510806	59	52	61
CT State	Undergrad	CTS - AS in Radiation Therapy	510907	61	35	37
CT State	Undergrad	CTS - AS in Radiography	510907	117	199	204
CT State	Undergrad	CTS - AS in Radiography	510911	43		
CT State	Undergrad	CTS - AS in Respiratory Care	510908	85	78	94
CT State	Undergrad	CTS - AS in Surgical Technologist	510909	44	54	41
CT State	Undergrad	CTS - Cert in BOT:Elec Hlth Rcrds Spec Cert	510706	3	6	3
CT State	Undergrad	CTS - Cert in BOT:Elec Hlth Rcrds Spec Cert	510713	1		
CT State	Undergrad	CTS - Cert in Central Sterile Proc Tech	510909	1		
CT State	Undergrad	CTS - Cert in Cert Nurses Aide & Home-Hlth	513902			
CT State	Undergrad	CTS - Cert in Certified Nurse Aid Program	513902			
CT State	Undergrad	CTS - Cert in Computed Tomography	510999	5		1
CT State	Undergrad	CTS - Cert in Dental Assistant Cert	510601	27	22	12
CT State	Undergrad	CTS - Cert in Drug and Alcohol Counselor	511501	29	37	34
CT State	Undergrad	CTS - Cert in EMT to Pmed Cert	510904	44	8	6
CT State	Undergrad	CTS - Cert in ESOL: Adv English Prof Cert	160103	3		
CT State	Undergrad	CTS - Cert in Gerontology	301101	3	1	
CT State	Undergrad	CTS - Cert in Health Career Pathway	510899	164	62	32
CT State	Undergrad	CTS - Cert in Health Career Pathway	513801	20		
CT State	Undergrad	CTS - Cert in HS: Behav Hlthcare Spec	511502	6	6	7
CT State	Undergrad	CTS - Cert in HS: Child Fam & Comm Studies	190707	1		
CT State	Undergrad	CTS - Cert in HS: Child Fam & Comm Studies	440701			
CT State	Undergrad	CTS - Cert in HS: Hum Svcs Management	440701		10	5
CT State	Undergrad	CTS - Cert in HS: Hum Svcs Management	511502	15		
CT State	Undergrad	CTS - Cert in Human Services	131210	1		
CT State	Undergrad	CTS - Cert in Human Services	440201	3		
CT State	Undergrad	CTS - Cert in Human Services	440701			
CT State	Undergrad	CTS - Cert in Human Services	511502	15		
CT State	Undergrad	CTS - Cert in Mag Res Imaging	510920	6		5
CT State	Undergrad	CTS - Cert in Mammography	510919			2
CT State	Undergrad	CTS - Cert in Medical Asst	510801	11	33	60
CT State	Undergrad	CTS - Cert in Medical Coding	510706	2		
CT State	Undergrad	CTS - Cert in Medical Coding	510707		38	70
CT State	Undergrad	CTS - Cert in Medical Coding	510710	2		
CT State	Undergrad	CTS - Cert in Medical Coding	510713	23		
CT State	Undergrad	CTS - Cert in Medical Coding	520401	10		
CT State	Undergrad	CTS - Cert in Mental Health	190710	2		
CT State	Undergrad	CTS - Cert in Mental Health	511502	12	10	21

CSCU Healthcare Program Enrollment
Fall Semesters

Campus	Level	Major	CIPCode	Enrollment	Campus	Level
				2022-23	**2023-24**	**2024-25**
CT State	Undergrad	CTS - Cert in Nutrition & Dietetics	513100			
CT State	Undergrad	CTS - Cert in Paramedic	510904		29	34
CT State	Undergrad	CTS - Cert in Phlebotomy	511009			
CT State	Undergrad	CTS - Cert in Phlebotomy Technician	511009	9	8	20
CT State	Undergrad	CTS - Cert in Phlebotomy Technician Cert	511099			
CT State	Undergrad	CTS - Cert in Therapeutic Recreation	512309	30	23	15

Appendix C:

CSCU Non-Credit Healthcare Program Listing

Listing on CSCU Non-Credit Healthcare Programs

Campus Location	Program	Fully Online	Certificate type
CT State - Asnuntuck Campus	Central Sterile Processing Technician	No	Certificate: Non-Credit
CT State - Asnuntuck Campus	Dental Assistant	No	Certificate: Non-Credit
CT State - Asnuntuck Campus	EKG Technician Certificate	No	Certificate: Non-Credit
CT State - Asnuntuck Campus	Emergency Medical Technician	No	Certificate: Non-Credit
CT State - Asnuntuck Campus	Opthalmic Assistant	No	Certificate-Non-Credit
CT State - Asnuntuck Campus	Patient Care Technician	No	Certificate: Non-Credit
CT State - Asnuntuck Campus	Pharmacy Technician Certificate	Yes	Certificate: Non-Credit
CT State - Asnuntuck Campus	Professional Medical Billing and Coding	YES	Certificate: Non-Credit
CT State - Asnuntuck Campus	Veterinary Assistant	No	Certificate: Non-Credit
CT State - Capital Campus	Administrative Medical Assistant	No	Certificate: Non-Credit
CT State - Capital Campus	Certified Nurse Aide	No	Certificate: Non-Credit
CT State - Capital Campus	Community Health Worker	No	Certificate: Non-Credit
CT State - Capital Campus	EKG Technician Certificate	No	Certificate: Non-Credit
CT State - Gateway Campus	Central Sterile Processing Technician	No	Certificate: Non-Credit
CT State - Gateway Campus	EKG Technician Certificate	No	Certificate: Non-Credit
CT State - Gateway Campus	Medical Office Specialist	No	Certificate: Non-Credit
CT State - Gateway Campus	Certified Nurse Aide	No	Certificate: Non-Credit
CT State - Gateway Campus	Basic Life Support	No	Certificate: Non-Credit
CT State - Gateway Campus	Community Health Worker	No	Certificate: Non-Credit
CT State - Gateway Campus	CPR	No	Certificate: Non-Credit
CT State - Gateway Campus	Medical Interpreter	No	Certificate: Non-Credit
CT State - Gateway Campus	Patient Care Technician	No	Certificate: Non-Credit
CT State - Gateway Campus	Pharmacy Technician Certificate	No	Certificate: Non-Credit
CT State - Gateway Campus	Phlebotomy Technician Certificate	No	Certificate: Non-Credit
CT State - Gateway Campus	Dental Assistant	No	Certificate: Non-Credit
CT State - Gateway Campus	Professional Billing and Medical Coding	No	Certificate: Non-Credit
CT State - Gateway Campus	Medical Office Specalist	No	Certificate: Non-Credit
CT State - Housatonic Campus	Basic Life Support	No	Certificate: Non-Credit
CT State - Housatonic Campus	Central Sterile Processing Certificate	No	Certificate: Non-Credit
CT State - Housatonic Campus	Certified Nurse Aide	No	Certificate: Non-Credit
CT State - Housatonic Campus	CPR	No	Certificate: Non-Credit
CT State - Housatonic Campus	Community Health Worker	No	Certificate: Non-Credit
CT State - Housatonic Campus	Patient Care Technician	No	Certificate: Non-Credit
CT State - Housatonic Campus	Pharmacy Technician Certificate	YES	Certificate: Non-Credit
CT State - Housatonic Campus	Opthalmic Assistant	NO	Certificate: Non-Credit
CT State - Housatonic Campus	Administrative Medical Assistant	No	Certificate: Non-Credit
CT State - Housatonic Campus	Professional Billing and Medical Coding	No	Certificate: Non-Credit
CT State - Manchester Campus	Administrative Medical Assistant	No	Certificate: Non-Credit
CT State - Manchester Campus	Basic Life Support	No	Certificate: Non-Credit
CT State - Manchester Campus	Certified Nurse Aide	No	Certificate: Non-Credit
CT State - Manchester Campus	CPR	No	Certificate: Non-Credit
CT State - Manchester Campus	Pharmacy Technician Certificate	No	Certificate: Non-Credit
CT State - Manchester Campus	Phlebotomy Technician Certificate	No	Certificate: Non-Credit
CT State - Middlesex Campus	Basic Life Support	No	Certificate: Non-Credit
CT State - Middlesex Campus	Central Sterile Processing Certificate	No	Certificate: Non-Credit
CT State - Middlesex Campus	Certified Nurse Aide	No	Certificate: Non-Credit
CT State - Middlesex Campus	CPR	No	Certificate: Non-Credit
CT State - Middlesex Campus	EKG Technician Certificate	No	Certificate: Non-Credit
CT State - Middlesex Campus	Emergency Medical Technician	No	Certificate: Non-Credit
CT State - Middlesex Campus	Patient Care Technician	No	Certificate: Non-Credit
CT State - Middlesex Campus	Pharmacy Technician Certificate	yes	Certificate: Non-Credit
CT State - Middlesex Campus	Phlebotomy Technician Certificate	No	Certificate: Non-Credit
CT State - Middlesex Campus	Professional Medical Coding and Billing	No	Certificate: Non-Credit
CT State - Middlesex Campus	Veterinary Assistant	No	Certificate: Non-Credit
CT State - Naugatuck Campus	Veterinary Assistant	No	Certificate: Non-Credit
CT State - Naugatuck Campus	Administrative Medical Assistant	No	Certificate: Non-Credit
CT State - Naugatuck Campus	Basic Life Support	No	Certificate: Non-Credit
CT State - Naugatuck Campus	Central Sterile Processing Certificate	No	Certificate: Non-Credit
CT State - Naugatuck Campus	Certified Nurse Aide	No	Certificate: Non-Credit
CT State - Naugatuck Campus	CPR	No	Certificate: Non-Credit
CT State - Naugatuck Campus	EKG Technician Certificate	No	Certificate: Non-Credit
CT State - Naugatuck Campus	Patient Care Technician/Adv Nurse Aide	No	Certificate: Non-Credit
CT State - Naugatuck Campus	Pharmacy Technician Certificate	Yes	Certificate: Non-Credit
CT State - Naugatuck Campus	Phlebotomy Technician Certificate	No	Certificate: Non-Credit
CT State - Naugatuck Campus	Professional Medical Billing and Coding	No	Certificate: Non-Credit
CT State - Northwestern Campus	Basic Life Support	No	Certificate: Non-Credit
CT State - Northwestern Campus	Central Sterile Processing Certificate	No	Certificate: Non-Credit
CT State - Northwestern Campus	Certified Nurse Aide	No	Certificate: Non-Credit
CT State- Northwestern Campus	CPR	No	Certificate: Non-Credit
CT State - Northwestern Campus	EKG Technician Certificate	No	Certificate: Non-Credit
CT State - Northwestern Campus	Emergency Medical Technician	No	Certificate: Non-Credit
CT State - Northwestern Campus	Patient Care Technician	No	Certificate: Non-Credit
CT State - Northwestern Campus	Pharmacy Technician Certificate	Yes	Certificate: Non-Credit
CT State - Northwestern Campus	Phlebotomy Technician Certificate	No	Certificate: Non-Credit
CT State - Norwalk Campus	Basic Life Support	No	Certificate: Non-Credit
CT State - Norwalk Campus	CPR	No	Certificate: Non-Credit
CT State - Norwalk Campus	Certified Nurse Aide	No	Certificate: Non-Credit
CT State - Norwalk Campus	Dental Assistant		Certificate-Non-Credit
CT State - Norwalk Campus	EKG	No	Certificate-Non-Credit
CT State - Norwalk Campus	Emergency Medical Technician	No	Certificate-Non-Credit
CT State - Norwalk Campus	Phlebotomy Technician Certificate	No	Certificate: Non-Credit
CT State - Norwalk Campus	Veterinary Assistant	No	Certificate: Non-Credit
CT State - Norwalk Campus	Veterinary Assistant	No	Certificate: Non-Credit
CT State - Quinebaug Valley Campus	Basic Life Support	No	Certificate: Non-Credit
CT State - Quinebaug Valley Campus	Certified Nurse Aide	No	Certificate: Non-Credit
CT State - Quinebaug Valley Campus	Pharmacy Technician	No	Certificate: Non-Credit
CT State - Quinebaug Valley Campus	Phlebotomy Technician Certificate	No	Certificate: Non-Credit
CT State - Quinebaug Valley Campus	CPR	No	Certificate: Non-Credit
CT State - Three Rivers Campus	EKG Technician Certificate	No	Certificate: Non-Credit
CT State - Three Rivers Campus	Basic Life Support	NO	Certificate: Non-Credit
CT State - Three Rivers Campus	Patient Care Technician	No	Certificate: Non-Credit
CT State - Three River Campus	Central Sterile Processing Certificate	No	Certificate: Non-Credit
CT State - Three Rivers Campus	Certified Nurse Aide	No	Certificate: Non-Credit
CT State - Three Rivers Campus	Pharmacy Technician	Yes	Certificate: Non-Credit
CT State - Three Rivers Campus	Dental Assistant	No	Certificate: Non-Credit
CT State - Three Rivers Campus	Professional Billing and Coding	Yes	Certificate: Non-Credit
CT State - Three Rivers Campus	Phlebotomy Technician Certificate	No	Certificate: Non-Credit
CT State - Three Rivers Campus	Veterinary Assistant	No	Certificate: Non-Credit
CT State - Tunxis Campus	Basic Life Support	No	Certificate: Non-Credit
CT State - Tunxis Campus	Central Sterile Processing Certificate	No	Certificate: Non-Credit
CT State - Tunxis Campus	Certified Nurse Aide	No	Certificate: Non-Credit
CT State - Tunxis Campus	CPR	No	Certificate: Non-Credit
CT State - Tunxis Campus	Emergency Medical Technician	No	Certificate: Non-Credit
CT State - Tunxis Campus	Patient Care Technician	No	Certificate: Non-Credit
CT State - Tunxis Campus	Pharmacy Technician	No	Certificate: Non-Credit
CT State - Tunxis Campus	Phlebotomy Technician Certificate	No	Certificate: Non-Credit
CT State - Tunxis Campus	Registered Medical Assistant	No	Certificate: Non-Credit
CT State - Tunxis Campus	Veterinary Assisting	No	Certificate: Non-Credit

Appendix D:

State of Connecticut

Nursing Program Requirements and Regulations

Nursing Education Programs and Licensure Requirements General

General
20-90-45. Definition of terms
As used in sections 20-90-45 to sections 20-90-56, inclusive, of the Regulations of Connecticut State Agencies:

(1)   "Academic Semester" means the semester length as established by policy by the parent institution;

(2)   "Accreditation" means a level of quality achieved by educational programs and clinical facilities which have participated in voluntary evaluation by recognized agencies using predetermined criteria;

(3)   "Administrator" means the registered nurse educator responsible for policies, contracts, curriculum, and overall administration of a nursing education program;

(4)   "Admission with advanced standing" means academic credit for previous education or experience is given to a student;

(5)   "Advanced degree in nursing" means a master's or doctoral degree in nursing;

(6)   "Advanced levels of students" means students in the final year of study in a registered nursing education program;

(7)   "Approval" means those nursing education programs and clinical facilities that are approved by the Board of Examiners for Nursing with the consent of the Commissioner;

(8)   "Board" means the Connecticut Board of Examiners for Nursing;

(9)   "Client" means the focus of nursing care, including individuals, families, groups, and communities;

(10)   "Collaborative judgment" means shared decision making;

(11)   "Commissioner" means the Commissioner of the Department of Public Health, or his or her designee;

(12)   "Contact hour" means a fifty (50) or sixty (60) minute period of time spent by students in the presence of program faculty;

(13)   "Data collection" means the process of collecting information, observing the client, recording, and reporting to the appropriate person signs, symptoms, and other pertinent data which may indicate that the client's condition deviates from normal or that there is a change in the client's condition;

(14)   "Direct client care experience" means student learning that involves the provision of primary nursing services to clients;

(15)   "Educational outcomes" means behaviors demonstrated by the graduate of a registered nurse or practical nurse education program;

(16)   "Laboratory experience" means student learning that involves the manipulation of concepts or materials within a controlled environment;

(17)   "Licensing examination" means the examination for the licensure of registered nurses or practical nurses and shall be an examination approved by the board of examiners for nursing, with the consent of the department, such as an examination provided by the National Council of State' Boards of Nursing;

(18)   "Major curriculum changes" means significant deviations in content or length from a currently approved education program;

(19)   "Nursing education program" or "program" means a school of nursing;

(20)   "Nursing process" is a problem-solving approach consisting of five sequential and interrelated phases: assessment, which involves the gathering of data related to a client's health needs; diagnosis, which involves the analysis of the data obtained; planning, which involves the design of nursing interventions to address client needs; implementation, which involves performing the interventions; and evaluation, which involves determining whether the diagnosis was accurate, the plan appropriate, and the interventions effective in addressing the client's needs;

(21)   "Observational experience" means a structured student learning experience in which

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learners observe but do not provide direct client care services;
(22) "Parent institution" means the single agency or institution that administers the nursing education program in its entirety;
(23) "Precepted clinical experience" means student learning that involves the provision of primary nursing services to clients under the guidance and direction of a preceptor in collaboration with nursing education program faculty;
(24) "Preceptor" means a registered nurse who guides and directs students in the provision of nursing services to clients and who meets the requirements of section 20-90-51(f) of the Regulations of Connecticut State Agencies.
(25) "Requirements" means the minimum standards which nursing education programs must meet in order to be approved;
(26) "Simulated experience" means student learning that involves interaction with computer-generated or other lifelike models of clinical nursing situations;
(27) "Supervision" means the acceptance by a registered nurse educator of the responsibility and accountability for the health care delivered to clients by students under his or her onsite direction;
(28) "Therapeutic nursing measures" means those actions taken to implement the plan of care for a client;
(29) "Transfer" means a student with post-secondary coursework who seeks admission to a program; and
(30) "Unexpected resignation" means an unanticipated resignation effective within an academic year or after hiring of faculty for an academic year has been completed.
(Effective November 29, 1983; Amended January 6, 1992; December 30, 1994; May 4, 2004.)

