

AGENDA
Meeting of the
BOARD OF GOVERNORS FOR HIGHER EDUCATION
Department of Higher Education
Hartford, CT
March 19, 2008

Background
Information
Page

1. Call to Order
2. Approval of the Minutes of the January 16, 2008 and the February 11, 2008 Board Meetings
3. Public Participation
4. Report of Board Chairman
5. Report of Commissioner
6. Commissioner's Consent Calendar
 - a. [Constituent Unit Operating Fund Reports for the Six-Month Period Ending December 31, 2007](#) 93
 - b. [Albertus Magnus College](#) – licensure and accreditation of an Associate of Science and a Bachelor of Science in Business Management offered by the College, through its New Dimensions program, at Whelen Engineering in Chester, Connecticut 81
7. Academic Affairs and Planning
 - Action Items
 - a. [Connecticut Nanotechnology Minor approval](#) 5
 - b. [Manchester Community College](#) – licensure and accreditation of a program in Management Information Systems, leading to the Associate of Science degree 27
 - c. [Naugatuck Valley Community College](#) - reaccreditation of the College 33

- d. [The University of Phoenix, Phoenix, Arizona](#) - 35
relicensure of the following programs: B.S. in Business/Administration, B.S. in Business/Management, B.S. in Business/Marketing, B.S. in Business/E-Business, B.S. in Information Technology, B. S. in Management, M.A. in Organizational Management, Master of Business Administration, Master of Business Administration in Technology Management, and M.S. in Computer Information Systems to be offered by the University of Phoenix in Norwalk, Connecticut
- e. [Western Connecticut State University](#) - 59
accreditation of a Program in Instructional Leadership, leading to the Doctor of Education degree

Progress Report
- f. [Clemens College](#) – progress report for the 89
program in Culinary Arts Management, leading to an Associate of Science degree

Information Item
- g. Monthly Update
- 8. Finance and Administration

Action Item
 - a. [2008 Accountability Report for Higher Education](#) 91

Information Items
 - b. Highlights: Governor’s Recommended Budget to be distributed
 - c. System Trends to be distributed
- 9. Report of the Standing Advisory Committee

10. Other Business

Executive Session

- a. Personnel Matters
- b. Legal Matters

Action Item

- c. Proposed Final Decision: D & L Tractor Trailer
Training School v. Department of Higher Education
BOG-2007-001

under separate
cover

11. Adjournment

STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING

Item: Approval of the Connecticut Nanotechnology Minor

Background

According to the Connecticut Department of Labor, a large shift in the nature of employment has already occurred in Connecticut and continues to develop. The most pronounced change is from an economy with a large manufacturing base to one in which services constitute the largest single sector. This has meant that well-paying employment requiring minimal training typical of older manufacturing industries continues to disappear. On the other hand, Connecticut hosts a number of new industries devoted to products that have only recently emerged. Biotechnology companies, for instance, form a large and growing sector and depend, as do other innovative industries, upon advances made in all kinds of basic technology and manufacturing. In general, Connecticut industry has become much more diverse, much less reliant upon large firms and particular industries, and much more affiliated with a global economy.

It has also begun increasingly to focus on higher technologies and on its principal economic strengths. One of those areas of focus in our state has been a commitment to advance materials science and biomedical sciences, including especially a focus on the role nanotechnology plays in both fields.

Over the past five years, Connecticut has been at work advancing nanotechnology development in the state. That began with work by the Advisory Council for Nanotechnology, which includes the Department of Higher Education. Legislative interest and expectations required Connecticut to develop an action plan to advance nanotechnology. That action plan resulted in Section 4-124hh (a) (5) of the *Connecticut General Statutes*. The pilot activities in which the members of the Advisory Council engaged included Small Business-related Nanotech Product Innovation, a University-Industry Nanotech Collaboration Initiative, the Design for a Connecticut Center for Nanoscale Sciences (in support of which the Department of Higher Education testified at legislative hearings this year), and the creation of the Connecticut Nanotechnology Education Consortium.

The Connecticut Nanotechnology Education Consortium

The Connecticut Nanotechnology Consortium is convened by the Department of Higher Education. The Consortium consists of the following members: Central Connecticut State University, The College of Technology/Community College System, Fairfield University, Southern Connecticut State University, University of Bridgeport, University of Connecticut, University of Hartford, University of New Haven, Yale University.

The Consortium is building the intellectual foundation of nanoscience and nanotechnology education at the post-secondary level in Connecticut and helping to ensure appropriate workforce development in nanotechnology and in supporting scientific and technical fields. The Consortium is chaired, on a rotating basis, by a faculty member from a member institution. The Consortium's first Chair is Dr. Louis Manzione, former founding executive director of Bell Laboratories research center in Ireland, and currently Dean of the College of Engineering, Technology, and Architecture at the University of Hartford.

National Recognition

The Connecticut Nanotechnology Education Consortium was invited to present its work – as a national model – at the 2008 annual meeting of the Association of American Colleges and Universities, January 23-26, 2008, in Washington, DC. Four Connecticut representatives constituted that panel and made that presentation: Dean Lou Manzione, Dean Vagos Hadjimichael, Christine Thatcher, and Jonas Zdanys.

Consortium's Scope of Work

Working in concert with the Department of Higher Education, the Consortium is involved in the following:

- * We developed a Nanotechnology Minor and a Nanotechnology Applications course to address specific state nanotechnology needs, to be made available to all institutions in Connecticut. Chairman of the subcommittee developing the Minor is Dr. Vagos Hadjimichael, Dean of the School of Engineering at Fairfield University. Chairman of the subcommittee developing the Applications Course is Dr. Lou Manzione, of the University of Hartford. We awarded a total of \$98,600 in curriculum development grants to faculty working on the courses in the minor. The funding came from DHE, CCAT, and the NASA Space Grant Consortium.
- * We submitted a grant application/proposal to the National Science Foundation – \$500,000 – to create three Nanohubs in the state to provide equipment for experiential learning for students in the Minor. Notification of the result of our application will be this spring.
- * We are developing a new articulation agreement between all educational institutions to facilitate credit transfer within the nanoscience core curriculum
- * We held a statewide workshop on nanotechnology in October, to which we invited corporations, small business, and universities. The workshop identified gaps in the college curriculum and laid out directions for the Applications course.
- * We created a webpage <http://www.nanoworkforce-ct.org> hosted by the University of Hartford, where curricular components can be shared and which will facilitate discussion/collaboration by Consortium members
- * The Department of Higher Education conducted an inventory of faculty members with interest and direct expertise in nanotechnology in Connecticut colleges and universities. The Inventory identifies the level of expertise and nature of interest among faculty and lists research interests, instrumentation availability, and courses at all academic levels currently taught or potentially in development. The Inventory will be useful in identifying

nanotechnology research areas in which colleges and universities can concentrate.

The Connecticut Nanotechnology Minor

The Nanotechnology Education Consortium agreed that development of the “Connecticut Nanotechnology Minor” was a priority of its curriculum development work. The Consortium created a Nanotechnology Curriculum Committee to develop the Minor, with the understanding that the Minor would play a pivotal role in introducing science and engineering students to an interdisciplinary regime of discovery and technical innovation on the nanometer length scale.

The Curriculum Committee included 15 faculty members from 8 institutions. They represented research institutions: University of Connecticut and Yale University; State institutions: Central Connecticut State University and Southern Connecticut State University; Regional Comprehensive institutions: Fairfield University and University of New Haven; The College of Technology; and the Department of Higher Education.

The Curriculum Committee agreed that a Nanotechnology Minor will be the next stage in the development of nanotechnology curriculums in Connecticut, not a major program leading to a degree. This is so because it the Committee believed that a Minor would more successfully bring into Nanotechnology Research and Development larger numbers of science and engineering students familiar with and interested in nanotechnology issues. The Committee was also committed to ensuring that students at all 48 of Connecticut’s colleges and universities – including the Community Colleges – could enroll in the foundational courses the Minor would include.

Award of the Nanotechnology Minor

The Curriculum Committee agreed that if Connecticut was to be successful in creating the Minor, two issues had to be agreed to: the global transferability of course credits in the curriculum for the Minor among all of the state’s colleges and universities, and, to reflect the statewide nature of the Minor, the agreement that the Minor would be awarded by the State of Connecticut, through the action of the Board of Governors for Higher Education. The Curriculum Committee chose this course of action so that the Minor would not disrupt accreditation for the state’s Schools of Engineering. Because it would be state-awarded and mandated, the Connecticut Nanotechnology Minor would not create issues or concerns with national or field-specific accreditors.

The authority to award the Nanotechnology Minor is granted to the Board of Governors by 10a-43 of the *Connecticut General Statutes*, which states that the Board of Governors of Higher Education “may issue a certificate certifying that the person to whom the same is issued has had the postsecondary education required ... for admission to the practice of any profession for which evidence of education is required by the provisions of the general statutes.”

The Minor's Curriculum

The Nanotechnology Minor is a sequence of courses with a standard curriculum across all participating Connecticut colleges and universities. It includes introductory courses (layer courses) and courses in three focused tracks. It would be available to all students, no matter their major. It would be reviewed for content annually and would evolve as the field evolved.

The structure of the minor is as follows:

1. Required Courses, for All Tracks

* Nanotechnology Layer Courses (two courses)

These two courses set the stage for the courses in the three tracks. Syllabuses for the two layer courses are included in Attachment A.

2. Three Tracks, to attract the maximum number of students

* Nano-Biology (two courses)

* Nano-Electronics (two courses)

* Nano-Materials (two courses)

Syllabuses for each of the courses in these tracks are included in Attachment A.

3. Experiential Learning

Experiential learning is a key educational component of the Minor and it will include the creation of a small number of Nano-Hubs that have appropriate instrumentation – including Atomic Force Microscopes – to be used by students as part of their course work. The Department of Higher Education has submitted a grant application to the National Science Foundation to support the creation and maintenance of those Nano-Hubs.

Syllabuses and Course Handbooks

The syllabuses for each course were framed using commonly accepted guidelines for course descriptions, learning goals, and learning outcomes. Course content has been designed to provide a roadmap for teaching the courses, which will be used by faculty in participating institutions.

The final product for the development of the Minor and of all eight courses in it will be a Handbook for each of the courses. That Handbook will be available to all of Connecticut's colleges and universities and to any faculty member engaged in teaching any of the eight courses.

The Curriculum Committee agreed that the integration of the ethical dimension of using Nanotechnology will be an essential element of the curriculum for the Minor. That will include questions of risk assessment as new technologies are created.

Intellectual Property Issues

The Nanotechnology Education Consortium and the Curriculum Committee have agreed that the curriculum for the Nanotechnology Minor and for the Applications Course will be owned by the Department of Higher Education. The faculty involved in the process of

developing that curriculum had agreed that there will be no additional issues about intellectual property rights.

Authors of the curriculum have also agreed that modules from their courses can be integrated into courses in other tracks, as appropriate, for the purpose of ensuring good learning.

Next Steps

The Department of Higher Education will be hosting an “implementation meeting” for the Minor and the Applications Course on April 11. That meeting will bring together members of the Connecticut Nanotechnology Education Consortium, the Curriculum Committee, all of the Deans of Engineering, and other appropriate participants and interested parties.

That meeting will discuss institutional buy-in through articulation agreements which would allow courses in the Minor to be delivered in class or on-line through the Connecticut Education Network by any one of Connecticut’s colleges and universities, with the necessary infrastructure. Agreement will also be reached about the transferability of course credit in the Minor among Connecticut public and independent institutions.

To assess and maintain the quality of Connecticut’s nanotechnology educational efforts, it will be necessary to create a continuing Nanotechnology Education Consortium, whose task it will be to maintain vigilance over the curriculum of the Minor, seek grant opportunities, and address educational matters and questions as they arise. Such a Consortium, which will be convened and charged by the Commissioner of Higher Education, should be part of the advisory structures of the Department of Higher Education and would report on its work through the Department to the Board of Governors.

Commissioner’s Recommendation

It is recommended that the Board of Governors for Higher Education accept the work of the Connecticut Nanotechnology Education Consortium and its Curriculum Committee, and thereby authorize the creation of the Connecticut Nanotechnology Minor. It is further recommended that the Board of Governors authorize the award of the Certificate in Nanotechnology, which will be earned at the completion of the Connecticut Nanotechnology Minor, by the State of Connecticut, through the action of the Board of Governors for Higher Education. And it is additionally recommended that the Board of Governors for Higher Education express its official appreciation to the Connecticut Nanotechnology Education Consortium and to the Curriculum Committee for their work creating and implementing the Connecticut Nanotechnology Minor and the Nanotechnology Applications Course.

Attachment A
Connecticut Nanotechnology Minor Syllabuses

LAYER COURSES

COURSE ONE

An Introduction to Nanotechnology: Cutting Edge Science and Its Applications

Course Description: This course will provide a highly interdisciplinary introduction to the science of nanoscale materials (nanoscience). Topics will include historical background, characterization techniques, physics and chemistry of nanoscale materials, fabrication techniques, nanoscale applications and ethical/societal considerations.

Course Requirements and pre-requisites: The purpose of the course is a non-mathematical survey to motivate interest and heighten awareness in nanotechnology. Intended for all students. No prerequisites.

Course Learning Goals:

1. To understand the basic physical properties of nanoscale materials
2. To understand the basic concepts of nanotechnology.
3. To understand the historical context of nanoscience.
4. To understand the societal implications of nanoscience and nanotechnology.
5. To understand the potential (and existing) applications of nanotechnology.
6. To gain experience with interdisciplinary science and team based research.
7. To gain experience with the critique of scientifically relevant literature.
8. To increase communication skills and the ability to present and interpret scientific data and information.

Course Learning Outcomes:

Students will:

1. develop a basic understanding of the unique properties of nanomaterials.
2. develop a basic understanding of the concepts of nanotechnology.
3. develop a basic understanding of nanotechnology applications.
4. develop effective communication skills in interdisciplinary groups.
5. critically evaluate topics in the emerging field of nanomaterials
6. develop a basic understanding of the principles of nanocharacterization (e.g., electron microscopy, scanning probe microscopy, spectroscopy).
7. develop a basic understanding of how characterization techniques are applied to nanotechnology.
8. develop a basic understanding of how nanomaterials/devices are fabricated.

9. collaborate with peers from other disciplines as well as from their own discipline.
10. engage in self- and peer- assessment.
11. gain confidence as students and professionals in the study and evaluation of research and advances in nanotechnology.

Sequence of Topics:

1. definition of nanotechnology
 - a. size scale, definitions
 - b. unique aspects/properties of nano size scale
 - c. history, interdisciplinary, societal aspects
2. scientific methodology
 - a. the scientific method
3. applications of nanotechnology
 - a. quantum dots
 - b. microelectronics
 - c. drug delivery
 - d. rose glass, opals
 - e. natural nano – colloids, fog, soap, etc
4. phenomena at the nanoscale
 - a. conceptual quantum mechanics
 - b. Brownian motion
5. concepts of material science (mechanical, optical, electrical)
 - a. material properties
 - b. crystals
6. optical properties of nanostructures
7. electrical properties & devices
8. characterization tools
 - a. electron microscopy
 - b. SPMs
9. fluidics and low Reynolds number systems
10. self assembly
11. nanobio

Student Activities

Possible activities include:

1.) Literature Research: The class will be divided into interdisciplinary teams. They will be assigned the task of conducting a literature search. Over the course of the semester topics might include: applications of nanotechnology, historical background and societal implications of nanotechnology, fabrication techniques and characterization techniques. They will be provided with instruction on methods of conducting a literature search and will be provided with hints as to the appropriate sources for their educational backgrounds (e.g., Scientific American, National Geographic). The team will be assigned the task of providing an overview of the articles. The class will discuss the articles with the following course goals in mind: development of communication skills, increased ability to present and interpret scientific data and information.

2.) Reading and Critique: Students will read the novel “Prey” by Michael Crichton. They will break into interdisciplinary teams that will be assigned the task of developing a critique of the novels literary, scientific and technological aspects. Other similar novels and/or articles can be used for this exercise.

3.) Characterization techniques: After the unit on scanning probe microscopy students (in teams) are assigned the task of building a large scale scanning probe microscope with every day materials. They are asked to develop an experiment that would assess its effectiveness.

4.) Characterization techniques: Students use an atomic force microscope to image several standard materials (e.g., optical gratings, IC chips, dried blood). They are introduced to methods of data collection and analysis for SPM techniques. (see links other AFM labs provided on the nano website).

5.) Characterization techniques: After the unit on scanning electron microscopy students are assigned the task of designing an experiment whereby the impact of SEM instrument parameters (e.g., electron source type, emission current and voltage) on data is studied.

6.) Characterization techniques: Students use a scanning electron microscope to collect images from a set of standard materials (e.g., IC chips, nanowires/particles). They are introduced to methods of data collection and analysis for SEM techniques.

7.) Characterization techniques: Students are introduced to the use of the transmission electron microscope (demonstration format). Several standard samples are imaged (e.g., gold nanoparticles, semiconductor nanowires). Students are provided TEM data from the TEM session in electronic format. They are introduced to methods of data analysis and interpretation for TEM.

8.) Fabrication techniques: Check out <http://mrsec.wisc.edu/Edetc/nanolab/index.html>).

Resources and References:

There are references associated with each of the units. I have also listed two here.

"Nanotechnology: A Gentle Introduction to the Next Big Idea", by Mark Ratner and

"Nanophysics and Nanotechnology: An Introduction to Modern Concepts in Nanoscience" by Edward Wolf ISBN 3-527-40407-4; Wiley.

There will be additional reading materials provided by the instructor.

Good web resources:

<http://www.loc.gov/rr/scitech/selected-internet/nanotechnology.html>

COURSE TWO

The Science and Engineering of Nanostructured Materials

Course Description: The purpose of the course is a mathematical-based introductory course to give students a solid foundation in nanoscale materials, techniques, and applications. Intended for students interested in the minor.

Course Requirements and pre-requisites: Algebra prerequisite, calculus pre- or co-requisite.

Course Learning Goals:

1. To understand the basic physical properties of nanoscale materials and systems.
2. To understand a conceptual understanding of nanotechnology.
3. To develop an analytical understanding of nanotechnology concepts.
4. To understand the historical context of nanoscience.
5. To understand the societal implications of nanoscience and nanotechnology.
6. To gain experience with interdisciplinary science and team based research.
7. To increase communication skills and the ability to present scientific data and information.
8. To develop analytical skills and the ability to interpret scientific data and information.
9. To gain experience with the critical analysis of scientific publications.

Learning Outcomes:

Students will:

1. explain how the structure of materials can be controlled down to the nanometer scale through various processing methods.
2. compare and contrast structure-property relationships at the nanometer scale.
3. compare and contrast property-performance relationships for devices and systems based on nanotechnology.
4. study applications involving nanostructured materials.
5. develop effective communication skills in interdisciplinary groups.
6. critically evaluate topics in the emerging field of nanomaterials
7. develop an understanding of how methods of materials characterization are used to determine structure-property relationships (e.g., electron microscopy, scanning probe microscopy, spectroscopy).
8. develop an understanding of how nanomaterials and devices are fabricated.
9. develop and understanding of how methods of device and systems testing are used to determine property-performance relationships.

10. collaborate with peers from other disciplines as well as from their own discipline.
11. engage in self- and peer- assessment.
12. gain confidence as students and professionals in the study and evaluation of research and advances in nanotechnology.

Sequence of Topics:

1. Intro
 - a. definitions, history, etc
 - b. applications
2. Materials properties
 - c. Mechanical (bulk properties)
 - d. Electrical & optical
 - e. Interfaces/colloids
3. Nanomaterials
 - f. Unique properties at nanoscale
4. Quantum phenomena
 - g. Conceptual introduction
 - h. Foundations (Bohr, etc)
 - i. Atomic structure
 - j. Schroedinger eqn, infinite square well
5. Characterization methods
 - k. Electron microscopy
 - l. SPMs
6. Synthesis/fabrication
 - m. Growth
 - n. Micro to nano fab
7. Electronics/optoelectronics
8. MEMS/NEMS/fluidics
9. Biological nanostructures

Resources and References:

There are references associated with each of the units. I have also listed two here.

"Nanophysics and Nanotechnology: An Introduction to Modern Concepts in Nanoscience" by Edward Wolf ISBN 3-527-40407-4; Wiley.

"Nanochemistry: A Chemical Approach to Nanomaterials", by G. Ozin and A. Arsenault ISBN: 085404664-X.

There will be additional reading materials provided by the instructor.

Good web resources: <http://www.loc.gov/rr/scitech/selected-internet/nanotechnology.html>

NANO-BIOLOGY

COURSE ONE

Fundamental Principles of Nanobiotechnology

The first course of a two-course sequence in Nanobiotechnology

Course Description

This course would acquaint students with the underlying biological, chemical and physical principles that guide and control biological processes from the nano to the micro scales. It will guide students to understand how nanomaterials can interact with and affect living cells and biological materials.

Learning Goals

To allow students to view the problems encountered by devices and processes operating at very small scales. To allow students to appreciate how these principles may affect device operations in microscales systems. The course will be conducted in a lecture/discussion format with problem sets to reinforce the relevant principles.

Outcomes

Students will be able carry out the mathematical analyses necessary to examine how these principles are applied to nanobiotechnological applications.

Course content

Topic	Principles	Examples
1. Introduction to Basic Life Processes		Organization of cells; Intracellular environment
2. Properties of Biological Materials		Cellular compounds; macrostructures
3. Adhesive Forces	van der Waals (London) forces, hydrogen bonding, ionic interactions	Protein adherent forces; protein and sugar adhesives; cell and organism adhesion to surfaces;
4. Solvent Effects, Liquid Properties	Brownian motion; Reynolds number	Properties of intracellular water
5. Electrical and Chemiosmotic Properties	Donnan effect; Transmembrane processes	Transmembrane electrochemical gradients; ion potentials; light harvesting
6. Motors	Ratchets	ATP synthase; actin/myosin;

		flagella
7. Self Assembly and Nanoassemblers		Self-assembled monolayers; membranes; fatty acid synthesis; DNA replication

COURSE TWO

Current Topics in Nanobiotechnology

The second course of a two-course sequence in Nanobiotechnology

Course description

This topics-based course introduces students to different areas of research in nanobiotechnology. The current approaches to developing technologies in these areas are explored through case studies. Those will introduce students to the challenges that must be overcome to develop these devices further. Topics under several required categories will be available for instructors to choose from.

Learning Goals

To acquaint students with current research activities in nanobiotechnology and to stimulate their thinking about new approaches in these areas. To help students formulate new ideas for future research. This course would introduce topics in the form of seminars and/or case studies. A group project in the form of a research proposal will allow students to use information and knowledge from the biological and physical sciences and from engineering.

Outcomes

Students will gain knowledge of several areas of current nanobiotechnology research and development. Students will learn how to plan a research project that incorporates knowledge bases from multiple disciplines through the development of a proposal for that project.

Course content

Nanoethics and nanotoxicology

1. Nanotoxicology
2. Nanoparticle growth and agglomeration
3. Nanoparticle inhalation
4. NIOSH

Nanomedicine Applications

1. Biomedical Micro-Electro-Mechanical Systems (BioMEMS)

2. DNA biochips
3. Nucleic acid probes
4. Biosensors
5. Surface acoustic waves
6. Surface plasmon resonance
7. Microfluidics and lab-on-a-chip technology
8. Integrated nanomechanical devices

Nanobiotechnology and Devices

1. Devices based on proteins, photosystem I
2. Devices based on bacteriorhodopsin
3. Hydrogen generation using photosystem I

Computer applications

1. Protein-based memories
2. Protein-based associative processors

Molecular Biology and Nanobiotechnology – Optimizing Proteins for Devices

Environmental applications

1. Biosensors
2. Green technologies

Molecular Biomimetics

1. Self-assembly
2. Architectures
3. Motors

NANO-ELECTRONICS

COURSE ONE

Fundamentals of Nanoelectronics

Course Description

Building on the two introductory (layer) courses, this course is the first of two courses that describe how nanotechnology can be integrated into the electronics industry. The unique electrical, mechanical, and optical properties of structures in the nanometer range and how they may be applied to electronic products are discussed. Students make extensive use of the available literature to seek out potential applications of nanotechnology.

