Strategic Plan:
Missions, Metrics, Timeline

Presented June 20, 2013

CONNECTICUT STATE
COLLEGES & UNIVERSITIES
BOARD OF REGENTS FOR HIGHER EDUCATION

Overview

- **Mission statements**
  - ConnSCU
  - Constituent Units
- **Metrics**
- **Timelines**
- **Next steps**

CONNECTICUT STATE
COLLEGES & UNIVERSITIES
BOARD OF REGENTS FOR HIGHER EDUCATION

Inclusion of Stakeholders

- Reflective of community commitment and agreement
- Broad input received on mission and metrics
  - Faculty Advisory Committee
  - Student Advisory Committee
  - Council of Presidents
  - Direct meetings of FAC members with Strategic Planning Committee and Chair
  - Faculty groups (e.g. CSU-AAUP, faculty senates)
  - Campus leaders, faculty senate leaders, union leaders
  - Business and industry

CONNECTICUT STATE
COLLEGES & UNIVERSITIES
BOARD OF REGENTS FOR HIGHER EDUCATION

ConnSCU Mission Statement

- Vision, mission, and metrics approved 9/25/2012

- Discussions held in spring 2013 with
  - Faculty Advisory Committee
  - Student Advisory Committee
  - Council of Presidents
  - Other stakeholders

- Regent Lerer met with representatives of the Faculty Advisory Committee (April 2013)

CONNECTICUT STATE
COLLEGES & UNIVERSITIES
BOARD OF REGENTS FOR HIGHER EDUCATION

Revised ConnSCU Mission

The Connecticut State Colleges & Universities (ConnSCU) contribute to the creation of knowledge and the economic growth of the state of Connecticut by providing affordable, innovative, and rigorous programs. Our learning environments transform students and facilitate an ever increasing number of individuals to achieve their personal and career goals.

Distinct Missions

Dec. 2011   Plan to preserve distinct missions approved

Jan. 2012   Analysis of existing statements

Jun. 2012   Drafts from Council of Presidents

Apr. 2013   Drafts / feedback from Faculty Advisory Committee and Student Advisory Committee

2012-13   Feedback from other groups (mostly faculty)

Jun. 2013   BOR Strategic Planning Committee review

Connecticut Community Colleges

As part of the Connecticut State Colleges & Universities (ConnSCU) system, the twelve Connecticut Community Colleges share a mission to make excellent higher education and lifelong learning affordable and accessible. Through unique and comprehensive degree and certificate programs, non-credit life-long learning opportunities and job skills training programs, they advance student aspirations to earn career-oriented degrees and certificates and to pursue their further education. The Colleges nurture student learning and success to transform students and equip them to contribute to the economic, intellectual, civic, cultural and social well-being of their communities. In doing so, the Colleges support the state, its businesses and other enterprises and its citizens with a skilled, well-trained and educated workforce

Charter Oak State College

As part of the Connecticut State Colleges & Universities (ConnSCU) system, Charter Oak State College, the state's only public, online, degree-granting institution, provides affordable, diverse and alternative opportunities for adults to earn undergraduate and graduate degrees and certificates. The College's mission is to validate learning acquired through traditional and non-traditional experiences, including its own courses. The college rigorously upholds standards of high quality and seeks to inspire adults with the self-enrichment potential of non-traditional higher education.

CONNECTICUT STATE
COLLEGES & UNIVERSITIES
BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Universities

As part of the Connecticut State Colleges & Universities (ConnSCU) system, the four Connecticut State Universities offer exemplary and affordable undergraduate and graduate instruction leading to degrees in the liberal arts, sciences, fine arts, applied fields, and professional disciplines. They advance and extend knowledge, research, learning and culture while preparing students to enter the workforce and to contribute to the civic life of Connecticut's communities. Through a variety of living and learning environments, the Universities ensure access and diversity to meet the needs of a broad range of students. They support an atmosphere of inter-campus learning, the exploration of technological and global influences and the application of knowledge to promote economic growth and social justice.

