

STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING

Institution: Central Connecticut State University

Item: Licensure of a program in Journalism, leading to the Bachelor of Arts (B.A.) degree

Executive Summary

The proposed major program in Journalism has its foundation in Central's successful Journalism minor that has been run by the Department of English for the past 24 years. This new major is a collaborative effort between the English and Communication Departments, as well as new courses that have been designed specifically for this major. Upon Board of Governors for Higher Education approval, Central CSU will create a new Department of Journalism.

A core set of requirements will give students their foundation in the field. Students will have the choice of specializing in either print or broadcast journalism. Technology and media have changed dramatically in recent years and this new program aims to stay current as the field evolves.

The proposed program is consistent with the mission of the University and with their long-standing commitment to the workforce in Connecticut. Central has established four distinct goals including international education, workforce and state economic development, community engagement and interdisciplinary studies and cross-cultural initiatives. The new Journalism program addresses each of these plans by promoting global awareness, providing relevant internships, and joining faculty from distinct departments to work toward a common goal.

The Advisory Committee on Accreditation, at its meeting on April 9, 2009, 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 a program in Journalism, leading to the Bachelor of Arts (B.A.) degree, offered by Central Connecticut State University, for a period of three years, until May 31, 2012.

Description

Purpose and Objectives

Graduates will be able to:

- Understand and apply principles and laws pertaining to freedom of speech and press, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- Understand the history of journalism and its practices;
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- Demonstrate an understanding of the importance of diversity in society and mass media coverage;
- Write correctly and clearly in forms and styles appropriate for journalism and the communication professions, audiences and purposes they serve;
- Gather and evaluate information, and conduct research using methods appropriate to the assignment, audience, and communication professions in which they work;
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- Understand concepts and apply theories in the use and presentation of images and information;
- Apply basic numerical and statistical concepts;
- Apply tools and technologies appropriate for the communications professions in which they work;
- Develop entry-level competence by working on campus media, internships, and special projects.

The program has been developed in accordance with the guidelines set by the voluntary accrediting agency, the Accrediting Council on Journalism and Mass Communication (ACEJMC). The process to become programmatically accredited takes approximately six to seven years. CCSU believes the use of ACEJMC's standards up front ensures that the program is oriented toward best practices in the field.

Administration

A Journalism Program Coordinator will oversee the transformation from a minor to a major and oversee the first few years of the major. This person is currently a full-time member of the English Department. The new Journalism Department will officially elect a Chair after its establishment.

Curriculum

The BA in Journalism consists of 122 credit hours and requires 40 credits in Journalism, including 22 credits in core requirements and 18 credits in the print or broadcast sequence. At least 80 credits must be earned outside of the Department of Journalism and 65 of those credits must be in arts and sciences courses. Students are encouraged to

complete an internship. Additionally, students must declare at least one minor in the arts and sciences.

Common Core: 22 Credits

| | | |
|---------|--------------------------------|---|
| JRN 200 | Introduction to Journalism | 3 |
| JRN 235 | News Writing and Reporting I | 3 |
| JRN 236 | News Writing and Reporting II | 3 |
| JRN 237 | Introduction to the Profession | 1 |
| JRN 383 | Responsibilities of Journalism | 3 |
| JRN 384 | Journalism History | 3 |
| JRN 412 | Editing | 3 |

Select one course from the following:

| | | |
|---------|-----------------------------|---|
| JRN 370 | Today's News in Context | 3 |
| JRN 400 | Journalism Theory | 3 |
| JRN 410 | Public Opinion | 3 |
| JRN 420 | Political Economy and Media | 3 |

Print Sequence: 18 Credits

| | | |
|---------|----------------|---|
| JRN 385 | Web Journalism | 3 |
|---------|----------------|---|

Two Courses from the following list:

| | | |
|---------|------------------------------|---|
| JRN 371 | Reporting Cultural Diversity | 3 |
| JRN 380 | Feature Writing | 3 |
| JRN 381 | Opinion Writing | 3 |
| JRN 416 | Magazine Writing | 3 |
| ENG 382 | Travel Writing | 3 |
| JRN 418 | Studies in Journalism | 3 |

(may be taken twice if different topics)

Nine credits of directed electives chosen in consultation with a faculty advisor. One of these courses must be in a visual medium (video, photography, design). Other electives may include courses in Journalism not used to fulfill other requirements, including JRN 491 (Campus Newspaper Critique) and JRN 495 (Internship).

Broadcast Sequence: 18 Credits

| | | |
|--------------|---|---|
| COMM/JRN 3XX | Broadcast News Writing | 3 |
| COMM 330 | Basic Video Production (Journalism section) | 3 |
| COMM 427 | TV Programming and Production | 3 |
| COMM 255 | Visual Communication | 3 |

OR

| | | |
|----------|-------------------|--|
| COMM 381 | Media Convergence | |
|----------|-------------------|--|

Six credits of electives chosen in consultation with a faculty advisor.

Electives:

| | | |
|-----------------------|--------------------------------------|---|
| COMM 140 | Public Speaking (Broadcast sequence) | 3 |
| COMM 230 | Recommended Elective | 3 |
| Diversity Requirement | | 3 |

University General Education Requirements: 44 - 46 credits (not including foreign language)

Arts and Humanities requirement of 9 credit hours including at least 3 credit hours in a 200- level literature

Social Science requirement of 9 credit hours:

PS 110 American Government 3

OR

PS 230 State and Local Government

HIST 161 American History to 1877 3

OR

HIST 162 American History 1877 to present

Social Science Elective 3

Math requirement of 6 credit hours including one of the following:

STAT 104 Elementary Statistics 3

OR

STAT 215 Statistics for the Behavioral Sciences

ENG 110 English Composition FYE 3

International Requirement 6

Behavioral Science 6

Natural Science 6-7

Foreign language 0-6

Note: The program will recommend proficiency in a foreign language and has a goal of 50% of majors reaching proficiency.

Admissions and Enrollment

General University admission policies apply. The University is projecting 27 internal transfers and 18 new students for the fall 2009 semester. The enrollment projections over the first three years appear stable with a shift from internal transfers to new students resulting in a projection of 40 full-time and 6 part-time students by year three.