20-90-46. Types of programs

(a) All programs that prepare the graduate for licensure by examination as a registered nurse shall be approved by the board with the consent of the commissioner. Only those programs within one of the following types of organizations are eligible for approval:
  (1) College or university: A program conducted by an educational unit in nursing within the structure of a college or university approved pursuant to Section 10a-34 of the Connecticut General Statutes leading to an associate, baccalaureate or higher degree in nursing.
  (2) Hospital: a program conducted by a hospital licensed pursuant to Chapter 368V of the Connecticut General Statutes leading to a diploma in nursing.
  (3) External Degree Program in Nursing: A curriculum based on theory and clinical practice or assessment conducted by an educational unit in nursing leading to an associate, baccalaureate, or higher degree in nursing.
(b) All programs that prepare the graduate for licensure by examination as a Licensed practical nurse shall be approved by the board with the consent of the commissioner. Only those programs within one of the following types of organizations shall be eligible for approval:
  (1) Vocational-Technical: A program conducted by the State Department of Education pursuant to Section 10-95 of the Connecticut General Statutes, in cooperation with affiliating health agencies, which prepares individuals for eligibility for licensure as practical nurses.
  (2) Private school: A program conducted and operated by a person, board, organization, association or other entity, which prepares individuals for eligibility for licensure as practical nurses and meet the following requirements:
    (A) Is approved by the State Commissioner of Higher Education as a private occupational school pursuant to Section 10a-22b of the Connecticut General Statutes; and
    (B) Current accreditation by the Association of Independent Colleges and Schools or appropriate national accrediting association.

Nursing Education Programs and Licensure Requirements General

  (3) College or university: A program conducted by an educational unit in nursing within the structure of a college or university approved pursuant to section 10a-34 of the Connecticut General Statutes preparing individuals for eligibility for licensure is a practical nurse.

  (4) Hospital: a program conducted by a hospital licensed pursuant to Chapter 368V of the Connecticut General Statutes preparing individuals for eligibility for licensure as practical nurses.

(Effective November 29, 1983; Amended December 30, 1994; May 4, 2004.)

20-90-47. Program approval

Board approval, with the consent of the commissioner, shall be administered as follows:

(a) Initial approval:

  (1) To be granted initial approval, the parent institution shall provide to the board:

    (A) Written notice of intent to establish a program;

    (B) A feasibility study for the planned program, which shall include discussion of at least the following:

      (i) Applicant pool;

      (ii) Graduate employment opportunities;

      (iii) Educational and clinical facilities to be utilized;

      (iv) Potential overlapping with other programs in the use of clinical facilities and the impact on both the proposed and existing programs;

    (C) A timeline for employment of administration and nursing faculty. Initial hiring of the faculty shall be completed at least two (2) months prior to the proposed starting date. The administrator shall be actively employed at least six (6) months prior to the proposed starting date. The timeline shall also identify projected future staffing needs;

    (D) A comprehensive plan for the development and implementation of the education program, including philosophy and educational outcomes, curricula, course outlines with plans for student evaluation, resource needs, timelines, and a systematic self-evaluation;

    (E) Any other information that the board may reasonably request.

  (2) Proposed programs significantly different from current approved programs shall provide detailed information relative to activities which provide the student with opportunities to attain defined competencies and demonstrate in ongoing evaluations that students are meeting defined educational outcomes on schedule.

  (3) The board shall:

    (A) Upon receipt of all documents provided by the program, conduct a scheduled onsite visit to review the program;

    (B) Upon determination that the documents and results of the onsite review were acceptable, extend initial approval to the program, with the consent of the commissioner.

  (4) Pending satisfactory board review of the program's educational standards, such initial approval shall remain in effect until the results of the first licensing examination for program graduates are available. At that time the board will review the results and recommend either full approval, conditional approval, or program removal.

(b) Full approval:

  (1) Full approval is granted by the board with the consent of the commissioner after the initial period of approval based on evidence that the program is meeting its educational outcomes as demonstrated by an acceptable level of graduates' performance, as defined in subdivision (2) of this subsection.

  (2) An acceptable level of a program's graduates' performance shall be defined as:

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      (A)   demonstrated mastery of nursing principles as evidenced by an average passing rate of at least 80% of students taking the licensing examination prescribed pursuant to Section 20-92 of the Connecticut General Statutes, upon their first attempt after graduation, as reported from May 1 to April 30; and

      (B)   demonstrated mastery of nursing practice as evidenced by an evaluation of graduates' achievement of the educational outcomes required by Section 20-90-53 or 20-90-56, as applicable, of the Regulations of Connecticut State Agencies, in a manner approved by the board.

(c)   Conditional approval:

   (1)   Conditional approval may be granted for one year to a program previously having initial or full approval if:

      (A)   the graduates of the program fail to achieve the standards prescribed in subsection (B) of this section; or

      (B)   the program has initiated a major curriculum change pursuant to subsection (D) of this section; or

      (C)   conditions previously identified in violation of these regulations or the board's recommendations continue to be unresolved and pose a risk to public health or safety, as determined by the board.

   (2)   Special progress reports or onsite visits, or both, shall be required for programs with conditional approval, at the discretion of the board.

   (3)   The outcome of the board's subsequent review of special progress reports or onsite visits or both may be:

      (A)   return of the program to full approval; or

      (B)   placement of the program on an additional one year of conditional approval; or

      (C)   recommendation of program removal from the list of approved nursing education programs.

(d)   Major curriculum changes:

   (1)   When a program proposes major curriculum changes, the administrator shall present a comprehensive plan to the board for approval with the consent of the commissioner prior to implementation. Plans shall include:

      (A)   rationale for the change;

      (B)   comparison of current versus proposed curriculum;

      (C)   explanation of the effects of the change on:

         (i)   currently enrolled students;

         (ii)   functions and role of graduates of the proposed program;

      (D)   timetable for implementation of the change; and

      (E)   plan for evaluation of the change.

   (2)   The previously approved curriculum must remain in effect until the proposed program is approved by the board.

(e)   Periodically, the board shall review each nursing education program and shall conduct onsite visits to a program when it deems necessary.

(f)   When a change of administration within a nursing education program is made, notice of the appointment of the new administrator shall be submitted to the board, accompanied by a summary of qualifications of the appointee. The board shall verify that the appointee meets the qualifications of Section 20-90-51(b) of the Regulations of Connecticut State Agencies.

(g)   Program removal. The board, after a hearing, may remove a program from the list of approved programs, and the program must suspend the enrollment of students, when:

   (1)   The program has been on conditional approval for at least two years and has railed to correct the identified deficiencies which caused them to be placed on conditional approval;

   (2)   The board provides written notice of such hearing to the administrator of the

program setting forth the particular reasons for the proposed action and fixing a late, not less than thirty days from the date of such written notice, at which time representatives of the program shall have an opportunity for a prompt and fair hearing;

(3)   Upon completion of the hearing the board shall make a recommendation to the commissioner regarding what action should be taken regarding the program; and

(4)   The commissioner approves the recommended action.

(h)   Program closure. When a decision is made to close a nursing education program, the program shall notify the board and submit a written plan and timetable for termination. All requirements and standards for students shall be maintained until the last student is transferred or graduated from the program. The parent institution shall develop and implement a policy providing for the safe storage of vital program records, including transcripts of all graduates and of students who fail to graduate. The program shall notify the board of the person, by title, name and address, responsible for providing transcripts and references for students.

(Effective November 29, 1983; Amended January 6, 1992; May 4, 2004.)

Education Standards – All Programs
20-90-48. Administration

(a)   School organization

      (1)   The authority of and administrative responsibility for the nursing education program shall be vested in the program administrator, who is responsible to the controlling body of the program either directly or indirectly through administrative channels. Each nursing education program shall have its own administrator.

      (2)   There shall be faculty sufficient to meet the educational outcomes of the program, the learning needs of the students, and the safety of the recipients of Health Care Services.

            (A)   The overall faculty/student ratio shall be no less than one (1) clinical faculty member for every ten (10) students engaged in direct client care experiences.

            (B)   The preceptor to student ratio shall be no less than one (1) preceptor for every two (2) students. Preceptors shall work in collaboration with program faculty, who retain responsibility for student evaluation. The ratio of faculty to precepted students shall be no less than one (1) faculty member for every sixteen (16) students.

            (C)   Upon written request from the program director, the board may, within its discretion and after reviewing the merits of the request, provide a temporary exception from the mandated faculty/student ratio.

      (3)   There shall be clerical staff to meet the needs of the administration and instructional personnel.

      (4)   Planning, selecting, directing, and evaluating of student learning experiences shall be the responsibility of the faculty. Planning of the clinical experience, including consideration of the appropriate faculty to student ratio and use of preceptors for the specific settings being utilized, shall be done in cooperation with the administrator of nursing service or the appropriate nursing personnel of cooperating health care entities.

(b)   Contractual agreements

      (1)   There shall be signed contractual agreements between the nursing education program and cooperating health care entities when the program and the entities are independent.

      (2)   Contracts shall be developed by the program and shall be reviewed annually by the cooperating health care entity. Contracts shall be renewed at least every third year.

(c)   Philosophy and educational outcomes

The philosophy and educational outcomes of the nursing education program shall:
- (1) Be developed by the nursing program administrator and faculty;
- (2) Be consistent with philosophy and objectives of the parent institution;
- (3) Describe the competencies of the graduate; and
- (4) Provide the framework for the development, implementation and periodic evaluation of the program.
- (d) Students
  - (1) There shall be written policies for admission, promotion and graduation of students which shall appear in at least one official publication of the program and which shall comply with applicable state and federal laws and regulations.
  - (2) The nursing education program shall be responsible for verifying the satisfactory completion of a secondary school educational program, or its equivalent, for each applicant before admission.
  - (3) Previous education shall be established by the program from transcripts obtained and kept on file. Graduation from an accredited or approved prior educational program shall be recorded.
  - (4) Readmission and transfer. The program shall establish and adhere to written policies for transfer and readmission. The program shall determine the remaining educational experiences necessary for the student to meet the educational outcomes of the nursing education program.
  - (5) Admission with advanced standing. Applicants with previous experience or courses of study relating to nursing may be admitted to a program preparing for registered nurse licensure or practical nurse licensure with advanced standing after an evaluation has been made by the nursing education program.
  - (6) There shall be written policies that are implemented for safeguarding the health and well being of the students which shall include, but not be limited to, provisions for counseling and guidance and admission physical examinations and which shall comply with applicable state and federal laws and regulations.

(Effective November 29, 1983; Amended January 6, 1992; May 4, 2004.)

20-90-49. Records

The nursing education program shall maintain a system of administrative records that shall include current course outlines and evaluation instruments, faculty personnel records, faculty meeting and committee meeting reports, student records, pertinent correspondence, pertinent reports, and official publications of the nursing education program.

(Effective November 29, 1983; Amended May 4, 2004.)

20-90-50. Facilities

- (a) The parent institution responsible for the nursing education program shall provide facilities including: a library offering resources and services, office space, conference rooms, classrooms, and nursing laboratories sufficient to meet the needs of the program.
- (b) Health care entities utilized by a nursing education program must provide the range of clinical nursing experiences appropriate to course objectives.

(Effective November 29, 1983; Amended May 4, 2004.)

Registered Nursing Education
20-90-51. Nursing faculty

- (a) The faculty and administrator must maintain an active R.N. licensure in Connecticut.
- (b) Faculty Education and Experience
  - (1) Except as provided in subsection (c) of this section, the administrator of the program shall be a registered nurse and shall have an earned advanced degree in nursing, teaching experience in a program in nursing, and administrative experience.

Registered Nursing Education

      (2)   Except as provided in subsection (c) of this section, nurse faculty members in programs preparing registered nurses shall have earned advanced degrees in nursing and shall have appropriate nursing education or experience in their teaching area(s).

      (3)   Nurse faculty members in programs preparing practical nurses shall have earned baccalaureate and master's degrees, one of which shall be in nursing, and shall have appropriate nursing education or experience in their teaching area(s) except:

            (A)   faculty who meet the requirement in subsection (c) of this section; or

            (B)   faculty members who do not have an earned master's degree must complete a master's degree within four (4) years of hire, but shall hold a minimum of an earned baccalaureate degree in nursing upon hire and shall have three (3) years of clinical experience in nursing; and

            (C)   faculty members in nursing education programs requiring state teacher certification will have an additional two (2) years to complete the master's degree.

(c)   Grandfathering

      (1)   Any faculty member or program administrator employed by a nursing education program approved by the board who was employed as such on the effective date of this section, shall be determined to have met the educational degree requirements in subsection (b) of this section provided such person holds the minimum of an earned master's degree.

      (2)   This provision shall apply even if the individual changes his or her place of employment provided that such individual remains employed in a faculty or administrative capacity in a nursing education program approved by the board.

(d)   Temporary Waiver

      (1)   The board, in its discretion, may grant a temporary waiver of the educational requirements of subdivision (b)(2) or (b)(3) of this section to address emergency situations. Such waiver shall be granted for an individual up to a maximum of two years. Emergency situations include but are not limited to:

            (A)   the discharge or unexpected resignation of a faculty member;

            (B)   the death of a faculty member or extended illness of a faculty member that prevents the performance of teaching or clinical responsibilities;

            (C)   the inability to obtain faculty who satisfy the requirements of sections 20-90-45 to 20-90-56, inclusive, of the Regulations of Connecticut State Agencies, even after advertising for faculty qualified as provided in subsection (b) of this section.

      (2)   In evaluating an application for a temporary waiver requested by a nursing education program, the board may consider the following:

            (A)   Whether the program demonstrates an acceptable level of graduates' performance as defined in subsection 20-90-47(b) of the Regulations of Connecticut State Agencies; and

            (B)   Whether the faculty member to be hired possesses qualifications which include:

                 (i)   competence and experience as a registered nurse in the clinical area in which the faculty member will be teaching;

                 (ii)   a bachelor of science degree in nursing; and

                 (iii)   matriculation in a master of science in nursing program.

      (3)   No waiver shall be granted unless at least 90% of full and part-time faculty members are in compliance with subsection (b), (c) or (e) of this section.

      (4)   A temporary waiver may be renewed if deemed appropriate by the board, based on consideration of the conditions in subdivisions (1), (2), and (3) of this subsection, except that no waiver shall be renewed unless the faculty member is matriculated in a master of science in nursing program.

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(e)   Permanent Waiver
    (1)   The board, in its discretion, may grant a permanent individual waiver of subsection (b)(2) of this section for faculty holding an advanced degree in a field other than nursing.
    (2)   In evaluating a request by a nursing education program for a permanent waiver, the board shall consider the appropriateness of the advanced degree for the particular course work the faculty member engages in.
(f)   Preceptors used to guide and direct advanced levels of students in registered nursing education programs shall hold an active license as a registered nurse in Connecticut or in the state in which precepting occurs, a baccalaureate degree in nursing, and a minimum of two (2) years of experience in the role or specialty being experienced by the student.
(Effective September 19, 1986; Amended December 30, 1994; May 4, 2004.)

20-90-52. Curriculum

(a)   The curriculum shall meet the requirements of the parent institution in which the Nursing Education Program is housed and the state requirements for eligibility of the graduate for admission to the registered nurse licensing examination prescribed pursuant to Section 20-92 of the Connecticut General Statutes.
(b)   The curriculum shall integrate theory and clinical practice in a manner that shall cause the Nursing Education Program graduates to meet the educational outcomes for registered nursing described in Section 20-90-53 of the Regulations of Connecticut State Agencies.
(c)   The minimum length of the nursing component of the program must be equivalent to four (4) fifteen (15) week academic semesters and contain a minimum of thirty-five (35) semester hours of credit in nursing. Fifty percent (50%) of contact hours shall be in supervised direct client care experiences, observational experiences and simulated experiences appropriate to the program's educational outcomes, and laboratory experiences for the acquisition and practice of clinical nursing skills.
(Effective June 26, 1989; Amended May 4, 2004.)

