DESIGN THINKING

Connecticut State Colleges & Universities, Academic and Student Affairs

2017

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Introduction

The mission of the Division of Academic and Student Affairs is to ensure that the Connecticut State Colleges and Universities provide an affordable and accessible high-quality education for Connecticut's diverse student body and prepare career-ready graduates. The division promotes student success and supports faculty and staff, while providing leadership and assistance to the 17 CSCU campuses.

The intent of this document is to contextualize our department's ideas, which have been guided by the Design Thinking process both as a staff and within our individual teams – first by considering our current state (*What Is*) and following up with what could be (*What If*). We are hopeful that many of our ideas (*What* Wows) may lead to pilots that may ultimately influence a new direction for our division, the system, or both (W*hat Works*).

This process has yielded a variety of primary themes across each of our teams, which have served as an underlying form of guidance during data collection and construction of ideas. Our primary themes include:

- A "Students First" Mentality
- A Customer Service Focus
- Effective and Relevant Communication
- Increased Accountability to Institutions
- Long-Term Planning to Influence Infrastructure, Policy, and Evidence-Based Decision Making

Design Thinking – All Areas

Below are the results of this exercise from each team (alphabetically); many currently have supporting designs while others could be developed in order to operationalize toward implementation. Much of what is listed below crosses beyond an individual team and indeed arrives at the definition of "Systemness," characterized as the coordination of multiple components that when working together create a network of activity that is more powerful than any action of individual parts on their own.

Connecticut Community College Nursing Program (CT-CCNP)

The CT-CCNP is an innovative associate degree nursing program offered at 6 of the CT community colleges (CCs). The program represents a common curriculum, student standards & practices and a centralized approach to admissions and applicant selection. Graduates from the program are candidates for licensure as a registered nurse.

1. Implement Document Imaging to allow access in assisting with file review and student issues throughout the admission process and program. Document imaging as a whole would be beneficial system-wide. There needs to be a greater buy-in on the pain of change and understanding that the work upfront will benefit all in the end. For nursing (and anything system-wide), this would allow for

ONE copy of a document (i.e. transcript) to become part of the system record rather than creating the hurdles of multiple copies (of the same piece of paper) needed at individual colleges to fulfill the same needs. A student's file would be built as the paper (or electronic files) are received. The current paper process is incredibly inefficient for both students and staff.

2. Provide a Complete Nursing Pathway: Licensed Practical Nurse (LPN) to associate degree registered nurse (ADN) to baccalaureate prepared registered nurse (BSN) to masters prepared registered nurse (MSN) to Nursing Doctorate. A common associate degree curriculum lends to consistent pre (LPN to ADN)/post (RN to BSN, RN to MSN, RN to doctorate) ADN pathways. There exists a need to: complete ADN curriculum revision, currently underway; provide students of the state with the best education (quality, affordable, normalized credits and time to degrees); improve existing pathway agreements between the CT-CCNP and the CSUs; provide a seamless, shared curriculum option for RN to BSN for CT-CCNP graduates; consider feasibility of an LPN program offering that aligns with the CT-CCNP ADN curriculum; align all pathways with Transfer Ticket branding – currently Nursing students cannot benefit from advantages associated with TAP (i.e. cross-registration).

3. Replicate the system nursing initiative (centralized admissions, student policies, and common curriculum) to other areas (Allied Health or other selective programs). This enables pooling of resources and takes away some of the redundancies at the level of the college admission offices and/or faculty to afford greater concentration on more student-facing services (i.e. student advising, recruitment, etc.) and minimizes duplication of faculty resources in curriculum design & evaluation. Start by supporting a common approach to the Surgical Technology Education/Program using the Manchester Community College infrastructure.

4. Adopt consistent levels of communication for system-wide initiatives (i.e. CT-CCNP web pages, shared drives, TAP web pages).

5. Use data to answer questions that drive planning and change. Utilize model adopted to establish, support and maintain CT-CCNP student and graduate databases that drives evidence based, data driven decision-making.

Early College

Connecticut Early College Opportunity programs (CT-ECO) offers participating students an integrated high school and college program that aims for each student to graduate with an AAS or AS degree. CT-ECO programs prepare students with the skills and knowledge necessary to step seamlessly into high potential jobs in STEM fields. The CT-ECO programs are based upon the successful IBM Pathways to Technology Early High School (P-TECH) model. There are currently four CT-ECO programs; two in IT and two in manufacturing.