Similar Programs

| Institution | Program Name | Degree | | Number of degrees awarded | | | | |
|-------------|-------------------|--------|------|---------------------------|---------|---------|---------|---------|
| | | | | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 |
| QPIAC | 090401 Journalism | BA | 2005 | 0 | 0 | 23 | 26 | 40 |
| SCONN | 090401 Journalism | BA/B | 1982 | 22 | 16 | 97 | 23 | 19 |
| UCONN | 090401 Journalism | BA | 1981 | 49 | 63 | 66 | 62 | 55 |

CCSU contends the proposed program will not duplicate resources provided by the other state universities. The institution reports that CCSU draws from a different geographic population, provides a different combination of courses and emphases, and is poised to give the CSU system an accredited journalism program.

Comments from Other Institutions in Connecticut

The University of Connecticut has submitted a comment regarding the proposed program. The comment comes from the Department Head of Journalism in support of CCSU's expansion of journalism offerings, its proposed curriculum for the new major, and its goal to become accredited through ACEJMC.

Assessment of Need

According to the University, the Robert B. Vance Foundation pledged \$1.4 million for an endowed chair in Journalism and Mass Communication in 2000. This pledge stimulated faculty interest in strengthening offerings in these areas. In 2007 the Journalistic Integrity Task Force recommended the development of journalism as a major to allow students to gain more experience and understanding of journalism as a profession.

Observations by the University reveal some students leaving the institution in order to become journalism majors at other institutions. There has also been interest among perspective students who attend Open House. At any given point over the past 10 years, there have been approximately 50 students pursuing a minor in journalism at Central. Recently, a number of students have used the Special Studies option provided by the University to design majors similar to the proposed Journalism major. According to the U.S. Bureau of Labor Statistics' Occupational Outlook Handbook (2008-2009), "Employment of news analysts, reporters, and correspondents is expected to grow 2 percent between 2006 and 2016, which is considered to be *little or no change in employment* (handbook emphasis)." The annual forecast cites factors such as consolidation and technological innovation that will alter the newspaper, publishing, and broadcast industries. The University claims that although job prospects are dwindling in the newspaper sector, there is a need for this newer mix of skills that permeates a number of settings where written communication is valued.

Resource Support

Faculty

CCSU reports 2 full-time faculty who will reside in the newly formed Journalism Department. A third appointment in Journalism is planned for in the 2009 - 2010 academic year. A fourth faculty member will be hired in the future utilizing the endowed Vance Chair in Journalism and Mass Communication. Dual appointments will be created among the English and Communication Faculty with the Journalism Department. At present, four faculty from the Communication Department contribute to the Journalism program as well as a number of well qualified adjuncts.

Library and Learning Resources

Elihu Burritt Library has 2,516 items covering journalism. The library subscribes to full-text versions of a number of newspapers, and the content of hundreds of others is available through ProQuest, Lexis Nexis and Newsstand. Additionally, the library has invested in databases of historical newspapers and in print versions of several important

journals in the field. Burritt Library has made a considerable investment in online databases.

Access to materials in the Library is provided through CONSULS, Innovative Interfaces, Inc.'s online system that supports all four CSU libraries and the Connecticut State Library. The system is accessible through terminals in the Library as well as from remote sites. It provides the public with access not only to the joint online catalog but also to CCSU Library Reserve collection, specific indexes and abstracts, and to multiple search engines for searching the Internet.

Facilities and Equipment

A journalism lab is equipped with 21 state-of-the-art personal computers used to teach all journalism writing courses. The Department of Communication has two multimedia production laboratories with a wide array of electronic publishing and multi-media software. The CCSU Media Center oversees a recently updated TV studio and other classrooms that have state-of-the-art editing programs for audio, video and other visual materials.

STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING

Institution: Goodwin College

Item: Licensure and accreditation of a program in Criminal Justice, leading to the Associate of Science (A.S.) degree

Executive Summary

Goodwin College has applied to the Board of Governors for Higher Education for licensure and accreditation of a program in Criminal Justice, leading to the Associate of Science (A.S.) degree. The College currently offers a criminal justice option under its accredited Homeland Security Associate degree program. This program will be a standalone program based on the currently approved option. The College indicates that graduates of the proposed Associate of Science degree in the Criminal Justice program will be qualified for entry positions or promotion in municipal, state and federal government agencies, among them law enforcement departments, corrections, private industries, and other related criminal justice services. Graduates will be prepared for advanced studies leading to a bachelor's degree or higher as well.

The Advisory Committee on Accreditation, at its meeting on April 9, 2009, 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, with one abstention.

Commissioner's Recommendation

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

Description

Purpose and Objectives

The objectives of the program are to provide the students with knowledge and skills in the criminal justice fields of concentration, including policing and corrections; provide students with a basic understanding of the history and development of the criminal justice system in the United States; provide the students with an understanding of the development of crime and juvenile delinquency; provide students with a basic understanding of criminal investigations and criminal law; examine the ethics and responsibilities of professionals in the Criminal Justice management related fields; and prepare students for further academic pursuits and careers in public and private sectors.

Administration

The College indicates that contingent upon approval the College will locate a program director with the necessary qualifications to manage the program.

Curriculum

The curriculum consists of 60-61 credits; a sample curriculum is attached

Projected Enrollment

The College projects an enrollment of 5 full-time and 15 part-time students in the first year and 22 full-time and 24 part-time students by year three of the program.