20-90-53. Educational outcomes

A graduate of a registered Nursing Education Program shall be able to:
(1)   Perform the duties and responsibilities of the registered nurse within the framework of the nurse practice Act, Chapter 378 of the Connecticut General Statutes;
(2)   Synthesize knowledge from nursing theory and the biological, physical, social, and behavioral sciences in providing health care to clients;
(3)   Exercise critical thinking, ethical decision making, and independent judgment in using the nursing process to provide care to clients;
(4)   Apply the nursing process to design, implement, and evaluate care for clients using a variety of technologies. The scope of care shall include preventive, curative, supportive, and restorative nursing interventions in both institutional and community-based settings;
(5)   Develop and implement a variety of teaching and learning strategies in the provision of health teaching for clients in a variety of settings, using a variety of technologies;
(6)   Identify the scientific basis for assessments and therapeutic nursing measures;
(7)   Manage information and resources, contributing to the achievement of optimum client outcomes in a cost effective manner;
(8)   Use leadership, management, delegation and collaborative skills as a member of a multidisciplinary team within the health care delivery system to develop, implement, and evaluate health care provided to clients; and
(9)   Demonstrate professional accountability by acting as an advocate for clients and by maintaining accepted standards of nursing care for a registered nurse.
(Effective November 29, 1983; Amended May 4, 2004.)

Practical Nursing Education Program

20-90-54. [REPEALED]
(Repealed effective May 4, 2004)

20-90-55. Curriculum
(a)   The curriculum shall meet the requirements of the parent institution in which the program is housed and state requirements for eligibility of the graduate for admission to the practical nurse licensing examination prescribed pursuant to Section 20-92 of the Connecticut General Statutes.
(b)   The curriculum shall integrate theory and clinical practice in a manner that shall cause the Nursing Education Program graduates to meet the educational outcomes for practical nursing described in Section 20-90-56 of the Regulations of Connecticut State Agencies.
(c)   The length of the program shall be a minimum of fifteen hundred (1500) hours over no less than ten (10) months. Fifty percent (50%) of contact hours shall be in supervised direct client care experiences and observational experiences appropriate to the Program's Educational Outcomes.
(Effective November 29, 1983; Amended May 4, 2004.)

20-90-56. Educational outcomes
A graduate of a practical nursing education program shall be able to:
(1)   Perform the duties and responsibilities of the licensed practical nurse within the framework of the Nurse Practice Act, Chapter 378 of the Connecticut General Statutes;
(2)   Apply nursing principles and theories in the implementation of the plan of care for clients under the direction of and in collaboration with the registered nurse by:
    (A)   collecting data concerning the biologic and psychosocial needs of individual clients along the wellness/illness continuum;
    (B)   implementing therapeutic nursing measures to maintain, promote, and restore optimum health to clients within the established plan of care;
    (C)   performing therapeutic nursing interventions based on principles from the biophysical and behavioral sciences, adapting these to the individual needs of clients as members of families and community systems;
    (D)   using ethical decision making and judgment in providing care;
(3)   Assist in evaluating the effectiveness of nursing interventions, using observations and data collection to recommend changes in the plan of care;
(4)   Perform appropriate data collection to monitor client status in response to alterations in health, treatment of health problems, and therapeutic nursing interventions;
(5)   Recognize and report deviations from expected responses to alterations in health status or in the treatment of health problems;
(6)   Intervene appropriately in emergency situations;
(7)   Interact effectively with clients, families, and health team members through appropriate verbal, nonverbal, and written communications;
(8)   Implement the care of groups of clients, using appropriate principles of priority setting, time management, and delegation;
(9)   Utilize resources and the environment of care effectively to meet client needs and attain expected outcomes of care; and
(10)   Demonstrate individual accountability by acting as an advocate for health care consumers and by maintaining accepted standards of care for a practical nurse.
(Effective November 29, 1983; Amended May 4, 2004.)

Licensure
20-90-57. Endorsement

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Practical Nursing Education Program

(a)   Graduate nurses from a nursing education external degree program who are licensed in another state of the United States on the basis of standards which meet or exceed the requirements of this state, shall be eligible for licensure without examination in Connecticut.

(b)   Persons seeking endorsement who were graduated from an educational program which is shorter in length than the minimum length for Connecticut educational programs shall provide documentation of clinical work experience. Such work experience, when combined with their educational program, shall equal the minimum program length for nursing education programs approved in Connecticut. Such work experience must be under the supervision of a licensed registered nurse and occur after completion of the basic educational program.

(c)   Nurses trained and licensed in Canada prior to 1970 who meet the current educational requirements of Connecticut shall take the licensing examination prescribed pursuant to Section 20-92 of the Connecticut General Statutes.

(d)   Nurses trained and licensed in Canada in or after 1970 who meet the current educational requirements of Connecticut may be licensed without examination if their Canadian licensing examination was in English. If their Canadian examination was not in English, then they must demonstrate proficiency in English pursuant to section 20-90-57(e).

(e)   Nurses licensed in Canada on the basis of an examination in a language other than English who are seeking licensure by examination in Connecticut must demonstrate proficiency in English on an examination, and at a level, prescribed by the Commissioner with the consent of the Board.

(f)   Persons licensed pursuant to section 20-90-57(d) shall have attained a passing score on the Canadian licensing examination prescribed by the Commissioner with the consent of the Board. The prescribed passing score shall be one deemed by the Commissioner to be equivalent to passing scores on comparable licensing examinations used in the United States.

(Effective December 30, 1994)

20-90-58. Foreign-trained

Persons educated in nursing in a foreign country must successfully complete the examination offered by the Commission on Graduates of Foreign Nursing Schools prior to being accepted for examination and licensure as a Registered Nurse in Connecticut.

(Effective December 30, 1994)

20-90-59. Out-of-state programs

(a)   A program in nursing located in another state or territory of the United States shall be deemed approved pursuant to section 20-90 of the Connecticut General Statutes, provided that:

    (1)   said program, if a registered nursing education program, complies with the provisions of section 20-90-52 of the regulations of Connecticut State Agencies:

    (2)   said program is approved by the duly authorized nurse licensure board or agency of the state or territory in which it is located: and

    (3)   said state or territory maintains licensure requirements substantially similar to or higher than those of this state.

(b)   A program in nursing located in another state or territory of the United States which provides clinical experience to students in cooperating health care agencies in this state shall comply with the provisions of the regulations of Connecticut State Agencies contained in subdivision (2) of subsection (a) of section 20-90-48 and subsection (b) of section 20-90-48. Faculty providing on-site clinical supervision to students in cooperating health care agencies in this state shall:

    (1)   maintain an active registered nurse license in this state:

    (2)   have earned baccalaureate and master's degrees, one of which must be in nursing: and

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Practical Nursing Education Program

(3)   have clinical experience in their teaching area.
(Effective December 30, 1994)

Guide to Approval Process for a New Nursing Program

1. Refer to the Nursing Education Programs and Licensure Requirements General, Sections 20-90-45 to 20-90-59 (the Regulations).

2. Provide the following to the **Board of Examiners for Nursing (BOEN):**
   a. Twelve months prior to the planned entry of the first class of students, provide:
      i. A letter to the BOEN Chairperson of the intent to establish a Program including:
         1. The type of program to be started.
         2. The projected timeframe for startup.
         3. If the Program will be a day and/or evening Program.
         4. The number of students to be accepted per class.
         5. The projected enrollment for the next three years.
      ii. A summary of the notice.

3. Attend & participate in the **BOEN** meeting including answering any questions from the **BOEN** members regarding the notice.
   a. Provide any additional information as requested by the **BOEN** and take note of the **BOEN'** s response to the notice.

4. Provide the following to the **BOEN** (in hard copy or electronic device 7 weeks prior to the **BOEN** meeting):
   a. A feasibility study, refer to the Guide for a Feasibility Study document on the **BOEN** website, for the proposed Program including:
      i. The applicant pool (consumer), how they will be reached, any data that validates your target population is appropriate and reachable, student retention plan and plans for articulation.
      ii. Graduate employment opportunities.
      iii. Educational and Clinical facilities to be utilized including location (s), documentation from the clinical facilities to accept students and of community support for the proposed program.
      iv. Potential overlapping with other programs in the use of clinical facilities and the impact on both the proposed and existing Programs.
      v. Budget; provide documentation of financial resources for planning, implementation and continuation for the Program with budget projections for the next 5 years.
   b. Timeline for employment of Program Administrator and nursing faculty including initial hiring of the faculty shall be completed at least 2 months prior to the proposed starting date, the Program Administrator shall be actively employed at least 6 months prior to the proposed starting date and identification of projected staffing needs.
      i. For the Program Administrator also provide the following:
         1. Summary of qualifications of the appointee
         2. Current resume including a description of all clinical experiences, teaching experience in a Program in Nursing, administrative experience, and their Connecticut nursing license number. Redact all documents appropriately.
         3. Official transcripts from undergraduate and graduate nursing programs. Redact all documents appropriately.
         4. The Institution and Program organizational charts.
   c. A comprehensive plan for the development and implementation of the education program, including philosophy and educational outcomes, curricula, course outlines with plans for student evaluation, resource needs, timelines and a systemic self-evaluation.

d. Proposed programs significantly different from current approved programs shall provide detailed information relative to activities which provide the student with opportunities to attain defined competencies and demonstrate ongoing evaluations that students are meeting defined educational outcomes on schedule.

e. The student handbook and Program course catalog.

f. A summary of the request.

5. The Program will provide the Department with any information regarding the campus visit including location, hours of operation, any necessary Infection Control precautions and/or information that that the Department must adhere to during the visit.

a. During the campus visit the Department will provide the Program with the NCSBN form with directions on how to complete the form in order to request a unique NCLEX number for the proposed Program.

6. Attend & participate in the **BOEN** meeting including answering any questions from the **BOEN** members regarding the request.

a. Provide any additional information as requested by the **BOEN** and take note of the **BOEN' s** response to the request.

7. Provide **the Department** with the following:

a. Contact information, including a direct phone number, e-mail & mailing address for the Program Administrator/Director.

b. A hard copy of the final Feasibility study and all Program documentation along with copies of the student handbook and Program course catalog via first class mail only (7 weeks prior to the scheduled **BOEN** meeting).

c. The completed NCSBN form which the Department will submit directly to NCSBN.

07/17/2023

Guide to a Feasibility Study:

1. Refer to the Nursing Education Programs and Licensure Requirements General, Sections 20-90-45 to 20-90-59 (the Regulations).

2. The **Board of Examiners for Nursing (BOEN)** expects that the study will clearly substantiate the need for the Program in the specific geographic area chosen.

3. Provide the following to the **BOEN** (in hard copy or electronic device 7 weeks prior to the **BOEN** meeting):
   a. Specify the geographic area/community chosen and rationale for the selection. Also include:
      i. Description of the characteristics of the population in the community including current and emerging health needs.
      ii. How that community will support the needs of the Program.
      iii. A list of existing Nursing Programs in that and/or surrounding the community chosen.
      iv. A list of existing programs in the community for education in related health care fields as these programs could be surveyed.
   b. Survey the health care entities where graduates could be hired (Graduate employment opportunities). Surveys to include:
      i. The number of Licensed Practical Nurses (LPNs) and Registered Nurses (RNs) employed and current openings.
      ii. Is the health care entity planning to adjust the number of nursing positions in the future and the rationale for those adjustments?
      iii. Provide all actual survey forms received and any documentation of follow-up communication.
   c. Contact the existing Nursing Programs in that and/or surrounding the community chosen and include information on :
      i. Potential overlapping with other Programs in the use of clinical facilities and the impact on both the proposed and existing Programs.
      ii. The usual wait list for the existing Programs.
      iii. Will the existing Programs refer students to your proposed Program?
   d. The applicant pool (consumer) including:
      i. The population targeted and the rationale.
      ii. How the population will be reached.
      iii. Any data that validates your target population is appropriate and reachable.
      iv. Student retention plan.
      v. Plans for articulation.
   e. Educational facilities to be utilized including:
      i. Location(s) including if accessible by public transportation.
      ii. Number of classrooms, laboratories, library/resource center, conference room(s), computer room(s), office space(s) including the capacity of each.

iii. Titles and number of support staff dedicated to the Program.
f. Health care entities/Clinical facilities to be utilized including:
i. Documentation from the health care entities that they will accept students from the proposed Program including the number of students, days & shifts available, experiences that will be available, what other Programs utilize the entity and that students from existing Programs will not be displaced.
g. Budget; provide documentation of financial resources for planning, implementation and continuation for the Program with budget projections for the next 5 years.

4. Attend & participate in the **BOEN** meeting including answering any questions from the **BOEN** members regarding the request.
a. Provide any additional information as requested by the **BOEN** and take note of the **BOEN's** response to the request.

07/17/2023

Guide to Curriculum Changes:

1. Refer to the Nursing Education Programs and Licensure Requirements General, Sections 20-90-45 to 20-90-59 (the Regulations).

2. Provide the following to the **Board of Examiners for Nursing (BOEN):**
   a. Rationale for the change.
   b. Comparison of current versus proposed curriculum.
   c. Explanation of the effects of the change on:
      i. Currently enrolled students
      ii. Functions & role of graduates of the proposed Program
   d. Timetable for implication of the change.
   e. Plan for evaluation of the change.
   f. The Institution and Program organizational charts.
   g. A summary of the request.

3. Attend & participate in the **BOEN** meeting including answering any questions from the **BOEN** members regarding the request.
   a. Provide any additional information as requested by the **BOEN** and take note of the **BOEN' s** response to the request.

07/17/2023

Guide for Temporary <u>OR</u> Permanent Waivers for Nursing Program Faculty:

1. Refer to the Nursing Education Programs and Licensure Requirements General, Sections 20-90-45 to 20-90-59 (the Regulations).

2. Provide the following to the **Board of Examiners for Nursing (BOEN):**
   a. A letter to the BOEN Chairperson requesting the waiver including:
      i. The number of part time & full-time faculty at the Program.
      ii. The number of and type of (temporary or permanent) waivers for faculty at the Program.
      iii. If the request is for a temporary or permanent waiver.
      iv. If a temporary waiver request, the time that the waiver is requested for.
      v. The course(s) and/or clinical experience(s) that the applicant will teach and/or facilitate.
      vi. The level and number of students the applicant will be teaching.
      vii. The clinical site name & address, hours of the clinical experience, orientation to that clinical site and a mentor at the clinical site.
      viii. Description of the orientation to the role by the Program and the mentor at the Program.
   b. Current resume including a description of all clinical experiences and their Connecticut nursing license number. Redact all documents appropriately.
   c. Official transcript(s) for undergraduate Nursing degree(s). Redact all documents appropriately.
   d. Official transcript from the graduate Nursing program with a letter of matriculation into the graduate nursing program including an expected date of graduation. Redact all documents appropriately.
   e. The Institution and Program organizational charts.
   f. A summary of the request.

3. In addition, for a Permanent waiver request please also include:
   a. An explanation as to how the applicant's advanced degree and/or experiences are appropriate for the course(s) and/or clinical experience(s) that the applicant will teach and/or facilitate.
   b. Official transcripts from undergraduate and graduate programs.

4. Attend & participate in the **BOEN** meeting including answering any questions from the **BOEN** members regarding the request.
   a. Provide any additional information as requested by the **BOEN** and take note of the **BOEN's** response to the request.

07/17/2023

Guide to Approval of Program Administrator/Director:

1. Refer to the Nursing Education Programs and Licensure Requirements General, Sections 20-90-45 to 20-90-59 (the Regulations).
2. Provide the following to the **Board of Examiners for Nursing (BOEN):**
   a. A letter to the BOEN Chairperson requesting the approval including:
      i. Notice of the appointment.
      ii. Summary of qualifications of the appointee.
   b. Current resume including a description of all clinical experiences, teaching experience in a Program in Nursing, administrative experience, and their Connecticut nursing license number. Redact all documents appropriately.
   c. Official transcripts from undergraduate and graduate nursing programs. Redact all documents appropriately.
   d. The Institution and Program organizational charts.
   e. A summary of the request.

3. Attend & participate in the **BOEN** meeting including answering any questions from the BOEN members regarding the request.
   a. Provide any additional information as requested by the **BOEN** and take note of the BOEN' s response to the request.

4. Provide **the Department** with the contact information, including a direct phone number, e-mail & mailing address for the Program Administrator/Director.

07/17/2023

Guide to Approval of Program Closures:

1. Refer to the Nursing Education Programs and Licensure Requirements General, Sections 20-90-45 to 20-90-59 (the Regulations).