6. CT-Early College Opportunity (CT-ECO) and IBM's PTECH modeled after the IBM P-Tech model and continues to expand throughout the United States. In light of this expansion, replication of the data and promising practices should be applied to the developing programs in Connecticut.

7. Leverage engagement in programs like the Early College Opportunity programs with industry partners in both the IT and manufacturing sectors in order to bridge long-term partnerships with our system. Other programs include: the 5th Year program, College Connections, College and Career Pathways, Middle College, high school partnership and additional dual enrollment programs throughout the CSCU system.

8. Engage in early college programming with school districts throughout CT would assist in enhancing college preparation and readiness. This would lead to opportunities to alter the way students gain academic competencies in order to be better prepared for higher education and the workforce. This may include mitigating the need for remedial coursework provided at the college level, decrease any unnecessary courses students may need to take prior to beginning their program coursework, and arriving at their educational goal in a faster timeframe.

Educational Opportunity

9. Enhance collaboration between Academic & Student Affairs, Framework Implementation Review Committee (FIRC), Academic Council, and other potential partners to pursue the attainment of mutual goals.

10. Achieve institutional capacity-building via clarity of policy, common nomenclature, re-conceptualizing, problem solving, integration and shared goals, a learning community that utilizes lessons learned, professional development, and technological applications.

11. Develop and implement a system-wide, evidence-based assessment of general education in an effort to drive improvement in academic quality. This strategy would simultaneously meet institutional needs, system policy compliance and accountability requirements, and any NEASC standards.

Financial Aid Services

The Financial Aid Services department provides leadership in all aspects of financial aid administration to increase opportunities for student access and success in higher education. Additionally, this team provides a variety of services to each community college, including but not limited to functional/technical maintenance of the Banner Financial Aid module.

12. Implement a Strategic Enrollment Management (SEM) structure geared toward collaborative efforts between the system and its institutions. A SEM structure is achieved by serving as an organizational concept and systematic set of activities designed to enable institutions to exert influence over student enrollments and net tuition revenue derived from enrolling students, organized by strategic planning and supported by institutional research, its activities concern student college choice and transition to college, attrition and retention, and student outcomes. This includes leveraging predictive analytic and student success software to assist SEM goals.

13. Create a culture of customer service, which eliminates the "this is the way we've always done it" mentality and puts students first. This emphasizes our product/service to students – Education – and secondarily creates measures of accountability/compliance from the institutions.

14. Implement common surveys to all community colleges to learn about student needs and experience. We need to treat these surveys as "customer reviews" in order to learn more about our past, current, and new populations. The focus should be on New/Transfer students, Withdrawn students, Non-Returning students, All Returning students, and Graduates. The results of surveys should be used to develop customer service benchmarks, identify areas of weakness/need, focus groups for idea expansion, etc.

15. Improve communication with student population to target financial aid students in the application, verification, and Satisfactory Academic Progress (SAP) processes to increase student enrollment and engagement – to include common language, format, and delivery to streamline the student experience.

16. Consider using a vendor to assist in completing financial aid verification (> 32,000 students annually). This allows staff to reinvest time into assisting students with application challenges, providing community outreach and workshops, counseling financial aid students, and improving on financial literacy programs. This could easily assist in driving up enrollment by delivering financial aid packages sooner, however at a monetary cost.

17. Create local high school partnerships geared toward FAFSA completion, which targets urban high school populations and those with the greatest risk of not moving from high school to college by leveraging a partnership with SDE and supporting efforts with College Board data.

18. Promote a level of system marketing by creating (digital) system view book to highlight our 17 institutions and specific points of interest to students, such as major program offerings, Transfer Tickets, low percentages of debt, and number of students who attend tuition free.

19. Examine 5-15 mile radii across colleges as a way to determine potential overlap and offset redundant system costs.

20. Benchmark enrollment-related data and create accountability for institutions, which include semester-to-semester retention rates (currently not measured), financial aid packaging rates (currently 70%), financial and enrollment rates (currently 47%), financial aid verification rates (currently 66.8 days), etc.