Similar Programs

| | | | 03-04 | 04-05 | 05-06 | 0607 | 0708 |
|-------|--------|--|-------|-------|-------|------|------|
| BRIAR | 430104 | Criminal Justice | 4 | 5 | 6 | 5 | 4 |
| MITCH | 430104 | Criminal Justice | 8 | 4 | 5 | 2 | 2 |
| ASNUN | 430102 | Criminal Justice | 15 | 9 | 6 | 10 | 7 |
| CAPIT | 430107 | Criminal Justice | | | 0 | 0 | 5 |
| HOUSA | 430107 | Criminal Justice | 28 | 26 | 29 | 34 | 29 |
| MANCH | 430107 | Criminal Justice | 21 | 31 | 46 | 52 | 48 |
| MIDSX | 430107 | Criminal Justice | 6 | 5 | 6 | 11 | 11 |
| NAUGA | 430107 | Criminal Justice: Computer Crime | 0 | 2 | 3 | 3 | 3 |
| NAUGA | 430107 | Criminal Justice: Corrections | 0 | 5 | 0 | 3 | 3 |
| NAUGA | 430107 | Criminal Justice: Law Enforcement | 9 | 10 | 17 | 9 | 15 |
| NAUGA | 430107 | Criminal Justice: Security | 0 | 0 | 0 | 0 | 0 |
| NAUGA | 430107 | Criminal Justice/Public Safety | 7 | 3 | 5 | 5 | 5 |
| NLKCC | 430107 | Criminal Justice | 15 | 17 | 19 | 12 | 17 |
| NWCO | 430107 | Criminal Justice | 9 | 8 | 7 | 10 | 6 |
| THREE | 430107 | Criminal Justice | 10 | 15 | 6 | 13 | 17 |
| TNXIS | 430107 | Criminal Justice | 20 | 25 | 31 | 23 | 28 |
| TNXIS | 430107 | Criminal Justice: Correction Option, on-line | 0 | 0 | 0 | 0 | 0 |
| TNXIS | 430107 | Criminal Justice: Drug and Alcohol | 0 | 0 | 0 | 0 | 0 |
| TNXIS | 430107 | Criminal Justice: Corrections Option | 0 | 3 | 0 | 1 | 0 |
| UNEW | 430107 | Criminal Justice | 7 | 6 | 1 | 3 | 8 |

Assessment of Need

The College believes that there are numerous opportunities for graduates of the proposed program. Below are growth projections.

Connecticut Department of Labor Employment Forecast

| Occupational Title | Employment 2004 | Employment 2014 | Annual Openings | Net Change | % Change |
|--|----------------------------|----------------------------|----------------------------|-----------------------|-----------------|
| Probation Officers and Correctional Treatment Specialists | 1,150 | 1,190 | 24 | +40 | +3.5% |
| Paralegals and Legal Assistants | 4,620 | 5,300 | 104 | +680 | +14.7% |
| Protective Service Occupations | 37,810 | 40,560 | 1,331 | +2750 | +7.3% |
| Supervisors/Managers of Police and Detectives | 1,530 | 1,610 | 59 | +80 | +5.3% |
| Supervisors/Managers of Fire Fighting and Prevention Workers | 950 | 1,060 | 50 | +110 | +11.6% |
| Supervisors/Managers, Protective Service Workers, All Other | 510 | 530 | 15 | +60 | +3.9% |
| Correctional Officers and Jailers | 4,420 | 4,780 | 127 | +360 | +8.1% |
| Detectives and Criminal Investigators | 1,110 | 1,170 | 36 | +60 | +5.4% |
| Police and Sheriff's Patrol Officers | 7,320 | 7,860 | 243 | +540 | +7.4% |
| Private Detectives and Investigators | 270 | 300 | 9 | +30 | +11.1% |
| Gaming Surveillance Officers and Gaming Investigators | 770 | 930 | 33 | +160 | +20.8% |
| Security Guards | 12,210 | 12,810 | 325 | +600 | +4.9% |
| Protective Service Workers, All Other | 850 | 910 | 65 | +60 | +7.1% |
| Legal Secretaries | 2,960 | 3,040 | 64 | +80 | +2.7% |
| Police, Fire, and Ambulance Dispatchers | 1,330 | 1,450 | 40 | +120 | +9.0% |

Resource Support

Faculty

The College identifies 1 full-time and 3 part-time faculty members who will teach core courses in the program. The College anticipates adding one fulltime faculty position in year two of the program.

Library and Learning Resources

The College plans to allocate \$10,000 in the first year and \$5,000 in each of the next two years to strengthen the collection. The College library has more than 650 texts in criminal justice and has access to full-text databases in the field of criminal justice.

Facilities and Equipment

No additional facilities are needed for the program.

Curriculum

General Education Requirements

| | | |
|---------------------------------|--------------------------------------|-------|
| ENG 101 | English Composition | 3 |
| ENG 120 | Investigative Report Writing | 3 |
| CAP 101 | Computer Literacy | 3 |
| MATH | Math 101 or higher | 3 |
| COM 101 | Public Speaking | 3 |
| PHIL 103 | Ethical & Legal Issues | 3 |
| PSY 112 | Introduction to Psychology | 3 |
| SCI | Physical or Natural Science Elective | 3-4 |
| Total General Education Credits | | 24-25 |

Core Courses

| | | |
|--------------------|--|----|
| CJS 101 | Introduction to Criminal Justice and Law | 3 |
| CJS 112 | Criminal Procedure | 3 |
| CJS 140 | Introduction to Corrections | 3 |
| CJS 150 | Criminology | 3 |
| CJS 210 | Criminal Law | 3 |
| CJS 243 | Juvenile Justice in America | 3 |
| CJS 299 | Internship | 3 |
| CJS 290 | Research Project in Criminal Justice OR | 3 |
| CJS 250 | Service Learning Course | 3 |
| Total Core Credits | | 21 |

| | |
|------------------------------------|-------|
| Criminal Justice Electives (Three) | 9 |
| Open Electives (Two) | 6 |
| Total Credits in Program | 60-61 |

STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING

Institution: Mitchell College

Item: Accreditation of a program in Early Childhood Education with a concentration in Business Administration, leading to the Bachelor of Science (B.S.) degree

Executive Summary

Mitchell College has applied to the Board of Governors for Higher Education for accreditation of a program in Early Childhood Education, with a concentration in Business Administration, leading to the Bachelor of Science degree. The program was licensed by the Board of Governors, without stipulations, in January 2007 for a period of three years, until January 31, 2010. The College has at least one student who will be ready to graduate from the program in Spring 2009 and thus is applying for this accreditation.

The Advisory Committee on Accreditation, at its meeting on April 9, 2009, 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 Early Childhood Education, leading to the Bachelor of Science (B.S.) degree, offered by Mitchell College, for a period of time concurrent with institutional accreditation.