2. Provide the following to the **Board of Examiners for Nursing (BOEN):**
   a. A letter to the BOEN Chairperson to notify of the closure including:
      i. A written plan for the program closure including rationale for the change, phase out of admission to the Program, notification to students and constituents, retention and adequacy of faculty & staff, and a teach out plan.
      ii. Timetable for termination.
      iii. The policy regarding safe storage of vital Program records including transcripts of all graduates and or students who failed to graduate.
      iv. The name of the person, title and address, responsible for providing academic (transcripts), financial and health records, and references for students.
      v. Date of notice by the Program of the closure to the accreditation body (if applicable).
   b. A summary of the notice.

3. Attend & participate in the **BOEN** meeting including answering any questions from the **BOEN** members regarding the notice.
   a. Provide any additional information as requested by the **BOEN** and take note of the **BOEN' s** response to the notice.

4. Provide **the Department** with the contact information, including a direct phone number, e-mail & mailing address for requesting academic (transcripts), financial and health records, and references for students.

07/17/2023

Guide to Approval <u>OR</u> Review of Refresher Programs:

1. Provide the following to the **Board of Examiners for Nursing (BOEN):**
   a. Participant eligibility/requirements.
   b. Syllabus for the Refresher Program including the theory and clinical components.
   c. Format(s) of the Refresher Program.
   d. Length of the Refresher Program.
   e. Cost of the Refresher Program, including any textbooks and/or technology programs.
   f. Technology requirements.
   g. Evaluation methods.
   h. A summary of the review and/or request.

2. Attend & participate in the **BOEN** meeting including answering any questions from the **BOEN** members regarding the request.
   a. Provide any additional information as requested by the **BOEN** and take note of the **BOEN' s** response to the request.

3. Provide **the Department** with the contact information, including a direct phone number, e-mail & mailing address for the Refresher Program.

07/17/2023

Guide to Approval Process for a New Nursing Program

1. Refer to the Nursing Education Programs and Licensure Requirements General, Sections 20-90-45 to 20-90-59 (the Regulations).

2. Provide the following to the **Board of Examiners for Nursing (BOEN):**
   a. Twelve months prior to the planned entry of the first class of students, provide:
      i. A letter to the BOEN Chairperson of the intent to establish a Program including:
         1. The type of program to be started.
         2. The projected timeframe for startup.
         3. If the Program will be a day and/or evening Program.
         4. The number of students to be accepted per class.
         5. The projected enrollment for the next three years.
      ii. A summary of the notice.

3. Attend & participate in the **BOEN** meeting including answering any questions from the **BOEN** members regarding the notice.
   a. Provide any additional information as requested by the **BOEN** and take note of the **BOEN'** s response to the notice.

4. Provide the following to the **BOEN** (in hard copy or electronic device 7 weeks prior to the **BOEN** meeting):
   a. A feasibility study, refer to the Guide for a Feasibility Study document on the **BOEN** website, for the proposed Program including:
      i. The applicant pool (consumer), how they will be reached, any data that validates your target population is appropriate and reachable, student retention plan and plans for articulation.
      ii. Graduate employment opportunities.
      iii. Educational and Clinical facilities to be utilized including location (s), documentation from the clinical facilities to accept students and of community support for the proposed program.
      iv. Potential overlapping with other programs in the use of clinical facilities and the impact on both the proposed and existing Programs.
      v. Budget; provide documentation of financial resources for planning, implementation and continuation for the Program with budget projections for the next 5 years.
   b. Timeline for employment of Program Administrator and nursing faculty including initial hiring of the faculty shall be completed at least 2 months prior to the proposed starting date, the Program Administrator shall be actively employed at least 6 months prior to the proposed starting date and identification of projected staffing needs.
      i. For the Program Administrator also provide the following:
         1. Summary of qualifications of the appointee
         2. Current resume including a description of all clinical experiences, teaching experience in a Program in Nursing, administrative experience, and their Connecticut nursing license number. Redact all documents appropriately.
         3. Official transcripts from undergraduate and graduate nursing programs. Redact all documents appropriately.
         4. The Institution and Program organizational charts.
   c. A comprehensive plan for the development and implementation of the education program, including philosophy and educational outcomes, curricula, course outlines with plans for student evaluation, resource needs, timelines and a systemic self-evaluation.

d. Proposed programs significantly different from current approved programs shall provide detailed information relative to activities which provide the student with opportunities to attain defined competencies and demonstrate ongoing evaluations that students are meeting defined educational outcomes on schedule.

e. The student handbook and Program course catalog.

f. A summary of the request.

5. The Program will provide the Department with any information regarding the campus visit including location, hours of operation, any necessary Infection Control precautions and/or information that that the Department must adhere to during the visit.

a. During the campus visit the Department will provide the Program with the NCSBN form with directions on how to complete the form in order to request a unique NCLEX number for the proposed Program.

6. Attend & participate in the **BOEN** meeting including answering any questions from the **BOEN** members regarding the request.

a. Provide any additional information as requested by the **BOEN** and take note of the **BOEN' s** response to the request.

7. Provide **the Department** with the following:

a. Contact information, including a direct phone number, e-mail & mailing address for the Program Administrator/Director.

b. A hard copy of the final Feasibility study and all Program documentation along with copies of the student handbook and Program course catalog via first class mail only (7 weeks prior to the scheduled **BOEN** meeting).

c. The completed NCSBN form which the Department will submit directly to NCSBN.

07/17/2023

Appendix E:

Southern Connecticut State University

Interim Report on CT Health Horizons Funding

November 22, 2024
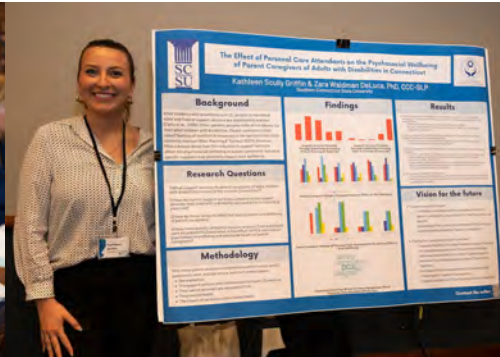
Connecticut Health Horizons

Southern Connecticut State University

Building Connecticut's Social Work and Nursing Workforces

Presented to:

Sean Scanlon, Connecticut State Comptroller

November 22, 2024

Southern Connecticut
State University
SC
SU

Social Work

Impact of Funding to date: March 2023 - November 2024

> As a result of CT Health Horizons funding, SCSU will graduate 62 additional Master Social Work (MSW) professionals by May 2025.

Supported by federal American Rescue Plan Act funding, CT Health Horizons (CT-HH) is a statewide healthcare sector project designed to address Connecticut's critical workforce shortages in the nursing and behavioral health fields. In March 2023, Southern Connecticut State University (SCSU) was awarded $1.6 million to increase the social work workforce. SCSU began spending CT-HH funds in August 2023 at the start of the 2023-24 academic year. The CT-HH program ends on June 30, 2025.

The SCSU Department of Social Work has made great progress in the three strategic areas funded through the CT-HH program:

1) **Increase Capacity of MSW Programs** by increasing faculty and staff levels so that MSW programs can accept, educate and train a higher number of qualified students and graduate them into the workforce.

2) **Increase Access to MSW Programs** by incentivizing Pell Grant-eligible students and those students living in a Connecticut Alliance School District to enter social work educational programs and ultimately the behavioral health workforce.

3) **Innovate and Accelerate the Behavioral Health Workforce Pipeline** by establishing partnerships between educational institutions and behavioral health employers for the purpose of pilot testing innovations to fill workforce vacancies.

Increase Capacity of MSW Programs

The Master Social Work (MSW) credential is important for meeting Connecticut's behavioral health workforce needs as it prepares graduates to work in healthcare, child welfare, and mental health sectors. This degree also leads to the Licensed Clinical Social Worker (LCSW) credential which qualifies professionals to diagnose and counsel for mental health conditions. "Advanced Standing" MSW Programs allow graduates from Council on Social Work Education (CSWE) accredited Bachelor of Social Work (BSW) programs to complete their MSW in one calendar year. Advanced Standing programs are an ideal pathway for rapidly increasing Connecticut's behavioral health workforce.

MSW programs are expensive to deliver, in part because the CSWE accrediting agency requires a low student to faculty ratio (12:1) and 900 hours of field experience per student. Many MSW programs in Connecticut lack the institutional resources required to expand seat capacity in their programs. In order to accept more students, MSW programs must hire faculty and staff to teach additional sections of courses and practicum education experiences.

The CT-HH program awarded $538,000 to SCSU to hire additional social work faculty and staff. These funds were used over a period of two academic years to hire 3 additional full-time faculty into the Department of Social Work. The addition of these employees allowed the department to increase the number of sections of courses in their Advanced Standing MSW program and secure the required number of additional practicum placement sites. *With the addition of CT-HH resources, SCSU will produce 62 additional Master Social Work (MSW) graduates by May, 2025.* Since Advanced Standing MSW students complete their educational programs in one year, this has been a high impact program for rapidly increasing the capacity of our behavioral health workforce in Connecticut.

"This scholarship gave me the opportunity as a first generation student to pursue higher education.... I was given the opportunity to find meaningful employment immediately following graduation; working with an in-home evidence-based program dealing with the foster care population."

Increase Access to MSW Programs

The SCSU Social Work Program is committed to addressing the need for a high-quality, culturally competent workforce and ensuring the students graduating into the workforce are reflective of the diversity of Connecticut residents. For those attending as full-time students, the SCSU MSW program is the most affordable program in the State of Connecticut, and the most cost-effective investment for public and private funders.

Providing tuition support increases access to MSW programs for students from low wealth households. Eligibility for Pell Grant Awards is an important indicator of a student's financial need. A high percentage of Pell-eligible students are from groups that are underrepresented in the behavioral health workforce.

The CT-HH program awarded $800,000 to SCSU to provide tuition support to students who were Pell-eligible or living in an Alliance School District. This was the first time SCSU was able to offer substantial scholarship support to MSW students and it served as an important pilot for assessing the impact of providing financial assistance to students who were considering entry into our MSW program. *SCSU successfully distributed $800,000 to 86 MSW low-income students over the two academic years of the CT-HH program.* Most individual awards were $10,000 unless the student had received other scholarships that reduced their financial need.

Providing financial assistance allowed more students from underrepresented groups to enroll in the MSW program. The group of students who received funding was considerably more diverse than any previous MSW cohort recruited at SCSU.

We are very concerned about the loss of CT-HH tuition assistance for our low income MSW students, many of whom are also students from underrepresented groups. Unlike undergraduate students, graduate students do not have access to Federal grants. As a result, aspiring MSW students with low incomes are required to take on the burden of student loans, and many are unable to do so since their projected lifetime incomes as a behavioral health workers will be lower than many other healthcare professions.

If CT-HH tuition support is discontinued, fewer low-income MSW students will be able to accept our invitation for admission. As a result, we will graduate fewer students with low incomes, and fewer students from underrepresented groups.

- 100% of students awarded Connecticut Health Horizons tuition support were from low-income households
- 30% self-identified as African American/Black and 30% identified as Hispanic/Latino

Innovate and Accelerate the Behavioral Health Workforce Pipeline

The CT Health Horizons program provided funding to support higher education institutions with launching innovations, in partnership with behavioral health employers, to enhance the behavioral health workforce pipeline. One workforce challenge in CT is that community behavioral health providers who serve our most vulnerable populations, including Federally Qualified Health Centers (FQHC), have a very difficult time recruiting and retaining new MSW graduates due to their lower salaries, high caseloads, and challenging work conditions.

Cornell Scott Health Center (CSHHC) and Clifford Beers Community Care Center (CB) reported that traditional MSW practicum placements had not been an effective pipeline for securing employees. They were investing tremendous internal resources to train MSW students who were then leaving after graduation to accept full-time jobs with other employers.

SCSU is an ideal partner for addressing this problem since a very high percentage of SCSU's students plan to live and work in Connecticut after graduation.

CT-HH awarded $334,000 to SCSU for an innovation partnership which was matched by an equal investment of in-kind services from CS-HHC and CB-CCC. This funding was used to pilot a new model for MSW practicum placements that focused on post-graduation retention of these students as full-time employees. Students participated in an extensive interview process to match their long-term employment goals with their agency placement. Once in their practicum, these agencies provided agency-specific training experiences that exceeded that of a typical practicum placement, enhanced professional development opportunities and post-graduation work experience in preparation for their LCSW examination. Pell-eligible students were provided with CT-HH tuition support of $10,000 per academic year.

CT-HH innovation funding was used to compensate CS-HHC and CB for the lost clinical time and billing hours that resulted from hiring and training MSW students. On-site field supervisors were compensated for their extra job duties.

This partnership model has been highly successful. Upon graduation, all six MSW students who completed practicum placements at Clifford Beers were offered full-time positions; five accepted and are currently working at the agency. At Cornell Scott, four out of the six interns were offered and accepted full-time employment. We expect similar results with our current cohort of three interns at Cornell Scott and three at Clifford Beers.

This partnership has increased the percentage of MSW practicum students who continue in full-time employment with their community agency following graduation.

Nursing

Impact of Funding to date: March 2023 - November 2024

> As a result of CT Health Horizons funding, SCSU will graduate 91 additional BSN prepared professionals by May 2025.

Supported by federal American Rescue Plan Act funding, CT Health Horizons (CT-HH) is a statewide healthcare sector project designed to address Connecticut's critical workforce shortages in the nursing and behavioral health fields. In March 2023, Southern Connecticut State University (SCSU) was awarded $1.4 million to increase the nursing workforce. SCSU began spending CT-HH funds in August 2023 at the start of the 2023-24 academic year. The CT-HH program ends on June 30, 2025.

The SCSU School of Nursing has made great progress in the three strategic areas funded through the CT-HH program:

1)   **Increase Capacity of BSN Programs** by increasing faculty and staff levels so that programs can accept, educate and train a higher number of qualified students and graduate them into the workforce.

2)   **Increase Access to BSN Programs** by incentivizing Pell Grant-eligible students and those students living in a Connecticut Alliance School District to enter BSN programs and ultimately the nursing workforce.

3)   **Innovate and Accelerate the Nursing Workforce Pipeline** by establishing partnerships between educational institutions and nursing employers for the purpose of pilot testing innovations to fill workforce vacancies.

Increase Capacity of BSN Programs

The Registered Nurse (RN) credential requires students to pass a licensure examination following graduation from an accredited Associates or Bachelors degree program in nursing. Many healthcare organizations require their Associates prepared nurses to enroll in RN to BSN degree completion programs during their initial years of employment.

Prior to CT-HH, SCSU delivered their BSN program through two pathways: 1) traditional 4-year model that graduated approximately 70 BSN students per year, and 2) accelerated/second Bachelor's degree that graduated approximately 30 BSN students per year. The accelerated model (ABSN) allows students who have already completed a bachelor's degree in another discipline, to complete their BSN degree in one year, representing the best investment for quickly meeting workforce demands.

Historically, SCSU turned away many qualified ABSN program applicants due to a shortage of clinical placement sites in healthcare facilities, and a lack of budget resources required to deliver nursing education that meets rigorous accreditation and licensure standards. Many BSN programs in Connecticut, lack the resources required to hire faculty and staff to teach courses and secure and deliver required clinical education.

The CT-HH program awarded $403,000 to SCSU to hire additional nursing faculty and staff. These funds were used over a period of two academic years to hire 3 full-time faculty/staff into the School of Nursing, allowing the School to expand their Accelerated BSN program.

With the addition of CT-HH resources, instead of enrolling 72 students over a two-year period, SCSU was able to enroll 163 students - an increase of 91 students.

> When CT Health Horizons funding ends in June 2025, SCSU will be forced to reduce its Accelerated BSN enrollment by 40 students per year.

Increase Access to BSN Programs

The SCSU School of Nursing embodies a strong commitment to diversity, addressing the need for a high-quality, culturally competent, and equitable healthcare workforce and ensuring the students graduating into the workforce are reflective of the diversity of Connecticut residents. Our School implements the Experiences, Attributes, and Metrics (E-A-M) model for admissions, recommended by the American Association of Colleges of Nursing, to more intentionally include students with a diversity of socioeconomic characteristics and backgrounds – such as first-generation students, caregivers and parents, and people who are racially and ethnically diverse and multi-lingual.

Our efforts to increase access have been bolstered through CT-HH by offering substantial tuition assistance to incentivize low-income and minority students to enter our cost-efficient nursing programs at SCSU.

The CT-HH program awarded $700,000 to SCSU to provide tuition support to students who were Pell-eligible or living in an Alliance School District. This was the first time SCSU was able to offer substantial scholarship support to ABSN students, a population that is not eligible for federal grant assistance since they have already completed a Bachelor's degree.

Thus far, SCSU has successfully distributed $608,00 to 96 low-income ABSN students over the two academic years of the CT-HH program. Awards ranged from $4650 - $7350 per student. The remaining $92,000 will be distributed to Pell-eligible ABSN students who are beginning their academic program in January 2025.

The diversity of the SCSU nursing student population has increased since receiving support through Health Horizons. In the 2024 academic year, 45% of students are Black, Hispanic/Latine, American Indian, or Asian.