21. Identify students who are academically ineligible to return to their college and "nudge" them to attend another college (approximately 3,200 students in 2016), flagged with a need for additional academic counseling/support.

22. Identify students who are ineligible to receive financial aid by not meeting SAP requirements and "nudge" them to attend at another community college (approximately 11,600 financial aid applicants in 2016), flagged with a need for additional academic counseling/support.

23. Identify students who have not been accepted to a university and encourage community college enrollment via a Transfer Ticket Associate's degree back to a university to keep students engaged within our system.

24. Support the "15 to Finish" concept by providing adequate academic counseling and direction for all students. This is inclusive of ensuring students are only taking coursework relative to their program of study to alleviate waste in student time and money, and to encourage an environment of regulatory compliance. While upcoming technology will support this endeavor, there must be institutional buy-in and support to ensure students are not taking courses they do not require.

25. Provide system access to university and Charter Oak data to support the overall needs/requests of the system and accommodate legislative requests. This additionally supports further integration within our system. Although a future data warehouse may assist in data collection efforts at the system level, there needs to be a way for various areas of the system office to access the data from all institutions.

Manufacturing Education

Beginning in 2012, the CSCU created four Advanced Manufacturing Technology Centers and successfully expanded three additional manufacturing education programs. These programs align with the College of Technology pathways to the successful completion of a Bachelor's degree at Central Connecticut State University.

26. Responding to the identified continued growth for additional manufacturing workforce training in Connecticut, create a system-wide, data driven process to identify high need geographic regions and disciplines for the development of partnerships to obtain resources to increase educational opportunities.

27. Position CSCU to be the primary provider of related instruction training (Apprenticeship training) in the State of Connecticut in a multiple of disciplines including manufacturing.

28. Continue to leverage the state investment ($18 million) for construction and capital expenditures to increase capacity to four community colleges throughout the state. This has initially led to an increase in enrollment of up to 60%.

29. Leverage the Connecticut Advanced Manufacturing Initiative (CAMI), a $15 million US Department of Labor, Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant to continue to build out manufacturing programs in areas identified as high need geographic regions. This includes additional renovations, capital, and programming needs.

30. Continue strong relationships with CSCU and related industry associations both statewide and regional. Include state-agencies such as Department of Economic and Community Development, CT Department of Labor, CT Distance Learning Center, and the University of Connecticut (in order to be positioned as the primary workforce development partner on awarded National Manufacturing Institutes; such as SMART Manufacturing lead by UCLA and Robotics lead by Carnegie Mellon University).

31. Promote participation within the state and federal legislative landscape via nationwide Advisory Councils e.g. National Institute of Metalworking Skills (NIMS), National Association of Manufacturers (NAM), and the American Association of Community Colleges (AACC).

32. Enhance CSCU operational support for the development and expansion of advanced manufacturing education in academic and workforce development pathways. Identify directed pathways in advanced manufacturing that lead to an academic credential while increasing employment opportunities. Increase employer engagement at the curriculum development level. Track student success through program completion and employment while identifying continuous improvement opportunities that provide program enhancement to increase student enrollment and completion.

33. Promote the system-wide marketing campaign, which successfully increased enrollment in the CSCU advanced manufacturing programs.

Math Pathways

34. Collaborate with faculty in the CSUs and community colleges to develop different math pathways for students in different majors to ensure that all students acquire the math skills that they will need to be successful in their chosen programs of study and beyond, instead of requiring all students to meet a single standard of proficiency. This initiative, which reflects a national trend, will increase the number of students who successfully transfer from the community colleges to the state universities and increase retention and graduation rates throughout the CSCU system.

Office of Research and System Effectiveness (ORSE)

35. An accessible up-to-date copy of the production version of Banner: All ORSE (institutional research) staff need access to an indexed clone of community college live production Banner system, and all ORSE research staff need identical access to all data sources.

36. Market Research: ORSE staff could collaborate with enrollment management staff at the institutions to conduct market research to improve enrollment outcomes. Such research might include evaluating who comes to our institutions, who does not, who chooses not to enroll or who leaves the system that might be a good candidate to re-engage.