Description

Purpose and Objectives

There is a need for quality trained teachers for Head Start, School Readiness, and NAEYC Accredited Child Care Centers. There is also a great need for Directors to administer these programs. In order for a teacher or director to be highly qualified they need a combination of courses in early childhood/child development and human resource/financial management. This program will complement an Associate in Early Childhood Education and an approved certification program in Early Childhood Education at the baccalaureate degree level currently offered by the College.

At the time of licensure, the College indicated that students who complete the program will be able to:

- Plan and implement developmentally appropriate care and education programs for children and families
- Develop and maintain an effective organization
- Plan and implement administrative systems that effectively carry out program goals, mission, and objectives
- Administer effectively a program of personnel management and staff development
- Foster good community relations and influence childcare policy that affects the program
- Develop and maintain the physical facility
- Have the legal knowledge necessary for effective management
- Apply financial management tools

This list matches the Core Area of Knowledge for Directors found on the Charter Oak State College/Connecticut Director Credential (CDC) the Connecticut Director Credential through Charter Oak State College.

Administration

The person coordinating the program is a full-time faculty member of the Education Department who has taught at Mitchell College for more than eleven years. The responsibilities of this position include coordinating the overall program, including the transfers from two-year programs; working with faculty within the program; assisting in the recruiting of students in concert with the admissions office; assessing the needs of the program; coordinating with the library for updated resources; monitoring the program budget; teaching in the program; advising the students; and working with College officials to evaluate the program annually.

Curriculum

The curriculum consists of 122-128 credits: 54 credits in General Education, 40 credits in early Childhood, 28 Business Administration, and up to 4 credits in open electives. A sample curriculum is attached.

Projected Enrollment

At the time of program licensure, the College projected an initial enrollment of 13 full-time and 1 part-time student in year one of the program. The program is now in its second year of operation and enrolls 7 full-time students, as well as one student who is completing her Associate's degree in Early Childhood Education and who has taken coursework toward the inter-disciplinary degree; she may be eligible to graduate in the program in Spring 2010.

Educational Planning Context

According to the 2006-2007 edition of the Occupational Outlook Handbook, Early Childhood Administrators are the director or supervisor of the school or center. They oversee daily activities and operation of the schools, hire and develop staff, and make sure that the school meets required regulations. The Handbook states that, "As education and training take on greater importance in everyone's lives, the need for people to administer education programs will grow. Job opportunities for many of these positions should also be excellent because a large proportion of education administrators are expected to retire over the next 10 years".

The College reports that there is student demand for the program. Many students have expressed the desire to enter such a program, and the Admissions Office regularly receives inquiries from prospective full-time high school students in the northeast and middle-Atlantic region indicating an interest in pursuing an academic program in Early Childhood Education or Administration. Many students who complete the associate degree wish to also complete a bachelor degree, but they may not be interested in teacher certification of Grades 1-3. These students would rather own and/or direct their own child care center and they need the necessary skills of an administrator. The College will continue to expand advertising and marketing for the program.

Resource Support

Faculty

The College lists eight full-time faculty members who will teach in the program.

Library and Learning Resources

The College states that the general collection resources of the library have increased significantly since the program was licensed. A special focus of that collection development for this program has been on adding to the multicultural juvenile collection as well as additions to the video collection related to the domains of learning behavior management, and balancing standards with diverse learners.

The Mitchell College Library's collection is augmented significantly by its membership in Libraries Online, Inc. (LION), whose combined holdings among 20 members number nearly 2 million items, and which boasts a total circulation within the consortium of nearly 3.5 million. The highest

percentage of resource sharing within the State of Connecticut takes place within the LION consortium.

Online Database Access

The Connecticut Digital Library (iCONN) is part of the Connecticut Education Network. It provides all students, faculty and Connecticut residents with online access to essential library and information resources. It is administered by the Connecticut State Library in conjunction with the Department of Higher Education.

Books

The Mitchell College Library supports the information, instruction, research, and study needs of the college community by providing access to print, electronic, microform, videotape and CD-ROM material. Among the library holdings are over 42,000 books, 90 serial subscriptions and seven electronic information resources, most of which contain full text journal articles. Through interlibrary loan (ILL), the library has access to the Connecticut Library Network's online catalog (request) of holdings in over 150 Connecticut libraries, including academic, public, corporate and special research libraries.

Journals

The College has an extensive collection in Early Childhood Education. A partial but representative list follows:

Challenge: Reaching & Teaching the Gifted Child, Exceptional Children, Focus on Exceptional, Children, Gifted Child Today, Teaching Exceptional Children, Topics in Early Childhood Special Education, Child Study Journal, Journal of Learning Disabilities, Teacher Preparedness, and Early Childhood Education Journal.

The College plans to plans allocated \$3,000 annually for the next three years to strengthen the collection.

Facilities and Equipment

The Early Childhood Education w/Concentration in Business Administration program requires no special physical facilities or equipment. As far as practicum placements are concerned, the College is currently investigating arrangements with a number of organizations and agencies to facilitate such fieldwork assignments.

**Bachelor of Science Program in Early Childhood
Education w/Concentration in Business Administration**

FRESHMAN YEAR – FALL SEMESTER

EL101 Introduction to College Writing 3
 ED 110 Introduction to ECE 3
 FS101 First Year Seminar 1
 CH____ Nat. Sc. Chem. Elective + Lab 4 **OR**
 MA Mathematics (102+) 3
 PY105 General Psychology I 3

FRESHMAN YEAR – SPRING SEMESTER

ED222 Methods and Techniques in ECE 3
 EL102 College Writing and Research 3
 HI ____ US History Elective (105, 106) 3
 CH____ Nat. Sc. Chem. Elective + Lab 4 **OR**
 MA_ Mathematics (102+) 3
 HD 110 Race, Ethnicity, Culture 3

HD108 Intro to Human Dev. 3

Semester Credits 12-17

Semester Credits

15-16

SOPHOMORE YEAR – FALL SEMESTER

ED261 Intro. To Children w/Sp. Needs 3
 ED274 Literacy Development in ECE 3
 IS 120 Information Systems 3
 HD 209 Child Development 3
 PE120 Nutrition, Health & Safety in ECE 3
 OR____ Fine Arts Elective 3