"It gave me financial relief to continue my education; without it I don't think I would have been able to complete my degree."

"I truly felt a sense of relief and gratefulness. A huge weight was lifted off of my shoulders…"

"I was able to support my kids while I [was in] school with no job. I am very honored and grateful for the scholarship."

"They helped me in so many ways as a single mother. I am grateful and very appreciative for this opportunity."

Innovate and Accelerate the NursingWorkforce Pipeline

CT-HH provided funding to support higher education institutions with launching innovations in partnership with Nursing employers, to enhance the nursing workforce pipeline. Yale New Haven Health System (YNHHS) partnered with the SCSU School of Nursing to build a part-time BSN program. This program is delivered on weekends and evenings and provides a critical career ladder for entry level healthcare employees, such as Certified Nursing Assistants and Patient Care Technicians. The only program of its kind in the state – the part-time BSN program has increased the socioeconomic diversity of the nursing student body by providing a pathway to the BSN degree for who need to retain full-time employment while attending school part-time.

CT-HH awarded $224,000 to SCSU for this innovation partnership which was matched by an equal investment of resources from YNHHS. This funding was used to hire a part-time program director, provide individualized tutoring support, and provide students with financial support for living expenses that are not covered by Pell-grants and scholarships.

The part-time BSN program includes structures that fully support students through their academic journey. Students receive tailored support from a dedicated student engagement specialist who advises students, monitors grades, and links them with resources such as the campus food pantry, counseling services, and social supports. This specialist also also connects students to tutoring that is delivered by nursing faculty, nursing student peers, and SCSU's Center for Academic Success and Accessibility Services.

The part-time BSN program has been a tremendous success. *This program has enrolled 30 part-time BSN students to date and anticipates enrolling at least 12 additional new BSN students prior to the end of the CT-HH grant funding.* The first group of part-time BSN students will graduate in May 2025.

> This part-time BSN program has been a success for our partner, Yale New Haven Health System.
>
> This new career ladder can improve employee retention and provide CNAs and other entry level healthcare workers with a pathway to obtain advanced credentials and greatly enhance their annual salary and economic status.

The Transformative Impact of a Southern Education

Southern Connecticut State University, New Haven's urban public university, transforms the lives of our student scholars. As a public institution, we take seriously our obligation to provide affordable and accessible undergraduate and graduate programs that rival the quality of public and private university options in our region. Southern has a time-honored mission of building communities and empowering lives through a commitment to access, affordability, and social justice. Southern puts its social justice mission into action by creating holistic programming and services to help students navigate the complexities and challenges that they face.

Serving approximately 8,800 student scholars across its undergraduate and graduate programs, Southern is regularly selected for its appeal to first-time and transfer students, its variety of programs and disciplines, and its ability to meet the needs of a diverse population. Of the current fall 2023 first-year class, 63% identify as students of color, 57% are first-generation scholars, and 54% are Pell-eligible, reflecting Southern's mission of access, equity, and education for all. Southern's enrollment has become increasingly diverse over the last several years and is predicted to continue this pattern. Given these trends, Southern will be a Hispanic- and Minority-Serving institution within the next decade.

The well-being of Southern scholars is a high priority as the university continues to focus intentionally on supporting its scholars' capacity to learn and ability to persist to graduation. Southern is committed to doing more than offering classes and assignments; it is committed to training its scholars to become productive leaders in their communities. By doing this, Southern scholars win; Southern succeeds in changing lives, and community partners gain. Southern was recently ranked in the Top 25 in CollegeNet's most Social Mobility Index, which benchmarks four-year U.S. colleges and universities according to how effectively they enroll scholars from low-income backgrounds and graduate them into good-paying jobs.

Collectively the SCSU Class of 2022 is estimated to have career earnings of $5.6 billion.

95% SCSU's students are from Connecticut

85% SCSU's graduates accept employment within Connecticut

More than 95% of Southern's students are from Connecticut, and more than 85% accept employment within the state after graduation, making Southern a regional anchor for accessible higher education as part of the larger Connecticut State Colleges and Universities (CSCU) System.

The university receives less than one-third of its funding from the state of Connecticut; the remainder is funded by tuition, grants, and donor gifts. It is critical to the success and growth of our programs that we partner with individuals and organizations who understand the value and mission of the university. In doing so, our donors and community partners support the missions of the University and the School, while meeting workforce needs and preparing the next generation of emerging leaders. Southern, with the generosity of our donors, changes the lives of our graduates, provides an upward trajectory for entire families, and supports our employing organizations with a skilled and educated workforce.

Appendix F:

Southern Connecticut State University

Interim Report on Yale New Haven Health System Partnership

December 15, 2023

SCSU/YNHH PARTNERSHIP
Addressing the Nursing Workforce Shortage
(2022-2026)

DECEMBER 15, 2023

Southern Connecticut State University
COLLEGE OF HEALTH AND HUMAN SERVICES

Yale NewHaven **Health**

SCSU/YNHHS Partnership to Address the Nursing Workforce Shortage (2022-2026)
Status Report March 2022 – August 2023

In March 2022 Southern Connecticut State University (SCSU) School of Nursing entered into a 4-year partnership with Yale New Haven Health System (YNHHS) with the primary objective to double, by December 31, 2026, the annual number of students who graduate from SCSU with a Bachelor of Science in Nursing (BSN). Specifically, this partnership aims to increase SCSU BSN graduates from a baseline average of 100 per year to 200 per year.

SCSU is uniquely positioned for a successful partnership with YNHHS, which is seeking to expand and diversify its nursing workforce. YNHHS has a long-standing history of employing a very high percentage of Southern's BSN graduates. Ninety-five percent of SCSU's undergraduate students are residents of Connecticut who plan to live and work in this state after graduation, and 55% are from diverse racial and ethnic groups. Objectives of this partnership are to increase: 1) the annual number of BSN graduates from SCSU; 2) the diversity of BSN graduates from SCSU; and 3) the annual number of BSN graduates who are hired by YNHHS.

Both parties committed to specific investments and actions over the period of this partnership. This report summarizes actions completed and outcomes achieved during the first full academic year of this partnership which ended on August 24, 2023.

I   SUMMARY OF COMMITMENTS AND ACTIONS COMPLETED

SCSU Commitments:
- Expand and modernize nursing facilities and equipment.
- Establish the *School of Nursing* and invest in new nursing faculty and staff positions.
- Invest additional resources in nursing program operations.
- Implement strategies to recruit additional BSN students and further diversify enrollment.
- Implement program innovations to expand access to the BSN degree program.
- Implement strategies to support nursing student retention and graduation.
- Implement an accelerated online MSN clinical educator program to address the clinical instructor workforce shortage.
- Implement a Certified Nurse Assistant / Patient Care Technician training program to address the nursing assistant workforce shortage.

YNHHS Commitments:
- Implement strategies and structures that provide guaranteed clinical placements for the additional number of BSN students who are enrolled at SCSU due to this partnership.
- Implement strategies to recruit SCSU BSN students for employment at YNHHS upon graduation.
- Invest in equipment for new SCSU nursing facilities.
- Invest in supplies for SCSU nursing students.
- Invest in SCSU staff positions that support increased BSN enrollment.
- Invest in scholarships for BSN students who demonstrate financial need and desire employment at YNHHS.

A.   Actions Completed: Southern Connecticut State University

1.   Expand and modernize nursing facilities and equipment.

In August 2023, SCSU officially opened its new 94,000 square foot Health and Human Services Building. The construction and equipment budget for this project was $54M and included:

- 4 large nursing labs each of which include 6 hospital beds with hospital headwall systems; 6 exam tables; teaching stations for 18 students; and all necessary manikins; equipment and supplies.
- Hospital simulation center that includes 6 hospital simulation rooms with adjoining control/observation rooms, storage, medication room, nursing station, high fidelity manikins and other necessary equipment to simulate a clinical hospital setting.
- 4 standardized patient exam rooms with patient actor green room and control room.
- 1 standardized patient/client home simulation studio apartment with control/observation room.
- 2 debriefing rooms for simulation learning.
- 2 x 60-seat classrooms that can be combined into one 120-seat classroom.
- School of Nursing Office Suite with reception and offices for 33 faculty and staff.
- $1.8M in nursing equipment that included Laerdal software and audiovisual capture technology for the simulation center, high fidelity and medium fidelity manikins, *Pyxis* medication dispensing systems, Infusion Smart Pumps, hospital beds, exam tables, headwall systems, vital sign monitors, patient monitors, and other essential lab equipment and supplies.

2.   Establish the School of Nursing and invest in new nursing faculty and staff positions.

Effective in August 2022, SCSU officially transitioned from the Department of Nursing to the School of Nursing. This transition coincided with the opening of the new Health and Human Services Building on the SCSU campus. As a strategy to promote interprofessional programming, the *School of Nursing* remains within the organizational structure of the College of Health and Human Services. New positions were created and filled as follows:

- *Executive Director*

SCSU agreed to hire a Chief Nursing Administrator to increase strategic and resource development capacity of the new School of Nursing. Effective October 2022 the School of Nursing hired Dr. Michele Vancour to serve as the Executive Director of Healthcare Programs. In this role, Dr. Vancour provides direct support to Dr. Maria Krol, the Chairperson for the School of Nursing and leads the development of other healthcare programs, including interprofessional education for the College of Health and Human Services. Dr. Vancour vacated the Associate Dean position in the College, and this position was filled by Dr. Ayanna Walker, a new staff member in the College.

- *Administrative Assistant*

SCSU agreed to hire an Administrative Assistant for the School of Nursing to handle expanded business and budget administration responsibilities. Beatrice Torres was hired to serve as the new Administrative Assistant for the School of Nursing. Ms. Torres vacated the Secretary II position in the School of Nursing, and this position was filled by Rosemarie Hummel.

- *Full-time Faculty*

SCSU agreed to increase the number of full-time nursing faculty employed to 21, from our baseline of 19. Effective August 2022, the School of Nursing hired Deborah Morrill, Ed.D. as an Assistant Professor on tenure track and Tara Hanlon, Ed.D. as an Assistant Professor on tenure track.

- Clinical Coordinator

SCSU agreed to expand the capacity of its clinical placement office in order to handle the increased administrative responsibilities associated with the increased BSN enrollment associated. Lauren Esposito, MSN, was hired to serve as a full-time Clinical Coordinator.

- Simulation Coordinator

SCSU agreed to expand the capacity of its simulation operations to deliver clinical education for the increased enrollment from this partnership. Regina Kulacz, MSN, was hired to serve as a full-time Simulation Coordinator.

- Information Technology Specialist

SCSU agreed to expand the capacity of its simulation operations by hiring an IT specialist who would support the simulation and lab facilities for our School of Nursing in addition to other technology in the new Health and Human Services Building. Phillip Bryant was hired to serve as a full-time Simulation Operations and Technology Specialist.

- Clinical Instructors

SCSU agreed to hire additional clinical instructors to accommodate the increased enrollment associated with this partnership. All clinical groups of 6-8 students were staffed with either full-time or part-time faculty. In total, SCSU provided staffing for the following number of clinical groups: 18 in summer 2022, 44 in fall 2022, 37 in spring 2023, 17 in summer 2023, and 39 in fall 2023.

3. *Invest resources in nursing program operations.*

The annual operating budget for the SCSU School of Nursing, exclusive of salaries and benefits for full-time employees, was increased by $169,000 in FY2022 and by an additional $72,000 in FY2023. This budget increase provides software and other educational technology and supplies to support student learning with high fidelity manikin and standardized patient simulation and clinical placement.

4. *Implement strategies to recruit additional BSN students and further diversify enrollment.*

The School of Nursing implemented holistic admissions strategies in 2022 to increase BSN enrollment and further diversity students who enroll in the BSN program. As a social justice university committed to providing access to students, holistic admission upholds the University's and the School of Nursing's commitment and responsibility to our community and clinical partners. The School of Nursing implemented the E-A-M model recommended by the American Association of Colleges of Nursing (AACN), which is based upon an applicant's experiences, attributes, and their metrics. The holistic admissions criteria include reviews of academic achievements, extracurricular activities, letters of recommendation, personal statement or essay, and diversifying characteristics such as first-generation, caregiver, household income contributor, parental status, ethnic background, multi-lingual, sex, and other self-identified diversifying qualities. This approach helps to foster a more diverse student body, thereby enriching the overall learning environment. By establishing a more diverse student nurse population, the School of Nursing is addressing the need for establishing a more high-quality, culturally competent, and equitable healthcare workforce, which will ultimately lead to better patient outcomes, improved communication, and a more innovative and responsive healthcare system.

The School of Nursing partnered with the SCSU Office of Undergraduate Admissions to host multiple BSN recruitment events in the new Health and Human Services Building and offered merit-based scholarships to high performing high school seniors who had been accepted into the BSN program. This was the first time SCSU offered merit-based tuition to this population of students. These strategies were

highly effective and produced an increase in the yield rate from 22% to 35% for high performing high school seniors who were invited for admission to the BSN program in the School of Nursing.

The School of Nursing partnered with YNHHS to deliver a Summer Nursing Symposium in 2022 and 2023 as a strategy to diversify the nursing workforce by mentoring students of underrepresented backgrounds into health professions. During this program (one week in 2022 and two weeks in 2023), high school students gain insight into the field of nursing by:
- participating in interactive activities;
- shadowing nurses in a clinical environment and observing their interaction and provision of care to patients and families;
- learning and practicing various nursing skills on models.

Students engaged with an ethnically diverse educational panel to ask questions and discuss nursing as a viable career path, meet with the university admission officers to learn about the college admission and application processes, and participated in other activities that introduced them to college. All participants are provided with meals, swag bags, and t-shirts co-branded with YNHHS and SCSU.

5. *Implement program innovations to expand access to the BSN degree program.*

The School of Nursing designed and implemented a 3-year part-time BSN program to increase BSN access to a population of entry-level healthcare professionals such as Certified Nursing Assistants and Patient Care Associates. This year-round program is delivered through an evening and weekend curriculum to allow working professionals to pursue their nursing degree while maintaining their work schedules, incomes, and family responsibilities. This program can accommodate up to 24 new students per year. The School of Nursing was able to secure funding from the *State of Connecticut CT Health Horizons* grant program to provide need-based scholarships and tutoring to students who enroll in this program.

SCSU's Early College program provides high school students (10th-12th grades) with the opportunity to earn up to 30 college credits and explore subjects they may not be able to access at their high schools. SCSU currently provides tuition waivers for students from the 79 high schools that have enrolled as Early College Partners. Completing early college courses enhances preparation for the rigor of nursing pre-requisite courses and can shorten the time and financial investment required to earn a college degree.

The School of Nursing doubled the annual admissions capacity of its one-year Accelerated Career Entry (ACE) nursing program from 38 to 76 per year and now offers cohort start dates in December and July. This accelerated BSN degree option is available to students who have a bachelor's degree in another field and have completed all nursing prerequisite courses and academic standards. ACE program growth was prioritized since it was the quickest pathway to increase the number of BSN graduates.

The School of Nursing delivers the nursing portion of the traditional 4-year BSN degree program in the junior and senior year. SCSU increased the annual admissions capacity for this program from 80 to 120 juniors per year inclusive of SCSU students who were accepted as freshmen and transfer students from the SCSU pre-nursing program or other institutions including our CT State community colleges.

SCSU expanded the pre-nursing program, STEM foundations for nursing, to guarantee transfer admission into the BSN program in the junior year for students who attend SCSU as freshmen, complete their required nursing pre-requisite courses during the first two years, and meet all required academic standards. This social justice initiative expands access and opportunity to a diverse population of high

school seniors who have potential to earn their BSN but for a variety of reasons, did not achieve the high school academic standards required for direct admission into a university BSN program.

6.   Implement strategies to support nursing student retention and graduation.

In order enhance preparation of BSN students for their rigorous junior year coursework, the School of Nursing implemented an intensive pre-immersion program. This 4-day program serves as a resource and learning tool for students to gain early insight into the expectations, requirements, and preparation needed to be successful in the nursing program and covers topics such as study skills, test preparation, mindfulness, clinical and lab preparedness, effective communication, time management, and dosage calculations, in addition to providing an introduction to specific courses.

To support BSN students throughout their full nursing program, the School of Nursing implemented specialized tutoring, one-on-one mentoring for students experiencing academic challenges, and wellness and mindfulness programs to address stress, anxiety, and other concerns.

To ensure high first-time pass rates on the NCLEX-RN licensing examination, the School of Nursing adopted the *Nurse Think* product to incorporate clinical judgment across the curriculum, added a 14-week NCLEX-RN exam preparation course to each BSN student's capstone placement, and provides each BSN student with access to a post-graduation NCLEX review course.