37. Departmental Responsibility Matrix: The creation of a detailed department matrix that has approval from system leadership would help all staff within Academic Affairs and the system office as a whole understand where department boundaries are distinct and where they overlap. This knowledge should improve natural collaboration and creation of efficiencies. It would also provide important documentation and validation for engaging other system office departments in conversation and

issue resolution. The matrix should provide a sufficient level of detail that new employees without history in the agency understand the parameters of each department. The matrix could include: mission/goals of each department, functional responsibilities, required resources, critical liaisons (students, institutional deans, faculty, other state agencies), legislative requirements, important timelines or deadlines.

38. Concerted Cross Training: Provide the structure for cross training existing and future staff. A model that employs one or more 'lead' and 'backup' staff members on critical functional roles could support the ability of staff to work more efficiently, fill in gaps during absences and have a mechanism to support succession planning for critical roles.

39. Mission expansion: Expand mission of ORSE to include grant-supported research. A couple different structural model could support this expansion. One option would be for analytical staff hired through grants to become IR staff members who would then benefit from the support of the system office IR team and who would support general system office IR staff, as they are available. Another option would be for projects that receive grants to purchase with grant funding IR support for the needs of the grant.

40. IR Council Meeting Restructuring: Leverage system-wide IR Council meetings to be a time for sharing best practices, cross training and accomplishing tasks through established subgroups. For example, subgroups could work on the development of data standards for a future data warehouse.

41. Alignment with Banner Services Team: Re-establish a staff, possibly rotating, connection between ORSE and the Banner Services Team to facilitate collaboration on implementation of coding structures and resolution of extract issues.

42. Predictive analytics: With access to a CSCU data warehouse in the future, ORSE staff could conduct longitudinal studies and predictive analytics to support the seventeen campuses in identifying and employing best practices for improving outcomes in student enrollment, retention, graduation and other factors important to CSCU's mission.

43. Improved "meeting culture": In an effort to make meetings more efficient/effective, we may benefit from training as to how to conduct an effective meeting and when meetings are required/not required.

44. Resources were to expand: We work in a resource-limited environment. Consequently, the kinds of research and analysis that could truly affect positive change most often are not achievable; we spend our time fulfilling basic compliance demands.

45. A new emphasis on institution and department accountability: Many are not certain about the parameters of their responsibilities. They continue to do as they have in the past without critically analyzing what they are doing. This leads to great variation from one institution to another; efforts to standardize policies and/or procedures are often ineffective because there is no central authority.

In addition, the varied way institutions handle data leads to data integrity issues; what if we developed rubric(s) for data integrity and had transparent data integrity reports. This could go a long way to standardizing data.

Student/Academic Information Services (SAIS)

The mission of the Student/ Academic Information Services (SAIS) team is to create solutions in the delivery and use of academic and student information that are creative, effective and efficient. The unit provides leadership, advice and information to Student and Academic Affairs professionals at our institutions and employees of the CSCU System Office. We assist in the development and analysis of Academic and Student Affairs policies and ensure that they are executed at all institutions. Our team manages the Banner Student Information System for the 12 Community Colleges as well as other software applications (like Degree Works and Accuplacer) that integrate with Banner.

46. Partner with other departments at the System Office and constituents from the Colleges and Universities to establish goals for the CSCU System. Strategies, timelines, resource allocation and accountability measures need to be in place for this process to be successful.

47. Develop cross-functional teams at the System Office to promote collaboration and communication in regard to project initiatives. This strategy could improve communication between departments and throughout our College and University networks.

48. Establish a Student/Academic Information Services (SAIS) website to provide a “one-stop” site for training documentation, common course information, project updates and other pertinent information necessary for faculty and staff to be successful.

49. Partner with other departments at the System Office (IR, Financial Aid, Grants, Finance, etc.) to ensure that we are working in tandem to provide quality comprehensive services and solutions to our constituents.

50. Work collaboratively to improve communication across departments at the System Office as well as within the Colleges.

51. Make the completion of the Degree Works and Transfer Equivalency solution a priority system-wide so that we can glean the most from this investment.

52. Establish new procedures at the System Office to ensure that courses, programs and other deliverables are implemented in a timely fashion.