Semester Credits 15

SOPHOMORE YEAR – SPRING SEMESTER

ED280 Observe & Student Teach Pre-K 3
 ED281 Seminar in St. Teach. Pre-K 1
 ED275 Music, Art, Aesthetics for ECE 3
 EL____ Literature Elective 3
 EL230 Effective Speech & Communication 3
 PE120 Nutrition, Health & Safety in ECE 3
 OR Fine Arts Elective 3

Semester Credits 16

JUNIOR YEAR – FALL SEMESTER

ED215 Ed. Psych 3
 ED302 Social Studies in ECE 3
 BU123 Intro to Business 3
 BU218 Princ. Of Management 3
 GV119 American Gov. and Politics 3
HD305 Ethics, Character, Moral Dev. 3

Semester Credits 18

JUNIOR YEAR – SPRING SEMESTER

ED313 Parent & Family Involvement 3
 ____ Liberal Arts Open Elective (Math 104+ if needed)3
 BI _____ Life Science Elective/Lab 4
 S0310 Leadership and Group Processes 3
 BU311 Princ. Of Entrepreneurship 3
 Humanities Elective 200+ 3

Semester Credits 18

SENIOR YEAR – FALL SEMESTER

ED414 Administration of ECE Programs
 ED415 Educational Evaluation & Assess. 3
 BU3xx Fin. Management in ECE 3 3
 BU323 Organizational Behavior 3
 BU413 Sm. Bus. Marketing & Comm. 3
 BU427 Exploring Career Options 1

Semester Credits 16

SENIOR YEAR – SPRING SEMESTER

BU41xx Small Business Internship in ECE 6
 BU428 Business Plan 3
 ____ Liberal Arts Open Elective 3

Semester Credits 12

NOTE: When the word OR is used, course may be chosen in the fall or spring of that year.

STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: The Graduate Institute
Item: Extension of Institutional Accreditation

The Graduate Institute has applied to the Board of Governors for Higher Education for institutional reaccreditation. The College was first accredited by the Board of Governors for Higher Education in May of 2003, and reaccredited for a period of five years from June 1, 2004 through May 31, 2009.

The following stipulations were enacted at the time of institutional accreditation:

- The Institute submit to the Board of Governors an annual report, due each year on January 31, detailing its progress in establishing a protocol of faculty governance, enhancing faculty involvement in outcome assessment, establishing and implementing a library development plan, progress in facility development, and Board expansion and development activities.
- The Institute submit to the Board of Governors an annual audited financial report, due each year on January 31, detailing its income, expenditures, balance sheets, and cash flow statements.
- The Institute must submit to the Board of Governors an annually revised five-year budget, due each year on January 31.
- The Institute annually submit to the Board of Governors annually updated publications and website information.

The Institute has submitted the required reports and documents, including audited financial reports.

The Graduate Institute has submitted materials to the Department of Higher Education for this reaccreditation period. However, it is the opinion of the Department that in order to conduct the appropriate review of materials it is imperative that additional materials from the institution be submitted and a thorough evaluation visit should follow. It will be necessary for the Board of Governors for Higher Education to extend the accreditation of the Graduate Institute in order to provide additional time for the Department to work with the Institution in a timeframe that allows for such further consideration. The Board of Governors for Higher Education will then take an action on the accreditation of the Graduate Institute.

Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education extend the accreditation of The Graduate Institute for a period of six months until November 30, 2009. This recommendation is made with the understanding that the Institution will forward to the Department of Higher Education a thorough self-study report as recommended by the Commissioner of Higher Education.

STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Mitchell College

Item: Accreditation of a program in Environmental Studies, leading to the Bachelor of Arts (B.A.) degree

Executive Summary

Mitchell College has applied to the Board of Governors for Higher Education for accreditation of an Environmental Studies program, leading to a Bachelor of Arts (B.A.) degree. The program was licensed, without stipulations, by the Board of Governors in May 2006 for a period of three years, until May 31, 2009.

The program is an interdisciplinary program which takes advantage of the expertise of Mitchell's present faculty (Business, Humanities, Criminal Justice, Social Science, Mathematics, and Science) and which has a marine focus. The interdisciplinary approach, the College noted at the time of licensure, allows students to gain the broad knowledge and skills necessary to fully understand the complexities of environmental issues.

The Advisory Committee on Accreditation, at its meeting on April 9, 2009, 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 Environmental Studies, leading to the Bachelor of Science (B.S.) degree, offered by Mitchell College, for a period of time concurrent with institutional accreditation.

Description

Purpose and Objectives

The Environmental Studies program, as the College noted when it applied for licensure of the program, seeks to provide a vocationally relevant introduction to environmental issues in the context of responsible citizenship.

Administration

The Vice President for Academic Affairs is responsible for the program and exercises general oversight. Day-to-day management of the program is in the hands of a full-time program coordinator who holds a doctoral degree in Marine Ecology. Since the program was licensed, the College has appointed an Environmental Studies Advisory Board whose members include educators, marine scientists, corporate and industrial members, and regulatory analysts.

Curriculum

The 120 credit hour program consists of the College's 40 credit hour General Education requirement; 55-58 credit hours of the interdisciplinary Environmental Studies core; and student electives. As part of the Environmental Science core students must take a one credit course in environmental career opportunities. Also required is a capstone experience requiring a senior research project and an internship. With faculty guidance a student can utilize his or her electives to design an Environmental Science concentration to meet individual student needs. An outline of the curriculum is included as an Attachment.

The program has, in addition, since licensure, been awarded several grants, among them grants from the New London Water Authority, the CT Department of Environmental Protection, National Fish and Wildlife, Pfizer, and other sources. Projects being supported include American Eels, Mitchell Woods Rabbit Population Assessment, New London/Waterford Greenway Project, Invasive Species Growth Inhibition, Coral Propagation Project, Mitchell Woods Invasive Plant Project, Mitchell Earth Day, and the Mitchell Beach Restoration Project.

Admission and Enrollment

At the time of program licensure, the College anticipated a new student enrollment of 12 new students in the first year, 20 in the second, and 28 in the third year based upon continued student inquiries at the Admissions Office. The program currently enrolls 13 full-time students.