Learning Goals	Outcomes
To understand the present state of nanotechnology in contemporary electronics and optoelectronics	Students will survey the available literature and will write and present reports on topics assigned by the instructor
To understand how new nanoscale phenomena can impact the electrical and optoelectronic properties of nanostructures	Students will participate in multidisciplinary team projects to conceptualize new applications and will develop plans to prototype their ideas

Suggested Schedule

Week	Topics
1	Introduction <ul style="list-style-type: none">• Definition of Nanoelectronics Electrical Conduction Introduction to Material Structures <ul style="list-style-type: none">• Lattice structures<ul style="list-style-type: none">○ Bravais lattices• Crystal structures
2	Band Structure of Intrinsic Semiconductors <ul style="list-style-type: none">• Band Gap• Fermi Function• Carriers• Carrier Concentration
3	Doped Semiconductors <ul style="list-style-type: none">• Minority Carriers• Generation and Recombination• Carrier Lifetime
4	Electrical Conduction in Conductors, Semiconductors, and Insulators

	<p>Semiconductor Materials</p> <ul style="list-style-type: none"> • Silicon • Germanium • Gallium Arsenide <p>Processing of Semiconductor Materials</p> <ul style="list-style-type: none"> • Zone refining • Single crystal growth
5	<p>Electron and Optical Devices</p> <ul style="list-style-type: none"> • P-N Junctions • Bipolar Transistors • MOSFETs
6	Quantum Effects in Nanoscale MOSFETS
7	<p>Electron and Optical Devices</p> <ul style="list-style-type: none"> • Heterojunction bipolar transistor • Schottky barrier devices • MOSFETS • GaAs FETs • High Energy Mobility Transistors (HEMTs) <p>Modulation doping</p>
8	Midterm Examination
9	<p>Low dimensional heterojunction materials (Fabrication methods)</p> <ul style="list-style-type: none"> • Molecular Beam Epitaxy, Lithography, Metal Oxide Chemical Vapor Deposition • Dopant incorporation <p>Analytical techniques and characterization</p>
10	<p>Organic Materials I</p> <ul style="list-style-type: none"> • Carbon nanotubes <ul style="list-style-type: none"> ○ Fabrication ○ Electrical and Mechanical Properties ○ Surface properties • Other related organic nanostructures
11	<p>Organic Materials II</p> <ul style="list-style-type: none"> • Carbon Nanotubes <ul style="list-style-type: none"> • Mechanical Properties • Thermal Properties • Laser Ablation
12	<p>Quantum Wells and Low Dimensional Physics</p> <ul style="list-style-type: none"> • Quantum well resonant tunneling devices • Quantum well lasers
13	<p>Optoelectronic low dimensional devices</p> <ul style="list-style-type: none"> • LEDs • Heterojunction lasers • Photodetectors and photoconductors

	<ul style="list-style-type: none"> • Quantum Wave modulators
14	Mesoscale device physics <ul style="list-style-type: none"> • Quantum dots • Coulomb blockade Conductance Quantization
15	Final Examination

COURSE TWO

Applications of Nanoelectronics

Course Description

This second course in nanoelectronics emphasizes present and potential applications of nanoelectronics. Students survey the available literature and companies involved in designing and manufacturing devices with nanoelectronics as a core. Students divide into teams, select a product, analyze it in terms of technical and economic advantages, and present their findings. Teams of students also conceptualize a potential product, and perform the same analysis.

Learning Goals	Outcomes
To understand the present state of nanoelectronics design and manufacturing	Students will survey the available literature, select a product, and analyze it in terms of technical and economic advantages
To understand how nanotechnology can be applied to new electronic products	Students will divide into teams, survey the literature, propose a potential product based on their findings, and present the results

Suggested Schedule

Week	Topics
1	Basics of Electromagnetism <ul style="list-style-type: none"> • Maxwell's equations • Transmission Line Theory I
2	Basics of Electromagnetism <ul style="list-style-type: none"> • Transmission Line Theory II
3	Basics of Electromagnetism <ul style="list-style-type: none"> • Waveguides

4	MEMS/NEMS I <ul style="list-style-type: none"> • Fabrication • Devices • Applications
5	MEMS/NEMS II <ul style="list-style-type: none"> • Fabrication • Devices • Applications
5, 6	Nanosensors <ul style="list-style-type: none"> • Mechanical • Electrical • Optical • Biomedical
7, 8	Photonics <ul style="list-style-type: none"> • Solid state lasers • Displays
9	RF Applications <ul style="list-style-type: none"> • RFID • Wireless
10	Bioelectronics Applications <ul style="list-style-type: none"> • Molecular Electronics
11	Signal Processing <ul style="list-style-type: none"> • Photonic networks • Neuroelectronic interfacing
12	Nanodevices <ul style="list-style-type: none"> • Nanoswitches • Superconductors
13, 14	Electronic Packaging
15	Final Examination

NANO-MATERIALS

COURSE ONE

Characterization and Applications

Prerequisites: 1 class Physics, 1 class Chemistry, ideally 1 class MS&E.

Time/Place: 2½ hours/week, 1 semester long

Instructor:

Course Web Page: <http://www...>

Required Textbook: Introduction to Nanoscale Science and Technology
by M. Di Ventra, S. Evoy, J. Heflin, Springer (2004).
ISBN 1-4020-7720-3

Additional Readings: Modern research papers will also be read for in-class discussions and written review. These cannot be distributed without copyright fees, but they can be legally accessed through individual institutional libraries.

Goals: Materials Science is frequently the limiting factor in realizing the benefits of nanoscale science and technology. This course will introduce students to nanoscale materials and device fabrication, assembly, characterization, and operation, with an emphasis on materials science principles which allow these achievements. Along with textbook readings and assignments, we will also read and discuss recent publications in this rapidly expanding area of research, development, and applications.

Students will have an opportunity to gain the following specific skills and abilities through lectures, class participation, and assignments:

- a. an ability to apply knowledge of mathematics, science, and engineering
- g. an ability to communicate effectively
- h. the broad education necessary to understand the impact of engineering solutions in a global and societal context
- i. a recognition of the need for, and an ability to engage in life-long learning
- j. a knowledge of contemporary issues

Grading: The final course grade will depend on student performance in 5 areas: homework, reviews of research papers, class participation during discussions of research papers, an oral presentation, and a term paper. Extra Credit

Lab Projects: These depend on local resources, hub availability, and travel possibilities. Suggested events include demonstrations and/or hands-on use of an AFM, SEM, and optical microscope and/or spectrometer. Suggested experiments include surface imaging and lithography with the AFM, SEM imaging of nanoscale composites, and fluorescence detection and imaging with quantum dots.

Lecture	Topic	Reading	Remarks
1	Introduction	None	
2	Review: Particle in a box	Any basic quantum text	paper summary due
3	Review: electronic/optical properties	Any intro to materials book (eg. Callister)	
4	X-ray-diffraction and EXAFS	Any char or x-ray text	HW 1 due
5	AFM and Nanoindentation	Ch 3	
6	SPM and Nanolithography	Ch 3	paper summary due
7	Electron Microscopy	Ch 3	
8	Optical lithography	Ch 1	HW 2 due
9	Advanced Lithography	Ch 2	
10	Self Assembly I	Ch 2	paper summary due
11	Self Assembly II	Ch 2	
12	Modern Transistors	Ch 9,10,11,12	HW 3 due
13	Next Generation Transistors	Ch 9,10,11,12	
14	Single Electron Transistors	Ch 9,10,11,12	Paper summary due
15	Midterm	Above	EXAM
16	Nano and Carbon	Ch 5,6	
17	MEMS/NEMS I	Ch 15,16,17	HW 4 due
18	MEMS/NEMS II	Ch 15,16,17	
19	Quantum Dots	Ch 19,20	Paper summary due
20	Photonic Crystals	Ch 19,20	
21	Magnetism	Ch 13,14	HW 5 due
22	Magnetic Storage Devices	Ch 13,14	
23	Mechanics and Nano	Ch 16	Paper summary due
24	Structural-mechanical nanocomposites	Ch 8	
25	Nano-bio-mimetics	Ch 21,22,23	HW 6 due
26	Nano-bio-fluidics	Ch 21,22,23	
27	Advanced topics, lecturer specific	???	Paper summary due
28	Advanced topics, lecturer specific	???	
29	Oral Presentations	Above	
final period	Final Paper Deadline	Above	

Course Objectives

1. Students will be exposed to local and bulk nanoscale characterization methods.
2. Students will learn nanoscale lithography and self assembly techniques.
3. Students will learn present and nearly developed nanomaterials applications.
4. Students will gain an appreciation for ethical and safety concerns of nanomaterials.
5. Students will be introduced to modern nanotechnology research.
6. Students' critical reading, logical thinking, and oral presentation skills will be improved.

Course Outcomes

1. Students will be able to describe the operation of a Scanning Probe Microscope
2. Students will compare/contrast optical/electron lithography and stamping methods for nanoscale feature fabrication.
3. Students will describe block-copolymer and DNA assisted self assembly.
4. Students can formulate methods to characterize nanomaterials based on Students an understanding of the differences, advantages, and disadvantages for probe microscopy, electron microscopy, and diffraction characterization techniques.
5. Students can identify environmental concerns in nanomaterials fabrication, application, and end-of-life or recovery cycles.
6. Students will recommend nanomaterials for applications in data storage, optics, mechanical strengthening, and biological studies.
7. Students will succinctly make an oral presentation in an area of modern nanotechnology research.
8. Students will read, summarize, discuss, and critique modern research papers.

COURSE TWO

Fundamental Chemistry of Nanomaterials: Bonding and Periodicity

Course Learning Goals

During this course students will study the bonding of nanomaterials from a chemical perspective. This will entail a cursory coverage of quantum mechanics, periodicity, and spectroscopic techniques related to characterization of nanomaterials. We will use the building block approach, *i.e.*, first students will demonstrate and understanding of the concepts of bonding and spectroscopy for molecules, then these concepts will be applied to materials, nanomaterials, and bulk materials. The discussion of specific classes of nanomaterials will be done by periodic groups: carbon, other s- and p-block materials, transition metals (both coordination and organometallic complexes), and the f-block, with special focus on lanthanide elements.

This course outline assumes a 15 week semester with class meetings twice per week for 1 hour and fifteen minutes (we include material for 27 lecture periods, leaving the remainder free for special lectures, exams, or other topics). The approximate time spent on each subject is given along with a brief description of possible topics. Course materials would include a brief text on quantum chemistry, one on descriptive aspects of materials and nanomaterials, and recent literature as appropriate to the material and institution. While there are several inorganic textbooks that contain all the material proposed, they also contain a substantial amount of additional material; therefore, we suggest the following two texts for the course:

Hayward, *Quantum Mechanics for Chemists*,
Fahlman, *Materials Chemistry*, Springer, 2007.

Course outline

1. Periodic Trends and basic definitions (2 lectures)
Basic review of periodic trends such as size, electronegativity, electron configurations, etc...
Definitions of materials, nanomaterials, discussion of applications, and discussion of macro vs. micro vs. nano.
2. Bonding theories (2 lectures)
Review of Lewis theory, molecular geometry (i.e., ED, VSEPR), hybridization, MO theory for diatomics
3. Quantum Mechanics (6 lectures)
 - a. History from Blackbody radiation through the Schrödinger wave equation
 - b. Particle in a well of infinite potential
 - c. Harmonic and anharmonic oscillators
 - d. Rigid rotor
 - e. The hydrogen atom
4. Molecular Orbital Theory (2 lectures)
Brief coverage of molecular orbital diagrams for higher-order molecules. We would not recommend a true group theoretical treatment but would expect at least a cursory explanation of the origin and importance of symmetry labels
5. Photoelectron spectroscopy (2 lectures)
Description of the photoelectric effect and applications to molecular orbital theory and materials analysis
6. Other spectroscopies (2 lecture)
Vibrational spectroscopies (i.e., IR and Raman) and magnetic spectroscopies (NMR, EPR, SQuID)
7. Bonding in Materials (4 lectures)
Discussion of band theory, insulating, conducting, semiconducting and superconducting properties; lattice vibrations and heat capacity in materials and bulk samples. Application of XPS to materials analysis would be included.
8. Carbon nanomaterials (2 lectures)

History, synthesis, spectroscopy, and materials properties of fullerenes, nanotubes, and graphines. Current advances will be discussed.

9. Main group nanomaterials (2 lectures)

History, synthesis, spectroscopy, and materials properties of p-block nanomaterials (both pure and doped). Current advances will be discussed.

10. Transition metal nanomaterials (2 lectures)

History, synthesis, spectroscopy, and materials properties of coordination and organometallic nanomaterials. Current advances will be discussed.

11. f-block nanomaterials (1 lecture)

Resources

Topics 1-7 are well established pedagogical areas; therefore, there are myriad text resources available to instructors to prepare varied examples for lectures. Topics 8-11, while available in some texts, necessarily require familiarity with the current literature. While not every institution has access to field specific journals (such as *Nanoletters*), instructors can find enough material on these topics in more general journals such as *J. Am. Chem. Soc.*, *Inorg. Chem.*, *Phys. Rev.*, etc...

STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING

Institution: Manchester Community College

Item: Licensure and Accreditation of a program in Management Information Systems, leading to the Associate of Science (A.S.) degree

Executive Summary

Manchester Community College has applied for licensure and accreditation of a program in Management Information Systems, leading to an Associate of Science degree. The College currently offers a “Management Information Systems Transfer Option” as part of the Accounting and Business Administration A.S. degree. The proposed stand-alone program will replace the current option, thus this is a reorganization of current resources.

Graduates of the Management Information Systems program may either continue their education in the field at a four-year college, or enter the work force in an entry-level position. This program is designed to align with baccalaureate institutions within the region that have B.S. degrees in this field, including the University of Connecticut, Central Connecticut State University, the University of Hartford, Albertus Magnus College and Western Connecticut State University. In depth discussion with Eastern Connecticut State University is resulting in an enhanced understanding between the two institutions. Discussion and articulation with all of these institutions support the need for this program at the associate’s level.

The Advisory Committee in Accreditation, at its meeting on January 17, 2008, reviewed the program and found it to be in compliance with Board of Governors approval standards. The vote to recommend approval to the Board of Governors was all in favor.

Commissioner’s Recommendation

It is recommended that the Board of Governors for Higher Education license and accredit a program in Management Information Systems, leading to the Associate of Science (A.S.) degree, offered by Manchester Community College, for a period of time concurrent with institutional accreditation.

Description

Purpose and Objectives

Manchester Community College has provided the following objectives for their proposed Management Information Systems program:

- To develop students who are equipped with the information systems knowledge necessary to succeed and manage innovative business systems that support Connecticut businesses in the 21st century.
- To provide the necessary skills, theory and knowledge students will need to be adaptable to the rapid changes in business information systems throughout their careers, with the ability to be able to analyze a typical business information management problem and design an appropriate technical solution.
- To prepare students to be able to successfully transfer to a baccalaureate institution with the courses and skills necessary to succeed in the attainment of a degree in management information systems.
- Target student population: The student population at Manchester Community College is increasingly moving toward a younger, more traditional college-age student demographic, that is expected to follow the trends towards Connecticut's high demand careers and move into business and technical degree programs that support the State's business community. Students would be both fulltime and part-time, traditional college aged students and working adults looking to change careers.

The Learning Outcomes are the following:

- Demonstrate a fundamental understanding of a computer's operating system with regard to file management, system tools, and the customization of the computing environment.
- Demonstrate basic use of computer applications including word processing, spreadsheets, presentation software, and Internet browser software to enhance personal productivity.
- Identify and apply the major concepts and language requirements to design, code, execute, and debug programs in the required programming languages
- Demonstrate an understanding of the principles, techniques and the major functions (planning, organizing, and leading) of business management.
- Demonstrate the ability to integrate knowledge gained through the curriculum in order to analyze a business problem and design the appropriate hardware, software and system solutions.

Administration

This interdisciplinary program will be jointly administered by the Accounting, Business, Marketing & Paralegal department and the Computer Technology department. Each of these departments has a fulltime faculty chairperson elected annually, and these departments (along with the Engineering and Technology department) comprise the Center for Business & Technologies academic division, which is directed by a fulltime

academic Division Director. The Division Director plays a vital role in coordinating this interdisciplinary program.

Programs at Manchester Community College are evaluated formally every five years, and updated annually. The decision to move the Management Information System option to a stand-alone program resulted from this evaluation process.

Curriculum

The curriculum consists of 66-67 credits, distributed as follows:

- General Education Requirements, 23 credits
 - Seven courses distributed among the six modes. These six modes include Arts, English Composition, Humanities, Mathematics, Natural and Physical Sciences, and Social Science.
- Specialized Component: 43-44 credits

General Education Courses:

ENG *101	English Composition (Mode 2)	3
MAT *165	Elementary Statistics with Computer Applications	4
MAT *158	Functions, Graphs, & Matrices (Mode 4)	3
Mode 1	Arts Elective	3
COM *173	Public Speaking (Mode 3)	3
ECN *102 or	Principles of Microeconomics	3
Mode 6	Social Science Elective	
Mode 5	Natural Science Elective with Lab	4
	Total=	23

Specialized Requirements:

ACC *115	Financial Accounting	4
ACC *118	Managerial Accounting	4
CSC *125	Programming Logic and Design with C++	3
BMK *201	Principles of Marketing	3
BMG *202	Principles of Management	3
CSC *205	Visual Basic Net I	3
CST *201	Introduction to Management Information Systems	3
CST *131	Network Theory & Application	4
CSA *145 or	Database Management	3
CSC *206	Visual Basic Net II	
CST *205	Project Management	4
CSC *230	Database Concepts with web applications	3
BBG *234	Legal Environment of Business	3
Elective	Technical or Business elective	3-4
(CST *150, Web Design & Development I, CSC *295, Cooperative Education, CSC *220, Object-Oriented Programming with Java, BES *118, Small Business Management, BMG *204, Managerial Communication, BMK*217, e-Commerce)		
	Specialized Courses Total:	43-44
	Total=	66-67

Admissions and Enrollment

Standard admissions policies apply.

The College currently has an option in MIS, which has 23 FT and PT students enrolled as of the fall 2006 semester. The College expects that this number will grow to 40 -50 (30 FT and 20 PT) students once the degree is revised and updated. Manchester C.C. expects that each year, beginning with the fall 2008 semester to have between 20-30 (20 FT and 10 PT) new students enrolled in the degree program.

Manchester Community College has seen significant increases in student enrollment, especially among the traditional college-age population seeking to transfer to a baccalaureate institution. Enrollments in the business programs have steadily grown from 480 in the fall 2002 semester to 737 in the fall 2006 semester, or an increase of 53% in four years. The existing MIS option to the Accounting and Business Administration program has had a steady population of between 20-30 students per year over the past five years.

Similar Programs

Institution	Program Name	Degree	Number of Degrees awarded				
			2001-02	2002-03	2003- 04	2004- 05	2005-06
MANCH 52030	Accounting & Business Administration	AS 1984	19	33	23	33	36
MANCH 52030	Management Information Systems	Optio 1999	0	0	1	3	2

Comments from Other Institutions in Connecticut

There have been no comments or questions about the program from other institutions of higher education in Connecticut.

Assessment of Need

Middlesex Community College is the only other community college offering a similar degree.

According to the Connecticut Department of Labor, by 2014 Computer Support Specialist (with an Associate Degree) employment opportunities will increase by 14.7% (Connecticut Department of Labor Forecast).

The Advisory Committees for both Business and Technology have expressed a need in the business world for skills that integrate decision making through real-time data acquisition. They have expressed a need for students who have a background in both business and technology.

Resource Support

Faculty

The College has listed ten full-time faculty members who will teach the specialized courses in the program. Each of these faculty members have appropriate degrees.

Library and Learning Resources

The Manchester Community College library has a sizable collection of business and technology related volumes, periodicals, etc. The number of volumes in the area of business administration is approximately 600 volumes, and in information technology numbers approximately 800 volumes.

Facilities and Equipment

No new facilities will be needed for the program. No major new equipment will be needed for this program.

STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING

Institution: Naugatuck Valley Community College

Item: Reaccreditation of the College

Naugatuck Valley Community College has requested reaccreditation by the Board of Governors for Higher Education on the basis of continuation of its regional accreditation by the New England Association of Schools and Colleges (NEASC). The College was reaccredited last by the Board of Governors on April 23, 2003 until April 30, 2008.

Naugatuck Valley Community College was formed through the merger of Mattatuck Community College and Waterbury State Technical College in 1992 to serve the needs of students living in 25 cities and towns in the west central part of Connecticut, centering on the city of Waterbury. Today, the College offers a full range of more than 90 associate degree and certificate programs, as well as non-credit programs, to more than 5,000 full-time, part-time, and non-credit students each year.

The Commission on Institutions of Higher Learning of the New England Association of Schools and Colleges considered the fifth-year Interim Report submitted by the College at its meeting on September 20, 2007. As a result of that visit, the Commission voted to accept the report. It also asked the College to submit a report in Fall 2008 describing its progress in restoring the College's reserves to a satisfactory level, evaluating the impact on the academic program of restoring reserves; and maintaining the new technology building. Finally, the Commission scheduled a comprehensive evaluation for Fall 2012.

Connecticut Regulations 10a-34-6(c) state that "the Board of Governors for Higher Education shall accept regional or, where appropriate, national accreditation, in satisfaction of the requirements of this subsection unless the Board finds cause not to rely upon such accreditation." The letter of notification from the New England Association of Schools and Colleges, dated October 23, 2007, gives no indication of serious problems at the institution, and the Board of Governors has no other information that could be interpreted as "cause" under 10a-34-6(c). There being no cause, it is recommended that the Board of Governors accept the NEASC assessment and grant reaccreditation to Naugatuck Valley Community College until April 30, 2013.

STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING COMMITTEE

Institution: The University of Phoenix, Phoenix, Arizona
Item: Relicensure of the following programs: B.S. in Business/Administration, B.S. in Business/Management, B.S. in Business/Marketing, B.S. in Business/E-Business, B.S. in Information Technology, B.S. in Management, M.A. in Organizational Management, Master of Business Administration, Master of Business Administration in Technology Management, and M.S. in Computer Information Systems to be offered by the University of Phoenix in Norwalk, Connecticut

Executive Summary

The University of Phoenix has applied to the Board of Governors for relicensure of its campus in Norwalk, Connecticut, and concurrent relicensure of ten undergraduate and graduate programs, in business and in information technology. The programs are offered as part of the University of Phoenix's on-site degree offerings, through its John Sperling School of Business. The programs seek to provide educational opportunities for working adults to develop professional expertise in various areas of business and information technology, at both the undergraduate and graduate level.

The University of Phoenix was licensed by the Board of Governors for Higher Education on June 15, 2005 to offer eleven programs in Connecticut for a period of three years, until June 30, 2008. The programs licensed by the Board of Governors in 2005 included the ten programs for which the University is now seeking re-licensure and an eleventh program, a Master of Business Administration in E-Business. That E-Business program was discontinued by the University at its Connecticut campus in September 2007, and the University is not seeking to relicense it.

At the time of licensure, the Board of Governors stipulated that the University of Phoenix submit progress reports twice a year to the Department of Higher Education, and that those reports focus on the following items:

- * the University's implementation of a Library Plan for the Norwalk campus and fulfillment of its commitment to create and sustain an appropriate and adequate on-site library—with core and supporting collections—to support all of the programs licensed for the University's Norwalk campus;
- * the University's fulfillment of its commitment to hire eleven full-time faculty members, one for each of the programs to be offered at the Norwalk campus;
- * and, the University's implementation, at the Norwalk campus, of its newly created University College curriculum.

The University of Phoenix has submitted those progress reports to the Department of Higher Education and thereby to the Board of Governors for Higher Education, in keeping with the Board's stipulations. This report on relicensure includes information submitted by the University of Phoenix in its most recent Progress Report, which is dated December 12, 2007.

The Advisory Committee on Accreditation, at its meeting on January 17, 2008, reviewed the program and found it to be in compliance with Board of Governors approval standards. The vote to recommend approval to the Board of Governors was all in favor. The Advisory Committee on Accreditation recommended that the University of Phoenix be asked to review the array of program offerings in Connecticut before submitting the next application for relicensure, taking into consideration program enrollments and program viability and marketing strategies, thereby considering whether or not all of the programs now seeking relicensure should continue to be offered in Connecticut.

Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education relicense ten programs in business and in information technology offered by the University of Phoenix at its campus in Norwalk, Connecticut, for a period of three years, until June 30, 2011. Those programs are: B.S. in Business/Administration, B.S. in Business/Management, B.S. in Business/Marketing, B.S. in Business/E-Business, B.S. in Information Technology, B.S. in Management, M.A. in Organizational Management, Master of Business Administration, Master of Business Administration in Technology Management, and M.S. in Computer Information Systems. It is further recommended that the Board of Governors for Higher Education require the University of Phoenix to review the array of program offerings in Connecticut before submitting its next application for relicensure in 2011, in that process taking into consideration program enrollments and program viability and marketing strategies, thereby considering whether or not all of the programs now seeking relicensure should continue to be offered in Connecticut.

Description

Purpose and Objectives

The purposes and objectives of the ten undergraduate and graduate programs proposed by the University of Phoenix are described by the University as follows:

B.S. in Business/Administration: the University states that the program is intended for working adults employed in a business or public organizations. The University also states that the major is designed to provide graduates with skills to deal effectively with an increasingly complex business environment.

B.S. in Business/Management: the University states that the program is intended for working adults employed in private or public organizations. The University also states that the major is designed to enhance career development or management responsibility in organizations where managerial skills are essential.

B.S. in Business/Marketing: the University states that the program is intended for working adults seeking to understand better the marketing function within their own organizations as well as those interested in learning how to handle better the growing demands being placed on the marketing professional both domestically and internationally.

B.S. in Business/E-Business: the University states that the program is intended for technology-oriented working adults interested in learning the competencies required for successful business and information technology operations within an organization.

B.S. in Information Technology: the University states that the program is intended for adult learners and seeks to provide the current technology theory and practice that will meet the professional IT requirements necessary to support the day-to-day operation of a business.

B.S. in Management: the University states that the program is intended exclusively for students who have completed or who will complete an Associate degree from a regionally accredited institution. The University also states that the program seeks to enable students to apply their knowledge and skills in improving organizational effectiveness within their organization or professional industry.

M.A. in Organizational Management: the University states that the program is intended for working adult students and is designed to develop or enhance the management skills of working adult students and improve their ability to function effectively within private businesses, non-profit organizations, and public agencies.

M.B.A.: the University states that the program is intended for the working adult manager or supervisor who could benefit from a graduate business education. The University also states that such students, who would come from the public sector as well as the private sector, will use their education to meet management challenges and accomplish their unique career goals within their organization or profession.

MBA/Technology Management: the University states that the program is intended for managers who need skills to be effective bridges between the technical and business cultures of their organizations. The University also states that such students will be able

to use the knowledge and skills gained to build innovative and technology-based competencies into their organizations.

M.S. in Computer Information Systems: the University states that the program is intended for technology managers gaining the latest information technology theory and applying it to the real world of business opportunities and challenges. The University also states that such students will be able to use the knowledge and skills gained across a wide spectrum of private business organizations, non-profit entities, and government agencies.

Administration

The University of Phoenix is a wholly-owned subsidiary of the Apollo Group, Inc., a for-profit corporation. The University is governed by a Board of Directors, which includes six public members and three internal officers/directors. The University has other administrative structures, on the University level and on the campus level.