53. In collaboration with Academic Affairs staff at the Colleges, select, configure and implement a better process for course evaluations and other student surveys so that the Colleges can get the data they need to make better decisions.

54. Assist the Continuing Education Deans in acquiring a technological solution that will meet their needs. We should be able to provide them with better service through improved technology and customer support.
55. Identify "best practice" solutions by working with College Councils and develop strategies to provide training for new employees in the areas of Admissions, Records, Advisement, Continuing Education and Institutional Research.

56. Leverage technology to ensure that students can access the information and services they need without staff intervention. Once that is in place, optimize staffing at the Colleges to provide additional support for students who need assistance.

Transfer and Articulation Policy (TAP)

57. Create and communicate a more accurate description of our students that takes into account the perspectives of all who work with them. This strategy could be used as a method to design on-boarding and the creation of academic programs.

58. Identify students in need of more intense career/future choice advising by more efficiently utilizing our advising resources.

59. Create new major pathways that provide students with options to attain career credentials, or to "stack" a credential and a transfer pathway.

60. The network of faculty from all 17 campuses created by the Transfer and Articulation Policy (TAP) provides a model for system effectiveness and system-wide faculty shared governance. It is more than a means for disseminating and gathering information; it is a means for making decisions that engages faculty responsible for implementing the policy. When compromises are required, they are negotiated rather than imposed, thereby ensuring greater acceptance by faculty across the system. Most importantly, the system avails itself of faculty expertise and good will, benefits often overlooked.

61. Create networks of faculty and staff from across the system modeled on the Transfer and Articulation Policy.

Workforce Development, Strategic Partnerships, and Sponsored Programs

The Office of Workforce Development, Strategic Partnerships and Sponsored Programs brings financial and in-kind resources to CSCU institutions by recruiting employers in partnership with the Council of Continuing Education Deans, creating public/private partnerships that benefit faculty and students and through multi-institutional grant writing and technical assistance to individual institutions seeking grants. The Office is also responsible for oversight of the US Department of Labor advanced manufacturing grant ($15 million), Early College activities, and manufacturing. In addition, the Office administers the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) $31 million grant from the US Department of Education and the Bridges to Success grant through the State Department of Education (FY15, FY16 $760,000), including oversight, compliance monitoring and all

state and federal reporting. The Office also provides technical assistance to the Safe and Friendly Environment (SAFE) grant, a $750,000, 17-institution consortium grant from the Department of Justice, Office of Violence Against Women focused on reducing domestic violence, dating violence, sexual assault and stalking on college campuses.

62. Create a public/private partnership with The Jackson Laboratory to include all 17 institutions with a focus on student opportunities, professional development and industry-driven programs supported by federal and private foundation grants. Create similar public/private partnership with Connecticut United for Research Excellence (CURE) starting with system wide membership and expanding to collaborative programming for students in the health and life sciences, including bioscience.

63. Leverage the experience with the College of Technology and Next Generation Manufacturing Center to expand impact on manufacturing programs and cohesiveness of system office and to expand into other areas (e.g., bioscience).

64. Increase collaboration with state agencies, including expanding apprenticeships through the CT Department of Labor to include insurance and financial services and healthcare, in addition to existing opportunities in manufacturing and increasing access to available resources for students (e.g., CT Department of Labor training funds for veterans).

65. Assist institutions with funding needs for initiatives, including PA12-40 evaluation, Tunxis Global Studies and Guardian Scholars (support for students who were in foster care.

66. Initiate a system-wide planning process for pursuing career readiness as a measurable outcome for the graduates of all 17 CSCU institutions. The process will focus on strategies to enable all students to acquire the eight career-ready competencies established by the National Association of Colleges and Employers (NACE).

Priority Ideas

The following ideas represent a "Top 5" from each team, categorized into the identified themes this exercise has yielded. While categorized into a single theme, many of the ideas presented could be applied to other themes as well.