Educational Planning Context

The United States Department of Labor's, Occupational Outlook Handbook: 2006-07 Edition (www.cls.gov/oco/home.htm) states that employment of environmental scientists is expected to grow about as fast as the average for all occupations through 2014. Job growth for environmental scientists should be strongest at private-sector consulting firms. Demand for environmental scientists will be spurred largely by public policy, which will oblige companies and organizations to comply with complex environmental laws and regulations, particularly those regarding ground-water decontamination, clean air, and flood control.

Resource Support

Faculty

The College lists six faculty members as teaching courses in the program. All hold a minimum of a master's degree and eight of them hold doctoral degrees.

Library

The College's library holdings are over 42,000 books, 90 serial subscriptions, and seven electronic information resources, most of which contain full text journal articles. The library has identified around sixty titles that directly support the proposed program as well as nine on-line data bases containing over a hundred applicable full-text journals.

Since the time of program licensure, the College has added more than 130 books and textbooks in the field and various relevant DVD and VHS materials.

Facilities and Equipment

At the time of program licensure, the College stated that it would be committing \$30,000 a year for four years to purchase additional lab equipment and to provide appropriate field experiences.

Since program licensure, the College has added the following equipment: Digital Filter Fluorometer, Digital Filter Fluorometer Cuvet, Aquafluor Fluorometer, DI Water System, pH/EC/TDS Meter, Vacuum Pressure Pump, Handheld Vacuum Pump, Laboratory pH Meter, handheld multiparametric meters, Soil Quality Measurement Kit, Settling cones, and Plankton Nets. Under the auspices of the Beach Project, and using external grant money awarded for this purpose, the College has also ordered 2000 ft of dune fencing, 5000 dune plants, and numerous planting and digging tools. The College has also been the recipient of equipment donated by Pfizer: Automatic Micropipet (1), Electrophoresis Power Supplies (2), Gel Boxes (2), Microcentrifuge (1), Water Baths (2) - one large; one small, UV Lights (2), Incubation Oven (1) - large, Vortex (1), Hot Plates/Stirrers (4), U.V. Spectrophotometer (1), Microplate Filler and Reader (1), Analytical Balances (2), Toploading Balances (2), Phase Contrast Microscope (1), Compound Light Microscope (1), Dual View Compound Light Microscope (1).

ATTACHMENT

Institution: Mitchell College
Program: BA in Environmental Studies (120)

General Education Requirements (41- 42)

MA 105 – College Algebra (or higher) (3-4)
BI 105 – General Biology I (4)
History Elective (3)
Fine Arts Elective (3)
Literature (200 level) (3)
Humanities Elective (3)
Social Science Course (General Psychology I, Intro. Sociology, or Intro. Human Development)(3)
GV119 – American Government & Politics (3)
FS 101—First Year Seminar (1)
EL 101 – Introduction to College Writing (3)
EL 102 – College Writing & Research (3)
EL 230 – Effective Speech & Communications (3)
IS 120 – Information Systems (3) *
EC132 – Microeconomics (3)

Environmental Studies Core (56-58)

BI 106 – General Biology II (4)
CH 111 – General College Chemistry I (4)
CH 112 – General College Chemistry II (4) *
MA 111 – Statistics (4) *
Career Seminar (1)
Environmental Studies (3) **
Scientific Writing (3)
Environmental Instrumentation Course (3)
Fundamentals of Ecology (4)
Marine Ecology (4)
Societal Impact of Global Climate Change (4)
Environmental Economics (3)
Environmental Law (3)
Science & Public Policy (3)
Human Health & Environment (3)
Senior Capstone Internship (3)
Two Directed Science Electives

Open Electives (20-23)

* Course will include special project for students majoring in Environmental Studies.

** Course also fulfills general education's Ethics requirement

STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Post University

Item: Licensure of a program in Child Studies, leading to the Bachelor of Science (B.S.) degree

Executive Summary

Post University has applied to the Board of Governors for Higher Education for licensure of a program in Child Studies leading to the Bachelor of Science (B.S.) degree. Post University has offered an Early Childhood Education program leading to the Associate in Science degree for more than 25 years. The proposed baccalaureate program in Child Studies will be offered on-campus as well as at the University's regional sites and online through the University's Accelerated Degree Program (ADP) Division. The development of a Bachelor's program in Child Studies supports this initiative by preparing qualified professionals, thus, ensuring the quality of early childhood programs on both state and national levels.

The Advisory Committee on Accreditation, at its meeting on April 9, 2009, 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 a program in Child Studies, leading to the Bachelor of Science (B.S.) degree, offered by Post University, for a period of three years, until May 31, 2012.

Description

Purpose and Objectives

The University indicated that the proposed program is intended:

- To provide opportunity for existing students to further their education in the field of early childhood education in order to meet the educational standards set forth both locally and nationally by the National Association for the Education of Young Children (NAEYC). As well as to allow for individuals already working in the field, prospective students, the opportunity to further their education in order to maintain their present positions and/or to pursue advancement.
- To provide knowledge in the areas of child growth and development and the impact that culture, community, and society has on young children, both typically and atypically developing, in relation to their education and learning.
- To provide instruction and field work experiences in Child Studies that provides an opportunity for practical application of knowledge and skills through observation, participation, and planning.
- To provide students with knowledge of NAEYC standards and the Connecticut State Department of Education Preschool Framework standards set forth to ensure that young children receive adequate, developmentally appropriate care, services, and education.
- To educate students on the initiative to improve the quality of services being provided to young children and the impact this has on teachers in the field in regard to:
 - Teacher educational requirements and standards
 - Developmentally appropriate practices in ECE
 - Program standards and requirements
 - Code of ethical conduct
 - Commitment to professional growth and professionalism.

Administration

The University plans to hire a full-time faculty member who will also serve as Director of the Child Studies Program.

Curriculum

The program requires a minimum of 121 credits to complete. The program includes two seminar/practice teaching courses, CHS 299 and CHS 490. A total of nine credit hours are assigned to these courses and follow the University's contact hour guidelines for field work experiences and the general field work standards as set forth by NAEYC. The

course work will be completed under the direction of the faculty member of record who will evaluate the student's performance in collaboration with the cooperating teacher at the field site.