University Level

On the University level, the administrative structure includes the following:

Academic Cabinet, which the University states is “loosely analogous to a Board of Trustees in not-for-profit institutions,” which is charged with the review and approval of programs, curriculum, academic policies, and an annual Academic Strategic Plan. The Academic Cabinet meets twice annually.

Academic Council, which meets weekly to review academic policies and procedures, discuss operational issues, identify emerging academic issues, and recommend policies to the Academic Cabinet. The Council’s members are administrators from both the academic and operations side of the organization.

Provost’s Council, which meets monthly and includes the University’s academic leadership. Its purpose is to share information regarding issues of importance across the academic functions.

Policy Council, which meets as needed to review all proposed academic non-curricular policies and procedures.

Deans, who are full-time faculty members who have overall accountability and responsibility for curriculum and the official approval of the faculty within their respective colleges.

Academic Program Councils, which exist for each program (for example, the MBA Program Council), which meet semi-annually, and which control the curriculum for their respective programs and create the Master Curriculum Agenda, which is described in more detail in the curriculum section of this report.

Campus Level

The University of Phoenix’s Fairfield County Campus is directed by a Campus Director, who is charged with overseeing all operations of the campus, including directing personnel actions, hiring faculty, selecting campus staff, performance reviews, and salary determination.

The administrative structure on the campus level includes the following:

Campus Academic Council, which meets at least quarterly on each campus to “facilitate communication between the faculty and administration relative to academic issues.” It plans campus faculty training and development activities, makes non-curricular policy recommendations to the Academic Council or to the Academic Cabinet, and assists the campus administration in guiding the implementation of University policies. It does not have any policy-making authority; all academic policy decisions are made at the University level.

Campus College Chairs. Every main campus of the University has at least one full-time faculty member who serves as Campus College Chair. The Campus College Chair represents the college at the campus level. Campus College Chairs report to the campus Director of Academic Affairs.

College Steering Committee, which exists for each college whose programs are offered at the campus.

Area Chairs, who are practitioner faculty who chair each content area at the campus.

Content Area Subcommittees, which include faculty members teaching at the campus who are each assigned to a subcommittee according to his or her primary teaching focus and academic and experiential background.

Within this structure, it is the Dean of each program who is responsible for the administration of the program and supervision of the faculty. At the campus level, the Director of Academic Affairs and the Campus College Chair directly supervise the faculty.

Admissions/Enrollment

Enrollment

When it applied for licensure, the University projected initial enrollments of 315 undergraduate and graduate students for the first year of its operation. The University began enrolling students in August 2006 and, as of December 31, 2007, its undergraduate enrollment in the Fairfield County Campus was 80 students and its graduate enrollment was 19 students.

Admissions

The University states that admission to the University varies by program. Each program has an enrollment agreement. There are four types of admission statuses at the University of Phoenix:

Admitted students are granted admission by the Corporate Office of Admissions;

Graduate Provisional Status is granted to students who meet all admission requirements except the minimum GPA of 2.5. Students with a GPA of 2.0 to 2.49 may be admitted as provisional admits. Students must achieve a GPA of 3.0 in University of Phoenix course work by the end of their third graded graduate course, and then are granted Admitted status.

Registered Status is available to students in business, management, education, counseling, computer information system, or nursing programs who may attend three courses as Registered students by completing an application, paying the application fee, and registering for at least 24 credits.

Denied Status. Applicants who do not meet minimum admission requirements for their selected program are denied admission.

Applicants in certain programs are permitted to begin their programs of study under Registered or Provisional status.

Curriculum

The University notes that it currently offers two programs at its Fairfield County Campus: the B.S. in Business/Management and the Master of Business Administration program.

Requirements for the bachelor's degree are completion of a minimum of 120 credits, which include completion of the minimum number of upper division credits that make up the required course of study, and completion of the Comprehensive General Education Program, which includes 54 credits distributed among Liberal Arts and Interdisciplinary components.

Most courses within undergraduate majors and graduate programs award three credits. Most undergraduate courses are five weeks in length. Most courses on the graduate level are six weeks in length. The University states that it delivers a semester's worth of educational work during those weeks, with 4 hours per week of lecture and then a "learning team" session each week. The University indicates that "learning teams" will sometimes meet on campus, but that students typically choose to study at their own homes or workplaces.

The curriculum consists of a pre-set series of lessons, determined and designed by the University's central office, which the University calls "teaching notes". The curricular requirement is that "the course must be taught and assessed to the objectives" identified by the University and expected of every faculty member. Faculty members teaching the same courses at all of the University's campuses use the same "teaching notes." The University states that the uniformity of instructional standards is maintained through a collaboration between full-time and practitioner faculty members, along with a curriculum development manager, who oversees the process. An instructional designer ensures that the course maps appropriately to program objectives and the University's Learning Goals.

The University states that it is the assessment process of outcomes and student learning which is at the core of the curriculum. Faculty members, who are given latitude to exercise academic judgment, use the teaching notes but may design learning activities not included in the teaching notes. The requirement is that the course must be taught and assessed to the objectives identified by the faculty team at the appropriate academic level. Undergraduate majors may be completed in approximately 24 months, based on continuous enrollment.

Undergraduate students are all expected to meet the University's minimum residency requirement of 30 semester credit hours of the required course of study. Students may waive or be exempted from upper division courses, up to 30 credits of the required course of study, depending on the field.

The University has several degree completion options for students who have completed the required course of study and need additional academic work to fulfill the minimum number of credits required for graduation. Those options include additional upper or lower division courses offered by the University; course work in the prerequisite offerings from the University; completion of CLEP, ACT/PEP, or DANTES examinations; participation in Prior Learning Assessment; or completion of courses at other regionally accredited colleges or universities.

Major Programs

Curriculums for each of the eleven proposed programs include the elements listed below.

B.S. in Business/Administration: 120 total credits. Of those, 33 are in the major, including a 3 credit interdisciplinary capstone course considered by the University to be a general education course.

B.S. in Business/Management: 120 total credits. Of those, 33 are in the major, including a 3 credit interdisciplinary capstone course considered by the University to be a general education course.

B.S. in Business/Marketing: 120 total credits. Of those, 33 are in the major, including a 3 credit interdisciplinary capstone course considered by the University to be a general education course.

B.S. in Business/e-Business: 120 total credits. Of those, 60 credits are required courses: 39 credits in the major, 18 credits of business core coursework, and 3 credits of an integrating course. Students are also expected to complete 54 credits of general education, and an Elective Requirement of 6 credits.

B.S. in Information Technology: 120 total credits. Of those, 60 credits are in the major, divided among courses in several areas: Introductory, Systems Analysis and Development, Programming and Operating Systems, Database, Networking and Telecommunications, Web, Upper Division IS & T courses, and an interdisciplinary capstone. Students are also expected to complete 54 credits of general education, and an Elective Requirement of 6 credits.

B.S. in Management: 120 total credits. Of those, 33 are in the major, including a 3 credit interdisciplinary capstone course considered by the University to be a general education course.

M.A. in Organizational Management: 39 credits, including a capstone course.
MBA: 46 credits, including a 1 credit Managerial Communications course.
MBA/Technology Management: MBA: 46 credits, including a 1 credit Managerial Communications course.
MS in Computer Information Systems: 39 credits, including a 3 credit Management Communication course.

A detailed listing of courses for each of these programs is included in Attachment A.

Undergraduate General Education Component

The University states that it recognizes the role of general education in ensuring undergraduate students' success in the classroom, the workplace, and the communities in which they live. The University indicates that the basic skills fostered by the liberal arts – communication, computation, and critical thinking – are integrated throughout the professional curriculums; for example, through writing across the curriculum, the infusion of diversity issues, and a universal focus on critical thinking skills. The University's professional programs also culminate with a general education sponsored capstone course that facilitates the integration of learning and development from all aspects of the University's educational experience.

The General Education/Liberal Arts component of the University's undergraduate curriculum includes 36 credits distributed among traditional liberal arts categories. The areas included are the following:

- Communication Arts, 6 credits.
 - Mathematics, 6 credits. It does not include applied courses (such as finance and accounting) nor mathematics foundation courses below college algebra.
 - Social Sciences, 6 credits.
 - Humanities, 6 credits
 - Science/Technology, 6 credits.
- Students are also expected to pursue more depth in the liberal arts by selecting two additional courses in any of the liberal arts categories listed above.

Additionally, students must complete an Interdisciplinary requirement of 15 credits. To fulfill the requirement, students may select general education courses or courses offered by Colleges other than that of their specialization.

Finally, students are expected to fulfill an “integrating requirement” of 3 credits in the form of an interdisciplinary capstone course, which is a general education course that synthesizes general education course work with the required course of study and is taken as a prescribed elective in the required course of study.

General Education is delivered by the College of General Studies and Professional Studies. The College is organized into the area of Communication Arts, Humanities, Social Sciences, Mathematics, and Science and Technology.

The following courses are offered in each of these divisions:

Communication Arts: Strategies for Writing, Written Communication, Communication Skills for Career Growth, Interpersonal Communication Skills, Business Communication Skills, Oral Communication, Advanced Composition, Essentials of College Writing, Public Speaking, Diversity Issues in Communication, Communicating in the Electronic Environment, Spanish Language and Cultural Field Study, Creative Writing, Management Communication Skills, Business Communication, Communication in the Virtual Workplace.

Humanities: US History to 1865, US History 1865 to 1945, The American Experience Since 1945, The Vietnam War, United States Constitution, Nevada and the US Constitution, Introduction to the Humanities –The Ancient World to Medieval Times, Introduction to the Humanities –The Renaissance to the Present, Classical Composers, The Global Village, History of the Performing Arts, Spanish Language and Cultural Field Study, Literature in Society, Selected Authors of the Victorian Age, Business Literature, Contemporary Southwest Literature, Literature of the Workplace.

Mathematics: Basic College and Business Mathematics I, Basic College and Business Mathematics II, College Mathematics I, College Mathematics II, History of Mathematics, Mathematics for Information Systems Applications

Social Sciences: Critical Thinking, Philosophical Thinkers of Western Civilization, Ethics in Management, Mind and Machine, Foundations of the Free Market System, State and Local Political Processes, Wealth and Power in America, Introduction to Psychology, Psychology of Personality, Emotional Intelligence, Human Motivation, Adult Development, Cognitive Psychology, Chemical Dependency in the Workplace, Organizational Psychology, Team Dynamics for Managers, Contemporary Issues in American Business, Introduction to Sociology, Introduction to Southwest Studies, Cultural Diversity

Science and Technology: Introduction to Life Sciences, Human Nutrition, Science and the Environment, Scientific Thinkers, Paradigms of Health, Survey of Alternative Medicine, Elements of Physics, Astronomy, Environmental Science, History of Science, The Engineering Process, Human Factors in Technology, The Internet: Concept and Application, Web Programming, Web Programming I, Web Programming II, Web Programming III, Web Server Administration, The Web: Current Topics.

There is no indication of any laboratory course work. The University states that most students who enroll in its programs have already had such laboratory courses at other institutions and therefore transfer such credits in.

Academic Calendar

The University of Phoenix is a non-term institution and does not operate according to a traditional academic calendar. New student cohorts can begin at any time. Typically, graduate courses meet for six consecutive weeks and undergraduate courses meet for five consecutive weeks. Students take only one course at a time.

Instructional Activities

During a typical course, students participate in two instructional activities: class meetings of four consecutive hours are one part of the instructional activity. The other part is a learning team session. Learning teams are groups of three to five students from within

the cohort who meet on their own. Faculty members do not participate in those team meetings. Learning team sessions appear on each student's class schedule as regularly scheduled course meetings and attendance is required.

Educational Planning Context

Programs similar to those proposed by the University of Phoenix are currently offered by both public and independent colleges and universities in Connecticut.

Resource Support

Faculty

The University states that it has hired full time faculty members in the areas of Undergraduate and Graduate Business and Management and in Arts and Sciences. The University states that, as additional approved programs are offered, full-time faculty members for each program will be hired and the Department of Higher Education will be notified.

The University notes that, as additional approved programs are offered, full-time faculty for each program will be hired. Full-time faculty members have primary assignments in teaching and are available for consultation with students. In addition, full-time faculty members will provide instructional leadership, oversee academic quality assurance, and provide guidance and support for the associate faculty. They will also be involved in associate faculty selection and training, participate in curricular oversight, and ensure the quality of the University's academic programs.

The University states that, during the 2006-2007 academic year, 42 part-time faculty members were hired by the campus. The most recent faculty certificate training session is running from December 12, 2007 until January 28, 2008, with candidates representing a variety of academic disciplines across each college whose programs are being offered.

Library and Learning Resources

The University states that it has made good steps forward in developing the Norwalk campus' library. The Campus Library's integrated library -- Liberty3 by Softlink -- was launched in October 2006 and is now fully operational. In addition to cataloging, Liberty3 handles acquisitions, circulation, borrowers, serials, customizable reports, and

more. Liberty3 will also allow students and faculty to browse the local collections, view their patron records, renew, and place holds on circulating material by using the online public access catalog.

A portable media center was purchased in November 2007 and is to be used for hands-on information literacy instruction.

The Campus Librarian continues to strengthen and reinforce research skills via regular participation in the University Library's 24/7 reference service, Ask-A-Librarian. Collaboration with faculty members for collection development assistance has been substantial, and the Librarian plays a role in new faculty orientation and training.

The University states that an annual budget of \$25,000 continues to be allocated equally among the programs in Undergraduate Business, Graduate Business, and Arts and Sciences. The majority of the budget continues to be spent on print monographs covering the subject areas of each program.

Facilities

When the Board of Governors for Higher Education licensed the University of Phoenix to offer courses in Connecticut, the Board of Governors required the University to affirm to the Department of Higher Education the progress the University has made in its development of a facility. The University has established a Connecticut campus at 535 Connecticut Avenue, Suite 400, in Norwalk. The visit to that facility by the Department of Higher Education resulted in the finding that the newly-established campus meets the standards of an educational center in Connecticut.

The Norwalk campus includes a dedicated library which is open during the day and during the evenings. The University of Phoenix has committed \$100,000 annually to the library in Norwalk, including \$25,000 annually to build the core collection.

During that visit, the Department of Higher Education raised a question about the lack of a "wet lab" at the University of Phoenix's Norwalk campus. The Department's representative affirmed with representatives of the University of Phoenix that all appropriate general education courses must be available to students who enroll in any undergraduate program offered in Connecticut. Those students, for example, who have no former undergraduate credits must have access to science courses and to laboratories, as appropriate, as they work toward completing their degrees.

The University of Phoenix noted that the typical University of Phoenix student enters the University with a significant number of General Education transfer credits from one or from many institutions. Included in the transfer credits the University may accept are courses that may have required laboratory work. For this reason, the University has not offered lab-based courses in the natural and physical sciences at its campuses throughout

the country, though it does offer science survey courses that do not require laboratory work. This is why the University's facility in Norwalk does not have a "wet lab" facility.

The Department of Higher Education was pleased to note that the University of Phoenix is aware of the Department's expectation that the University will need to reassess its current practices in the event that the University begins to admit a large number of undergraduate students with no prior college credits, or students who are directly out of high school and who need to take their entire General Studies credits before enrolling in their major course of study. The Department noted, too, that if the University starts to enroll such beginning college students, the University will reconsider its curriculum, facilities and services to ensure that they are appropriate for those students, their present careers, and their future career goals. This may include the addition of appropriate science laboratory facilities.

The University of Phoenix assured the Department of Higher Education that it will make appropriate accommodations for its students and that it will provide facilities and services which meet the standards of the Board of Governors for Higher Education.

Advisory Committee on Accreditation

The Advisory Committee on Accreditation, at its meeting on January 17, 2008, reviewed the program and found it to be in compliance with Board of Governors approval standards. The vote to recommend approval to the Board of Governors was all in favor. The Advisory Committee on Accreditation recommended that the University of Phoenix be asked to review the array of program offerings in Connecticut before submitting the next application for relicensure, taking into consideration program enrollments and program viability and marketing strategies, thereby considering whether or not all of the programs now seeking relicensure should continue to be offered in Connecticut.

Attachment A

Bachelor of Science in Business/Administration Preferred Sequence and Prerequisites System

Course #	Course Name	Credits	Length	Prerequisite(s)
MGT 330	Management: Theory, Practice, Applications	3	5 weeks	
	Organizational Behavior	3	5 weeks	
CIS 319	Computers and Information Processing	3	5 weeks	
MGT 350	Critical Thinking: Strategies in Decision Making*	3	5 weeks	English, Math and Critical Thinking Prof
RES 341	Research and Evaluation I	3	5 weeks	English, Math, and Critical Thinking
RES 342	Research and Evaluation II	3	5 weeks	RES 341, English, Math and Critical Thinking
BUS 415	Business Law*	3	5 weeks	English, Math and Critical Thinking
MGT 437	Project Management*	3	5 weeks	English, Math and Critical Thinking
ECO 360	Economics for Business I*	3	5 weeks	English, Math and Critical Thinking
ECO 361	Economics for Business II	3	5 weeks	ECO 360, English, Math and Critical Thinking Prof.
CC 362	Financial Accounting 1*	3	5 weeks	English, Math and Critical Thinking
CC 363	Financial Accounting 11*	3	5 weeks	CC 362, English, Math and Critical Thinking Prof.
FIN 475	Managerial Finance 1*	3	5 weeks	CC 363, English, Math Critical Thinking Prof.
FIN 476	Managerial Finance 11*	3	5 weeks	FIN 475, English, Math Critical Thinking

MKT 421	Marketing *	3	5 weeks	FIN 475, FIN 476, English, Math and Critical Thinking
EBUS 400	E-Business	3	5 weeks	CIS 319, English, Math and Critical Thinking Prof.
GEN 480	Interdisciplinary Capstone Course	3	5 weeks	Must be final Required Course

Bachelor of Science in Business/Management Preferred Sequence and Prerequisites
System

Course #	Course Name	Credits	Length and Prerequisite(s)
MGT 330	Management: Theory, Practice, Applications	3	5 weeks;
	Organizational Behavior	3	5 weeks
CIS 319	Computers and Information Processing	3	5 weeks
MGT 350	Critical Thinking: Strategies in Decision Making*	3	5 weeks. English, Math and Critical Thinking Proficiencies
RES 341	Research and Evaluation I	3	5 weeks. English, Math, and Critical Thinking Proficiencies
RES 342	Research and Evaluation II	3	5 weeks. RES 341, English, Math, and Critical Thinking Proficiencies
ECO 360	Economics for Business I	3	5 weeks. English, Math, and Critical Thinking Proficiencies
MGT 431	Human Resources Management	3	5 weeks. English, Math, and Critical Thinking Proficiencies
MGT 434	Employment Law	3	5 weeks. English, Math, and Critical Thinking Proficiencies
FIN 324	Financial Analysis for Managers I	3	5 weeks. English, Math, and Critical Thinking Proficiencies
FIN 325	Financial Analysis for Managers II	3	5 weeks. FIN 324, English, Math, and Critical Thinking Proficiencies
MKT 421	Marketing	3	5 weeks. FIN 324, FIN 325, English, Math, and Critical Thinking Proficiencies
MKT 438	Public Relations	3	5 weeks. English, Math, and Critical Thinking Proficiencies
MGT 448	Global Business Strategies	3	5 weeks. English, Math, and Critical Thinking Proficiencies
MGT 449	Quality Management and Productivity	3	5 weeks. English, Math, and Critical Thinking Proficiencies
EBUS 400	E-Business	3	5 weeks. CIS 319, English, Math, and Critical Thinking Proficiencies
GEN 480	Interdisciplinary Capstone Course	3	5 weeks. Must be final Required Course

Bachelor of Science in Business/Marketing Preferred Sequence and Prerequisites System

Course #	Course Name	Credits	Length	Prerequisite(s)
MGT 330	Management: Theory, Practice, Applications	3	5 weeks	
MGT 331	Organizational Behavior	3	5 weeks	
CIS 319	Computers and Information Processing	3	5 weeks	
MGT 350	Critical Thinking: Strategies in Decision Making	3	5 weeks	English, Math, and Critical Thinking
RES 341	Research and Evaluation I	3	5 weeks	English, Math, and Critical Thinking
RES 342	Research and Evaluation II	3	5 weeks	RES 341, English, Math, Critical Think.
BUS 415	Business Law*	3	5 weeks	English, Math, and Critical Thinking
ECO 360	Economics for Business 1*	3	5 weeks	English, Math, and Critical Thinking
FIN/324	Financial Analysis for Managers I	3	5 weeks	English, Math, and Critical Thinking
MKT 421	Marketing *	3	5 weeks	FIN 324, English, Math, Critical Think.
MKT 438	Public Relations	3	5 weeks	English, Math, and Critical Thinking
MKT 463	Buyer Behavior	3	5 weeks	MKT 421, English, Math, Critical Think.
MKT 469	Sales Management	3	5 weeks	MKT 421, English, Math, Critical Think.
MKT 467	Integrated Marketing	3	5 weeks	MKT 421, English, Math,
MKT 450	International Marketing	3	5 weeks	MKT 421, English, Math, Critical Think.
EBUS 400	E-Business	3	5 weeks	CIS 319, English, Math, Critical Think.
GEN 480	Interdisciplinary Capstone Course	3	5 weeks	Final Req. Course

Bachelor of Science in Business/E-Business Preferred Sequence and Prerequisites System

Course #	Course Name	Credits	Length	Prerequisite(s)
MGT 330	Management: Theory, Practice Applications	3	5 weeks	
	Organizational Behavior	3	5 weeks	
CIS 319	Computers & Information Proc.	3	5 weeks	
MGT 350	Critical Thinking: Strategies in Decision Making	3	5 weeks	English, Math and Critical Thinking Proficiencies
RES 341	Research and Evaluation I	3	5 weeks	English, Math and Critical Thinking
RES 342	Research and Evaluation II	3	5 weeks	RES 341, English, Math, Critical Thinking
BSA 375	Fundamentals of Business Systems Development	3	5 weeks	CIS 319, English, Math, Critical Thinking
CMGT 10	Project Planning & Implementation	3	5 weeks	CIS 319, English, Math, and Critical Thinking
POS 355	Introduction to Operating Systems	3	5 weeks	CIS 319, English, Math, Critical Thinking
POS 360	Programming Concepts	3	5 weeks	CIS 319, POS 355, English, Math, and Critical Thinking
DBM 380	Database Concepts	3	5 weeks	POS 360, CIS 319, POS 355, English, Math, Crit Tk
NTC 360	Network and Telecommunications Concepts	3	5 weeks	POS 355, English, Math, and
ECO 360	Economics for Business I	3	5 weeks	English, Math, and Crit Tk
FIN 324	Financial Analysis for Mrs. I	3	5 weeks	English, Math, and Crit Tk.
FIN 325	Financial Analysis for Mgrs. II	3	5 weeks	FIN 324, English, Math, Cri
MKT 421	Marketing	3	5 weeks	FIN 324, FIN 325, English, Math, and Critical Thinking
EB 350	The Internet: Concepts and Application	3	5 weeks	CIS 319, English, Math, Critical Thinking
EB 400	Web Programming	3	5 weeks	CIS 319, WEB 350, English, Math, and Crit Tk
EBUS 00	E-Business	3	5 weeks	CIS 319, English, Math, Critical Thinking
GEN 480	Interdisciplinary Capstone Course	3	5 weeks	Must be final required course

Bachelor of Science in Information Technology Preferred Sequence

Course No.	Course Title	Credits;	Length	Prerequisite(s)
CSS/335	Computers & Information Processing	3	5 weeks	24 credits
MGT/350	Critical Thinking: Strategies in Decision Making	3	5 weeks	4 credits
CMGT/410	Project Planning & Implementation	3	5 weeks	24 credits
BSA/375	Fundamentals of Business Systems Development	3	5 weeks	CSS/335
BSA/400	Business Systems Development II	3	5 weeks	BSA/375
POS/355	Introduction to Operating Systems	3	5 weeks	
POS/370	Programming Concepts	3	5 weeks	
POS/400	Introduction to Object-Oriented Programming	3	5 weeks	POS/370
POS/405	Advanced Visual Basic	3	5 weeks	POS/400
DBM/380	Database Concepts	3	5 weeks	POS/370
DBM/405	Database Management Systems	3	5 weeks	DBM/380
POS/410	SQL for Business	3	5 weeks	DBM/405
NTC/360	Network & Telecommunications Concepts	3	5 weeks	POS/355
NTC/410	Networks & Telecommunications II	3	5 weeks	NTC/360
POS/420	Introduction to UNIX	3	5 weeks	POS/355
POS/426	Windows 2000	3	5 weeks	NTC/360
EB/410	Web Programming I	3	5 weeks	POS/370
EB/420	Web Programming II	3	5 weeks	EB/410
EB/350	The Internet: Concepts & Applications	3	5 weeks	NTC/410
GEN/480	Interdisciplinary Capstone	3	5 weeks	57 BSIT credits

Bachelor of Science in Management Preferred Sequence and Prerequisites System

Course #	Course Name	Credits	Length	Prerequisite(s)
MGT 330	Management: Theory, Practice, Application	3	5 weeks	
MGT 350	Critical Thinking: Strategies in Decision Making	3	5 weeks	COMM 215, PHL 251, MTH 209
SOC 315	Cultural Diversity	3	5 weeks	
PHL 323	Ethics in Management	3	5 weeks	
RES 320	Foundations of Research	3	5 weeks	
PSY 428	Organizational Psychology	3	5 weeks	
COMM 470	Communicating in the Virtual Workplace	3	5 weeks	
PSY 320	Human Motivation	3	5 weeks	
PSY 430	Team Dynamics for Managers	3	5 weeks	
EC 401	Human Factors in Technology	3	5 weeks	
FIN 324	Financial Analysis for Managers I	3	5 weeks	200, MTH 201, MTH 209, MTH 209.7
GEN 480	Interdisciplinary Capstone Course	3	5 weeks	Final Course in Program
ELEC 401	BSM Elective	3	5 weeks	
ELEC 402	BSM Elective	3	5 weeks	
ELEC 403	BSM Elective	3	5 weeks	
ELEC 404	BSM Elective	3	5 weeks	