7.   Implement accelerated online MSN clinical educator program to address the clinical instructor workforce shortage.

The School of Nursing implemented substantial revisions to the MSN Nurse Educator degree program to make this program more accessible to working nurses. This program prepares future nurse educators with the knowledge, skills, and experience needed to engage in evidence-based clinical and classroom teaching for associate's, bachelor's, and master's level nursing programs. The program is now offered in three online formats, which include an accelerated 16-month program, part-time 2-or-3-year program, and 9-credit post-Master's degree certificate.

8.   Implement a Certified Nurse Assistant / Patient Care Technician training program to address the nursing assistant workforce shortage.

In summer 2022, the School of Nursing implemented a Certified Nurse Aide (CNA) course and obtained approval as a CNA certificate granting institution. The first cohort of 9 students graduated and successfully obtained certification. In the summer 2023, the School of Nursing partnered with the New Haven Public Schools (NHPS) and offered the CNA program to 20 NHPS students and will do so again in spring and summer 2024. Additionally, the College of Health and Human Services has adapted the CNA curriculum as a college credit bearing elective course that will be made available to all students beginning in Fall 2024.

B.   Actions Completed: Yale New Haven Health System (YNHHS)

1.   Implement strategies and structures that provide guaranteed clinical placements for additional BSN students who are enrolled at SCSU due to this partnership.

YNHHS provided the School of Nursing with all of the necessary clinical placements to accommodate enrollment growth in the BSN program. Specifically, YNHHS provided additional clinical group placements for courses in gerontology, adult health I & II, mental health, maternity, pediatrics, and community health. YNHHS provided the School of Nursing with the following number of clinical groups: 18 in summer 2022, 44 in fall 2022, 37 in spring 2023, 17 in summer 2023, and 39 in fall 2023.

YNHHS provided 1:1 student to preceptor capstone placements to all students who received scholarship support from YNHHS (YNHHS Scholars). Capstone placements were prioritized as critically important for exposing nursing students to YNHHS and facilitating their application for post-graduation employment at YNHHS.

YNHHS and the School of Nursing developed and implemented an innovative perioperative capstone clinical program to address the significant nursing shortage in perioperative nursing. Senior level nursing students can now apply for a unique YNHHS learning experience in the specialty of perioperative nursing. Four SCSU nursing students completed the perioperative capstone clinical in the 2022-2023 school year and three of the four students were hired into the YNHH perioperative service line. Six students are enrolled in the perioperative capstone clinical during the current academic year.

YNHHS implemented a strategy to increase the number of their employees who are qualified to serve as part-time clinical instructors at SCSU. In March 2022 YNHHS improved their employees' access to the YNHHS tuition reimbursement benefit program by establishing a direct billing option between the SCSU Bursar's office and YNHHS' contract with EdAssist. As a result, YNHHS employees are no longer required to pay their tuition bills to SCSU out of pocket in advance of course completion. This initiative has been very well received by students and has the potential to increase the number of YNHHS nursing employees who complete their MSN and are therefore qualified to serve as clinical nurse educators. Enhanced access to YNHH's tuition benefit program also increases access for Patient Care Assistants (PCAs) who are interested in pursuing their BSN at SCSU and improves YNHHS's competitiveness when recruiting BSN graduates for employment.

Shortages of clinical and lab faculty are a major barrier to growing nursing program enrollments. YNHHS has encouraged their qualified employees to serve as clinical and laboratory faculty for BSN programs in our region and these efforts have been successful. ***SCSU employed a total of 54 part-time faculty in fall 2023, and 35 (65%) were current employees of YNHHS.***

2.   Implement strategies to recruit SCSU BSN students for employment at YNHHS upon graduation.

YNHHS provided several events and information sessions to promote student engagement. These events included: October 2022 welcome reception for nursing students in their junior year; November 2022 information session on resume writing and interviews; February 2023 and October 2023 information sessions on the YNHHS Nurse Residency program; and September 2023 welcome reception for new freshmen nursing students.

YNHHS also carried out three nursing recruitment events on the SCSU campus. On January 20, 2023 and November 7, 2023, YNHHS participated in a career fair for all nursing students in the SCSU School of Nursing. On April 18, 2023, YNHHS provided an exclusive recruitment program for summer 2023 graduates from the SCSU accelerated nursing program. Ann Lacamera from YNHH Talent Acquisition, 5 YNHHS Nurse Managers, and 2 additional YNHHS Talent Acquisition Specialists conducted individual interviews with 14 students.

YNHHS implemented specific actions to facilitate and support the YNHHS employment application process for SCSU nursing graduates. In March 2023, YNHHS assigned Julie Lamb, Senior Talent Acquisition Partner, to the School of Nursing to provide guidance to individual students who needed assistance with their application for employment as RNs or PCAs. This initiative has been helpful to many students and has the potential to increase YNHHS's competitiveness among the many hospitals and healthcare facilities in CT that are actively and aggressively recruiting SCSU nursing students into RN or PCA positions.

YNHHS provided SCSU nursing students who received tuition support from YNHHS (YNHHS Scholars), with direct access to dedicated Talent Acquisition Specialists at YNHH York/St. Rafael and Bridgeport Hospital.

3.   Invest in equipment for new SCSU nursing facilities.

YNHHS provided the School of Nursing with $270,000 for nursing equipment that supports student learning and practice in the new SCSU Health and Human Services Building. The initial plan was to purchase high fidelity manikins. However the steering committee approved a revised plan to invest in a high-fidelity pediatric manikin ($61,000), wearable and virtual reality technology ($101,000), diagnostic wall mount systems for clinical laboratory facilities ($34,000), medication dispensing units ($48,000), and NurseThink/ExamSoft Clinical Judgment Exams ($26,000).

4.   Invest in supplies for SCSU nursing students.

YNHHS provided the School of Nursing with $42,960 for nursing supplies and tote bags. These items were provided to every new SCSU nursing student inclusive of the traditional BSN, part-time BSN, and Accelerated Career Entry BSN programs. Tote bags were branded with YNHHS and included essential nursing supplies that are required for nursing lab coursework.

5.   Invest in SCSU staff positions that support increased BSN enrollment.

YNHHS provided the School of Nursing with $424,000 for full-time salaries and fringe to support essential staff positions that were required to meet the enrollment goals of this partnership. These positions are in addition to the new School of Nursing faculty and staff positions that were funded directly by SCSU and described in the previous section of this report. Staff job descriptions were developed in consultation with the SUOAF-AFSME union at SCSU.
- *Admissions Representative, Gabriela Vazquez*
- *Coordinator for Nursing Scholarships and Early College Programs, Leilannie Quintana*
- *Nursing Laboratory Coordinator, Rosale Lobo*
- *Student Engagement and Retention Specialist, Cristalyn Vargas*

6.   Invest in scholarships for BSN students who demonstrate financial need and desire employment at YNHHS.

YNHHS provided the School of Nursing with $250,000 for scholarship awards to BSN students who demonstrated financial need and expressed a desire for employment at YNHHS upon graduation. The "YNHHS Scholars" program was established and applications for acceptance were made available to current SCSU nursing students. The "YNHHS Scholars" program provided students with need-based scholarship funding, access to clinical placements at YNHHS, guaranteed capstone placement at YNHHS, professional development programs, and personalized support to apply for employment at YNNHS. The application required students to complete the student financial aid application (FAFSA) and write a statement that included information about their financial need, their desire to work at YNHHS, and ways they would contribute to diversity, equity and inclusion at YNHHS. A committee of nursing faculty and staff reviewed applications and selected recipients. Scholarship amounts were allocated based on the amount of the gap between the annual cost of college attendance (academic and living expenses) and the amount of financial aid and other scholarship support that had already been awarded to that student. Annual award amounts were divided to provide one payment per semester. For junior year nursing student recipients, awards were renewable in the senior year pending successful academic progression.

Plans for the early college portion of the scholarship plan ($75,000) were adjusted with approval from the YNHHS/SCSU steering committee since we did not yet have an adequate number of high school seniors who had earned the necessary college credits to qualify for that program. These scholarship resources were combined with the $175,000 that had been allocated for need-based student support and distributed using the "YNHHS Scholars" application, selection, and allocation process.

II.   PARTNERSHIP OUTCOMES

A.   BSN Enrollment Growth

The primary outcome measure for the YNHHS/SCSU School of Nursing partnership is annual growth in the number of BSN student graduates. Increasing admission of new BSN students is a critical step for achieving this objective. SCSU successfully increased enrollment of new BSN students in 2022 and 2023. This growth was accomplished by launching a new part-time BSN program and increasing the number of juniors accepted into the traditional BSN program in August 2022, and launching a second annual cohort of 15 accelerated BSN students in December 2022. In 2023, the enrollment pipeline into the junior year of the traditional BSN program was down due to a decline in freshmen admissions and community college enrollment during the pandemic. As a result, BSN enrollment growth was accomplished by increasing the number of accelerated students who were accepted into those program cohorts in June 2023 and December 2023. New BSN student enrollment growth will be completed in 2024 when the School of Nursing achieves its maximum annual capacity of 125 new traditional program juniors (including fast-track students), 25 part-time program juniors, and two cohorts of 38 accelerated program students per year.

This enrollment growth is also is attributed to the additional support that is now provided to prospective, accepted, and enrolled nursing students by our four new YNHHS funded staff. Our Admissions Representative, Coordinator of Nursing Scholarships, Student Engagement and Retention

Specialist, and Nursing Laboratory Coordinator each played an invaluable role by providing a person-centered care approach to students and their families. Specifically, we were able to be more responsive to programmatic, enrollment, and scholarship inquiries, as well as showcase our enhanced capacity for teaching and learning in our new labs with state-of-the-art equipment and technology. Feedback from students (and their families) regularly note the impact these roles and their respective services have made in their decisions to study nursing at SCSU.

The current YNHHS/SCSU School of Nursing partnership agreement concludes in December 2026. Maintaining these higher new BSN student enrollment levels beyond 2025 will require SCSU to secure an extension of funding to ensure that SCSU can deliver the full BSN program to those accepted students.

Actual and Projected New BSN Enrollment at SCSU Baseline through 2026
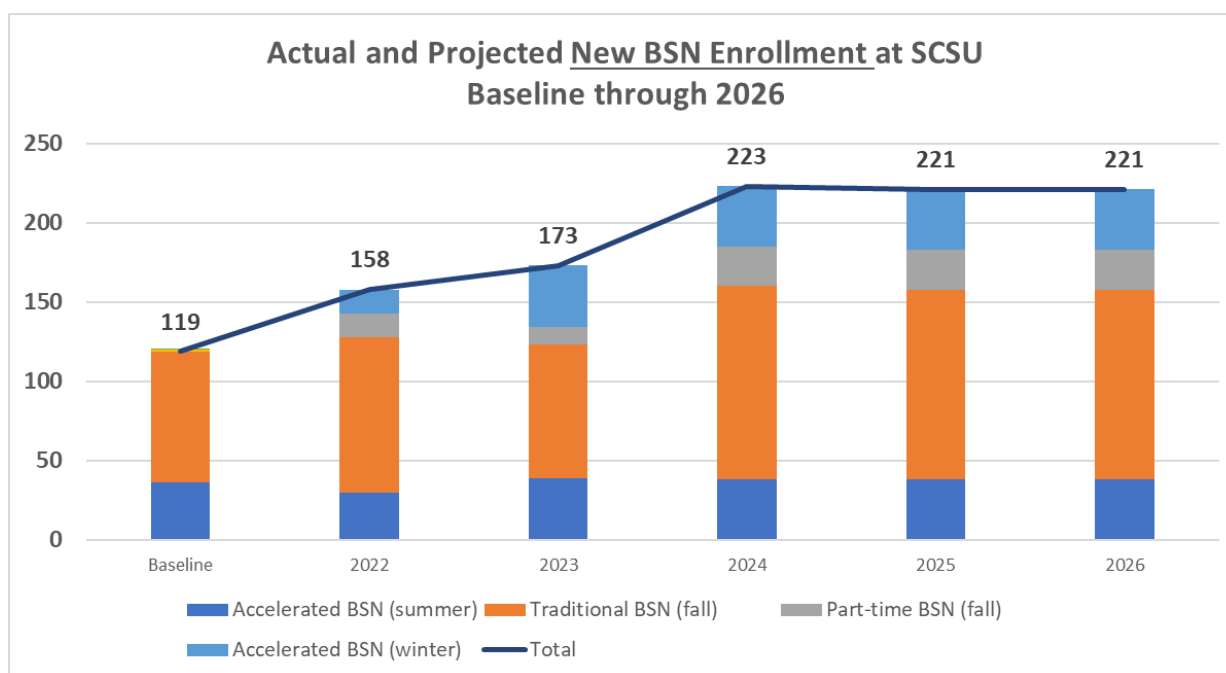
New BSN Students (Actual and Projected)						
	Baseline	2022	2023	2024	2025	2026
Accelerated BSN (summer)	36	30	39	38	38	38
Traditional BSN (fall)	83	98	84	122	120	120
Part-time BSN (fall)	0	15	11	25	25	25
Accelerated BSN (winter)		15	39	38	38	38
Total	119	158	173	223	221	221

B.   BSN Graduation Growth

The School of Nursing successfully increased the number of BSN graduates in 2022 and 2023, producing a total of ***65 additional BSN graduates*** over what would have been produced prior to the YNHHS/SCSU School of Nursing partnership. This growth was accomplished in both the traditional BSN program and accelerated BSN program. Graduation growth plateaued in 2023 due to a pandemic related decline in SCSU freshmen admissions in fall 2020, but the pipeline of currently enrolled BSN students and large number of applicants for accelerated program cohorts indicates that there will be a dramatic increase in BSN graduates in 2024, and that the goals will be achieved in 2026. ***In total this partnership is predicted to produce 331 additional BSN graduates.***

Students' persistence toward graduation has been positively impacted by our new Student Engagement and Retention Specialist and Nursing Laboratory Coordinator. Our Student Engagement and Retention Specialist works with students at risk of not passing a course. During the past year, she has advised 141 students and over 350 students received tutoring across eight different courses. She also offers health and wellness activities to support students' overall wellbeing, connection, and engagement. Similarly, our Nursing Laboratory Coordinator has enhanced students' learning by adding times and opportunities for them to practice their skills in addition to times provided for students in their nursing courses. She also works closely with faculty on the development, use and evaluation of laboratory activities so that they integrate well into their courses. The combination of these efforts is making a significant impact on students' competence, confidence, success, and overall progress towards graduation.
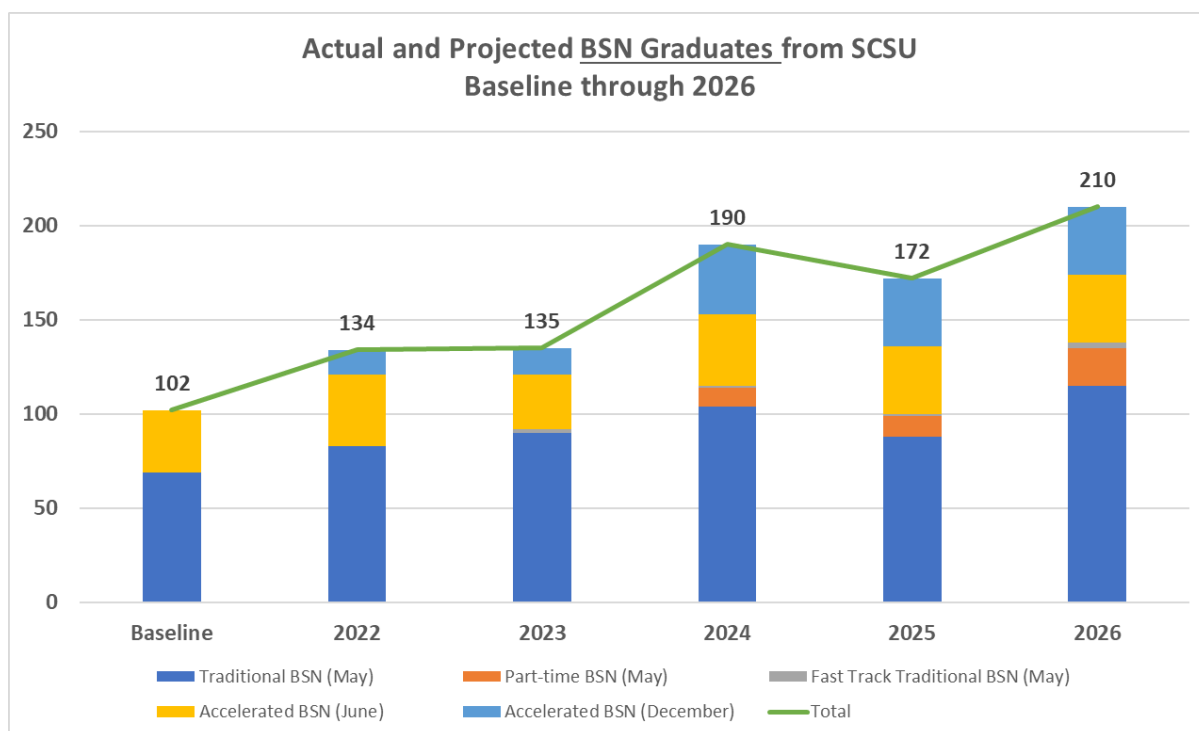
Number of BSN Graduates (Actual and Projected)						
	Baseline	2022	2023	2024	2025	2026
Traditional BSN (May)	69	83	90	104	88	115
Part-time BSN (May)	0	0	0	10	11	20
Fast Track Traditional BSN (May)	0	0	2	1	1	3
Accelerated BSN (June)	33	38	29	38	36	36
Accelerated BSN (December)		13	14	37	36	36
Total	102	134	135	190	172	210

C.   Profile of Southern BSN Graduates

The profile for our combined cohorts of May 2023 Traditional BSN graduates (N=90) and June 2023 Accelerated BSN graduates (N=29) was as follows:

- 22% Male
- 40% Non-white
- 17% Hispanic

- ❖ 98.9% First-time NCLEX-RN Pass Rate – May 2023 Traditional BSN (89 students reporting)
- ❖ 96.6% First-time NCLEX-RN Pass Rate – June 2023 Accelerated BSN (29 students reporting)

D. YNHHS Employment of Southern BSN Graduates

Historically, compared with other colleges and universities, the SCSU School of Nursing has achieved a very high percentage of BSN graduates who are hired by YNHHS. Central to this partnership is the assumption that increasing the number of BSN graduates will result in a higher number of new BSN employees for YNHHS. We have indeed experienced a substantial increase in the number of BSN graduates who were hired by YNHHS since the partnership began. ***YNHHS hired 78 new Southern BSN graduates as employees in 2023, which was a substantial increase from our 2022 baseline of 52 employees.***

The YNHHS Scholars program provided need-based financial support to Southern's BSN students in order to support students with on-time graduation and progression into a nursing career. This financial support allowed many students to reduce their paid employment hours, reduce reliance on student loans, focus on their academics, and successfully complete their rigorous nursing curriculum without having to withdraw from the university or reduce their academic schedules to part-time status.