A sample curriculum is attached.

Projected enrollment

The University projects an enrollment of 5 full-time and 28 part-time students in the first year of the program.

Similar Programs

There two Child Studies programs; one recently approved at Goodwin College and one at St. Joseph College. The program at St. Joseph College awards an average of 19 degrees in the field annually.

Assessment of Need

The College notes that a report from The Connecticut Center for Economic Analysis at the University of Connecticut, projects growth in the need for early childhood education teachers through 2035. The increase in the number of ECE teachers is due, not only to the increase in the population of children within the ECE age group, but also the emphasis on movements toward universal preschool and insuring that all children are "ready to learn" before they enter Kindergarten. The Connecticut Department of Education, in conjunction with the Department of Social Services, have allocated School Readiness funds to increase the number of spaces available for young children to attend high quality early childhood education programs.

Accordingly, School Readiness programs are required to meet NAEYC accreditation standards within three years and/or to maintain existing accreditation. NAEYC standards for teacher qualification have both a local and national impact. NAEYC standards require that by 2015 any program with one classroom must have at least one teacher working on a bachelor's degree; any program with two classrooms and two teachers must have at least one teacher with a bachelor's degree; any program with three classrooms and three teachers, that at least one of the three teachers must have a bachelors degree; and that a program with four or more classrooms must have at least 50 percent of teachers with a bachelor's degree. NAEYC bachelor degree requirements further increase for all program sizes with a timeline deadline of 2020. Bachelor degrees must be in ECE or its equivalent requiring at least 36 college credits in early childhood education, child development, elementary education, or early childhood special education. Additionally, data obtained form National Institute for Early Childhood Education Research indicates that presently 31 percent of Head Start teachers have a bachelor's degree and that the National Head Start Association supports increasing credentialing requirements in an

effort to bring the percentage of Head Start teachers holding bachelor's degrees to be at least at 50 percent.

Resource Support

Faculty

The University lists 5 full-time and three part-time faculty members that will teach in the program. The University plans to hire a full-time Director of the Child Studies program.

Library and Learning Resources

The library director has identified approximately 5,000 volumes, 115 videos and about 100 periodicals that will serve the educational and research needs of the program. In particular of note is VERSO with over 1,250 LD books and 400 ECE books and Educator's Reference Complete with nine full text higher education indexes; seven full text Leadership indexes; eight indexes in early childhood; and, 10 indexed references in children.

In addition, all students, faculty, and staff, have onsite and online remote access to various subject databases through the library website, such as iCONN Digital Library, which encompasses Proquest's ABI-Inform for Business; Lexis-Nexis Academic Universe; PsychoInfo for Psychology and Sociology; Cinahl, nursing database; Pre-Cinahl; and, general databases such as Gale Infotrac. The library subscribes to the following Ebscohost collection of databases: Academic Search Elite; Business Source Elite; Regional Business News; and, BasicBiosis. The library also is licensed for Reference USA, a company database, and Encyclopedia Britannica Fulltext Online, procured through NELINET consortia.

Facilities and Equipment

Post University licenses from Blackboard, Inc. its learning management system for the delivery of online educational experiences as well as capabilities to enable an interactive online learning environment. Post uses the Blackboard technical infrastructure, support, and software to deliver all of its online degree and certificate programs as well as all campus courses are also supported similarly.

Post University provides 24/7/365 help desk technical support through Presidium Learning, Inc. to complement Blackboard and to provide technical assistance to students enrolled in online courses. Presidium Learning provides managed services to support academic technology and learning-based enterprises by providing industry leading processes, technology, and human resource expertise. Presidium offers Post a fully managed, multi-channel contact center environment for instructional and technical support.

Other Pertinent Physical Facilities

The University has thirty classrooms in four academic buildings. Approximately 75 percent are “smart” classrooms equipped with PC workstations, LCD projectors for multi-media instruction, and DVD/VCR combination video units. These classrooms will provide an ideal environment to host the campus-based Child Studies program and its students.

The University has two completely refurbished student computer laboratories with flat screen workstations dedicated exclusively for student use and each is open more than 100 hours per week. In addition, the computers in the University library and the University Learning Center are available to all students. Collectively, the University’s equipment and physical facilities are sufficient to initiate and maintain the Child Studies program.

Bachelor of Science in Child Studies

General Education Core

Basic Skills 12 CH

| | |
|---------|----------------------------|
| ENG 101 | Composition |
| ENG 102 | Composition and Literature |
| ENG 207 | Speech Communication |
| CIS 112 | Introduction to Computing |

Humanities 12 CH

| | |
|-----------------|---|
| ENG/CHS/ECE 203 | Children’s Literature and Language Arts |
| HIS 201 | U.S. History |
| Elective | |
| Elective | |

Social Sciences 12 CH

| | |
|---------|--|
| SOC 101 | Principles of Sociology |
| PSY 101 | Fundamentals of Psychology |
| PSY 201 | Child Development |
| SOC 364 | Human Behavior in the Social Environment |

Mathematics/Science 10 CH

| | |
|---------|-----------------|
| MAT 120 | College Algebra |
| MAT 220 | Statistics |
| BIO 133 | Biology I w/Lab |

| | | |
|-------------------------------------|--|-------|
| <u>General Education Electives</u> | | 15 CH |
| | | 61 CH |
| II. University Leadership Core | | 6CH |
| III. Major Requirements | | 36 CH |
| CHS/ECE 111 | Foundations of Early Childhood Education | |
| CHS/ECE 201 | Creative Activities | |
| CHS/ECE 208 | Teaching the Exceptional Child | |
| CHS/ECE 250 | Mathematics, Science and Technology in ECE | |
| CHS/ECE 252 | Social Studies in Early Childhood Education | |
| CHS/ECE 254 | Health, Safety, and Nutrition | |
| CHS/ECE 299 | Practicum | |
| CHS 320 | Emergent Literacy | |
| CHS 425 | Curriculum Approaches in Early Childhood Education | |
| CHS 450 | Observation, Assessment, and Individualization | |
| CHS 490 | Capstone: Student Teaching (6 credit hours) | |
| IV. Interdisciplinary Concentration | | 12 CH |
| V. Career and Self-Awareness | | 6 CH |
| | Total Credit Hours | 121CH |

STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Post University

Item: Accreditation of a program in Business Administration with tracks in Entrepreneurship and Corporate Innovation, leading to the Master of Business Administration (MBA) degree, offered on-ground and on-line

Executive Summary

Post University has applied to the Board of Governors for Higher Education for accreditation of a Master of Business Administration program, with tracks in Entrepreneurship and Corporate Innovation, to be offered in both on-ground and on-line formats. The program was licensed by the Board of Governors, with no stipulations, on October 17, 2007, for a period of three years, until October 31, 2010.