Master of Arts in Organizational Management Preferred Course Sequence and Prerequisites System

Course #	Course Title	Prerequisite(s)
COM 515	Managerial Communication	
LDR 510	Organizational Leadership and Change Management	COM 515
LDR 520	Organizational Ethics	COM 515
ORG 502	Human Relations and Organizational Behavior	COM 515
	Marketing and Stakeholder Relations	COM 515
LAW 530	Legal Issues in the Workplace	LDR 520
HRM 555	Human Resources Management	ORG 502, LAW 530
HRM 556	Employee Motivation and Compensation	HRM 555
MGT 573	Project Management in the Business Environment	COM 515
CIS 564	Information Management in Business	COM 515
SYS 540	Systems Thinking and Performance Management	COM 515
SYS 560	Conflict Management Systems	HRM 556, SYS 540
MGT 578	Strategy Formulation and Implementation	SYS 560
MGT 588	Organizational Research and Process Consultation	MGT 578

Master of Business Administration Preferred Sequence and Prerequisites

Course No.	Course Title	Credits	Length	Prerequisite(s)
COM 515	Managerial Communication	1	3 weeks	
ORG 502	Human Relations and Organizational Behavior	3	6weeks	COM 515
LAW 529	Legal Environment of Business	3	6 weeks	COM 515
MKT 551	Marketing Management	3	6 weeks	COM 515
QNT 530	Statistics and Research Methods for Managerial Decisions	3	6 weeks	COM 515
MGT 554	Operations Management	3	6 weeks	QNT 530
ECO 533	Economics for Managerial Decision	3		COM 515
CC 529	Accounting for Managerial Decision	3		COM 515
FIN 544	Finance for Managerial Decision Making	3		CC 529
CIS 564.4	Information Management in Business	3	6 weeks	COM 515
EBUS 500.1	--Business Principles and Practices	3	6 weeks	CIS 564.4, LAW 529, MGT 554, MKT 551
QNT 531	Advanced Problems in Statistics and Research Methods	3	6 weeks	QNT 530
FIN 545	Advanced Problems in Finance	3	6 weeks	FIN 544
MGT 573	Project Management in the Business Environment	3	6 weeks	COM 515
MGT 578	Strategy Formulation and Implementation	3	6 weeks	QNT 531, FIN 545, MGT 573
MGT 599	Cases in Decision Making	3	6 weeks	MGT 578

Master of Business Administration/Technology Management Preferred Sequence and Prerequisites

Course No.	Course Title	Credits	Length	Prerequisite(s)
COM/515	Managerial Communication	1	3 weeks	
ORG/502	Human Relations and Organizational Behavior	3	6 weeks	COM 515
LAW/529	Legal Environment of Business	3	6 weeks	COM 515
MKT/551	Marketing Management	3		COM 515
QNT/530	Statistics and Research Methods or Managerial Decisions	3	6 weeks	COM 515
MGT/554	Operations Management	3	6 weeks	QNT 530
ECO/533	Economics for Managerial Decision Making	3	6 weeks	COM 515
CC/529	Accounting for Managerial Decision Making	3	6 weeks	COM 515
FIN/544	Finance for Managerial Decision Making	3	6 weeks	CC 529
CIS/564.4	Information Management in Business	3	6 weeks	COM 515
EBUS/500.1	E-Business Principles and Practices	3	6 weeks	CIS 564.4, LAW 529, MGT 554, MKT 551
MGT/578	Strategy Formulation and Implementation	3	weeks	EBUS 500.1, FIN 544, ECO 533
MGT/510	Project Management in the Technological Environment	3	6 weeks	EBUS 500.1, FIN 544, ECO 533
MGT/540	Management of R&D and Innovation Processes	3	6 weeks	MGT 554, EBUS 500.1, FIN 544, ECO 533
MGT/550	Technology Transfer in the Global Economy	3	6 weeks	MGT 578, MGT 510, MGT 540
MGT/590	Applications of Technology Management	3	6 weeks	MGT 550

Master of Science in Computer Information Systems Preferred Sequence and Prerequisites System

Course #	Course Name	Credits	Prerequisite(s)
OM 515	Managerial Communication	1	
ORG 502	Human Relations & Organizational Behavior	3	COM 515
LAW 529	Legal Environment of Business	3	COM 515
CC 529	Accounting for Managerial Decision Making	3	COM 515
CSS 561	Programming Concepts	3	COM 515
	Systems Analysis & Development	3	CSS 561
CMGT 575	CIS Project Management	3	CSS 561
CMGT 576	Programming Management	3	CSS 561 & CMGT 555
CSS 558	Data Base Concepts I	3	CMGT 576
CSS 559	Data Base Concepts II	3	CSS 558
CM 537	Networks/DataCom I	3	COM 515
CM 538	Networks/DataCom II	3	
CMGT 585	CIS Risk Management & Strategic Planning	3	All of the above

STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING

Institution: Western Connecticut State University

Item: Accreditation of a Program in Instructional Leadership, leading to the Doctor of Education (Ed.D.) degree

Executive Summary

Western Connecticut State University has applied to the Board of Governors for Higher Education for accreditation of a five-year pilot program in Instructional Leadership, leading to a Doctor of Education (Ed.D.) degree. The University was granted that licensure in December 2002 for a period of five years after review by the Department of Higher Education and after approval by the Board of Governors. The University submitted its application to the Board of Governors as a result of Public Act 01-141, dated June 28, 2001, which enabled the Board of Trustees for the Connecticut State University System to establish a five-year pilot program to award education doctoral degrees upon authorization by the Board of Governors for Higher Education.

When the Board of Governors licensed the pilot program in December 2002, it did so with the following requirements and stipulations:

That the University report annually to the Department of Higher Education and to the Board of Governors on the following matters:

a. program performance and projections, including enrollment, retention, and budget information in a format determined by the Department of Higher Education. Such information will include tuition income in the Ed.D. program; enrollment statistics and tuition and fee income in undergraduate, master's and sixth-year level programs in the School of Education, including an explanation of the allocation of resources from those programs in support of the Ed.D. program; numbers of applicants and numbers of acceptances in the Ed.D. program; student attrition rates in the Ed.D. program, by cohort and for the program as a whole; faculty workloads in the School of Education in light of the need to accommodate dissertation advising into faculty workload schedules; the impact of discretionary release-time for Ed.D. faculty to conduct research that will ultimately culminate into scholarly works (all full-time faculty involved in the Ed.D. program will receive a minimum three to six credits/semester or six to twelve credits/annually of release-time to pursue their own research and scholarship);

b. the cost of maintaining a satisfactory doctoral faculty/student ratio, including the cost of hiring "methodologists and other consultants" for the program and the cost of hiring adjunct faculty members to meet teaching needs in the University's other undergraduate and graduate programs in Education;

- c. implementation of the faculty development program, especially progress made in doctoral-level mentoring of students;
- d. progress made in faculty searches, to appoint individuals with teaching experience and research expertise in the area of instructional leadership, particularly at the advanced graduate level;
- e. progress made in the development and implementation of curriculum modules.
- f. progress made in building appropriate professional relationships and codifying agreements with school districts, including progress in the work of the Advisory Board.

WCSU responded to these requirements and stipulations by submitting a yearly report to the Board of Governors.

The following update on the program constitutes the University's application for accreditation of the program in Instructional Leadership and, therefore, permission to award the Ed.D. degree.

The Advisory Committee on Accreditation, at its meeting on January 17, 2008, reviewed the program and found it to be in compliance with Board of Governors approval standards. The vote to recommend approval to the Board of Governors was all in favor.

Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education accredit a program in Instructional Leadership, leading to the Doctor of Education (Ed.D.) degree, offered by Western Connecticut State University, for a period of time concurrent with institutional accreditation.

Description

Purpose and Objectives

The University notes that its Ed.D. program in Instructional Leadership is the only doctorate of its kind in Connecticut and is one of only thirteen doctoral programs in the country to focus on instructional leadership. When the program was licensed, the University stated that it would be a practitioner-based degree program whose purpose would be to serve the needs of professionals seeking to be instructional leaders within school districts in the Greater Danbury area, which encompasses the entire region of Western Connecticut. The program, the University noted at the time of licensure, would seek to prepare leaders who would make instructional quality the top priority in the classroom and motivate students to achieve.

The program is also designed to prepare K-12 educators to meet several specific objectives: to assume roles of leadership in the conceptualization, initiation, assessment and redesign of instructional strategies; to conduct meaningful site-based inquiry pertaining to student achievement, program assessment, and other measures of education success; to develop and implement innovative curricula that focus on excellence and equity in education; to implement school-wide professional development activities utilizing applied research, instructional technology, and best practices in K-12 schools; and to implement school-wide professional development activities consistent with emerging national standards as articulated by relevant professional specialty associations.

In its accreditation application, the University now states that the Ed.D. program seeks to prepare teachers, curriculum specialists, counselors, school psychologists, and administrators to create innovative learning environments; to respond to reform at the national, state and local levels; and to transform educational organizations.

Within that context, the University states that the program is designed to prepare PK-12 educators to (1) assume roles of leadership in the conceptualization, initiation, assessment and redesign of initiatives for classrooms, schools, and districts; (2) to conduct meaningful site-based inquiry pertaining to student achievement, program assessment and other measures of educational success; (3) to develop and implement innovative curricula that focus on excellence and equity in education; (4) to implement school-wide and district-wide professional development activities utilizing applied research, instructional technology and best practices in PK-12 schools; and, (5) to implement school-wide and district-wide professional development activities consistent with emerging national standards as articulated by relevant professional specialty associations.

All of this is structured within an overall vision of educator preparation at the University. That is reflected in the term EDUCATOR (Expertise in content knowledge, Diversity, Unity, Classroom and school leadership, Attitudes, Technology, Organization of

knowledge to facilitate learning, and Reflective practitioner) and the theme “Preparing educators to facilitate student growth and achievement in the 21st Century.”

Related Question

The Department of Higher Education had a question about the purposes and objectives of the program. The question below was posed to the University; the University’s response follows.

Department of Higher Education Question

When the program was licensed, the University stated that it would be a practitioner-based degree program whose purpose would be to serve the needs of professionals seeking to be instructional leaders within school districts in the Greater Danbury area. In its accreditation application, the University now states that the Ed.D. program seeks to prepare teachers, curriculum specialists, counselors, school psychologists, and administrators to create innovative learning environments, respond to reform at the national, state and local levels, and transform educational organizations. What are the reasons for this change?

The University’s Response

Western Connecticut does not see this as a change in mission; rather teachers, curriculum specialists, counselors, school psychologists and administrators are all examples of instructional leaders. These professionals work together as members of instructional leadership teams in their schools and districts; their goals are school improvement and responsiveness to local and national challenges to education. Their common foundation in instructional leadership is valued by their school districts, and their varied backgrounds enrich the cohort’s educational experiences.

For example, state and national guidelines for both counselors and school psychologists require these professional to focus on teaching, curriculum development, and assessment, important goals for WestConn’s Ed.D. in Instructional Leadership. The list of different types of educators was formed to include the types of candidates attracted to the program, rather than a statement of any change in the program focus.

While the Western Connecticut Superintendents Association (WCSA) and its 15 districts were and continue to be strong supporters of WestConn’s program in instructional leadership, it was never the intent of the university to limit its program to those districts only. It is seen as a positive recommendation and rationale for the Ed.D. in Instructional Leadership degree that educators from increasing numbers of school districts have applied to WestConn’s program. Information on both of these items has been included in each annual report.

Administration

The Ed.D. coordinator administers the program. The coordinator’s responsibilities include: external promotion of the program, student recruitment, curriculum development, teaching doctoral courses, academic advisement for Ed.D. students, and dissertation supervision. In addition to these duties, the Coordinator collaborates with local school personnel to incorporate “teacher as leader initiatives” in schools and classrooms and continue a line of scholarship.

Admissions, Enrollment and Retention

The Ed.D. program is primarily directed toward educational practitioners and specialists who possess a Master’s degree from an approved institution with a GPA of at least 3.5, have completed 50 school months of successful teaching or related educational experience, have attained at least the 50th percentile rank on the Miller’s Analogy Test (MAT) or the Graduate Records Exam (GRE), were recommended by 3 school-related colleagues or supervisors, and completed a successful interview with 2 members of the Ed.D. Admissions Committee.

Enrollment

At the time of licensure, the University stated that the Ed.D. in Instructional Leadership program would recruit and select cohorts of students from the 15 school districts in the Greater Danbury area. The University estimated that 2472 teachers in those school districts hold a Master’s degree or a higher degree and therefore could be candidates for the Ed.D. program. At the time of licensure, the University expected to enroll cohorts of 25 students each. The program has admitted three cohorts, and currently enrolls a total of 60 students.

Candidates currently enrolled in the program have been selected from a broader range of settings than anticipated at the time of licensure. Candidates have been recruited from the region within a one-hour driving distance of the Danbury area. The 60 individuals in the program are employed in 33 different school districts or institutions in Connecticut and New York from Kindergarten to university level. Their expertise includes all content fields as well as the areas of media, library science and technology, special education, gifted and talented education, school counseling, school psychology, and administration.

	Cohort 1	Cohort 2	Cohort 3	In CT	In NY*
Teachers				32	8
<i>High School</i>	8	4	3		
<i>Middle School</i>	1	2	0		
<i>Elementary School</i>	7	3	12		

Administrators				9	8
<i>Principal</i>	<i>1</i>	<i>3</i>	<i>2</i>		
<i>District Administrator</i>					
<i>Department Chair</i>	<i>2</i>				
<i>Coordinator/Specialist</i>	<i>3</i>	<i>2</i>	<i>4</i>		
Other				3	
<i>Counselor</i>		<i>1</i>			
<i>School Psychologist</i>		<i>1</i>			
<i>University Faculty</i>			<i>1</i>		
TOTAL	22	16	22	44	16

**In-State and Out-of-State Enrollments*

Cohort 1: 82% from Connecticut; 18% from New York

Cohort 2: 81% from Connecticut; 19% from New York

Cohort 3: 59% from Connecticut; 41% from New York

Academic Profile of the Three Cohorts

Cohort 1 Mean Graduate GPA for accepted students = 3.82

Cohort 2 Mean Graduate GPA for accepted students = 3.81

Cohort 3 Mean Graduate GPA for accepted students = 3.78

The mean GPA values are based on the fact that grades of Pass and Satisfactory were changed to grades of “B.” Also sixth year degree GPAs are included in the calculations.

Cohort 1 Mean GRE Verbal score for enrollees = 620 (PR = 83)

Cohort 2 Mean GRE Verbal score for enrollees = 514 (PR = 61)

Cohort 3 Mean GRE Verbal score for enrollees = 545 (PR = 71)

Cohort 1 Mean GRE Writing score for enrollees = 4.75 (PR = 65)

Cohort 2 Mean GRE Writing score for enrollees = 5.0 (PR = 69)

Cohort 3 Mean GRE Writing score for enrollees = 4.5 (PR = 52)

Retention

To continue in the program students are expected to meet the following minimum standards: A minimum grade of a “B” (3.0) in every course; successful completion of Part

1 of the comprehensive examination (NCATE: Gate 2); successful completion of Part 2 of the comprehensive examination (NCATE: Gate 3); a passing grade on the dissertation proposal defense (NCATE: Gate 4); a passing grade in the dissertation defense (NCATE: Gate 5); and continuous enrollment and completion of all requirements within a 6-year period.

Retention Rate

Cohort I

The first cohort of students was selected in the fall of 2003. In the winter of 2004, Cohort 1, with a total of 27 students, began taking classes. During the first course, two students withdrew from the program. Over the next three years, two students left the program for personal reasons and one took a 1-year Leave of Absence. With 22 students presently in Cohort 1, there is an 82% retention rate.

Timeline	Activity	Number of Students
Fall 2003	Cohort 1: 27 Students Selected	27
Winter 2004- Summer 2004	5 Courses	24 2 students withdrew from the program by the end of the first course; After completing 5 courses, 1 student took a Leave of Absence and subsequently withdrew from the program
Fall 2004-Summer 2005	6 Courses	23 1 Student received a 1-year Leave of Absence beginning Summer 2005
Fall 2005-Summer 2006	4 Courses; Comprehensive Exams	22 Student on Leave Joined Cohort 2
Fall 2006- Summer 2007	3 Dissertation Seminars; Proposal Defense	22
Fall 2007- Spring 2008	2 Dissertation Seminars; Dissertation Defense	22

Cohort II

In order to be certain that enough Major Advisors would be available for Cohort 2 students, fewer students were selected for the program in 2005. The admissions committee determined that 15-20 students should be selected. Therefore, Cohort 2 began in the Fall of 2005 with 17 students. During the first semester of the program for Cohort 2, one student resigned from the program. One student who took a Leave of Absence from Cohort 1 joined Cohort 2. In the Spring of 2007, another student withdrew from Cohort 2 for personal reasons, bringing the retention rate to 94%.

Timeline	Activity	Number of Students
Spring 2005	Cohort 2:	17

Timeline	Activity	Number of Students
	17 Students Selected	
Fall 2005-Summer 2006	6 Courses Completed	17 1 Student Left the Program prior to completing the first course; 1 Student from Cohort 1 Joined Cohort 2
Fall 2006- Summer 2007	6 Courses Completed	16 1 Student Withdrew
Fall 2007- Summer 2008	4 Courses Completed; Comprehensive Exams	16
Fall 2008- Summer 2009	3 Dissertation Seminars; Proposal Defense	
Fall 2009- Spring 2010	2 Dissertation Seminars; Dissertation Defense	

Cohort III

Cohort 3 began in the Fall of 2007. The target number of students was again 15-20. Due to the number of applicants with high qualifications, 22 students were admitted to the program and 22 students enrolled. Refer to the Tables 3-5 for descriptions of the timeline with respect to Cohorts 1, 2, and 3.

Timeline	Activity	Number of Students
Spring 2007	Cohort 3: 22 Students Enrolled	22
Fall 2007-Summer 2008	6 Courses Completed	
Fall 2008- Summer 2009	6 Courses Completed	
Fall 2009- Summer 2010	4 Courses Completed; Comprehensive Exams	
Fall 2010- Summer 2011	3 Dissertation Seminars; Proposal Defense	
Fall 2011- Spring 2012	2 Dissertation Seminars; Dissertation Defense	

Demographics

Of the 60 students presently enrolled in the program 6, or 10%, are of African American, Asian, or Hispanic descent.

1	2	3	Percent for EdD	Percent for CT
---	---	---	--------------------	-------------------

					Program	Educators
Gender	Female	16	13	16	75.00	73.10
	Male	6	3	6	25.00	26.90
Racial/Ethnic Status	American Indian	0	0	0	0	.01
	Asian	1	0	0	1.67	.15
	American Black	1	1	1	5.00	4.12
	Caucasian/Non-Hispanic	20	14	21	91.67	92.78
	Hispanic	0	1	1	3.33	3.09
	Total		22	16	22	

Note: Total minority status for EdD Program = 10%; total for CT Educators = 7.37%.

Related Questions

The Department of Higher Education had questions about admission into and enrollments in the program. The questions below were posed to the University; the University's responses follow.

A. Department of Higher Education Question

The program has admitted three cohorts, and currently enrolls a total of 60 students. Please provide a chart in which you include the number of applicants for each cohort, the number admitted into each cohort, and the number of students matriculating.

The University's Response

	Cohort 1	Cohort 2	Cohort 3
Number of Applicants	48	23	31
Number Admitted	27	17	22
Number Matriculating	27 2 students withdrew	17 2 students withdrew	22

	Cohort 1	Cohort 2	Cohort 3
	during the first semester, 1 student moved, 1 student left for personal reasons, 1 student had a leave of absence and moved to Cohort 2	from the program during the first semester	
Number of students maintained	22	16 1 student moved from Cohort 1 to Cohort 2	22

B. Department of Higher Education Question

At the time of licensure, the University stated that the Ed.D. in Instructional Leadership program would recruit and select cohorts of students from the 15 school districts in the Greater Danbury area. The University estimated that 2472 teachers in those school districts hold a Master’s degree or a higher degree and therefore could be candidates for the Ed.D. program.

How is it that the program now admits students who are employed outside of Greater Danbury? Why is it that students in the program are employed at the university level? Why was the decision to change admissions made?

The University’s Response

The following information represents the text for the original targeted clientele, stating that initial recruitment will be from the 15 school districts that participate in the WCSA. While this remains a primary source of applicants for the program, the program is not limited to receiving applications from educators in only these districts. This audience was chosen as the initial target due to the strong support of the WCSA and its members for the proposal.

WestConn’s proposed Ed.D. is primarily directed at educational practitioners and specialists who possess at least 45 credits of graduate study (including a Master’s degree). [Based on advice from the Ed.D. Advisory Board, this was changed to 30 credits.] Candidates will be initially recruited from fifteen (15) CT school districts in the greater Danbury area. The estimated number of potential candidates for WestConn’s Ed.D. is estimated as 2,472 K-12 public and private school educators who want to improve their content knowledge and instructional strategies.

Additionally, the only student who teaches at the university level is a university adjunct who works with two local school districts on the Bridges initiative. In this project, high school teachers and university educators in English and Math work together to test students in eleventh grade to assess their college readiness and recommend additional

work in twelfth grade if needed. This doctoral student also has many years of teaching at the K-12 level and holds a current certificate in Mathematics for grades 7-12. She works as an instructional leader for the university with these two local school districts. So her focus is still clearly at the K-12 level.

We have received inquiries about the program from other university personnel and from individuals working at community colleges. Our response is that this is specifically a program that addresses issues in the K-12 environment and that their career goals would not be a good fit with our program content or format. In addition, a requirement for admission to the program is to have a minimum of 5 years of full-time experience in a K-12 setting, which is supported by a copy of a valid and current certificate as well as 3 recommendations, one being from an immediate supervisor in a K-12 setting.

C. Department of Higher Education Question

Why are there declines in the overall statistical profile of students: lower GRE scores and lower GPAs, for example, with each cohort? Was the built-up demand for the program, with the highest caliber of student, met and is the University now by necessity admitting less qualified students to fill each cohort?

The University's Response

The mean GPA and GRE scores have varied among cohorts for several reasons. The Ed.D. Admissions Committee considers a number of criteria in addition to GPA and GRE score; those include letters of recommendation, personal statement/essay, work experience, opportunity for diversity, and educational preparation. Additionally, the university sets admissions requirements for its masters programs at 2.5 to 2.8 GPA. The minimum of a 3.5 graduate GPA for entrance into the Ed.D. program is significantly higher than the GPA required by WestConn's masters' programs.

Applicants have the option of taking either the GRE or the MAT for admission to the program, with far fewer applications containing GRE scores. It is difficult to make trend comparisons with so few data points. For example, The GRE means for Cohorts 1, 2, and 3 are based on total sample sizes of 4 for each cohort. The means for the MAT, however, are based on the balance of the total number of students accepted into each cohort. When an ANOVA was used to analyze the three sets of values for MAT scores from the three cohorts (Cohort 1 Mean Percentile Rank=81; Cohort 2 Mean Percentile Rank=77; Cohort 3 Mean Percentile Rank=79), there was no significant difference among the groups resulting in $F = .25$ and $p < .77$.

Similarly, an analysis of student Mean GPA scores indicated that a comparison of the three cohorts yielded no statistically significant differences between Mean GPAs (Cohort 1 Mean GPA=3.82; Cohort 2 Mean GPA=3.81; Cohort 3 Mean GPA=3.78) ($F=.381$, $p<.684$).

Since there were no statistically significant differences between the means for either standardized test scores or GPA scores amongst the cohorts, it can be said that the caliber of students has remained the same over time.

Curriculum

Ed.D. Program

The Ed.D. in Instructional Leadership has three major components:

- **Leadership Theory and Foundation.** In one of the first courses of the program, students participate in a leadership exercise and construct an individualized Leadership Development Plan with a faculty advisor. This plan acts as a blueprint for the acquisition and enrichment of leadership behaviors and skills. Additionally, students develop individual, group and organizational competencies through planned study in these areas.
- **Area of Specialization in Curriculum and Instruction.** Students investigate cognitive-developmental theories and data-based strategies to design and modify classroom curricula as well as to create professional development experiences in schools.
- **Inquiry Strategies and Dissertation Sequence.** Doctoral students interpret and apply a full complement of in-depth research strategies to educational settings. Students develop skill and knowledge in the areas of evaluation, interpretation, and research implementation.

A minimum of 60 semester hours (SH) is required for the degree, including the requirements for a dissertation.

Six dispositions must be demonstrated by successful candidates. Successful candidates will:

- 1) Believe that all children can learn (Commitment)
- 2) Respect diversity (Value)
- 3) Feel passionate about teaching and committed to learning (Value and Commitment)
- 4) Value ethical and professional behavior (Professional Ethics)
- 5) Believe that teachers, administrators, and counselors share responsibility for children's cognitive, social and emotional development (Professional Ethic)
- 6) Value families and believe in communication with them (Values and Commitment)

O92 Certificate

In 2007, in response to a request from the Western Connecticut Superintendents Association, the University applied to the Board of Governors and to the Connecticut State Board of Education for approval to add the certification for Intermediate Administration or Supervision (Endorsement #092) to the Ed.D. program. This certification was described

by the superintendents as being a vital addition to the Ed.D, Program. They stated that the role of instructional leader in many schools includes positions such as department chair, which requires the 092 certification. As the first three Cohorts of educators in the Ed.D. in Instructional Leadership program progressed through their course work, they reported being called upon as experts in instruction, curriculum, assessment, professional development, counseling, and research in their schools. These students also made a statement that they supported the 092 Certificate as an important addition to their program. As a result of these recommendations, the University chose to pursue the 092 certification for its doctoral students; it was subsequently approved by the Connecticut State Department of Education and the Connecticut Board of Governors for Higher Education in 2007.