The self-reported post-graduation YNHHS employment rate was higher among YNHHS Scholars compared with students who did not receive this support. For the cohort of 90 traditional BSN students who graduated in May 2023, we were able to capture employment information for 68 students. Of those, 42 reported accepting employment at YNHHS (62%). ***Among the subset of 29 YNHHS Scholars, we were able to capture employment information for 23 students. Of those, 17 reported accepting employment at YNHHS (74%).***

Recommendations and Next Steps

1. Continue to increase clinical placement offerings at YNHHS as Southern continues to increase BSN program enrollment.

2. Continue to facilitate enrollment of current YNHHS employees in the SCSU part-time BSN program. This investment can assist YNHHS with retention and career growth of the YNHHS workforce while simultaneously increasing the number of BSN graduates.

3. Continue to facilitate enrollment of current YNHHS employees in the SCSU MSN Clinical Nurse Educator program. This investment can increase the number of qualified clinical and lab instructors for BSN programs; and provide opportunities for professional growth, promotions, and additional income.

4. Continue to innovate with opportunities for the YNHHS Talent Acquisition team to recruit SCSU BSN Nursing graduates.

5. Continue to enhance YNHHS Scholars programming to further increase the percentage who are employed at YNHHS upon graduation.

6. Finalize resources for continuation of the YNHHS/SCSU partnership by March 2025, in advance of admitting Southern BSN juniors for fall 2025 (graduation date May 2027).

Appendix G:

CT State College Healthcare Program Report

2024

Analysis of 18 Healthcare Programs – Distribution, Demand, Occupational Outlook, Expansion Costs

Program	Campuses	Demand		Occupational Outlook		Expansion Cost	Priority	Comments
		Current Enrollment Status	Waiting List	10-Year Job Growth 1=low, 4=high	Hourly Wage Potential	1=low, 3=high	1=low, 3=high	
1. Dental Assistant AS	TX, MA	Appropriate	10 or fewer	3	$23.38	3	1	Despite having favorable job growth projections and access to a career path with livable wages, neither Dental Assisting nor Dental Hygiene is offered on our shoreline or Eastern CT campuses. Nonetheless there does not appear to be strong demand for our existing programs at TX and MA. In addition, there is stiff competition from Goodwin and UNH and expansion costs would be high unless supported by grants and/or external partnerships.
2. Dental Hygiene AS	TX	Appropriate	10 or fewer	3	$42.08	3	1	
3. Exercise Science AS	NK, GW, TR, MA	Appropriate	NIA	4	$22.35	1	2	The job growth metrics for Exercise Science are strong but wages are modest. The program on multiple campuses but access in the Northwest region is limited. Given that expansion costs appear to be low, adding at NV or NW may make sense pending the results of marketing research.
4. Health Information Technology (HIT)- Clinical Cording Certificate, Data Management AS, Healthcare Admin. AS , Medical Billing & Coding Certificate	ACC, MX. NK, NW, QV	Appropriate	No	3	$23.45-$53.20 (BS)	1	2	CT State HIT programs need curriculum revision. They overlap with programs in Business Office Technology and some credentials are obsolete. These issues should be resolved before expansion is considered.
5. Health Science AS	CCC	Health Science is an AS degree that is listed in our catalogue as "on-ground" but is not currently being offered on any of our campuses. There is no information available on it at this time.						
6. Massage AS	ACC	NIA	NIA	4	$26.59	1	2	The occupational outlook for Massage Therapy indicates strong demand but modest wages. Since it is currently available on only one campus (ACC) and has low expansion costs, it may be an attractive target for expansion, However, additional research would be needed as the low enrollment in the AN program may indicate limited demand.
7. Medical Assisting – AS & Certificate	ACC, CA, HC, GW, QV, TR	Appropriate – 2 Under- 2	No	3	$20.19	1	2	While it is an accessible, stackable entry-level healthcare credential, the Med Assisting Certificate and Degree are already offered on six campuses, two of which indicate they are under-enrolled. Wages in the field are low. Most students would fare better by pursuing an LPN.
8. Medical Lab Technology- AS	QV	Appropriate	No	3	$41.09 (BS)	2	3	With a favorable occupational outlook and plentiful opportunities for career growth, the MLT program offers an attractive opportunity to our students. Given its moderate expansion costs and the fact that it is currently available only on the QV campus, MLT would appear to be an ideal target for expansion.
9. Nuclear Medicine	GW	NIA	NIA	2	$44.47	3	2	With modest occupational growth but strong wages, Nuclear Medicine may be an attractive target for expansion. It is currently available only at the Gateway campus, so establishing a program on additional campuses may make some sense. However, expansion costs may be high unless supported by grants and/or external partnerships. Additional market research is also needed.
10. Nutrition & Dietetics AS	GW	NIA	NIA	3	$33.50 (BS)	1	2	The occupational outlook for N&D appears to be favorable, although data on wages at the associate degree level are unavailable. Given that enrollment is strong in the one program that is currently available, expansion to other campuses appears to make sense pending additional market research.

#	Program	Campus	Status	Enrollment		Wage			Notes
11.	Occupational Therapy Assistant- AS	MA	Appropriate	10 or fewer	4	$31.47	1	2	Expansion of the OTA degree to other campuses makes sense given that it is currently available on only one campus and offers a stackable, entry-level credential into a field with a strong job growth and good wages.
12.	Ophthalmic Design/Dispensing - AS	MX	NIA	NIA	3	$20.19	2	1	The occupational outlook for N&D indicates better than average job growth but low wages. Given that enrollment is strong in the one program that is currently available, expansion to other campuses appears to make sense pending additional market research. However, expansion costs could be considerable unless supported by grants and/or external partnerships.
13.	Paramedic – AS and Certificate	CA	Under	10 or fewer	3	$21.53	2	1	The Paramedic program has stiff competition from better resourced programs in the private sector. In addition, it does not offer access to a career path with livable wages or an array of career options.
14.	Phlebotomy- Certificate	AN, QV	NIA	NIA	3	$20.10	1	1	The Phlebotomy certificate is offered both in the College of Nursing/HC and in workforce development, which results in inconsistencies and inequities. In its credit-bearing form it is offered at AN and QV. In its non-credit bearing form, it is offered at GW, MX, NK, NV, TR, and TX. A decision should be made about the preferred format for this program before it is considered for expansion. In addition, since is already available on 8 campuses, it does not represent an attractive expansion target.
15.									
16.	Physical Therapy Assistant- AS	NK, NV	Under – 1 Appropriate- 1	No-1 10 or fewer- 1	4	$28.24	2	3	Expansion of the PTA degree to other campuses makes sense given that it is currently available on only two campuses and offers a stackable, entry-level credential into a field with a strong occupational outlook and good wages.
17.	Radiation Therapy - AS	MA	Appropriate	10 or fewer	2	$47.26	3	1	With modest occupational growth but strong wages, Radiation Therapy may be an attractive target for expansion. It is currently available only at the Gateway campus, so establishing a program on additional campuses may make some sense. However, expansion costs may be high unless supported by grants and/or external partnerships. In addition. market research is needed.
18.	Sonography- AS	GW	Appropriate	41-50	4	$38.87	3	3	Expansion of the PTA degree to other campuses makes sense given that it is currently available on only one campus and offers an entry-level credential into a field with a strong job growth and good wages.
19.	Veterinary Technician – AS and Certificate	MX, NK, NW	Appropriate-1 Under- 1	No	4	$17.52	1	1	CT State currently has three Vet Tech programs at campuses in the shoreline, Eastern, and Western regions of the state. These programs are either appropriately enrolled or under-enrolled. Given that the degree offers access to field with low wages and little potential for career growth, expansion does not appear justified despite a robust occupational outlook.

		Items							

Campus	Program(s)	32 Top 3 areas where additional funding needed to support a 25% expansion.	33 Elaborate on specific funding needs.	34 Existing partner-ships?	35 If yes, describe.	36 Do you get funding from partners?	37 If yes, describe.	38 Additional partnership oppor-tunities?	39 If "yes", please share your ideas.
AS	Medical Assisting	Equipment Expendable supplies Student recruitment & enrollment services	An increase in students would require an increase in supplies. Marketing should be number one priority.	Yes	Clinical Externships	No		Yes	Can make the affiliations but we don't have students to fill the slots.
CA	Paramedic	Technology upgrades Laboratory space Equipment	We run 3 paramedic cohorts & graduate 2 per year. In addition, EMS-I & EMT courses, we hope to bring back fire science. We do this with 1 lab/classroom space, which is shared with Nursing	Yes	40 field & clinical sites for in-hospital & pre-hospital rotations	No		Yes	Hartford HealthCare has high fidelity SIM labs across from their main hospital campus- Unfortunately, there are additional costs associated with the use of their facilities (Center for Education, Simulation, & Innovation)
	Medical Assisting	Classroom space Laboratory space Marketing	Capital's medical assisting program lacks a SIM lab & adequate classroom space to fit more than 10 students.	No		No		Yes	Hartford Healthcare or Trinity can let us use their classroom, laboratory space, & supplies as a pipeline for medical assistants. We would only need to provide the instructor. Trinity has formerly used this model in Albany, NY.
	Nursing (AS &/or LPN)	Laboratory space Classroom space Equipment	Nursing lab space outdated, limits the teaching/learning modalities & requires us to secure multiple additional non-nursing lab space. Classroom space is limited.	Yes	Clinical placements for nursing students	No		Yes	Partnership with HHC should include financial support for the college to increase the number of faculty, provide funds for nursing lab equipment-simulations.

Table 4: College of Nursing & Health Careers Survey/Audit (Items 32-39)
Financial Resources & Industry Partnerships

Campus	Program(s)	Items							
		32 Top 3 areas where additional funding needed to support a 25% expansion.	33 Elaborate on specific funding needs.	34 Existing partner-ships?	35 If yes, describe.	36 Do you get funding from partners?	37 If yes, describe.	38 Additional partnership oppor-tunities?	39 If "yes", please share your ideas.
CA	Radiogra-phy	Technology upgrades Faculty training & development Equipment	Lack of clinical space is the top barrier to increasing class size, Also, having a lab that can take x-rays would make the biggest difference in our class size & success rate.	Yes	Clinical placements	No		Yes	We could use more clinical sites, possibly through Hartford Healthcare, or an urgent care
GW	Surgical Tech-nology	Faculty salaries	My program could use an additional full-time employee	Yes	Yale New Haven Hospital provides the Program Coordinator who is also the Clinical Coordinator. Yale pays the salary.	Yes	Program Coordinator (who also serves as the Clinical Coordinator) salary	No	
	Sonogra-phy	Equipment Laboratory space Faculty salaries	The DMS lab currently has just enough equipment to support the number of students we have after increasing the number students from 12-14 last year. If we increase again, we will need 1-2 additional ultrasound machines & increased lab space.	Yes	Clinical affiliates. Some do not take students every semester. Affiliates are shared with Quinnipiac DMS program.	No		Un-certain	I have contacted numerous clinical affiliates. Currently we have over 30. YNNH main campus will only take QU students. We are constantly looking for additional clinical affiliates.
MA	Dental Assisting/ Dental Hygiene/ Pre-Dental Hygiene	Equipment Laboratory space Classroom space	The dental assisting program needs a larger lab, a designated classroom with dental software with more equipment.	Yes	We have clinical placements with UCONN Dental School	No		Yes	I have been offered lab space & access to facilities at UCONN Dental School. This would be in addition to our already existing clinical externship affiliation.
	Respira-tory Care	Faculty salaries Marketing Classroom space	We would need additional clinical faculty; we already maximize our classroom space at 20 students; we absolutely NEED MORE MARKETING.	Yes	Multiple clinical placements with facility agreements, internships with Hartford Healthcare; Center for Excellence, Simulation, & Innovation.	No		Yes	Scholarships for students in the program; scholarships for graduate job employment; hospital paid clinical instructors.

Campus	Program(s)	Items							
		32 Top 3 areas where additional funding needed to support a 25% expansion.	33 Elaborate on specific funding needs.	34 Existing partner-ships?	35 If yes, describe.	36 Do you get funding from partners?	37 If yes, describe.	38 Additional partnership oppor-tunities?	39 If "yes", please share your ideas.
MA	OT Assistant	Expendable supplies Marketing Laboratory space	It is critical that marketing occur to maintain enrollment numbers. Budgets are tight & it is critical that consumable supplies are available. Finally, a new lab is being designed & built for the program starting in June. The 2022 accreditation visit expressed significant concerns regarding space.	Yes	The OTA program has excellent relationships with the clinical community, the state professional organization & various rehab vendors. Also, it maintains relationships with alumni who are now working with external stakeholders. Such partnerships provide students with no cost clinical placements: Level 1, Advanced Level 1 & 2.	Yes	The OTA has applied for & received funding for large teaching tools that augment the program. Also, there is access to $6000 for student related consumables, student professional development & scholarships through the Paul Jones Fund.	Yes	The program is interested in further developing relationships with all current partners.
MA	Radiogra-phy	Faculty salaries Equipment Laboratory space	The Manchester program exists with only one full-time faculty member, all other positions, both academic & clinical, are filled by part-time faculty. This is prohibitive to mentoring faculty, involvement in necessary research & appropriate long-range planning for the program. A minimum of two additional full-time faculty would assist with the activities mentioned. Increasing capacity would also require the addition of a second lab facility on campus.	Yes	Clinical Placements	No		Yes	The development of separate tracks-- a daytime program (20 students per year) & a separate evening track with 12- 15 student per year. Flexibility to address specific clinical areas such as fluoroscopy, OR & outpatient facility rotations. The potential also exists for a weekend track for 10 students, but length of program would be increased from 2 to 3 years. An increase in faculty would be necessary for the track system.

Campus	Program(s)	Items							
		32 Top 3 areas where additional funding needed to support a 25% expansion.	33 Elaborate on specific funding needs.	34 Existing partner-ships?	35 If yes, describe.	36 Do you get funding from partners?	37 If yes, describe.	38 Additional partnership oppor-tunities?	39 If "yes", please share your ideas.
MA	Radiation Therapy	Faculty salaries Technology upgrades Laboratory space	"Faculty Salaries: There is currently one full time program coordinator. We would need a full-time clinical coordinator. We need this now without expansion of the program. We would need adjuncts to teach various sections of the lab courses since we are limited to h&s one teaching to 6 students.	Yes	We have clinical placements with Hartford Healthcare, Yale, Trinity Health, Middlesex & UConn. Students rotate to 13 different sites.	No		Yes	We are working on a partnership with Bay State Medical Center. We could also increase our capacity with current sites, which limit in the number of students they can take due limited staffing. We can also strengthen our relationship with HHC, which is a great site but often short staffed. In addition, we could strengthen all of our partnerships if we had a Radiation Therapy educator that was in charge of training the staff and responsible for the students when they are onsite.
MX	HIT	Faculty salaries Scholarships	Clarification – HIT includes two separately accredited programs with different needs. HIT-DM is moving to selective admission this year. There is some capacity for this program to grow with the limit being the number of available clinical placements. Clinical Coding Certificate has a virtual professional practice experience, that does not have the external placement limit, but those courses are full. Additional faculty would be required to grow that program.	Yes	Clinical placements, participation on program advisory board, and supporting the programs by participating in campus activities such as recruiting event and speaking to students.	No		No	We are connected to the major facilities in Connecticut through our advisory board and have participation from Massachusetts and Rhode Island in additional to representatives of Connecticut healthcare employers.