A "Student's First" Mentality

1. Provide a Complete Nursing Pathway: Licensed Practical Nurse (LPN) to associate degree registered nurse (ADN) to baccalaureate prepared registered nurse (BSN) to masters prepared registered nurse (MSN) to Nursing Doctorate. A common associate degree curriculum lends to consistent pre (LPN to ADN)/post (RN to BSN, RN to MSN, RN to doctorate) ADN pathways. There exists a need to: complete ADN curriculum revision, currently underway; provide students of the state with the best education (quality, affordable, normalized credits and time to degrees); improve existing pathway agreements between the CT-CCNP and the CSUs; provide a seamless, shared curriculum option for RN to BSN for CT-CCNP graduates; consider feasibility of an LPN program offering that aligns with

the CT-CCNP ADN curriculum; align all pathways with Transfer Ticket branding – currently Nursing students cannot benefit from advantages associated with TAP (i.e. cross-registration). (CT-CCNP)

2. Support the "15 to Finish" concept by providing adequate academic counseling and direction for all students. This is inclusive of ensuring students are only taking coursework relative to their program of study to alleviate waste in student time and money, and to encourage an environment of regulatory compliance. While upcoming technology will support this endeavor, there must be institutional buy-in and support to ensure students are not taking courses they do not require. (Financial Aid Services, could be identified in any of the five themes)

3. Create local high school partnerships geared toward FAFSA completion, which targets urban high school populations and those with the greatest risk of not moving from high school to college by leveraging a partnership with SDE and supporting efforts with College Board data. (Financial Aid Services)

4. Create and communicate a more accurate description of our students that takes into account the perspectives of all who work with them. This strategy could be used as a method to design on-boarding and the creation of academic programs. (TAP)

5. Identify students in need of more intense career/future choice advising by more efficiently utilizing our advising resources. (TAP)

6. Position CSCU to be the primary provider of related instruction training (Apprenticeship training) in the State of Connecticut in a multiple of disciplines including manufacturing. (Manufacturing Education)

7. Collaborate with faculty in the CSUs and community colleges to develop different math pathways for students in different majors to ensure that all students acquire the math skills that they will need to be successful in their chosen programs of study and beyond, instead of requiring all students to meet a single standard of proficiency. This initiative, which reflects a national trend, will increase the number of students who successfully transfer from the community colleges to the state universities and increase retention and graduation rates throughout the CSCU system. (Math Pathways)

8. Leverage technology to ensure that students can access the information and services they need without staff intervention. Once that is in place, optimize staffing at the Colleges to provide additional support for students who need assistance. (SAIS)

A Customer Service Focus

1. Implement Document Imaging to allow access in assisting with file review and student issues throughout the admission process and program. Document imaging as a whole would be beneficial system-wide. There needs to be a greater buy-in on the pain of change and understanding that the work upfront will benefit all in the end. For nursing (and anything system-wide), this would allow for

ONE copy of a document (i.e. transcript) to become part of the system record rather than creating the hurdles of multiple copies (of the same piece of paper) needed at individual colleges to fulfill the same needs. A student's file would be built as the paper (or electronic files) are received. The current paper process is incredibly inefficient for both students and staff. (CT-CCNP)

2. Implement common surveys to all community colleges to learn about student needs and experience. We need to treat these surveys as "customer reviews" in order to learn more about our past, current, and new populations. The focus should be on New/Transfer students, Withdrawn students, Non-Returning students, All Returning students, and Graduates. The results of surveys should be used to develop customer service benchmarks, identify areas of weakness/need, focus groups for idea expansion, etc. (Financial Aid Services)

3. Continue strong relationships with CSCU and related industry associations both statewide and regional. Include state-agencies such as Department of Economic and Community Development, CT Department of Labor, CT Distance Learning Center, and the University of Connecticut (in order to be positioned as the primary workforce development partner on awarded National Manufacturing Institutes; such as SMART Manufacturing lead by UCLA and Robotics lead by Carnegie Mellon University). (Manufacturing Education)

4. Establish a Student/Academic Information Services (SAIS) website to provide a "one-stop" site for training documentation, common course information, project updates and other pertinent information necessary for faculty and staff to be successful. (SAIS)

Effective and Relevant Communication

1. Adopt consistent levels of communication for system-wide initiatives (i.e. CT-CCNP web pages, shared drives, TAP web pages). (CT-CCNP)

2. Promote the system-wide marketing campaign, which successfully increased enrollment in the CSCU advanced manufacturing programs. (Manufacturing Education)

3. Develop cross-functional teams at the System Office to promote collaboration and communication in regard to project initiatives. This strategy could improve communication between departments and throughout our College and University networks. (SAIS)

4. Create networks of faculty and staff from across the system modeled on the Transfer and Articulation Policy. (TAP)

Increased Accountability to Institutions

1. Replicate the system nursing initiative (centralized admissions, student policies, and common curriculum) to other areas (Allied Health or other selective programs). This enables pooling of resources and takes away some of the redundancies at the level of the college admission offices and/or faculty to afford greater concentration on more student-facing services (i.e. student advising, recruitment, etc.) and minimizes duplication of faculty resources in curriculum design & evaluation.