The program is a collaborative effort between Western Connecticut State University (WCSU) and Central Connecticut State University (CCSU). As such, the credits delivered by CCSU faculty are not viewed as transferred credits but as credits earned as part of a joint program. Of the 22 credits in the entire program (8 courses in total), 16 credits (6 courses) are provided by WCSU and 2 courses (6 credits) are delivered by CCSU faculty members. The agreement has been established by the Provosts of both universities.

Related Question

The Department of Higher Education had a question about the purposes and objectives of the O92 Certificate. The question below was posed to the University; the University's response follows.

Department of Higher Education Question

Was the O92 Certificate created to increase enrollment and raise retention rates in the program?

The University's Response

The 092 certificate was developed at the request of current doctoral students and their school administrators. In some districts Ed.D. students were considered for promotion to positions of instructional leadership, but the 092 certification was a prerequisite. WestConn's students chose a program in instructional leadership, but approximately half of them are interested in the certificate as well. Rather than duplicate existing programs, WestConn partnered with CCSU to deliver the 092 certificate to those doctoral students only who are interested. The partnership allows each university to contribute to the program in their areas of expertise (i.e.: instructional leadership and educational leadership), thus providing educators who are better prepared to meet their school and district challenges.

The 092 was not created to increase enrollment and to raise retention rates in the Ed.D. program. The only individuals who may apply for the 092 certification are students who already have been admitted to the Ed.D. program. The certification allows them to be considered for promotion to positions of instructional leadership in their schools, such as department chair, many of which require the certification to be in place. It should also be noted that the additional courses required for the 092 certification are not scheduled until

the Candidate either completes 54/60 credits for the Ed.D. program or after the Ed.D. in Instructional Leadership degree is obtained. Candidates are attending the Ed.D. in Instructional Leadership Program first. Then an individual decides whether or not he or she wants to participate in the 092 program.

Courses in the Ed.D. in the Instructional Leadership Program

Core Courses in Theory and Foundations	Area of Specialization	Inquiry Strategies and Dissertation Sequence
ED800: Foundations of Instructional Leadership	ED820: Topics in Curriculum and Instruction	ED860: Quantitative Methods Applied to Educational Research
ED801: Group Leadership, Group Processes, and Team Building in Education	ED821: Leadership Assessment and Development	ED861: Qualitative Methods Applied to Educational Research
ED802: Emerging Instructional Technologies	ED822: Talent Development Across the Curriculum	ED865: Introduction to Educational Research Designs
ED803: National Standards Current Practices, and Policies in Education (Summer Institute)	ED823: Models of Creative Thinking	ED881: Dissertation Seminar 1
ED804: Learning, Cognition, and Teaching	ED824: Diversity Issues in Schools	ED882: Dissertation Seminar 2
ED805: Research and Evaluation in Education	ED898: Curricular Applications of Educational Research	ED883: Dissertation Seminar 3
		ED884: Dissertation Seminar 4
		ED885: Dissertation Seminar 5
18 SH	18 SH	24 SH

Note: Highlighted courses also meet the requirements for the 092 Endorsement.

Four additional courses will be needed to meet the requirements for the certificate, for a total of 10 Semester Hours. Two of these courses will be offered by faculty in the Department of Educational Leadership from Central Connecticut State University (6 SH) and Two courses will be offered by the Department of Education and Educational Psychology at WestConn (4 SH). These courses would be taught at the WestConn campus in either Danbury or Waterbury. The following additional courses are offered by CCSU or WestConn as part of the certification program. These courses are optional and are not included in the 60-credit EdD program.

Courses Required for the 092 Endorsement that are in Required Addition to those Specified for Completion of the EdD Program

<u>Institution</u>	<u>Courses</u>	<u>Dates for First Cohort</u>
CCSU	EDL618: Understanding the Political and Ethical Environment of School Leadership (3 SH)	Summer 2007
CCSU	EDL656: Leadership and Supervision in Teaching and Learning (3 SH)	Summer 2007
WestConn	ED6860: Internship (2 SH)	Fall 2007 and Spring 2008
WestConn	ED665: Internship Seminar (2 SH)	Fall 2007 and Spring 2008

ASSESSMENT OF NEED

When the program was licensed, the University indicated that it would be directed at educational practitioners and specialists recruited from fifteen school districts in the Greater Danbury area. The University stated that the estimated number of potential candidates for Western’s Ed.D. is approximately 2470 K-12 public and private school educators.

As noted above in this report, candidates currently enrolled in the program have been selected from a broader range of settings than anticipated at the time of licensure. Candidates have been recruited from the region within a one-hour driving distance of the Danbury area. The 60 individuals in the program are employed in 33 different school districts or institutions in Connecticut and New York from Kindergarten to university level. Their expertise includes all content fields as well as the areas of media, library science and technology, special education, gifted and talented education, school counseling, school psychology, and administration.

Initial review of area colleges and universities show that no neighboring institutions currently offer a terminal degree in Instructional Leadership. Nationally, several universities, public and independent, offer doctoral level studies in Instructional Leadership and reflect a growing trend in teacher education. They include: Boston College, Boston University, University of Texas (San Antonio), Marquette University, Duquesne University, University of Oregon, University of Idaho, Montana State University

(Bozeman), Virginia Commonwealth University, University of Memphis, University of Oklahoma, University of Delaware (New)

The following three additional EdD Programs in Curriculum and Instruction offer the option of a special focus in Instructional Leadership: St. John's University, University of Missouri, and the University of Cincinnati.

There are several Ed.D. programs in Connecticut. The University of Connecticut offers an Ed.D. in Educational Leadership, and the EdD programs at CCSU and SCSU are also in Educational Leadership. The doctoral programs (Ed.D.) at the University of Hartford and the University of Bridgeport are in the fields of Educational Leadership and do not offer significant coursework in curriculum and instruction for K-12 classroom practitioners.

The University states that the program serves a need within its regional service area. The University's Education and Educational Psychology Department has established longstanding collaborative relationships with area schools and continually seeks new ways of serving as an "accessible, responsive and creative intellectual resource for the people and institutions of Connecticut" while providing professional training for candidates in certification programs. The Center for Professional Development has funded projects and provided staff development for teachers and support personnel in area schools since its inception in 1986.

The University affirms that such partnerships with the community maintain a flow of knowledge and skills between university faculty and public school personnel. For example, University faculty provided a Mathematics' Continuous Content Institute for 20 of Danbury's 3-5th grade teachers as part of a Teacher Quality grant. University faculty members collaborated to gain a grant award for science teachers in Norwalk, New Haven, and the Greater Danbury area. This was one of three grants awarded by the state in the past 5 years to E & EP faculty to improve the quality of teaching in our region. Outreach also consists of bringing inspiring speakers to the University. The Instructional Leadership program annually sponsors a Distinguished Lecturer, who presents information and activities to students, faculty, and educators in the Greater Danbury area.

Related Question

The Department of Higher Education had a question about degree awards in the program. The question below was posed to the University; the University's response follows.

Department of Higher Education Question

The CSU System has awarded a total of 42 Ed.D. degrees since the programs were approved. What is the projection for degree awards for the WCSU program? Will the three institutions, in total, be producing sufficient numbers to meet the need in the state – as it was defined when the System was authorized to create the pilot programs?

The University's Response

WestConn cannot answer this question on behalf of the CSU system; but can respond to the WestConn-specific section only. The university expects approximately 15-20 students

will complete the Ed.D. program every other year, with the balance of students in each cohort completing their degrees in a timely manner. The University estimates that between 15 and 22 students will complete the program in May 2008. The remaining students will defend their dissertations in the months following the end of this academic year, with several completing their work over the summer.

DEGREES AWARDED IN EDUCATIONAL LEADERSHIP
BY CONNECTICUT UNIVERSITIES

Institution	Program Name	Degree	# Degrees Awarded						
			02	03	04	05	06	07	08
CCSU	Educational Leadership	Ed.D.	0	0	0	0	18	17	
SCSU	Educational Leadership	Ed.D.	0	0	0	0	2	5	
WCSU	Instructional Leadership	Ed.D.	N/A	N/A	N/A	N/A	N/A	N/A	“At least 15” projected
<i>CSU Subtotal</i>			<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>20</i>	<i>22</i>	
U Bridgeport	Educational Leadership	Ed.D.	1	8	7	7	4	8	
UCONN	Educational Administration	Ph.D.	8	8	9	8	3	5	
UCONN	Educational Leadership	Ed.D.	0	0	0	7	1	4	
U Hartford	Educational Leadership	Ed.D.	0	18	12	9	21	10	
<i>Other Institutions Subtotal</i>			<i>9</i>	<i>34</i>	<i>28</i>	<i>31</i>	<i>29</i>	<i>27</i>	
		Total	9	34	28	31	49	49	

Resource Support

The program's budget – revenues and expenditures – is included in Attachment A.

Faculty

The Ed.D. program presently has two full-time appointments, the Coordinator and a faculty member who was hired in fall 2006. A national search is under way to bring a third full-time faculty member to the doctoral program as of fall 2008. An additional faculty member is scheduled for recruitment in 2009-2010.

Including the two full-time permanent doctoral faculty members appointed to date, a total of ten faculty members within the Education and Educational Psychology department and seventeen members university-wide, as of fall 2006, meet the qualifications for teaching or advising in the program.

The university's expectations for faculty research productivity in the doctoral program include publication and evidence of leadership in appropriate professional organizations. These expectations exceed those for undergraduate and master's level faculty, which emphasize teaching and service as stipulated in the CSU/AAUP Collective Bargaining Agreement. To facilitate research and scholarship, the teaching loads of full-time permanent doctoral faculty are reduced by 3 to 6 credits/semester or 6 to 12 credits/year of reassigned time. Usually, 3 credits of released time/semester have been assigned.

The University notes that program is self-supporting and therefore has minimal impact on University resources.

Related Question

The Department of Higher Education had a question about faculty teaching in the program. The question below was posed to the University; the University's response follows.

Department of Higher Education Question

Is the Department/School able to continue to use full-time faculty, in sufficient numbers and without substantive change from 2001, to teach undergraduate students and master's degree students? Has there been an increase in the number of adjunct faculty used to teach in all of the University's education/teacher preparation programs?

The University's Response

The Ed.D. program has hired one additional full-time faculty member when each new cohort begins, with a total of 3 full-time faculty members presently dedicated to the doctoral program. Additionally, one emeritus faculty member continues as a dissertation advisor.

WestConn has made it a priority over the last two years to increase the percentage of courses taught by full-time faculty across all programs. Five new full time faculty were added to the university in fall 2006, and ten new full time faculty were added in fall 2007. The statistics below demonstrate that the Education department has in fact, decreased the percentage of courses taught by part-time faculty during the time period that the Ed.D. has been offered.

Education and Educational Psychology Department
Western Connecticut State University
Adjunct Usage

<i>Semester</i>	<i>% undergrad courses Taught by adjuncts</i>	<i>% masters courses taught by adjuncts</i>
<i>Fall 2003</i>	<i>28.6% (6 out of 21 courses)</i>	<i>23.7% (9 out of 38)</i>
<i>Fall 2004</i>	<i>29.2% (7 out of 24)</i>	<i>20.6% (7 out of 34)</i>
<i>Fall 2005</i>	<i>34.8% (8 out of 23)</i>	<i>25% (8 out of 32)</i>
<i>Fall 2006</i>	<i>13.6% (3 out of 22)</i>	<i>12.5% (4 out of 32)</i>
<i>Fall 2007</i>	<i>19.2% (5 out of 26)</i>	<i>14.7% (5 out of 34)</i>

In summary, WestConn provides an Ed.D. in Instructional leadership program that is of high quality, attracts educators who bring excellent qualifications, and serves the needs of over 30 surrounding school districts. The university will be happy to provide any additional information that is requested.

Library and Learning Resources

The Ruth A. Haas Library on WestConn’s Midtown campus and the Robert S. Young Library on the Westside campus provide library services to the students in the program. A recent, major expansion of the Haas Library, completed in September of 2000, nearly doubled the size of the building to 93,000 square feet, which provides a public seating capacity of 356 and 24,576 linear feet of public stack shelving. Librarians at the University are faculty members and have regular interaction with teaching faculty through bibliographic instruction in classes, the library’s collection development and acquisition program, and work in university-wide committees and projects.

The library liaison assigned to the Department of Education and Educational Psychology provides excellent current support to the students and faculty members of the department. She teaches students a variety of investigative skills using the Internet, meets with individual students or with small groups to assist with literature searches, updates the education web page, and provides extensive technical support to students and faculty members.

Through the Connecticut State University Library System (CONSULS), students have access to the collections of the four libraries of the CSU system, the catalogs of many other major academic and public libraries, and more than 60 electronic databases, including ERIC and Education Abstracts. Using CONSULS, students can directly request books and other items from the other CSU System libraries and receive them within 7-10 days. Interlibrary loan request forms for both books and periodicals are available at the Library's website. Remote access to these catalogs, databases, and services is also provided through the University's website. The Haas Library is a member of the New England Library Information Network (NELINET) and the Western Connecticut Library Council (WCLC), both of which provide additional opportunities for resource sharing.

The Haas library on the Midtown campus houses all of the E & EP collections. The library collection includes more than 175,294 books and 8,590 non-print items. The library also subscribes to 7,179 serial titles all of which are accessible to the students in the Ed.D. program. The library actively exchanges materials with the other three CSUS libraries as well as libraries from across the United States and the world through its Interlibrary Loan service.

The library's total acquisitions budget for the current fiscal year is \$501,410. Of this the following amounts are allocated to the Education and Educational Psychology Department (E & EP): \$9,800 for monographs and curriculum room materials, \$10,000 for periodical subscriptions, and \$ 2,600 for the ERIC microfiche collection.

Facilities

The current physical facilities and equipment have met the requirements of the program as proposed.

Attachment A
Revenues and Expenditures

NEW REVENUES	Cohorts 1, 2, and 3 FY 2007-2008	Cohorts 2 and 3 FY 2008-2009	Cohorts 2, 3, and 4 FY 2009-2010
Tuition (1)			
Extension Fund Fees at \$575 per credit for 2007-2008 and \$600 for 2009-2010:			
Cohort 1 (6 cr. 07-08) 22 students, (3 cr. 08-09) 6 students	75,900	12,075	
Cohort 2 (15 cr. 07-08; 9 cr. 08-09; 6 cr. 09-10) 16 students	138,000	82,800	57,600
Cohort 3 (18 cr. 07-08; 15 cr. 08-09; 12 cr. 09-10) 22 students	165,600	138,000	115,200
Cohort 4 (18 cr. 09-10) 22 students			237,600
Certification Program (4 cr. 2007-2008, \$400/cr.) 12 students (8 cr. 2009-2010, \$600/cr.) 12 students	19,200		57,600
Other Sources (For example, in 07-08: \$60 Registration Fee per each of 2 Semesters for Cohorts 1 and 2; \$60 per semester for 3 Semesters for Cohort 3)	8,520	6,840	8,520
TOTAL NEW REVENUES	407,220	239,715	476,520

NEW EXPENDITURES	FY 2007-2008	FY 2008-2009	FY 2009-2010
Faculty (Full-time) (2007-2008: 2.5 faculty members M. Delcourt, K. Burke, and B. Rabe) (2008-2009: 3 full-time faculty members M. Delcourt, K. Burke, New Hire) (2009-2010: 4 full-time faculty members M. Delcourt, K. Burke, New Hire 1 and New Hire 2)	192,400	242,800	323,100
Faculty (Part-time)	79,674	31,801	61,835
Support Staff (full-time)	0	0	0
Library, Technology, Other	0	0	0
Equipment (3)	4,000	0	4,000
Other (4)			
Course Support (\$450 per course)	7,650	4,500	7,650
Graduation Expenses	5,500		4,500
Guest Lecturers	3,000	3,000	3,000
Leadership Assessment Instruments	200		200
NCATE-Related Office Expenses	1,000		1,000
Professional Development	1,200	0	2,400
Secondary Advisors	29,700		24,300
Software	2,000		2,000
University Dissertation Formatting	3,300		2,400
TOTAL NEW EXPENDITURES	329,624	282,101	436,385
NEW IMPACT	77,596	-42,386	40,135

Calculated at \$575 per credit hour 2007-2008, 2008-2009. \$600 per credit hour 2009-2010.

Note: There will be rollover from year to year. The main difference between years is the number of cohorts. Years 2007-2008 and 2009-2010 are each based on 3 cohorts being enrolled simultaneously. In 2008-2009, 2 cohorts are enrolled.

STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Albertus Magnus College

Item: Licensure and Accreditation of an Associate of Science (A.S.) and a Bachelor of Science (B.S.) in Business Management, offered by the College, through its New Dimensions program, at Whelen Engineering in Chester, Connecticut

Executive Summary

Albertus Magnus College has applied for licensure and accreditation of an Associate of Science (A.S.) and a Bachelor of Science (B.S.) in Management offered by the College, through its New Dimensions program, at Whelen Engineering in Chester, Connecticut. The programs have been offered by the College through the New Dimensions program at various locations in the state since 1994.

The Advisory Committee on Accreditation, at its meeting on January 17, 2008, reviewed the program and found it to be in compliance with Board of Governors approval standards. The vote to recommend approval to the Board of Governors was all in favor.

Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education license and accredit a program in Business Management, leading to the Associate of Science (A.S.) and the Bachelor of Science (B.S.) degrees, to be offered by Albertus Magnus College through its New Dimensions program at Whelen Engineering in Chester, Connecticut, for a period of time concurrent with institutional accreditation.

Description

Purpose and Objectives

The programs proposed to be offered at Whelen Engineering are identical to the College's accredited A.S. and B.S. programs in Management on the College's campus, in New Haven, in East Hartford, and at other corporate sites in Connecticut. The programs are all geared to working adults.

The College indicates that employees of Whelen Engineering's Chester office complex expressed an interest in these programs and asked the College to deliver them at the company's Chester location. The programs focus on teamwork, critical thinking, and problem-solving as well as ethical leadership skills essential in today's expanding business environments.

Administration

The College's New Dimensions program is administered from New Haven. The Long Wharf Campus there houses classrooms as well as the Executive Director of New Dimensions; Directors of Academic Services, Student Services, Curriculum Development, and Resource Materials; and Educational Assistants. They, together with Educational Assistants at the College's East Hartford campus location, will provide academic advising, additional oversight, and other support services to students at the Whelen Engineering site.

Curriculum and Instruction

New Dimensions programs are organized on a computer-enhanced, lock-step curriculum focusing upon analytical thinking and team-based problem solving as well as the ethical issues required for successful management decisions in a competitive global business environment. Participants complete one intensive seminar at a time. Detailed modules clearly outline student outcomes, research assignments, and assessment requirements, to ensure the quality and consistency of New Dimensions courses at every site.

The A.S. curriculum consists of 60 course credits, including Case Studies in Business. The B.S. degree requires an additional 60 credits, including a capstone course (Business Case Studies I and II), for a total of 120 credits. The B.S. degree consists of 36 credits of General Education requirements, 30 interdisciplinary credits, and 54 credits of Core Business Management courses that culminate in the capstone experience.

Throughout the program, each class seminar is followed by a faculty-directed study group/work team experience. The College states that this requirement provides adult learners with opportunities for intensive dialogue and research and the opportunity to test and evaluate behaviors in settings that reflect the problem-solving think-tank of the contemporary workplace.

Listings of courses for the programs are attached.

Admission and Enrollment

Standards for admission into the programs are identical to those expected of students in New Dimensions offerings on the College's main campus. Enrollment, however, is restricted to employees of Whelen Engineering in Chester.

The College projects an enrollment of 28 students (14 in the A.S. program and 14 in the B.S. program) in the first year. After three years, the College anticipates a total number of about 70 students in both programs at any point.

Educational Planning Context

The College reports that employees and administrators at Whelen Engineering in Chester continue to express a need for the programs. The company will assist employees in furthering their educations. The programs in Management will help employees better prepare for advancement and will also provide enrichment of skills for those who are not seeking promotion.

Comments From Other Institutions

There were no comments or questions about the program from other institutions.

Other Programs in Connecticut

There are several business programs in the state, at all levels, awarding substantial numbers of business degrees each year.

Resource Support

Faculty

The College indicates that it has sufficient numbers of full-time and part-time faculty members who could teach in the program at the Whelen Engineering site. All hold appropriate degrees.

Resource Centers and Libraries

During the past several years, Albertus Magnus College has continued to enhance the Business and Economics collection housed in the College library. These include both on-ground and on-line circulating and reference collections.

At the time of licensure, the College reported that it had 1,200 unique business titles. Now, after an effort to build library resources, the College's library has approximately 2100 unique business titles, 75 videos, and 70,000 volumes available for student use generally.

The Library Director meets regularly with the New Dimensions Resource Materials Coordinator and the Program/Curriculum Development Committee to keep abreast of programmatic resource requirements.

Facilities and Equipment

The College affirms that facilities and equipment at the Whelen Engineering location are sufficient both for teaching and for break-out sessions and study group assignments.

Advisory Committee on Accreditation

The Advisory Committee on Accreditation, at its meeting on January 17, 2008, reviewed the program and found it to be in compliance with Board of Governors approval standards. The vote to recommend approval to the Board of Governors was all in favor.

ATTACHMENT A

COURSES OF STUDY

Associate of Science

CC 101A - Preparation for College Study	(3)
EN 103A – College Writing	(3)
EN 104A – Introduction to Literary Genres	(3)
CO 141A - Speech Communications	(3)
PY 111A – Psychological Concepts	(3)
SC 105A – Science in the News	(3)
CO 121A – Communications Overview	(3)
PO 122A – American Government	(3)
MA 105A – Mathematics for Managers	(3)
SO 111A – Sociology of Work	(3)
BE 106A – Leadership Studies for Business	(3)
PH 261A – Social & Political Philosophy	(3)
BE 121A – Industrial Organization	(3)
HI 252A – Topics in Historical Study	(3)
BE 104A – Applied Economic Theory	(3)
BE 215A – Introduction to Finance	(3)
RS 105A – Religion in the Workplace	(3)
HU 111A – Humanities I	(3)
HU 112A – Humanities II	(3)
BE 240A – Business Case Studies	(3)

TOTAL Credits: 60

Graduation Requirements for the Associate of Science Degree:

60 semester credits are required for graduation:

33 Credits of Liberal Arts core courses:

- 3 – College Writing
- 3 – Literary Genres
- 6 – Humanities I, II
- 3 – History

- 3 – Fine Arts
- 3 – Philosophy
- 3 – Religious Studies
- 3 – Social Sciences
- 3 – Mathematics
- 3 – Science

9 Elective Credits in Interdisciplinary Liberal Arts Studies
 18 Credits of Core Business Management Courses

Bachelor of Science

Core Curriculum

BE 301M – Principles of Self Management	(2)
BE 303M – Management & Leadership in Business	(3)
EN 305M – Written Communication in Business	(3)
PH 307M – Business Ethics	(3)
BE 311M – Economics for Managers I: Microeconomics	(3)
BE 308M – Information Systems	(3)
BE 312M – Economics for Managers II: Macroeconomics	(3)
BE 315M – Marketing for Managers	(3)
BE 317M – Business Statistics	(3)
BE 323M – Human Resource Management	(3)
BE 309M – Financial Accounting I	(3)
BE 310M – Financial Accounting II	(3)
BE 327M – Business Law	(3)
BE 325M – Corporate Financial Management	(3)
BE 329M – International Business Management	(3)
BE 331M – Public Finance	(2)
BE 332M – Strategic Management & Policy	(4)
BE 396M – Business Case Project I	(3)
BE 397M – Business Case Project II	(1)

TOTAL Core Business Management Credits: 54

Graduation Requirements for the Bachelor of Science Degree:

- 120 Semester Credits are required for graduation
- 54 Credits of Core Business Management courses
- 33 Credits of Liberal Arts core courses:

3 – College Writing
3 – Literary Genres
6 – Humanities I, II
3 – History
3 – Fine Arts
3 – Philosophy
3 – Religious Studies
3 – Social Sciences
3 – Mathematics
3 – Science
9 Elective Credits in Interdisciplinary Liberal Arts Studies
18 Elective Credits
6 Non-business Elective Credits

PROGRESS REPORT: ACADEMIC AFFAIRS AND PLANNING

Institution: Clemens College
Item: Progress Report for the program in Culinary Arts Management, leading to an Associate of Science (A.S.) degree

At its meeting in April 2006, the Board of Governors for Higher Education approved the licensure of a program in Culinary Arts Management at International College of Hospitality Management, leading to the Associate in Science degree. The approval came with a stipulation, that the College must submit annual progress reports and supporting evidence (due December 31, 2006 and December 31, 2007) for review by the Department of Higher Education, which will report its findings to the Board of Governors for Higher Education.

The Board of Governors approved the change of name for International College of Hospitality Management, to Clemens College, in October 2007. That approval included the continuation of accreditation of the College by the Board of Governors, which is understood to include all obligations for academic programs and stipulated reporting as well.

The College's progress report, in the two areas stipulated by the Board of Governors, follows. The Department of Higher Education believes that the progress reported in this summary indicates appropriate efforts by the College to meet the stipulations of the Board of Governors.

1. Report on "the process and result of assessment of prior academic and experiential learning. More specifically, the College must clearly define and articulate the academic relationship between the college and the culinary school owned by the same parent company."