Campus	Program(s)	Items							
		32 Top 3 areas where additional funding needed to support a 25% expansion.	33 Elaborate on specific funding needs.	34 Existing partner-ships?	35 If yes, describe.	36 Do you get funding from partners?	37 If yes, describe.	38 Additional partnership oppor-tunities?	39 If "yes", please share your ideas.
NV	Nursing (AS &/or LPN)	Faculty salaries Classroom space Laboratory space	We cannot afford to expand our program because faculty would need to teach more hours. The clinical EAs are paid so much per/hour, that we will not be able to sustain our enrollment. Faculty do not want the FT positions because they are paid so much less than PT EAs.	Yes	clinical placement	Un-certain		Yes	We could have more evening programs, perhaps weekends
	PT Assistant	Faculty salaries Expendable supplies Marketing	Additional core faculty support would be needed to increase the program capacity by 25%, especially in the area of assisting the clinical education coordinator. Also, a corresponding increase of expendable supplies would be required to run the laboratory component of the curriculum. Note that, since COVID, the # of qualified applicants has dropped and there has been no wait list. Significant marketing efforts would need to occur to increase the applicant pool enough to expand class size and have a qualified wait list.	Yes	The program maintains ~50 clinical education agreements. To increase by 25%, we would need additional agreements. PTA clinical education is 1 on 1 with a clinical instructor who is not paid by the institution. Clinical placements are challenging as we are competing with 4 large PT schools in-state, as well as out of state PT placements coming to CT for their rotation.	Yes	Access Rehab pays for a licensure review course for our graduates at the current number of 30 or less. They also fund a scholarship for a PTA student.	Yes	More scholarships for PTA students would assist in recruitment. Hartford Healthcare would be a good resource to perhaps inquire about the possibility.

Campus	Program(s)	32 Top 3 areas where additional funding needed to support a 25% expansion.	33 Elaborate on specific funding needs.	34 Existing partner-ships?	35 If yes, describe.	36 Do you get funding from partners?	37 If yes, describe.	38 Additional partnership oppor-tunities?	39 If "yes", please share your ideas.
NV	Radiogra-phy	Faculty salaries Equipment	One of the biggest hurdles in expanding these programs is the 17-hour rule for instructors. We have the necessary resources but have to hire additional personnel when they reach that magic number. This can be challenging. If the state system would increase this number to 20, it would allow current instructors to fulfil more hours. The only equipment we would need is a PACS system. Our accrediting body, JRCERT, limit the number of students on clinicals based on supervision. A 1:1 ratio must be met. Equipment also determines how many students are assigned to each site. We at capacity based on that number. Getting additional sites will be a key factor to increasing enrollment in most of these programs. The sites have to do enough cases and the correct type of cases (hospital vs outpatient) and do different type exams, i.e., no OR portables in OP centers), that allow student to get the necessary competencies needed to sit for their board exams. in expanding.	Yes	Clinical partnerships are necessary to running my program. We have partnerships with 7 hospitals and 4-5 outpatient centers.	No		Yes	Need contract with more sites.

Campus	Program(s)	Items							
		32 Top 3 areas where additional funding needed to support a 25% expansion.	33 Elaborate on specific funding needs.	34 Existing partner-ships?	35 If yes, describe.	36 Do you get funding from partners?	37 If yes, describe.	38 Additional partnership oppor-tunities?	39 If "yes", please share your ideas.
NW	Veterinary Technol-fogy	Expendable supplies Student recruitment & enrollment services Marketing	Consumable medical supplies are not covered by most grants (such as Perkins) and take up a large portion of our budget. Currently, additional recruitment and marketing enrollment services would be needed to bring qualified applicants to our program (we have large numbers of unqualified applicants each year, meaning that they have not or do not end up passing the prerequisite courses).	Yes	We have 30-40 SETAA contracts at any given time, for clinical externships. In addition, we have 5-10 sites used for clinical instruction (mostly farms and other large animal sites).	No		Yes	I believe that a partnership with veterinary corporations and/or large hospitals to enroll employees in Hy-Flex courses while completing clinical skills in a combination of on-site labs and at the clinical site, would be useful in attracting more qualified students.
NK	Respira-tory Care	Faculty salaries Laboratory space Student recruitment & enrollment services	There is only one allied health lab at NCC we share with multiple disciplines. We currently cannot offer practice labs as the lab space is constantly utilized. Our enrollment numbers have been down post COVID. We used to get nursing students off the Nursing program waitlist. Now that they increased the # of seats in the Nursing program, there is a much smaller to reach out to. We would need another full-time instructor to have a student population of 25.	No		No		Uncertain	

Campus	Program(s)	Items							
		32 Top 3 areas where additional funding needed to support a 25% expansion.	33 Elaborate on specific funding needs.	34 Existing partner-ships?	35 If yes, describe.	36 Do you get funding from partners?	37 If yes, describe.	38 Additional partnership oppor-tunities?	39 If "yes", please share your ideas.
NK	Exercise Science, Medical Assisting, Nursing (AS &/or LPN),	Faculty salaries Expendable supplies Laboratory space	Lab space and classroom space	Yes	Clinical placements, Facility agreements	Yes	NCC foundation	Uncertain	
	PT Assistant	Faculty salaries Equipment Expendable supplies;		Yes	Clinical placements	No		Yes	I have envisioned a pipeline program whereby unlicensed physical therapy aides/technicians are provided resources to pursue the physical therapist assistant degree.
	Veterinary Technology	Faculty salaries Scholarships Student recruitment & enrollment services		Yes	Externships and incorporated into clinical coursework	No		Yes	Please speak with Clinical Coordinator, Valerie Ramos
QV	Medical Lab Tech	Equipment Expendable supplies Faculty salaries	1. Would need an additional PT/FT instructor2. Additional lab equipment for labs required3. Increase in costs for lab supplies	Yes	Clinical placements/internshi ps with most CT hospitals.	No		Yes	Partnership with HHC to expand MLT program to other campuses
	Medical Assisting, Health Science, HIT	Faculty salaries Student recruitment & enrollment services Marketing	There needs to be more advertising of the programs.	Yes	Clinical placements	Uncertai n		Yes	

Campus	Program(s)	Items							
		32 Top 3 areas where additional funding needed to support a 25% expansion.	33 Elaborate on specific funding needs.	34 Existing partner-ships?	35 If yes, describe.	36 Do you get funding from partners?	37 If yes, describe.	38 Additional partnership oppor-tunities?	39 If "yes", please share your ideas.
TR	Medical Assisting	Expendable supplies Student recruitment & enrollment services Equipment	equipment- students wait in line to use equipment since I often only have 1 or 2 of things and last semester, I had 22 students. expendable supplies- with reduced budgets I have had to be creative to acquire expired supplies recruitment- we have a great outreach but any extra help letting prospective students know about the demand and role would be wonderful	Yes	For externships and job placements I have partnered with: NEMG-Yale, UCHC- UConn Health, HHC- Hartford Healthcare, Generations, Colchester Urgent Care	No		Yes	I would encourage SNF and Rehabs to send their CNAs to our program to expand their scope and value to their organizations. We also need to start giving credit for noncredit programs to encourage workers to the field.
TR	Nursing (AS &/or LPN)	Classroom space Laboratory space Student recruitment & enrollment services	Both our classroom and lab space are maxed out.	Yes	clinical agreements	No		Yes	funding for additional space and clinical faculty.

Campus	Program(s)	Items							
		32 Top 3 areas where additional funding needed to support a 25% expansion.	33 Elaborate on specific funding needs.	34 Existing partner-ships?	35 If yes, describe.	36 Do you get funding from partners?	37 If yes, describe.	38 Additional partnership oppor-tunities?	39 If "yes", please share your ideas.
TX	Dental Assisting/ Dental Hygiene/ Pre-Dental Hygiene	Faculty salaries Technology upgrades Laboratory space	Both the clinical and laboratory spaces for dental assisting and dental hygiene are outdated. The dental equipment needs to be updated and the space reconfigured to maximize a true simulated space. In doing so, the space could accommodate more classes to run simultaneously and allow increased enrollment in both programs. This refurbishment would provide an educational opportunity by eliminating barriers for student success that are unique to community college students. Also, the dental department has the opportunity to add additional programs for workforce development in providing education to students that would serve Connecticut residents including underserved individuals. The department seeks to enhance educational opportunities to students within our service area to provide dental services to those that lack access to care. Additional students would require additional funding for faculty given the accreditation standard of student to faculty ratio.	Yes	The programs utilize the University of Connecticut clinics as the main educational (patient care) experience but use other clinics as well. The Dental Assisting program utilizes community health centers as well as private dental offices for clinical experience.	No		Yes	While we are always looking for opportunities to enhance the educational experience for our students to provide patient care, a college owned dental clinic would provide additional unique opportunities.

Campus	Program(s)	Items					
		40 Access to Retention Specialist?	41 Access to RS critical to student success?	42 Availability career counseling?	43 CC Sufficient if 25% expansion?	44 Additional Support Services needed?	45 If yes, describe.
AS	Medical Assisting	No	Agree	Somewhat insufficient	No	Un-certain	
CC	Paramedic	Un-certain	Strongly Agree	Somewhat insufficient	No	Yes	Advising, childcare, emergency financial assistance, weekend and evening food pantry hours.
	Medical Assisting	Yes	Strongly Agree	Sufficient	Yes	Yes	Emergency financial assistance, mental health care-full time on campus
	Nursing (AS &/or LPN)	No	Strongly Agree	Very insufficient	Un-certain	Yes	Financial aid assistance (particularly, in the summer since we run all-year and financial aid eligibility is limited during summer) as well as childcare opportunities.
	Radiography	No	Neither Agree nor Disagree	Sufficient	Un-certain	No	
GW	Surgical Technology	No	Strongly Agree	More than sufficient	Yes	Yes	All of the above. They need services to strengthen their study skills, Tutoring in DMS, Mental health care, food pantry, helping hands financial assistance, childcare. They utilize the free train/bus pass.
	Sonography	Yes	Strongly Agree	Sufficient	Un-certain	Yes	More staff and tutoring.
MA	Dental Assisting/ Dental Hygiene/ Pre-Dental Hygiene	No	Strongly Agree	Somewhat insufficient	Un-certain	Yes	More advising other than the program director.
	OT Assistant	No	Neither Agree nor Disagree	Somewhat insufficient	No	Yes	Mental health services
	Radiation Therapy	No	Disagree	Sufficient	Un-certain	Yes	Tutoring specific to radiologic sciences. Food pantry. Assistance for travel expenses to clinical sites. We have clinical sites all over the state. Students must go to clinical 2 or 3 days a week during the fall semester and full time in the winter and summer.
	Radiography	No	Neither Agree nor Disagree	Sufficient	No	Yes	Tutoring, advising, emergency financial assistance
	Respiratory Care	Un-certain	Neither Agree nor Disagree	Sufficient	Yes	No	
MX	HIT	No	Agree	Somewhat insufficient	No	Yes	ESOL support by a tutor familiar with medical terminology/healthcare.

Table 5: College of Nursing & Health Careers Survey/Audit (Items 40-45)
Student Services

Campus	Program(s)	Items					
		Access to Retention Specialist?	Access to RS critical to student success?	Availability career counseling?	CC Sufficient if 25% expansion?	Additional Support Services needed?	If yes, describe.
NV	Nursing (AS &/or LPN)	No	Strongly Agree	Very insufficient	No	Yes	Transportation funds for gas and parking, retention specialist for Nursing, test-taking and study strategies experts for Nursing, exam tutors for students who need accommodations.
	PT Assistant	Yes	Strongly Agree	Somewhat insufficient	No	Yes	Students would need additional open lab hours for practice and may need mental health care / addressing anxiety, food pantry assistance, emergency financial assistance and childcare.
	Radiography	Yes	Strongly Agree	Sufficient	Yes	Yes	More available hours for the current resources we have.
NW	Veterinary Technology	No	Agree	Somewhat insufficient	No	Yes	Tutoring services are desperately needed. Currently faculty take on this role to help as many students graduate as possible, but as students are enrolling with weaker and weaker study skills and less academic preparation, there is simply not enough time to meet everyone's needs.
NK	Exercise Sci, Medical Assisting, Nursing (AS &/or LPN),	No	Strongly Agree	Somewhat insufficient	Un-certain	Un-certain	
	PT Assistant	No	Strongly Agree	Sufficient	Yes	Yes	Advising, tutoring, resources designed to take some of the administrative burden off of the staff and faculty, so that they can spend more time serving students.
	Respiratory Care	No	Neither Agree nor Disagree	Sufficient	Un-certain	Yes	Respiratory tutoring, childcare services.
	Veterinary Technology	No	Agree	Sufficient	No	Yes	Summer course financial assistance, transportation, mental health care
QV	Medical Lab Tech	Un-certain	Neither Agree nor Disagree	More than sufficient	Un-certain	Yes	All of them
	Medical Assisting, Health Science, HIT	No	Neither Agree nor Disagree	Somewhat insufficient	No	Un-certain	
TR	Medical Assisting	No	Strongly Agree	Sufficient	No	Yes	Tuition assistance, food bank, transportation, uniforms/stethoscopes, money to pay for certification exam
	Nursing (AS &/or LPN)	Un-certain	Strongly Agree	Very insufficient	No	Yes	Advising, tutoring, mental health care, food pantry, emergency financial assistance, childcare, transportation.
TX	Dental Assisting/ Hygiene/ Pre-Dental Hygiene	Un-certain	Strongly Agree	Very insufficient	No	Yes	We would need a designated tutor of dental education if enrollment increased. Utilizing a tutor would benefit our student retention now, regardless of the increase of the student population. All other services in this question are currently imperative.

Analysis of 21 Healthcare Programs – Distribution, Demand, Occupational Outlook, Expansion Costs

Program	Distribution	Demand		Occupational Outlook		Expansion Cost	Priority
		Current Enrollment Status	Waiting List	10-Year Job Growth 1=low, 5=high	Income Potential	1=low, 3=high	1=low, 3=high
1. Dental Assistant AS	TXCC, MCC	Appropriate	10 or fewer	4	$23.38	3	2
2. Dental Hygiene AS	TXCC	Appropriate	10 or fewer	4	$42.08	3	2
3. Exercise Science AS	NCC, GWCC, TRCC, MCC	Appropriate	31-40	5	$22.35	1	3
4. Health Information Technology – Clinical Cording Certificate	MXCC	No information available (NIA)	NIA	4	$23.45		2
5. Health Information Technology – Data Management AS	MXCC	Appropriate	No	5	$30.28		
6. Health Information Technology – Healthcare Administration AS	MXCC	No information available (NIA)	NIA	5	$53.20 (BS)		
7. Health Information Technology – Medical Billing and Coding Specialist Certificate	ACC, MXCC, NWCC, NCC, QVCC	No information available (NIA)	NIA	4	$23.45		
8. Health Science AS	CCC	No information available (NIA)	NIA	NA	NA	NA	NA
9. Massage AS	ACC	No information available (NIA)	NIA	5	$26.59	1	3
10. Medical Assisting – AS & Certificate	ACC, TRCC, CCC, QVCC,	Appropriate – 2 Under- 2	No		$	1	2
11. Medical Lab Technology- AS	QVCC	Appropriate	No	4	$41.09 (BS)	2	3
12. Nuclear Medicine	GWCC						
13. Nutrition & Dietetics AS	GWCC	No information available (NIA)	NIA	4	$33.50 (BS)	2	2
14. Occupational Therapy Assistant- AS	MCC	Appropriate	10 or fewer	5	$31.47	1	2
15. Ophthalmic Design/Dispensing- AS	MXCC	No information available (NIA)	NIA	4	$20.19	2	1
16. Paramedic – AS and Certificate	CCC	Under	10 or fewer	4	$21.53	2	1
17. Phlebotomy- Certificate	ACC, QVCC	No information available (NIA)	NIA	4	$20.10	1	1
18. Physical Therapy Assistant- AS	NCC, NVCC	Under – 1 Appropriate- 1	No-1 10 or fewer- 1	5	$28.24	2	3
19. Radiation Therapy- AS	MCC	Appropriate	10 or fewer	3	$47.26	3	1
20. Sonography- AS	GWCC	Appropriate	41-50	5	$38.87	3	3
21. Veterinary Technician – AS and Certificate	NCC, NWCC	Appropriate-1 Under- 1	No	5	$17.52	1	1