CONNECTICUT STATE
COLLEGES & UNIVERSITIES
BOARD OF REGENTS FOR HIGHER EDUCATION

Metrics

- Guiding principles
- Process
- Participation
- Key metrics
- Open items
- Next Steps

Guiding Principles

Metrics group used the following principles in selection:

- Meaningful – limited number of high-level data points
- Indicative – show progress but not necessarily exhaustive
- Valid – measure what claimed to represent
- Reliable / Replicable
  - consistent results over time
  - consistent definitions allowing for independent measurement
- Comparative data readily available
- Value is equal to or greater than the cost for collection
- Sensitive to institutional actions – actions taken by institutions must be able to affect the metric

Metrics Group

- Included representatives from:
  - Business and industry
  - Faculty
  - Campus presidents
  - Senior campus administration in
    - Academic affairs
    - Student affairs
    - Finance
    - Institutional Research/Effectiveness

CONNECTICUT STATE
COLLEGES & UNIVERSITIES
BOARD OF REGENTS FOR HIGHER EDUCATION

Process

- Metrics group met three times
  - Reviewed state accountability indicators
  - Generated a list of 100+ metrics and winnowed down
  - Prepared a final report

- Feedback requested from all student & faculty leaders, campus presidents and senior leaders

- Reviewed and approved by BOR Strategic Planning Committee

CONNECTICUT STATE COLLEGES & UNIVERSITIES
BOARD OF REGENTS FOR HIGHER EDUCATION

Goal 1 A Successful First Year

Increase the number of students who successfully complete a first year of college

1.1   One-year retention rate of full-time and part-time first-time degree- or certificate-seeking students

1.2   Number and percent of first-time students completing college-level English and math within one year

CONNECTICUT STATE
COLLEGES & UNIVERSITIES
BOARD OF REGENTS FOR HIGHER EDUCATION

Goal 2 Student Success

Graduate more students with the knowledge and skills to achieve their life and career goals

2.1   Undergraduate completions per 100 undergraduate degree-seeking full-time equivalent enrollment

2.2   Graduate completions per 100 full-time equivalent graduate enrollment

2.3   Transfers from 2-year institutions to 4-year institutions per 100 full-time equivalent enrollment

24   Graduation rate of full-time, first-time degree- or certificate-seeking students

2.5   Average time (years) to degree for students entering full-time

2.6   Post-graduation outcomes [TBD by 12/31/2013]

Goal 3 Affordability & Sustainability

Maximize access to higher education by making attendance affordable and our institutions financially sustainable

3.1   Nonfederal gov't appropriations per completion & per FTE

3.2   Education and related expenses per completion and per FTE

3.3   Instructional expenditures as a percent of education and related expenses

34   Total annual voluntary support per FTE Enrollment

3.5   Percent of tuition and required fees not covered by grant aid

3.6   Out-of-pocket costs per student [TBD by 12/312013]

CONNECTICUT STATE
COLLEGES & UNIVERSITIES
BOARD OF REGENTS FOR HIGHER EDUCATION

Goal 4 Innovation & Economic Growth

Create educational environments that cultivate innovation and prepare students for successful careers in a fast changing world.

4.1 Percent of seniors who worked on a research project with a faculty member outside of course or program requirements

4.2 Total research expenditures per full-time faculty

4.3 Completions in fields with high workforce demand (STEM, Health, and Education)

4.4 Campus-level annual report on innovation

CONNECTICUT STATE
COLLEGES & UNIVERSITIES
BOARD OF REGENTS FOR HIGHER EDUCATION

Goal 5 Equity

Eliminate achievement disparities among different ethnic/racial, economic, and gender groups.

Disaggregate metrics when available by:

5.1   Race/ethnicity

5.2   Gender

5.3   Socioeconomic Status – Pell Recipients

Key Open Items

- By Dec. 31, 2013
  - Define post-graduation outcomes for employment, earnings, and further study after graduation
  - Define out-of-pocket costs per student
- After Dec. 31, 2013 report annually on progress to develop metrics for
  - Student learning
  - Credit completion/GPA

CONNECTICUT STATE
COLLEGES & UNIVERSITIES
BOARD OF REGENTS FOR HIGHER EDUCATION

Next Steps - Implementation

During Fall 2013

- Identify where challenges are greatest
    - Establish comparison groups
    - Implement performance dashboard
    - Analyze performance by institution and institutional types
    - Set targets for institutional performance
- Develop strategies for each goal to improve performance
    - Inventory campus-level approaches
    - Convene cross-institutional strategy groups
    - Empower and use campus-level expertise with advantages of state-wide system

CONNECTICUT STATE
COLLEGES & UNIVERSITIES
BOARD OF REGENTS FOR HIGHER EDUCATION