Although no credits for prior experiential learning have been awarded to students in the new program to date, the International College of Hospitality Management has policies and procedures for assessment of such credits consistent with Section 10a-34-16 of Connecticut's Regulations for Licensure and Accreditation of Institutions of Programs of Higher Learning.

These policies and procedures make no distinction between the assessment of prior experiential learning for students from Connecticut Culinary Institute (the culinary school owned by the same parent company as the college) or from any other non-collegiate institution.

No more than 50% of the credits required for a degree at ICHM will be awarded for prior experiential learning.

Policies and procedures were sent as an attachment to the Department of Higher Education.

2. Report on "The implementation of professional development opportunities for faculty members and student affairs staff members who either do not meet the state's academic credentialing standards or who fail to demonstrate adequate experience and knowledge base in working with college students."

College policy is to hire faculty with appropriate degrees from regionally accredited institutions. The master's degree is the minimum qualification. Other staff members are required to demonstrate adequate knowledge and experience for the position for which they are hired. Advanced degrees are preferred.

This policy has been in place since the College (then known as ICHM) came under new ownership. Since then, great progress has been made in hiring faculty and staff whose credentials meet or exceed the state standard. The table below summarizes the educational credentials of faculty and staff members hired in 2006. A c.v. for each was included as an attachment sent to the Department of Higher Education.

Faculty/Staff Member	Highest Degree Earned
Leroy Baldwin, Chef Instructor	M.A., Urban Education, New York University
David Polgar, Registrar	J.D., Roger Williams University School of
Eileen C. Roehl, Librarian	M.L.S., Southern Conn. State University
William F. Smith, Adjunct Faculty	M.A.T. in Secondary Education, Johnson & Wales University (Magna cum Laude)
John M. Halstead, Adjunct Faculty	Ph.D., Business Administration, University of Connecticut
Robert C. Petschke, Adjunct Faculty	M.E. in Educational Technology, Westfield State College
Laura Lundgren, Adjunct Faculty	M.S. in Human Services Administration, Springfield College
Mary Ellen Liseno, Director of Career Services	M.A. in Higher Education Administration, University of Connecticut
Sara Sterry Rutter, Service Instructor	Enrolled in MBA Program at Albertus Magnus College. B/.S. University of New Haven
Tom O'Boyle, Director of Residential Life	MBA Pace University

The visiting team from the State Department of Higher Education determined that three individuals did not meet the state's standards for academic credentials, or failed to demonstrate adequate experience and knowledge base in working with college students. Two of the people in questions have left the college. The third has complied with the recommendation of the visiting team. He is David Greeman, Chef Instructor. Chef Greeman has earned certification from the American Culinary Federation as a Certified Executive Chef (C.E.C.). The College paid all of his fees and provided him with all supplies for the practical examination and for the practice sessions leading up to it. He has begun the process of becoming a Certified Culinary Educator. The college will continue to support him financially in that endeavor.

STAFF REPORT: FINANCE AND ADMINISTRATION

Item: Endorsement of the 2008 Accountability Report for Higher Education

Executive Summary

Introduction

Presented under separate cover is the annual accountability report on Connecticut's state system of higher education entitled *Higher Education Counts*, as required under Connecticut General Statutes, Section 10a-6b. This year, the constituent units of higher education were asked by the Chairs of the Higher Education and Employment Advancement Committee to submit only the actual accountability data, along with any written commentary to the Department. This is a change from past practice when each unit submitted its own written report which the Department then consolidated into the system report.

While there are no major changes in reporting format this year, there has been a concerted effort to provide more consistency in data presentation and analysis. As in the past, the reader will find a series of **State-Level Indicators** designed to capture performance of the overall system of higher education under the Board of Governors' section.

Each constituent unit section contains nine indicators that use the same definition and are reported by all institutions as the **Common Core of Institutional Indicators**. In addition, each unit has reported on several **Institutional Specific Indicators** which are intended to highlight that unit's unique role and mission within the state system.

Report Summary

The full report contains updated trend analysis on all indicators and measures of progress against performance improvement targets on the six statutorily prescribed statewide goals:

1. To enhance student learning and promote academic excellence;
2. To join with elementary and secondary schools to improve teaching and learning;
3. To ensure access to, and affordability of, higher education;
4. To promote the economic development of the state to help business and industry sustain strong economic growth;
5. To respond to the needs and problems of society; and
6. To ensure efficient use of resources.

The full report contains the nine Common Core Performance Indicators distributed across the six statewide goals (except #2) as displayed below:

<u>State Level Goal</u>	<u>Common Core Performance Indicators</u>
Goal 1: Student Learning	Licensure & certification exam performance
Goal 3: Access & Affordability	Minority Enrollment Operating expenditures from state support Real Price to Students
Goal 4: Economic Development	Degrees conferred by credit program
Goal 5: Responsiveness to Societal Needs	Non-credit registrations
Goal 6: Resource Efficiency	Real Cost per Student Graduation Rates Retention Rates

The major highlights of the report will be presented at the Board meeting and are summarized in the accompanying Executive Summary and Brochure.

Commissioner's Recommendation

It is recommended that the Board of Governors endorse Connecticut's 2008 accountability report for higher education as attached and transmit it to both the Joint Standing Committees on Education and Higher Education and Employment Advancement.

3/19/08

STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Constituent Units: University of Connecticut
University of Connecticut Health Center
Connecticut State University
Community-Technical Colleges
Board for State Academic Awards

Item: Constituent Unit Operating Fund Reports for the Six-Month Period
Ending December 31, 2007

Executive Summary

Public Act 91-256 requires the constituent units of higher education to submit quarterly reports on operating fund expenditures. The Board is to complete its quarterly review and report its findings to the Office of Policy and Management and the Higher Education and Appropriations Committees of the General Assembly within 60 days of the close of each quarter.

The University of Connecticut recorded 50.6 percent of budgeted revenue through the second quarter of the fiscal year and expended 48.4 percent of budgeted expenditures. The University reports an operating fund balance of \$46.6 million and a research fund balance of \$20.2 million as of June 30, 2007, not including accrued compensated absences totaling \$24.3 million. The University projects that the operating fund balance will increase by \$1.8 million. This is mainly attributed to lower than planned expenditures for Eminent Faculty and additional energy savings. (See Attachments A1 through A3.)

The University of Connecticut Health Center recorded 48.1 percent of budgeted revenue through the second quarter and expended 49.6 percent of budgeted expenditures. Despite significantly reduced expenditures and increased volumes, the Health Center continues to experience unplanned losses exacerbated by an unusually steep downturn in December. As of June 30, 2007, the Health Center reports an operating fund balance of \$34.6 million, not including the accrued compensated absences total of \$19.0 million and projects a loss currently in excess of \$12 million. (See Attachments B1 through B3.)

The Connecticut State University recorded 71.7 percent of budgeted revenue through the second quarter of the fiscal year and expended 47.2 percent of budgeted expenditures. The State University reports an unaudited operating fund balance of \$17.6 million as of June 30, 2007, not including the accrued compensated absences total of \$27.7 million, and projects the fund balance will increase to \$18.5 million as of June 30, 2007. (See Attachments C1 through C3.)

The Community-Technical College System recorded 58.7 percent of budgeted revenue through the second quarter of the fiscal year and expended 51.0 percent of budgeted expenditures. The community colleges report an unaudited operating fund balance of

\$33.9 million as of June 30, 2007, not including the accrued compensated absences total of \$34.5 million, and project the fund balance will decrease by \$5.2 million to \$28.7 million as of June 30, 2008. (See Attachments D1 through D3.)

Charter Oak State College and the Connecticut Distance Learning Consortium are the two entities that make up the Board for State Academic Awards (BSAA). The BSAA recorded 57.6 percent of budgeted revenue through the second quarter of the fiscal year and expended 47.3 percent of budgeted expenditures. The BSAA anticipates ending the fiscal year with a consolidated fund balance of \$2.07 million, a reduction of just over \$577,000 from the June 30, 2007 fund balance. (See Attachments E1 through E3.)

Commissioner's Recommendation

It is recommended that the Board of Governors approve the constituent unit operating fund reports for the six-month period ending December 31, 2007, for the University of Connecticut, University of Connecticut Health Center, Connecticut State University, Community-Technical College System and Board for State Academic Awards for submission to the Office of Policy and Management and the Appropriations and Education Committees.

3/19/08

Background

Public Act 91-256 requires the constituent units of higher education to submit quarterly reports on operating fund expenditures. These reports must be submitted to the Office of Policy and Management and the Appropriations Committee through the Board of Governors in a format determined by the Board.

Please note that the financial information contained in the comparisons of budgeted versus actual revenues and expenditures is reported on a cash basis unless otherwise noted (all receipts and disbursements in the current year regardless of which fiscal year earned or obligated). Included on these statements is a beginning and ending cash balance (cash on hand at a point-in-time, not to be confused with fund balance). The cash basis was adopted because it could be readily provided by all units, and it would allow the Office of Policy and Management to reconcile with records maintained by the State Comptroller. A separate statement on operating fund balances (the excess of assets over liabilities, or equity) is provided by the units, when available.

University of Connecticut

Operating Budget -- (Attachment A1)

The University of Connecticut's budget for FY 2008 includes \$901.0 million in revenues and \$903.3 million in expenditures and transfers for a planned loss of \$2.3 million. This net loss is comprised of a \$1.0 million gain to repay the reserve for the November 2001 drawdown of \$11.5 million for the Towers Dining Center and Student Union offset by a budgeted \$3.3 million loss from unspent 2007 State appropriated funds for the Center for Entrepreneurship (\$1.3 million) and the Eminent Faculty (\$2.0 million) programs. The operating budget is comprised of \$234.9 million in state appropriations, \$666.2 million in other operating revenues, of which approximately \$90.4 million is budgeted as the University's allotment of fringe benefit expenditures for employees funded by the general fund, and \$69.3 million of research fund revenues. At the end of the second quarter, a combination of factors including lower than planned expenditures in the Eminent Faculty program and energy savings contribute to a projected net gain of \$1.8 million.

Budgeted operating fund expenditures and transfers total \$834.0 million and research expenditures total \$69.3 million. The budget includes mandatory transfers of \$21.9 million for debt service and non-mandatory transfers of \$15.6 million from auxiliary enterprises to the University's plant fund to support various capital improvement programs.

Through the second quarter, the University recorded \$420.7 million or 50.6 percent of budgeted operating revenue. The appropriation accounted for 53.6 percent of the budgeted State funding, and other operating fund revenue represented 49.7 percent of the remaining revenue. Tuition revenue collections, at 51.0 percent of budget, are consistent with recent years and reflect a 5.6 percent rate increase coupled with a 0.8 percent

increase in undergraduate degree-seeking students. Research revenue of \$38.3 million represented 55.3 percent of budget.

Operating fund expenditures and transfers of \$404.0 million represented 48.4 percent of the total budgeted expenditures of \$834.0 million, and research expenditures of \$37.8 million represented 54.5 percent of budget. At the end of the quarter, the percentage of the budget expended by major area was as follows:

Personal Services	50.5%
Fringe Benefits	51.6%
Other Expenses	44.1%
Equipment	52.0%
Student Aid	48.3%

All spending is consistent with historical experience. Personal services expenditures are on target and include the addition of 30 full-time faculty funded through reallocation of resources and \$1.0 million in additional State appropriation. Energy expenses, included in other expenses, are projected to be below budget due to a favorable gas contract and the benefits from the reverse energy auction. This energy savings is a major contributor to the projected surplus. Student aid funding is typically spent more heavily in the first half of the year, but is lower than last year's result and consistent with normal spending patterns.

Collective bargaining settlements are reflected in budgeted and actual revenues and expenditures.

Overall, there is a net increase to the operating cash balance of \$23.6 million, for an estimated total cash balance of \$135.4 million at the end of the second quarter.

Projected Fund Balance – (Attachment A2)

The University reported an unaudited operating fund balance of \$46.6 million as of June 30, 2007. For FY 2008, the operating fund balance is projected to increase by \$1.8 million to \$48.4 million.

Unit Comments – (Attachment A3)

As part of the expanded quarterly report process, each unit agreed to include a brief narrative that highlights major programmatic and financial issues. This can be found on attachment A3.

University of Connecticut Health Center

Operating Budget -- (Attachment B1)

The University of Connecticut Health Center's operating budget for FY 2008 includes \$705.4 million in revenue and \$705.4 million in expenditures for a planned balanced budget. The budget includes a \$95.8 million general fund appropriation, \$298.3 million in net patient care, \$93.8 million in research, \$34.5 million in income from interns and residents and \$99.3 million for the Correctional Managed Health Care Program. At the end of the second quarter, continuing losses at John Dempsey Hospital are driving a projected deficit for the year in excess of \$12 million.

Budgeted expenditures are comprised of \$125.7 million in academic expenditures, \$104.3 million in research expenditures, \$411.8 million in clinical expenditures and \$63.6 million in operating support. The Health Center has moved the revenue and expenditures for Interns and Residents and the UConn Medical Group to the Academic category. Academic expenditures include the medical and dental schools as well as the UConn Medical Group. Clinical expenditures include the John Dempsey Hospital and the Correctional Managed Care Health Program.

At the end of the second quarter, the Health Center recorded \$339.3 million, or 48.1 percent of budgeted revenue. General fund revenue, including the fringe benefit allotment, accounted for \$66.1 million or 50.8 percent of total budgeted general fund revenue and other revenue was \$273.2 million or 47.5 percent of the total budgeted. The December downturn in visits to the UConn Medical Group contributed to a growing loss at John Dempsey Hospital. Also, much anticipated Medicaid reimbursements were implemented at two percent, well below the budgeted nine percent level. A formal appeal of the rate has been filed.

Operating expenditures of \$349.6 million represented 49.6 percent of the total budgeted. Through the second quarter, the percentage of the budget expended by major expenditure area was as follows:

Personal Services	49.5%
Fringe Benefits	48.9%
Other Expenses	50.0%
Medical/Dental House Staff	45.0%

All categories are generally in line with historical spending patterns. Expenses are below the budgeted plan, but the lower expenses cannot cover the revenue loss. Management has implemented a number of actions and hired Price Waterhouse Coopers to help prepare a turnaround plan. However, due to repeated expense reviews over the last eight years, neither rapid or large savings are expected.

Overall, there is a net increase to the operating cash balance of \$11.7 million, for an estimated total cash balance of \$28.7 million as of the end of the second quarter.

Projected Fund Balances – (Attachment B2)

As of the June 30, 2007 there was an unaudited operating fund balance of \$34.6 million, an all funds balance of \$78.0 million, not including the accrued compensated absences total of \$34.0 million, and investments in plant of \$175.0 million. The Health Center is projecting a FY 2008 operating fund balance of \$22.5 million, an all funds balance of \$80.0 million, excluding the accrued compensated absences total of \$39.1 million, and investments in plant of \$195.1 million.

Unit Comments -- (Attachment B3)

As part of the expanded quarterly report process, each unit agreed to include a brief narrative that highlights major programmatic and financial issues. This can be found with attachment B3.

Connecticut State University

Operating Budget -- (Attachment C1)

The Connecticut State University's operating budget for FY 2008 includes \$572.2 million in revenues and \$572.1 million in expenditures generating a balanced budget. The operating budget is comprised of \$240.8 million in state appropriations, including the fringe benefit allotment of \$76.6 million for employees paid by the general fund and \$331.4 million in operating revenues.

At the close of the second quarter, Connecticut State University recorded \$410.5 million in operating budget revenue, or 71.7 percent of budgeted revenue. The state appropriation accounted for 52.9 percent of budget while the fringe benefit allotment represented only 40.1 percent of budget due to a one-month lag in reimbursement of fringe benefits. Other operating revenue represented 88.4 percent of the total budgeted. Tuition and fee revenue was 88.9 percent of budget and auxiliary revenue collections were 102.7 percent of budget. Revenue collections were largely on plan and reflect an enrollment increase of 2.3 percent.

Operating expenditures at the end of the quarter were \$270.1 million or 47.2 percent of the total budgeted expenditures of \$572.1 million. The percentage of the budgeted amount expended by major category was as follows:

Personal Services	48.8%
Fringe Benefits	47.5%
Other Expenses	42.4%
Equipment	52.4%
Student Aid	61.1%

Personal services and fringe benefits are consistent with last year's level, but slightly below plan. Equipment is slightly higher than last year due to an unusually large purchase of equipment at one campus, but expected to meet budget by yearend. All other spending is generally in line with past year levels.

The operating fund cash balance as of June 30, 2007 was \$107.4 million. Through the end of the second quarter, there was a net increase to the cash balance of \$82.2 million bringing the total to \$189.6 million.

Projected Fund Balance -- (Attachment C2)

The State University recorded an unaudited operating fund balance of \$17.6 million as of June 30, 2007. For FY 2008, the operating fund balance is projected to increase to \$18.5 million, not including accrued compensated absences totaling \$37.7 million or specially designated funds.

Unit Comments -- (Attachment C3)

As part of the expanded quarterly report process, each unit agreed to include a brief narrative which highlights major programmatic and financial issues. This can be found on Attachment C3.

Community-Technical College System

Operating Budget -- (Attachment D1)

The Community-Technical College System's operating budget for FY 2008 includes \$400.6 million in revenues and \$405.9 million in expenditures for a planned loss of \$5.2 million. The planned loss represents a drawdown of reserves for energy costs, new facility transition costs and other one-time projects. The revenue budget is comprised of \$160.0 million in estimated state appropriations, a fringe benefit allotment of \$75.1 million for employees paid by the general fund and \$165.5 million in operating revenues. It should be noted that during the first quarter, the state made the third and final payout to employees who retired under the 2003 Early Retirement Incentive Plan (ERIP).

At the close of the second quarter, the system recorded \$235.0 million in operating budget revenue, or 58.7 percent of total budgeted revenue. The state appropriation accounted for \$83.0 million or 51.9 percent of the budgeted state appropriation. Other

operating revenue was \$151.9 million or 63.2 percent of the total budget. Tuition and fee revenue collections represent 71.6 percent of budget and reflect a fall FTE enrollment increase of 5.6 percent over 2006 as well as a preliminary spring FTE enrollment of 5.3% over spring 2007. Private gifts and grants of \$1.94 million were well above the original budget as a result of a gift provided for various academic initiatives.

Operating expenditures at the end of the quarter were \$206.9 million or 51.0 percent of the total budgeted expenditures of \$405.9 million. The percentage of the budgeted amount expended by major category was as follows:

Personal Services	50.6%
Fringe Benefits	48.9%
Other Expenses	46.4%
Equipment	100.1%
Student Aid	60.4%

All expenditure categories are generally in line with historical spending patterns except equipment which reflects some carry-forward expense related to Tunxis' purchase of the 258 Scott Swamp Road property for the Tunxis CC Foundation.

The operating fund cash balance as of June 30, 2007 was \$78.4 million. Through the end of the second quarter, there was a net increase to the cash balance of \$10.3 million bringing the total to \$88.7 million.

Projected Fund Balance -- (Attachment D2)

The Community-Technical College System's unaudited fund balance for FY 2007 was \$33.9 million, excluding accrued compensated absences of \$34.5 million. For FY 2008, the system is projecting an operating loss of \$5.2 million which will lower the estimated fund balance to \$28.7 million excluding the accrued compensated absence liability.

Unit Comments -- (Attachment D3)

As part of the expanded quarterly report process, each unit agreed to include a brief narrative which highlights major programmatic and financial issues. This can be found on Attachment D3.

Board for State Academic Awards

Operating Budget -- (Attachment E1)

General fund appropriations, as well as operating fund resources, are included within BSAA's operating fund. The operating budget for FY 2008 includes \$9.43 million in revenues and \$9.99 million in expenditures, indicating a planned deficit of just over \$557,000. The planned loss represents a drawdown of reserves to fund additional software costs and the expansion lease. The revenue budget is comprised of \$2.71 million in general fund appropriations; \$2.06 million for Charter Oak State College and \$645,690 for the Connecticut Distance Learning Consortium; and other operating revenues are budgeted at \$6.72 million.

At the close of the second quarter, the BSAA recorded \$5.43 million in operating budget revenue, or 57.6 percent of total budgeted revenue. General fund revenue through the end of the first quarter was \$1.43 million or 52.9 percent of the total budget. Other second quarter operating revenue totaled \$4.0 million or 59.5 percent of total budget.

Operating expenditures at the end of the quarter were \$4.72 million or 47.3 percent of the total budgeted expenditures of \$9.99 million. The percentage of the budgeted amount expended by major category was as follows:

Personal Services	46.8%
Fringe Benefits	50.6%
Other Expenses	45.0%
Equipment	N/A
Student Aid	43.4%

Expenditures are in line with historical spending with the exception of Equipment, which has no budget, and will be funded from the Capital Equipment Purchase Bond Funds. In addition, lower than expected first quarter student aid receipts that were due to a delay in loan disbursement dollars were fully realized in the second quarter of FY 2008.

Overall, the net increase to the operating cash balance for the second quarter was \$706,491, bringing the cash balance to \$3.34 million.

Projected Fund Balance -- (Attachment E2)

Charter Oak and CTDLC anticipate using about \$557,000 from reserves to cover the planned operating budget shortfall. This scenario will result in an estimated consolidated fund balance of \$2.07 million at year-end, excluding accrued compensated absences of approximately \$1.14 million.

Unit Comments -- (Attachment E3)

As part of the expanded quarterly report process, each unit agreed to include a brief narrative which highlights major programmatic and financial issues. This can be found on Attachment E3.

Commissioner's Recommendation

It is recommended that the Board of Governors approve the constituent unit operating fund reports for the six-month period ending December 31, 2007, for the University of Connecticut, University of Connecticut Health Center, Connecticut State University, Community-Technical College System and Board for State Academic Awards for submission to the Office of Policy and Management and the Appropriations and Education Committees.

3/19/08

University of Connecticut
Statement of Operating Budget Revenues and Expenses
for the Six Months Ending December 31, 2007

	Operating Budget					Actual				
	Total	Research	Operating Fund			Total	Research	Operating Fund		
			Subtotal	E&G	Auxiliary Enterprise			Subtotal	E&G	Auxiliary Enterprise
Revenues										
State Appropriations (1)	\$ 234,866,774	\$ -	\$ 234,866,774	\$ 234,866,774	\$ -	\$ 125,877,891	\$ -	\$ 125,877,891	\$ 125,877,891	\$ -
Fringe Benefit Allotment	90,425,069	-	90,425,069	90,425,069	-	43,151,339	-	43,151,339	43,151,339	-
Tuition	191,061,385	-	191,061,385	186,805,353	4,256,032	97,365,626	-	97,365,626	93,434,294	3,931,332
Fees	75,211,131	-	75,211,131	52,031,358	23,179,773	39,045,202	-	39,045,202	15,865,429	23,179,773
Grants & Contracts	112,765,119	69,039,350	43,725,769	43,219,769	506,000	63,041,136	38,192,118	24,849,018	24,676,326	172,692
Endowment/Foundation	21,653,092	100,000	21,553,092	9,700,000	11,853,092	5,725,908	7,119	5,718,789	3,218,131	2,500,658
Investment Income	11,143,000	-	11,143,000	11,143,000	-	5,677,073	-	5,677,073	5,618,282	58,791
Sales & Services of Educ.	14,952,000	50,000	14,902,000	14,902,000	-	6,211,547	21,569	6,189,978	6,189,978	-
Auxiliary Enterprises	139,063,998	-	139,063,998	-	139,063,998	67,199,683	-	67,199,683	-	67,199,683
All Other Revenues	9,879,177	80,000	9,799,177	9,799,177	-	5,647,204	63,201	5,584,003	5,584,003	-
Total Revenue	\$ 901,020,745	\$ 69,269,350	\$ 831,751,395	\$ 652,892,500	\$ 178,858,895	\$ 458,942,608	\$ 38,284,007	\$ 420,658,601	\$ 323,615,671	\$ 97,042,930
Expenses										
Personal Services	\$ 415,303,490	\$ 35,061,546	\$ 380,241,944	\$ 330,907,397	\$ 49,334,547	\$ 210,456,242	\$ 18,306,414	\$ 192,149,828	\$ 168,236,193	\$ 23,913,635
Fringe Benefits	140,903,574	8,064,155	132,839,419	114,592,395	18,247,024	73,041,762	4,547,633	68,494,129	59,742,118	8,752,011
Other Expenses	213,455,509	21,539,528	191,915,981	117,933,567	73,982,414	96,066,041	11,433,019	84,633,022	49,420,213	35,212,809
Equipment	14,004,121	3,504,121	10,500,000	6,885,276	3,614,724	7,024,153	1,561,069	5,463,084	4,438,584	1,024,500
Student Aid (2)	82,080,586	1,100,000	80,980,586	71,750,586	9,230,000	39,602,576	464,883	39,137,693	34,520,185	4,617,508
Debt Service	21,935,492	-	21,935,492	8,898,938	13,036,554	12,742,365	-	12,742,365	5,841,307	6,901,058
Non-Mandatory Transfers	15,613,632	-	15,613,632	4,200,000	11,413,632	2,788,680	1,444,795	1,343,885	(5,076,238)	6,420,123
Total Expenses/Transfers	\$ 903,296,404	\$ 69,269,350	\$ 834,027,054	\$ 655,168,159	\$ 178,858,895	\$ 441,721,819	\$ 37,757,813	\$ 403,964,006	\$ 317,122,362	\$ 86,841,644
Adjustments	-	-	-	-	-	-	-	-	-	-
Net Gain(Loss)	\$ (2,275,659)	\$ -	\$ (2,275,659)	\$ (2,275,659)	\$ -	\$ 17,220,788	\$ 526,193	\$ 16,694,595	\$ 6,493,309	\$ 10,201,285
Net Inc (Dec) to Cash										23,578,550
Cash Balance 6/30/07										111,827,723
Balance 12/31/07										135,406,273

(1) State Appropriation	224,934,131
ERIP	573,234
Collective bargaining	7,434,452
LI Sound Coastal Observatory	200,000
Surplus funding	400,000
Total Support	233,541,817

(2) An additional \$1.8 million of student labor financial aid is included in the personal services line.