Start by supporting a common approach to the Surgical Technology Education/Program using the Manchester Community College infrastructure. (CT-CCNP)

2. Enhance CSCU operational support for the development and expansion of advanced manufacturing education in academic and workforce development pathways. Identify directed pathways in advanced manufacturing that lead to an academic credential while increasing employment opportunities. Increase employer engagement at the curriculum development level. Track student success through program completion and employment while identifying continuous improvement opportunities that provide program enhancement to increase student enrollment and completion. (Manufacturing Education)

3. Establish new procedures at the System Office to ensure that courses, programs and other deliverables are implemented in a timely fashion. (SAIS)

4. Create new major pathways that provide students with options to attain career credentials, or to "stack" a credential and a transfer pathway. (TAP, could also be applied to Long-Term Planning to influence Infrastructure, Policy, and Evidence-Based Decision Making)

Long-Term Planning to Influence Infrastructure, Policy, and Evidence-Based Decision Making

1. Use data to answer questions that drive planning and change. Utilize model adopted to establish, support and maintain CT-CCNP student and graduate databases that drives evidence based, data driven decision-making. (CT-CCNP)

2. Engage in early college programming with school districts throughout CT would assist in enhancing college preparation and readiness. This would lead to opportunities to alter the way students gain academic competencies in order to be better prepared for higher education and the workforce. This may include mitigating the need for remedial coursework provided at the college level, decrease any unnecessary courses students may need to take prior to beginning their program coursework, and arriving at their educational goal in a faster timeframe. (Early College)

3. Develop and implement a system-wide, evidence-based assessment of general education in an effort to drive improvement in academic quality. This strategy would simultaneously meet institutional needs, system policy compliance and accountability requirements, and any NEASC standards. (Educational Opportunity)

4. Implement a Strategic Enrollment Management (SEM) structure geared toward collaborative efforts between the system and its institutions. A SEM structure is achieved by serving as an organizational concept and systematic set of activities designed to enable institutions to exert influence over student enrollments and net tuition revenue derived from enrolling students, organized by strategic planning and supported by institutional research, its activities concern student college choice and transition to college, attrition and retention, and student outcomes. This includes leveraging predictive analytic and student success software to assist SEM goals. (Financial Aid Services)

5. Benchmark enrollment-related data and create accountability for institutions, which include semester-to-semester retention rates (currently not measured), financial aid packaging rates (currently 70%), financial and enrollment rates (currently 47%), financial aid verification rates (currently 66.8 days), etc. (Financial Aid Services)

6. Responding to the identified continued growth for additional manufacturing workforce training in Connecticut, create a system-wide, data driven process to identify high need geographic regions and disciplines for the development of partnerships to obtain resources to increase educational opportunities. (Manufacturing Education)

7. Partner with other departments at the System Office and constituents from the Colleges and Universities to establish goals for the System. Strategies, timelines, resource allocation and accountability measures need to be in place for this process to be successful. (SAIS)

8. The network of faculty from all 17 campuses created by the Transfer and Articulation Policy (TAP) provides a model for system effectiveness and system-wide faculty shared governance. It is more than a means for disseminating and gathering information; it is a means for making decisions that engages faculty responsible for implementing the policy. When compromises are required, they are negotiated rather than imposed, thereby ensuring greater acceptance by faculty across the system. Most importantly, the system avails itself of faculty expertise and good will, benefits often overlooked. (TAP)

9. Initiate a system-wide planning process for pursuing career readiness as a measurable outcome for the graduates of all 17 CSCU institutions. The process will focus on strategies to enable all students to acquire the eight career-ready competencies established by the National Association of Colleges and Employers (NACE).