UNIVERSITY OF CONNECTICUT
Statement of Changes in Fund Balance
FY 2008

	<u>Operating</u>	<u>Research</u>	<u>Other</u>	<u>Total</u>
<u>Revenues and Expenditures</u>				
Revenues	\$ 831,751,395	\$ 69,269,350	\$ 187,653,126	\$ 1,088,673,871
Expenditures and Transfers	<u>834,027,055</u>	<u>69,269,350</u>	<u>172,025,183</u>	<u>1,075,321,588</u>
Net Increase (Decrease)	\$ (2,275,660)	\$ -	\$ 15,627,943	\$ 13,352,284
<u>Fund Balance and Reserves</u>				
Fund Balance, 6/30/07				
Restricted/Capital Assets	\$ 11,693,671	\$ 952,554	\$ 1,273,898,619	\$ 1,286,544,845
Unrestricted	<u>34,947,149</u>	<u>19,234,255</u>	<u>53,710,843</u>	<u>107,892,247</u>
Total	\$ 46,640,820	\$ 20,186,809	\$ 1,327,609,462	\$ 1,394,437,092
Compensated Absences	\$ 24,274,100			
Operating Change Restricted	\$ -	\$ -	\$ 10,939,560	\$ 10,939,560
Unrestricted	<u>(2,275,660)</u>	<u>-</u>	<u>4,688,383</u>	<u>2,412,723</u>
Net Increase (Decrease)	\$ (2,275,660)	\$ -	\$ 15,627,943	\$ 13,352,284
Fund Balance, 6/30/08				
Restricted/Capital Assets	\$ 11,693,671	\$ 952,554	\$ 1,284,838,179	\$ 1,297,484,405
Unrestricted	<u>32,671,489</u>	<u>19,234,255</u>	<u>58,399,226</u>	<u>110,304,970</u>
Total	\$ 44,365,160	\$ 20,186,809	\$ 1,343,237,406	\$ 1,407,789,376
Compensated Absences	\$ 24,078,862			

University of Connecticut (Storrs & Regional Campuses)

Quarterly Overview of the Operating and Research Funds For the Six Months Ended December 31, 2007

Summary

On August 1, 2007, the Board of Trustees approved a Spending Plan for Fiscal Year 2008 of \$903.3 million. This budget includes \$901.0 million of revenue to cover \$903.3 million in expenses, yielding a \$2.3 million net loss. This net loss is comprised of a \$1.0 million gain representing the reserve repayment for the November 2001 drawdown of \$11.5 million for the Towers Dining Center and Student Union and a \$3.3 million loss from unspent Fiscal Year 07 State appropriation funds for the Center for Entrepreneurship (\$1.3 million) and the Eminent Faculty (\$2.0 million) programs.

Financial results for the first six months of Fiscal Year 2008 reflect a number of different factors when compared to budget. Overall, revenue was slightly ahead of budget and totaled \$458.9 million or 50.9% of the budget. At this point last fiscal year, revenues were 50.1% of budget. At the close of December, the University expenditures and transfers totaled \$441.7 million or 48.9% of the budget. At this point last fiscal year, expenditures and transfers were 48.2% of budget. Energy expenditures are projected to be under budget by \$2.1 million and it is also likely that \$2.0 million from the Eminent Faculty program, which was carried forward from Fiscal Year 2007, will not all be spent prior to the end of the fiscal year. The recruitment process for the Eminent Faculty Fuel Cell initiative is expected to be completed this spring with a start date in summer 2008. For the fiscal year-end, a net gain of \$1.8 million is currently projected.

The net gain for the Operating and Research Funds at December 31, 2007 is not indicative of expected annual results, as more revenue is typically received in the first and second quarters of the fiscal year while expenditures are more evenly distributed throughout the year.

A more detailed review of the first six months of Fiscal Year 2008 operations is presented below.

Revenues - Operating Fund

Total **Operating Fund** revenue collections for the first six months of Fiscal Year 2008 were \$420.6 million which represented 50.6% of the annual budget. At this point last fiscal year, Operating Fund revenue collections represented 50.2% of the annual budget. A major source of revenue, **State Support**, consisted of a \$125.9 million appropriation and a fringe benefit allotment of \$43.1 million. State Support represented 40.2% of total Operating Fund receipts for the first six months.

Another major source of revenue, **Tuition** collections, was \$97.4 million, which represented 23.1% of total Operating Fund receipts. Tuition receipts were 51.0% of the annual amount budgeted (\$191.1 million). Tuition revenue collections reflect a 5.6% rate increase coupled with a 0.8% increase in the number of undergraduate degree-seeking students who account for approximately 87% of budgeted tuition revenues. Tuition income is projected to be under budget (\$0.6 million) at the end of the fiscal year as actual enrollment is less than originally budgeted.

University of Connecticut (Storrs & Regional Campuses)

Fee revenue is comprised of course fees from summer school, part-time, and non-degree students as well as self-supporting programs (off campus MBA, EMBA, etc.). Also included in this category is the General University Fee, which primarily supports four Auxiliary Enterprise programs and various other fees such as the Infrastructure Maintenance Fee, Application Fees and Late Payment Fees. The first six months Fee collections were \$39.0 million or 51.9% of the amount budgeted. Fee revenue is expected to be over budget by \$1.8 million in Fiscal Year 2008.

Auxiliary Enterprise Revenue for the first six months of Fiscal Year 2008 was \$67.2 million which represented 48.3% of the annual budgeted amount and was slightly behind projections. Auxiliary revenue consisted primarily of Room and Board Fees (\$51.3 million) and Athletic Department receipts (\$13.8 million).

The remaining revenue categories are (1) Grants and Contracts (non-research), (2) Investment Income, (3) Sales and Services of Educational Activities, and (4) Other Sources (primarily parking, transit fee, and rental income).

Gifts, Grants and Contracts revenue consists of restricted revenues from a granting agency or private donor and gifts transferred from the UConn Foundation. For the first six months of Fiscal Year 2008, Gifts, Grants and Contracts revenue of \$30.6 million, which included \$5.7 million from the UConn Foundation, was 46.8% of the annual budget. This category is projected to be slightly ahead of budget at the end of the fiscal year.

Investment Income for the first two quarters of Fiscal Year 2008 was \$5.7 million. Interest rates continue to fall with the rate for December 2007 at 4.64% compared to 5.47% in December 2006. Investment income for the year is projected to be below budget by \$0.5 million. Actual results will depend on interest rates and the University's cash balance through the second half of the fiscal year.

Sales and Services of Educational Activities and Other Sources revenue totaled \$11.8 million for the first six months or \$1.3 million less than budgeted due in large part to timing of receipts. The end-of-year projection is \$24.9 million or a positive variance of \$ 0.3 million.

Revenues - Research Fund

With respect to the **Research Fund**, the granting agency or donor restricts most of the revenues. For the first six months, Research Fund revenues were \$38.3 million and represented 55.3% of the amount budgeted. In Fiscal Year 2007, Research Fund revenues reported in the first six months totaled \$33.7 million and represented 48.1% of the amount budgeted. The Research Fund budget in Fiscal Year 2007 was \$70.0 million and the budget for Fiscal Year 2008 is only \$69.3 million. Based on the first six months, the Research Fund revenues are expected to slightly exceed the budget.

Expenditures - Operating Fund

Total Operating Fund expenditures (excluding transfers) for the first six months of Fiscal Year 2008 were \$389.9 million or 49.0% of the annual budgeted amount. The spending pattern of the first two quarters of the last fiscal year reflected expenditures of 48.4% of the

University of Connecticut (Storrs & Regional Campuses)

annual budget. Individual categories of expenditures as a percentage of the annual budget were as follows:

Personal Services	50.5%
Fringe Benefits	51.6%
Other Expenses/Energy	44.1%
Equipment	52.0%
Student Aid	48.3%

Personal Services/Fringe Benefits were \$260.6 for the first two quarters. The Fiscal Year 2008 Operating Fund budget for personal services and fringe benefits is \$513.1 million and the year-end projection is on target. The University was able to identify resources, including an additional \$1.0 million from the State, to fund a net increase of 30 full-time faculty (based on the IPEDS federal reporting standard). The hiring of the additional full-time faculty is part of the on-going effort to meet the course coverage demands of increased undergraduate enrollment. The student-to-faculty ratio has decreased from 17.3:1 last fall to 17.0:1 this fall. The personal service and fringe benefit expenditures will continue to be monitored closely throughout the year as they represent 61.5% of the Operating Fund expenditure budget.

Other Expenses and Energy expenditures were \$84.6 million for the first six months and represented 44.1% of the amount budgeted. Energy expenditures are projected to be less than budget primarily due to the negotiation of a favorable gas contract plus benefits from the recently held reverse energy auction. Overall, Other Expenses and Energy expenditures are projected to be \$4.2 million less than budget at the end of the fiscal year.

Equipment expenditures of \$5.5 million were 52.0% of the amount budgeted and represented 1.4% of the operating expenditures. Expenditures for the first six months were slightly less than anticipated but are expected to be greater than budgeted for the year. During the fall semester, the Provost invited proposals for research equipment that would significantly enhance the research capabilities of the University and enhance the Academic Plan. Of the 31 proposals received, six outstanding proposals were selected. Awards totaling \$2.0 million were given for major equipment purchases. Actual expenditures will depend on whether this equipment is purchased prior to the end of the fiscal year.

Student Aid funds are predominantly spent in the first and third quarter of the fiscal year. For the first six months, Student Aid expenditures were \$39.1 million and represented 48.3% of the amount budgeted. This category is expected to be on target for the year. A clearer picture of the fiscal year forecast will be available after the spring semester awards are processed in February 2008.

Expenditures - Operating Fund Transfers

The **Transfers** line reflects bond and installment loan payments as well as payments for the capital lease for the cogeneration plant.

Expenditures - Research Fund

Research Fund expenditures and transfers totaled \$37.8 million and represented 54.5% of the budgeted amount. In Fiscal Year 2007, Research Fund expenditures and transfers reported in the first six months totaled \$34.5 million and represented 49.2% of the budgeted

University of Connecticut (Storrs & Regional Campuses)

amount. Because of the variability of research expenditures, quarterly comparisons are not necessarily indicative of annual results. Based on the first six months, the Research Fund expenditures are expected to be slightly more than budget for the year and will track with the additional Research Fund revenues.

Enrollment

Total University enrollment for fall 2007 (excluding the Health Center) is up 0.7% from fall 2006. First semester freshmen enrollment is down 1.3% from fall 2006; however, total undergraduate enrollment (degree and non-degree) is up 0.3%. The current year budget was based on a projected 1.4% increase in total University enrollment and a projected 1.9% increase in undergraduate enrollment. As a result, Tuition revenue is projected to be under budget and will be monitored closely due to the lower than expected enrollment.

Cash Balance

The December 31, 2007 current funds cash balance was \$135.4 million, \$4.6 million less than December 2006 which was \$140.0 million. The current funds cash balance reflected the collection of 50.9% of budgeted revenue while total expenditures and transfers were 48.9% of budget. The cash balance is expected to decrease as expenditure outlays exceed future revenue collections as the year progresses. Also, the December 31, 2007 cash balance represented 15.0% of the annual expenditure budget as compared to 16.4% one-year ago.

Fund Balance

The University's budget is currently projected to have a net gain of \$1.8 million for the fiscal year ended June 30, 2008, which results in a Current Funds Unrestricted Fund Balance of \$56.0 million (Operating Fund-\$36.8 million; Research Fund-\$19.2 million). The net gain is primarily a result of energy expenditures, which are projected to be under budget by \$2.1 million, and the Eminent Faculty program, which is unlikely to expend the \$2.0 million carried forward from Fiscal Year 2007. The projected fund balance represents 7.0% of the current year's original unrestricted expenditure budget. Also, in accordance with standard University procedures, centrally funded unrestricted fund balances are carried forward in departmental accounts and are available for expenditure in the current and future fiscal years. The Fiscal Year 2008 budget assumes a consistent level of departmental fund balances at June 30, 2008. Any variance from this assumption will affect the projected fund balance level at year-end.

University of Connecticut Health Center
Statement of Operating Budget Revenues and Expenses
for the Six Months Ending December 31, 2007

	Operating Budget					Actual				
	Total	Academic	Research	Clinical	Operating Support	Total	Academic	Research	Clinical	Operating Support
Revenues										
State Appropriations (1)	\$ 95,774,094	\$ 40,983,154	\$ 3,296,810	\$ 15,806,545	\$ 35,687,585	\$ 48,565,936	\$ 18,566,120	\$ 1,325,209	\$ 11,003,204	\$ 17,671,404
Fringe Benefit Allotment	34,380,089	14,711,749	1,183,458	5,674,086	12,810,796	17,571,244	6,717,256	479,463	3,980,979	6,393,546
Tuition	9,810,498	9,810,498	-	-	-	4,759,257	4,759,257	-	-	-
Fees	5,323,579	5,241,607	15,662	20,650	45,660	2,784,112	2,707,887	75	16,400	59,750
Grants and Contracts	93,841,011	41,017	93,800,000	-	(6)	41,357,907	(50)	41,357,957	-	-
Auxiliary Enterprises	14,131,161	8,656,473	1,831,635	916,226	2,726,827	6,518,086	4,156,814	1,084,537	214,011	1,062,724
Interns and Residents	34,537,826	34,537,826	-	-	-	17,361,174	17,361,174	-	-	-
Net Patient Care	298,295,214	3,668,719	-	293,851,540	774,955	144,153,021	1,020,481	-	142,731,083	401,457
Correctional Managed Care	99,344,983	-	-	99,344,983	-	49,943,926	-	-	49,943,926	-
Endowment/Foundation	5,700,281	2,516,000	2,675,719	508,562	-	1,931,373	645,749	1,285,624	-	-
All Other Revenues	14,275,451	959,012	3,761,502	9,233,528	321,409	4,358,759	904,636	1,589,356	1,851,324	13,443
Total Revenue	705,414,187	121,126,055	106,564,786	425,356,120	52,367,226	339,304,795	56,839,324	47,122,221	209,740,927	25,602,324
Expenses										
Personal Services	\$ 352,919,013	\$ 60,198,855	\$ 50,421,100	\$ 209,530,815	\$ 32,768,243	\$ 174,571,349	\$ 29,378,310	\$ 24,275,751	\$ 105,610,638	\$ 15,306,650
Fringe Benefits	99,579,770	17,893,033	15,487,873	52,272,150	13,926,714	48,645,424	8,229,095	6,818,425	26,617,855	6,980,049
Other Expenses	172,956,223	7,900,753	31,207,865	124,482,831	9,364,774	86,538,582	3,662,051	14,847,298	65,332,409	2,696,824
Medical Contract Support	15,444,317	2,914,015	80,147	12,082,103	368,052	9,692,349	1,324,885	84,925	8,274,138	8,401
Medical/Dental House Staff	35,158,935	35,158,314	621	-	-	15,830,215	15,817,634	12,581	-	-
Outside Agency Per Diems	2,067,087	133,088	221,850	1,712,149	-	1,035,203	63,412	135,049	836,742	-
Depreciation	27,238,634	1,463,634	6,853,000	11,745,000	7,177,000	13,334,777	668,194	3,426,498	5,654,501	3,585,584
Non-Mandatory Transfers	-	-	-	-	-	-	-	-	-	-
Total Expenses/Transfers	\$ 705,363,979	\$ 125,661,692	\$ 104,272,456	\$ 411,825,048	\$ 63,604,783	\$ 349,647,899	\$ 59,143,581	\$ 49,600,527	\$ 212,326,283	\$ 28,577,508
Adjustments										
Net Gain(Loss)	\$ 50,208	\$ (4,535,637)	\$ 2,292,330	\$ 13,531,072	\$ (11,237,557)	\$ (10,343,104)	\$ (2,304,257)	\$ (2,478,306)	\$ (2,585,356)	\$ (2,975,184)
Net Inc (Dec) to Cash										11,710,693
Cash Balance 6/30/07										16,962,373
Balance 12/31/07										28,673,066

(1) State Appropriation	94,174,095
Huntington's disease	200,000
ERIP Payout	185,145
CT Health Info Network	500,000
Collective bargaining	1,995,596
Total Support	97,054,836

UNIVERSITY OF CONNECTICUT HEALTH CENTER

Statement of Changes in Fund Balance

All Funds

	<u>Operating</u>	<u>UConn Medical Group</u>	<u>JDH</u>	<u>Plant</u>	<u>Total</u>
<u>Revenues and Expenditures</u>					
Revenues	\$ 383,862,774	\$ 83,956,919	\$ 232,610,376	\$ 22,000,000	\$ 722,430,069
Expenditures and Transfers	<u>375,863,007</u>	<u>86,978,846</u>	<u>237,538,008</u>		<u>700,379,861</u>
Net Increase (Decrease)	\$ 7,999,767	\$ (3,021,927)	\$ (4,927,632)	\$ 22,000,000	\$ 22,050,208
<u>Fund Balance and Reserves</u>					
Fund Balance, 6/30/07					
Restricted	\$ 5,347,991	\$ -	\$ 111,672	\$ 24,405,710	\$ 29,865,373
Unrestricted	<u>29,218,082</u>	<u>8,674,508</u>	<u>10,194,136</u>	<u>-</u>	<u>48,086,726</u>
Total	\$ 34,566,073	\$ 8,674,508	\$ 10,305,808	\$ 24,405,710	\$ 77,952,099
Compensated Absences	\$ 18,957,955	\$ 3,496,892	\$ 11,579,290	\$ -	\$ 34,034,137
Investment in Plant	\$ -	\$ 7,135,480	\$ 53,208,689	\$ 114,695,165	\$ 175,039,334
Change Restricted	\$ 106,960	\$ -	\$ 2,233	\$ 1,525,000	\$ 1,634,193
Change Unrestricted	<u>(12,166,502)</u>	<u>3,242,468</u>	<u>9,314,658</u>	<u>-</u>	<u>390,624</u>
Net Increase (Decrease)	\$ (12,059,542)	\$ 3,242,468	\$ 9,316,891	\$ 1,525,000	\$ 2,024,817
Fund Balance, 6/30/08					
Restricted	\$ 5,454,951	\$ -	\$ 113,905	\$ 25,930,710	\$ 31,499,566
Unrestricted	<u>17,051,580</u>	<u>11,916,976</u>	<u>19,508,794</u>	<u>-</u>	<u>48,477,350</u>
Total	\$ 22,506,531	\$ 11,916,976	\$ 19,622,699	\$ 25,930,710	\$ 79,976,916
Compensated Absences	\$ 21,754,253	\$ 4,012,684	\$ 13,287,235	\$ -	\$ 39,054,172
Investment in Plant	\$ -	\$ 10,028,480	\$ 50,545,689	\$ 134,490,556	\$ 195,064,725



Consolidated Financial Reports Financial Update & Highlights

TO: Members, Finance Sub-Committee
FROM: Daniel L. Upton, Chief Financial Officer
DATE: December 31, 2007
SUBJECT: **Unaudited FY 2008 Financial Results for the 6 month period ending December 31, 2007.**

Introduction:

The pages that follow provide the significant highlights for the results of operations for the six month period ending December 31, 2007

For the month of December, the actual deficiency is \$4.1 million as compared to a budgeted excess of revenues over expenses of \$91,000, for an unfavorable variance of \$4.2 million.

The actual deficiency for the Fiscal Year to Date is \$10.3 million as compared to a budgeted deficiency of \$631,000, for an unfavorable variance of \$9.7 million.

Last fiscal year's result for the same period was an actual deficiency of \$11.3 million. For the current year, the end of October saw an actual deficiency year-to-date of \$5.1 million; at the end of November, it was \$6.2 million. The December outcome represents a marked and unusual downturn.

Interpreting the December results has been a challenge. The John Dempsey Hospital remains the key driver of the deficit to date. For December, a major contributor to the problem is a surprising decline in visits in UMG. Since the practice generates 90% of the hospital's business, the negative impact is obvious. What is not obvious is the reason for the decline, since activity in UMG was ahead of the budget plan for the previous five months. At the end of November, visits were up 3.7% year-to-date and almost 8200 visits above the same period last year.

December is traditionally a month of relatively low activity and we budget accordingly, but last month's drop exceeds the normal seasonal dip. December 2006 UMG visits represented 16% of year-to-date visits; for December 2007 it was 15%. (Each percentage point equals 2680 visits.) Although year-to-date UMG visits exceeded the same period last year by 8600, visits are below budget by 3949 -- and 80% of this variance occurred on December, which was 3127 visits below budget.

In seeking to understand the December departure, we noted the following: There were an unusual number of senior physicians in surgical fields out due to illness. (Recent physician hires are generating activity, but new doctors need time to ramp up to full volume.) The 2007 holiday schedule, with Christmas and New Year's falling on a Tuesday, led many to take two four-day weekends in a row. This was reflected in employee schedules and patient preference in scheduling. Two significant snowstorms also may have had an effect. We reviewed patient cancellations/no shows to see if there was unusual activity in December. For September through December 2006, monthly patient cancellations/no shows represented 30.4% of actual visits. In 2006, the rate was steady month to month. For September through November 2007, monthly patient cancellations/no shows were 32.4% of actual visits. For December 2007, it was 34.8%. The difference between December 2007 and the typical 2007 patient cancellation/no show rate translates into 957 visits. While we cannot explain these factors into a direct causal relationship, we do know these data factors deviated from the norm.

The hospital operation continues to be unfavorable to the budget plan. As described below, there is improvement in the revenue per unit due to increased outpatient activity; even though admissions have been below budget, the decreased activity has tended to be in poorly reimbursed areas. Expenses, however, have been unfavorable to the budget plan for the 2nd quarter.

Other recent events that will impact future months:

- The "Medicare, Medicaid, and SCHIP Extension Act of 2007", signed on December 29, 2007, extends the Section 508 wage index provision for one year. This reinstates our higher wage factor and is retroactively applied to October 1, 2007. This will increase the Medicare reimbursement for JDH by \$3.0 million for FY 2008.
- The "Medicare, Medicaid, and SCHIP Extension Act of 2007" also increased the physician fee schedule by .5% versus the 10% cut that was originally planned. The impact will be increased reimbursement of approximately \$100,000 for FY 2008.
- Medicare issued a final rule for the outpatient payment system for hospitals, effective January 1. JDH will see an increase of \$115,000 for FY 2008.
- The Department of Social Services (DSS) has issued the new inpatient rates for Medicaid. The effective increase is 2% compared to the expected budgeted increase of 9%. We have filed a formal appeal of the rate with DSS and await a response.
- DSS has announced the new rates for physician services for Medicaid will take effect January 1 rather than the start of the fiscal year. Although year-to-date we have not accrued for the planned increase, the impact is nevertheless is a loss of expected revenue of \$300,000 for the entire year.

Connecticut State University
Statement of Operating Budget Revenues and Expenses
for the Six Months Ending December 31, 2007

	Operating Budget			Actual		
	Total	E&G	Auxiliary Enterprise	Total	E&G	Auxiliary Enterprise
Revenues						
State Appropriations (1)	\$ 164,249,411	\$ 164,249,411	\$ -	\$ 86,953,386	\$ 86,953,386	\$ -
Fringe Benefit Allotment	76,559,223	76,559,223	-	30,735,335	30,735,335	-
Tuition	88,268,002	88,268,002	-	88,183,479	88,183,479	-
Extension Fees (PT)	61,397,112	61,397,112	-	44,042,836	44,042,836	-
Fees	59,517,989	59,517,989	-	53,784,144	53,784,144	-
Grants and Contracts	31,319,450	31,319,450	-	23,028,079	23,028,079	-
Auxiliary Enterprises	70,739,300	-	70,739,300	72,669,998	-	72,669,998
Endowment/Foundation	-	-	-	-	-	-
All Other Revenues	20,120,449	20,120,449	-	11,065,649	11,065,649	-
Total Revenue	572,170,936	501,431,636	70,739,300	410,462,906	337,792,908	72,669,998
Expenses						
Personal Services	\$ 278,961,628	\$ 271,308,342	\$ 7,653,286	\$ 136,192,962	\$ 132,255,530	\$ 3,937,432
Fringe Benefits	106,709,227	104,116,511	2,592,716	50,702,985	49,038,927	1,664,058
Other Expenses	113,164,645	82,746,111	30,418,534	47,983,263	32,736,946	15,246,317
Equipment	10,073,305	9,521,305	552,000	5,276,585	5,135,063	141,522
Student Aid	47,156,970	47,156,970	-	28,792,850	28,784,202	8,648
Debt Service	13,663,387	5,763,221	7,900,166	-	-	-
Non-Mandatory Transfers	2,390,922	1,167,419	1,223,503	1,180,428	7,625,360	(6,444,932)
Total Expenses/Transfers	\$ 572,120,084	\$ 521,779,879	\$ 50,340,205	\$ 270,129,073	\$ 255,576,028	\$ 14,553,045
Adjustments						
Net Gain(Loss)	\$ 50,852	\$ (20,348,243)	\$ 20,399,095	\$ 140,333,833	\$ 82,216,880	\$ 58,116,953
Net Inc (Dec) to Cash				82,206,753		
Cash Balance 6/30/07				<u>107,374,122</u>		
Balance 12/31/07				189,580,875		

CSU Budget

(1) State Appropriation	158,614,592
ERIP Payout	1,548,890
Collective Bargaining Settlements	4,087,848
Total Support	<u>164,251,330</u>

CONNECTICUT STATE UNIVERSITY
Statement of Changes in Fund Balance
FY 2008

	<u>Operating</u>	<u>Plant</u>	<u>Total</u>
<u>Revenues and Expenditures</u>			
Revenues	\$ 535,068,615	\$ 200,000,000	\$ 735,068,615
Expenditures and Transfers	<u>534,162,698</u>	<u>160,000,000</u>	<u>694,162,698</u>
Net Increase (Decrease)	\$ 905,917	\$ 40,000,000	\$ 40,905,917
<u>Fund Balance and Reserves</u>			
Fund Balance, 6/30/07			
Restricted	\$ 2,483,044	\$ 635,794,706	\$ 638,277,750
Unrestricted	<u>15,087,745</u>	<u>30,116,266</u>	<u>45,204,011</u>
Total	\$ 17,570,789	\$ 665,910,972	\$ 683,481,761
Compensated Absences	\$ 27,741,498	\$ -	\$ 27,741,498
Operating Change	\$ 905,917	\$ 20,000,000	\$ 20,905,917
Other Change	<u>-</u>	<u>20,000,000</u>	<u>20,000,000</u>
Net Increase (Decrease)	\$ 905,917	\$ 40,000,000	\$ 40,905,917
Fund Balance, 6/30/08			
Restricted	\$ 2,483,044	\$ 690,568,954	\$ 693,051,998
Unrestricted	<u>15,993,662</u>	<u>-</u>	<u>15,993,662</u>
Total	\$ 18,476,706	\$ 690,568,954	\$ 709,045,660
Compensated Absences	\$ 29,600,000		\$29,600,000

CONNECTICUT STATE UNIVERSITY SYSTEM
General and Operating Fund Quarterly Report
As of December 31, 2007

Overview Narrative

Comments relating to the six months ending December 31, 2007, for the Connecticut State University System are presented below.

I. Spending Plan

In July 2007, the Board of Trustees reviewed and approved the FY2007-2008 Spending Plans for the Universities, System Office and System-wide. This Spending Plan includes an increase in general fund appropriations and an increase in the General Fund Fringe Benefits. Budgeted PS expenses reflect classified salary increases, refills of vacant positions, requested new positions and increased fringe benefits. Budgeted Other Expenses reflect increases primarily in utilities, services, food service contracts (offset by food service revenue) and insurance.

II. Revenues and Expenditures

The CSU System's FY2008 Spending Plan projects a \$50,583 net addition to funds for the fiscal year with revenues of \$572.2 million and expenditures and transfers of \$572.1 million.

State appropriations of \$87.0 million were 52.9% of budget due to the receipt of all tuition and extension fee freeze funds (\$6.6 million), ERIP payout funds (\$1.5 million) and the receipt of Waterbury funds (\$0.3 million). Fringe Benefits of \$30.7 million were 40.1% of budget due to a new billing procedure utilizing CORE data. The new procedure reimburses in arrears, with approximately a one month lag. Total tuition and extension fees of \$132.2 million as of the end of the second quarter were 88.3% of the budget which is slightly better than fiscal year 2006 and 2005 trends of 86.5% and 87.9% respectively. Actual fees of \$53.8 million and auxiliary enterprise revenue of \$72.7 million were 90.4% and 102.8% of their planned levels of \$59.5 million and \$70.7 million respectively. These percentages are in line with FY 06 at 93.3% and 103.6%, respectively. The increase in auxiliary enterprise revenue was mainly due to higher student accident insurance receipts than budgeted. All other revenues of \$11.1 million were 55.0% of budget, primarily due to favorable variances in concession income, ticket sales and conference revenue during the period offset by a lower than budgeted level of program income. Interest income was basically on plan. Grants

of \$23.0 million were 73.5% of budget, which is ahead of the prior year Grant revenue of 58.0%, mainly due to timing.

Personal Services of \$136.2 million were 48.8% of the plan, while Fringe Benefits of \$50.7 million were 47.5% of plan. This trend is consistent with the prior year. Other expenses of \$48.0 million were 42.4% of the plan which was comparable to 2007 and 2006 trends. Library and All Other Equipment expenses of \$5.3 million were 52.4% of plan, which is comparable to the fiscal year 2007 percentage of 54.6%. Equipment purchases are usually fully expended by year end and any interim variances are usually due to timing of the purchases. Student Aid of \$28.8 million at the end of the quarter was 61.1% of plan (down from last year's 72.8%), mainly due to a delay in booking at one university (currently being processed and recorded). The budgeted amount for student aid is expected to be fully disbursed by the fiscal year-end, as has been the case for the past two years, when we expended 117.5% and 114.4% of plan, respectively.

III. Fund Balance Projections

The projected FY 2007-2008 Available Unrestricted Fund Balance, after student/other commitments, is estimated to be \$ (22.8) million with a total fund balance at the end of the fiscal year of \$ 651.9 million.

CONNECTICUT STATE UNIVERSITY SYSTEM
General and Operating Fund Quarterly Report
As of December 31, 2007

Overview Narrative

Comments relating to the six months ending December 31, 2007, for the Connecticut State University System are presented below.

I. Spending Plan

In July 2007, the Board of Trustees reviewed and approved the FY2007-2008 Spending Plans for the Universities, System Office and System-wide. This Spending Plan includes an increase in general fund appropriations and an increase in the General Fund Fringe Benefits. Budgeted PS expenses reflect classified salary increases, refills of vacant positions, requested new positions and increased fringe benefits. Budgeted Other Expenses reflect increases primarily in utilities, services, food service contracts (offset by food service revenue) and insurance.

II. Revenues and Expenditures

The CSU System's FY2008 Spending Plan projects a \$50,583 net addition to funds for the fiscal year with revenues of \$572.2 million and expenditures and transfers of \$572.1 million.

State appropriations of \$87.0 million were 52.9% of budget due to the receipt of all tuition and extension fee freeze funds (\$6.6 million), ERIP payout funds (\$1.5 million) and the receipt of Waterbury funds (\$0.3 million). Fringe Benefits of \$30.7 million were 40.1% of budget due to a new billing procedure utilizing CORE data. The new procedure reimburses in arrears, with approximately a one month lag. Total tuition and extension fees of \$132.2 million as of the end of the second quarter were 88.3% of the budget which is slightly better than fiscal year 2006 and 2005 trends of 86.5% and 87.9% respectively. Actual fees of \$53.8 million and auxiliary enterprise revenue of \$72.7 million were 90.4% and 102.8% of their planned levels of \$59.5 million and \$70.7 million respectively. These percentages are in line with FY 06 at 93.3% and 103.6%, respectively. The increase in auxiliary enterprise revenue was mainly due to higher student accident insurance receipts than budgeted. All other revenues of \$11.1 million were 55.0% of budget, primarily due to favorable variances in concession income, ticket sales and conference revenue during the period offset by a lower than budgeted level of program income. Interest income was basically on plan. Grants

of \$23.0 million were 73.5% of budget, which is ahead of the prior year Grant revenue of 58.0%, mainly due to timing.

Personal Services of \$136.2 million were 48.8% of the plan, while Fringe Benefits of \$50.7 million were 47.5% of plan. This trend is consistent with the prior year. Other expenses of \$48.0 million were 42.4% of the plan which was comparable to 2007 and 2006 trends. Library and All Other Equipment expenses of \$5.3 million were 52.4% of plan, which is comparable to the fiscal year 2007 percentage of 54.6%. Equipment purchases are usually fully expended by year end and any interim variances are usually due to timing of the purchases. Student Aid of \$28.8 million at the end of the quarter was 61.1% of plan (down from last year's 72.8%), mainly due to a delay in booking at one university (currently being processed and recorded). The budgeted amount for student aid is expected to be fully disbursed by the fiscal year-end, as has been the case for the past two years, when we expended 117.5% and 114.4% of plan, respectively.

III. Fund Balance Projections

The projected FY 2007-2008 Available Unrestricted Fund Balance, after student/other commitments, is estimated to be \$ (22.8) million with a total fund balance at the end of the fiscal year of \$ 651.9 million.

Community-Technical College System
Statement of Operating Budget Revenues and Expenses
for the Six Months Ending Dcember 31, 2007

	Operating Budget	Actual
	Total	Total
Revenues		
State Appropriations (1)	\$ 160,038,905	\$ 83,027,811
Fringe Benefit Allotment	75,116,553	37,242,323
Tuition	79,401,374	55,861,640
Fees	33,907,083	25,239,328
Grants and Contracts	39,719,257	25,163,866
Private Grants	260,550	1,941,991
Sales of Educational Activities	375,311	235,781
Endowment/Foundation	-	-
All Other Revenues	11,834,567	6,305,067
Total Revenue	400,653,600	235,017,807
Expenses		
Personal Services*	\$ 212,493,031	\$ 107,470,994
Fringe Benefits*	86,149,913	42,145,531
Other Expenses	58,041,501	26,946,633
Equipment	1,954,348	1,956,853
Student Aid	47,251,911	28,537,053
Buildings/Improvements	-	-
Transfers	-	(203,140)
Total Expenses/Transfers	\$ 405,890,704	\$ 206,853,924
Adjustments		
Net Gain(Loss)	\$ (5,237,104)	\$ 28,163,883
<i>Accrual Adj.</i>		(17,867,872)
Net Inc (Dec) to Cash		10,296,011
Cash Balance 6/30/07		78,416,283
Balance 12/31/07		88,712,294
	<u>General Fund EOY Appropriation</u>	<u>General Fund YTD</u>
(1) State Appropriation	146,275,410	72,931,310
Manufacturing Tech SID's	545,000	322,500
Tuition Freeze	2,160,925	1,080,463
Original Appropriation	148,981,335	74,334,273
Carry-forward nursing funds	520,000	520,000
Due from OPM Wage Settlements	10,537,570	6,915,418
Total Support - Original Budget	160,038,905	81,769,691
OPM adjustment, pending wage settlement	(39,735)	-
ERIP Payout funding	1,258,120	1,258,120
Total GF Appropriation	161,257,290	83,027,811

COMMUNITY-TECHNICAL COLLEGE SYSTEM

Statement of Changes in Fund Balance

FY 2008

<u>Revenues and Expenditures</u>	<u>Operating</u>
Revenues	\$ 400,653,600
Expenditures and Transfers	<u>405,890,704</u>
Net Increase (Decrease)	\$ (5,237,104)
<u>Fund Balance and Reserves</u>	
Fund Balance, 6/30/07, preliminary unaudited	
Restricted	\$ 4,141,142
Unrestricted	<u>29,777,497</u>
Total	\$ 33,918,639
Compensated Absences (Est.)	\$ 34,479,669
Operating Change	\$ (5,237,104)
Other Change	<u>-</u>
Net Increase (Decrease)	\$ (5,237,104)
Fund Balance, 6/30/08 Estimated	
Restricted	\$ 4,141,142
Unrestricted	<u>24,540,393</u>
Total	\$ 28,681,535
Compensated Absences (Est.)	\$ 34,479,669



February 11, 2008

To: Nancy Brady, Department of Higher Education
From: Vicky Greene, Chief Financial and Administrative Officer
Re: Second Quarter FY2008 Report

This report for the period ending December 31, 2007 is forwarded to your attention on behalf of the Board of Trustees for Community Technical Colleges, for submission to the Joint Standing Committee on Appropriations of the General Assembly and the Office of Policy and Management through the Board of Governors in accordance with C.G.S. Section 10a-77c as amended. This report reflects all current funds revenues and expenditures on a budgetary basis.

The community colleges began the 2008 fiscal year with record-setting enrollment for the sixth year in a row, with Fall 2007 FTE enrollment up by 5.6% over Fall 2006, and student headcount enrollment up by 4.2% over the previous fall. Full time student enrollment continued to climb, reaching 18,180 students, or 37.5% of all community college students. Spring 2008 preliminary enrollment appears to be continuing the trend, with FTE up by 5.3% overall compared with the previous spring, and full-time student FTE up by 8.4%.

For the second quarter of fiscal year 2008, total operating budget revenues of \$235.0 million were at about 59% of the annual budget, while total expenditures of \$206.9 million were at about 51% of the budget for the year.

Revenues and Expenditures

Tuition revenues through the second quarter were \$55.9 million, about 70% of the annual budget, reflecting Fall 2007 revenues as well as early registrations for the Spring semester. Fee revenues of \$25.2 million were 74% of budget. Extension fees totaling \$14.0 million were about 77% of budget, reflecting the summer 2007 semester and other revenues earned through the second quarter. Government grants of \$25.2 million were 63% of budget, reflecting federal grant revenues for fall and early spring financial aid disbursed through the second quarter, as well as other non-financial aid grants revenue earned. Private gifts and grants of \$1.9 million were above the original annual budget approved by the Board, reflecting the receipt of gift funding for student scholarship aid, library donations, foundation and other support for various academic programs and initiatives. In addition, private grant funding for various workforce and student success initiatives including Achieving the Dream, reflects the recording of grant revenues earned as current and prior year grants received are actually expended for programmatic purposes. State appropriation and fringe benefit revenues include the receipt of \$1.2 million in funding to cover the third and final payout to employees who retired under the June 2003 Early Retirement Incentive Program (ERIP), plus related fringe benefits of \$259 thousand, resulting in a slight increase in General Fund revenues. Other revenues, including bookstore revenues, as well as daycare, commission and other miscellaneous revenues were at 53% of budget through the second quarter.

Salary and fringe benefit expenditures for the year were 51% and 49% of budget, respectively. The year-to-date results include the impact of retroactive wage settlements to the Board's largest professional bargaining unit employees, as well as the final ERIP payout under the June 2003 early retirement program. Other non-payroll expenditures were at 46% of budget for the year. This includes utility costs of about \$4.3 million, representing about 53% of the \$8.1 million base

energy budget (note, the base budget has been adjusted to include funding received for the Tunxis facility expansion). High energy costs continue to be an on-going concern, however. Updated end-of-year projections, reflecting the anticipated savings to be generated as a result of the CCC System's participation in the State's electricity "reverse auction," continue to show a shortfall of about \$1.6 million compared with a revised \$9.7 million projected need for the year.

Capital outlay expenditures are at 100% of current year budget, but include the \$517,000 purchase from carry-forward reserves by Tunxis Community College of the 258 Scott Swamp Road property from the Tunxis CC Foundation, in addition to telecommunications upgrades at several colleges, library book purchases, and other capital equipment. Financial aid grants, waivers and student work study employment totals \$29.4 million, about 60% of the annual budget, reflecting fall and early spring semester financial aid disbursed year-to-date.

Net Asset Projection

Unrestricted net assets were \$29.8 million at June 30, 2007. CCC Board of Trustees policy provides that unrestricted net assets should be maintained at a level that covers all carry-forward obligations, and allows for a system contingency reserve of 1.2% of total operating expense, college contingency reserves of 2-3%, plus optional reserves for specific college or system needs including new facility transition expenses, new academic program startup initiatives, technology and telecommunications upgrades, and other projects that may require more funds than would be available in a single year's budget. Based on this policy, the System and colleges had about \$5.6 million reserved at year end for carry-forward obligations (existing contracts and purchase orders), approximately \$10.9 million in contingency reserves representing about 3.0% of total operating expense, and a net \$13.3 million in other designated reserves, most of which were held at colleges for one-time transitional new facility costs.

During FY2008, unrestricted net assets are programmed to decline approximately \$5.2 million, reflecting the use of reserves for energy costs, new facility transition costs and other one-time projects and current year initiatives. Cost savings from the electricity reverse auction and conservation efforts may reduce the impact of the drawdown somewhat.

Cash

At the beginning of FY2008, total cash (including the system check-writing account and excluding cash equivalents) was \$78.4 million. Cash receipts of \$83.5 million and disbursements of \$73.2 million through the second quarter resulted in a cash balance of \$88.7 million at December 31, 2007. Much of that cash is restricted in accordance with grants, gifts and collective bargaining agreements, student loans, student activity accounts, or is held against accounts payable, the cost of spring semester programs and other liabilities due during the upcoming year.

w:\FY08\DHE\Second Quarter

cc Marc S. Herzog, Chancellor

Deans of Administration

Elizabeth Squillace, Director of Accounting and Finance

Beverly Lambert, Director of Budget and Finance



February 11, 2008

To: Nancy Brady, Department of Higher Education
From: Vicky Greene, Chief Financial and Administrative Officer
Re: Second Quarter FY2008 Report

This report for the period ending December 31, 2007 is forwarded to your attention on behalf of the Board of Trustees for Community Technical Colleges, for submission to the Joint Standing Committee on Appropriations of the General Assembly and the Office of Policy and Management through the Board of Governors in accordance with C.G.S. Section 10a-77c as amended. This report reflects all current funds revenues and expenditures on a budgetary basis.

The community colleges began the 2008 fiscal year with record-setting enrollment for the sixth year in a row, with Fall 2007 FTE enrollment up by 5.6% over Fall 2006, and student headcount enrollment up by 4.2% over the previous fall. Full time student enrollment continued to climb, reaching 18,180 students, or 37.5% of all community college students. Spring 2008 preliminary enrollment appears to be continuing the trend, with FTE up by 5.3% overall compared with the previous spring, and full-time student FTE up by 8.4%.

For the second quarter of fiscal year 2008, total operating budget revenues of \$235.0 million were at about 59% of the annual budget, while total expenditures of \$206.9 million were at about 51% of the budget for the year.

Revenues and Expenditures

Tuition revenues through the second quarter were \$55.9 million, about 70% of the annual budget, reflecting Fall 2007 revenues as well as early registrations for the Spring semester. Fee revenues of \$25.2 million were 74% of budget. Extension fees totaling \$14.0 million were about 77% of budget, reflecting the summer 2007 semester and other revenues earned through the second quarter. Government grants of \$25.2 million were 63% of budget, reflecting federal grant revenues for fall and early spring financial aid disbursed through the second quarter, as well as other non-financial aid grants revenue earned. Private gifts and grants of \$1.9 million were above the original annual budget approved by the Board, reflecting the receipt of gift funding for student scholarship aid, library donations, foundation and other support for various academic programs and initiatives. In addition, private grant funding for various workforce and student success initiatives including Achieving the Dream, reflects the recording of grant revenues earned as current and prior year grants received are actually expended for programmatic purposes. State appropriation and fringe benefit revenues include the receipt of \$1.2 million in funding to cover the third and final payout to employees who retired under the June 2003 Early Retirement Incentive Program (ERIP), plus related fringe benefits of \$259 thousand, resulting in a slight increase in General Fund revenues. Other revenues, including bookstore revenues, as well as daycare, commission and other miscellaneous revenues were at 53% of budget through the second quarter.

Salary and fringe benefit expenditures for the year were 51% and 49% of budget, respectively. The year-to-date results include the impact of retroactive wage settlements to the Board's largest professional bargaining unit employees, as well as the final ERIP payout under the June 2003 early retirement program. Other non-payroll expenditures were at 46% of budget for the year. This includes utility costs of about \$4.3 million, representing about 53% of the \$8.1 million base.

energy budget (note, the base budget has been adjusted to include funding received for the Tunxis facility expansion). High energy costs continue to be an on-going concern, however. Updated end-of-year projections, reflecting the anticipated savings to be generated as a result of the CCC System's participation in the State's electricity "reverse auction," continue to show a shortfall of about \$1.6 million compared with a revised \$9.7 million projected need for the year.

Capital outlay expenditures are at 100% of current year budget, but include the \$517,000 purchase from carry-forward reserves by Tunxis Community College of the 258 Scott Swamp Road property from the Tunxis CC Foundation, in addition to telecommunications upgrades at several colleges, library book purchases, and other capital equipment. Financial aid grants, waivers and student work study employment totals \$29.4 million, about 60% of the annual budget, reflecting fall and early spring semester financial aid disbursed year-to-date.

Net Asset Projection

Unrestricted net assets were \$29.8 million at June 30, 2007. CCC Board of Trustees policy provides that unrestricted net assets should be maintained at a level that covers all carry-forward obligations, and allows for a system contingency reserve of 1.2% of total operating expense, college contingency reserves of 2-3%, plus optional reserves for specific college or system needs including new facility transition expenses, new academic program startup initiatives, technology and telecommunications upgrades, and other projects that may require more funds than would be available in a single year's budget. Based on this policy, the System and colleges had about \$5.6 million reserved at year end for carry-forward obligations (existing contracts and purchase orders), approximately \$10.9 million in contingency reserves representing about 3.0% of total operating expense, and a net \$13.3 million in other designated reserves, most of which were held at colleges for one-time transitional new facility costs.

During FY2008, unrestricted net assets are programmed to decline approximately \$5.2 million, reflecting the use of reserves for energy costs, new facility transition costs and other one-time projects and current year initiatives. Cost savings from the electricity reverse auction and conservation efforts may reduce the impact of the drawdown somewhat.

Cash

At the beginning of FY2008, total cash (including the system check-writing account and excluding cash equivalents) was \$78.4 million. Cash receipts of \$83.5 million and disbursements of \$73.2 million through the second quarter resulted in a cash balance of \$88.7 million at December 31, 2007. Much of that cash is restricted in accordance with grants, gifts and collective bargaining agreements, student loans, student activity accounts, or is held against accounts payable, the cost of spring semester programs and other liabilities due during the upcoming year.

w:\FY08\DHE\Second Quarter

cc Marc S. Herzog, Chancellor

Deans of Administration

Elizabeth Squillace, Director of Accounting and Finance

Beverly Lambert, Director of Budget and Finance

Charter Oak State College
Statement of Operating Budget Revenues and Expenses
for the Six Months Ending December 31, 2007

	Operating Budget			Actual		
	Total	COSC	CTDLC	Total	COSC	CTDLC
Revenues						
State Appropriations (1)	\$ 2,709,143	\$ 2,063,453	\$ 645,690	\$ 1,432,200	\$ 1,115,630	\$ 316,570
Fringe Benefit Allotment	-	-	-	-	-	-
Partnerships	-	-	-	-	-	-
Fees	4,602,159	4,602,159	-	2,230,208	2,230,208	-
Grants and Contracts	587,063	162,743	424,320	1,022,982	309,982	713,000
Endowment/Foundation	-	-	-	-	-	-
All Other Revenues	1,535,402	346,902	1,188,500	745,685	162,384	583,301
Total Revenue	9,433,767	7,175,257	2,258,510	5,431,075	3,818,204	1,612,871
Expenses						
Personal Services	\$ 5,282,169	\$ 4,076,818	\$ 1,205,351	\$ 2,473,245	\$ 1,925,255	\$ 547,990
Fringe Benefits	842,791	690,026	152,765	426,693	360,630	66,063
Other Expenses	3,279,478	2,616,232	663,246	1,474,386	1,105,226	369,160
Equipment	-	-	-	-	-	-
Student Aid	91,893	91,893	-	39,924	39,924	-
Grants & Partnerships	495,170	70,850	424,320	283,606	125	283,481
Transfers	-	-	-	-	-	-
Total Expenses/Transfers	\$ 9,991,501	\$ 7,545,819	\$ 2,445,682	\$ 4,697,854	\$ 3,431,160	\$ 1,266,694
Adjustments						
Net Gain(Loss)	\$ (557,734)	\$ (370,562)	\$ (187,172)	\$ 733,221	\$ 387,044	\$ 346,177
Net Inc (Dec) to Cash					387,044	346,177
Cash Balance 6/30/07					1,797,983	832,200
Balance 12/31/07					2,185,027	1,178,377

CHARTER OAK STATE COLLEGE
Statement of Changes in Cash Balance
All Funds - Including CTDLC

<u>Revenues and Expenditures</u>	<u>Operating</u>
Revenues	\$ 9,433,767
Expenditures and Transfers	<u>9,991,501</u>
Net Increase (Decrease)	\$ (557,734)
 <u>Cash Balance and Reserves</u>	
Cash Balance, 6/30/07	
Restricted	\$ -
Unrestricted	<u>2,630,183</u>
Total	\$ 2,630,183
Compensated Absences	\$ 1,144,714
Operating Change	\$ (557,734)
Other Change	
Net Increase (Decrease)	\$ (557,734)
Cash Balance, 6/30/08	
Restricted	\$ -
Unrestricted	<u>2,072,449</u>
Total	\$ 2,072,449
Compensated Absences	\$ 1,144,714

BOARD FOR STATE ACADEMIC AWARDS
Charter Oak State College
Connecticut Distance Learning Consortium

Comparison of General and Operating Fund Budget to Actual
For the Six Month Period Ending December 31, 2007

OVERVIEW NARRATIVE

Charter Oak State College

Charter Oak's FY 2007 operating budget, excluding carry-forward funds, reflects \$7.17 million in revenues and \$7.54 million in expenses. The ESA budget projects a net loss of \$370,562 and a fund balance of \$1,797,983 on June 30, 2007.

At the close of the first quarter, combined General and Operating Fund receipts total \$3.8 million and combined expenditures total \$3.4 million. Year-to-date receipts equal 53 percent of the operating expenditure budget and 46 percent of the expenditure budget. The percentage of the budgeted amount expended by major expenditure area is as follows:

Personal Services	47%
Fringe Benefits	52%
Other Expenses	42%
Student Aid	73%

The net increase to the Charter Oak Operating Fund cash balance at the close of the second quarter is \$360,314 for a cash balance of \$2,158,297 on December 31, 2007.

Connecticut Distance Learning Consortium (CTDLC)

The CTDLC FY 2007 operating budget, excluding carry forward funds, reflects \$2.25 million in revenues and \$2.45 million in expenses. The ESA budget projects a net loss of \$187,172 for a fund balance of \$832,200 on June 30, 2007.

At the close of the first quarter, combined General and Operating Fund receipts total \$1,612,871 and combined expenditures total \$1,266,694. Year-to-date receipts equal 71 percent of the budgeted receipts and the expenditures equal 52 percent of the amount budgeted. The percentage of the budgeted amount expended by major expenditure area is as follows:

Personal Services	45%
Fringe Benefits	43%
Other Expenses	56%

The net increase to the CTDLC Operating Fund cash balance at the close of the first quarter is \$346,177 for a cash balance of \$1,178,377 on December 31, 2007.