The Advisory Committee on Accreditation, at its meeting on April 9, 2009, 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 Business Administration, with tracks in Entrepreneurship and Corporate Innovation, leading to the Master of Business Administration (MBA) degree, offered by Post University, for a period of time concurrent with institutional accreditation.

Description

Purpose and Objectives

The University states that the program is designed to meet the educational needs of individuals who are employed and seeking advancement or those seeking to start up and operate their own businesses. The University indicates that the program focuses on a multi-disciplinary understanding of the theoretical foundations of creativity, innovation, and discovery and their application to corporate innovation and entrepreneurship. These concepts, the University stated at the time of program licensure, are infused throughout the curriculum's core courses and specializations and cover areas such as managing creativity, the economics of innovation, creative marketing, financial tools for implementing innovation, and using predictive tools that foster creativity and innovation in organizations across private, public or non-profit sectors.

The specific objectives of the program, according to the University, are:

- Focusing on an understanding of how creativity and innovation may be used as tools for economic growth and development.
- Encouraging students to learn how to improve the innovative performance of organizations, both large and small, or startups through leading and managing creative growth strategies.
- Providing students with the knowledge, tools, and techniques to enable business professionals to lead and manage innovation within and across existing organization or in a business start-up.
- Enabling students to understand how organizational systems and technology contribute to innovative and creative processes.
- Encouraging students to learn how to develop and use metrics and predictive tools to implement innovative and creative strategies.
- Providing a practical hands-on learning experience where students are required to apply the knowledge and skills acquired in the program.
- Encouraging students to understand how local, regional, national, and global trends may affect and shape creativity and innovation in organizations.
- Forming strategic alliances and partnerships with businesses and other organizations to provide a variety of venues for students to apply innovation strategies in a practical setting as part of the capstone seminar and consulting project.

Specific objectives of the Entrepreneurship concentration are:

- Enabling students to understand the entrepreneurial process and how to recognize and evaluate business opportunities for economic potential.
- Enabling students to design and conduct an information inquiry and analyze and interpret data.
- Preparing students with the knowledge and skills required to document a business plan.
- Enabling students to understand the personal commitments and the importance of relationships in the business development process.

- Enabling students to understand the legal, administrative, technological, marketing, financial management, planning, and project management issues that impact new venture creation.

Specific objectives of the Corporate Innovation concentration are:

- Enabling students to understand the conceptual frameworks underlying innovation and creativity and the skills needed to initiate and manage innovation in organizations.
- Enabling students to design and conduct an information inquiry and analyze and interpret data.
- Enabling students to understand and manage the diffusion of innovation.
- Enabling students to understand the complexity of the process of innovation and how organizations leverage this process.
- Enabling students to understand the legal, administrative, technological, marketing, financial management, planning, and project management issues that impact new venture creation.

Administration

The program is housed in the University's School of Business and Professional Studies under the direction of a Professor of Finance, who reports directly to the Vice President for Academic Affairs, who has academic and administrative responsibility for all academic programs.

Curriculum

After completing common core courses, students focus their interests on one of two areas of specialization: Entrepreneurship or Corporate Innovation. The program culminates with a capstone project requiring students to apply the knowledge and skills acquired during the program.

Since the program relies heavily on information technology as a fundamental tool of creativity and innovation, the University states that technology is integrated throughout the program under the direction of a faculty advisor. The program is designed primarily as a part-time program and is offered evenings and weekends on-campus and online through the University's Online and Sites Division. The curriculum is attached.

According to the University, when students select the Corporate Innovation specialization, they are required to complete a consulting project in an existing organization as part of the capstone course requirement. Those who select the entrepreneurship specialization are required to present their business plan to venture capitalists as part of the capstone course requirement.

Admissions and Enrollment

The following standards must be satisfied to be considered for admission for graduate study:

- A baccalaureate degree from a regionally accredited or nationally recognized institution of higher education.
- An overall grade point average of 3.0 on a 4.0 point scale in undergraduate studies.
- At least two letters of reference.
- A personal interview.
- Demonstrated work experience relevant to graduate study.
- Demonstrated potential for advanced graduate study.

Students accepted into the program must maintain an overall cumulative grade point average of at least 3.0 on a 4.0 point scale. Students whose cumulative average falls below the University standard will be subject to dismissal from the University. All course work must be completed during the six-year period immediately preceding degree conferral.

At the time of program licensure, the University projected an enrollment of 30 students in the first year of the program and 55 students by year three. The program currently enrolls 129 students, all of whom are enrolled part-time.

Educational Planning Context

The University continues to believe that employment opportunities for business graduates at the undergraduate and graduate levels remain strong both regionally and nationally. At the time of licensure, employment projections according to the Connecticut State Department of Labor for business managers and officials “will increase at an above average rate through 2012.” According to those projections, at the time management and business financial occupations were expected to remain the third largest growth occupations throughout this period after “professional and technical” workers and the “service” sector.

Resource Support

Faculty

The program lists an administrative head, three full-time faculty members, and nine part-time faculty members. The University is currently conducting a national search for an Academic Program Manager for the Entrepreneurship Track and will be undertaking a national search for an Academic Program Manager for Business Administration and Finance (Graduate Level). Each will hold appropriate faculty rank. The searches are part

of the University's plans at the time of licensure to hire three full-time faculty members to provide teaching and administrative support to the graduate program.

The Academic Program Managers are part of the University's planned transition of MBA courses away from the full-time undergraduate faculty to new full-time faculty and qualified part-time adjunct faculty dedicated to the MBA program.

Resource Centers and Libraries

The University states that it has upgraded its electronic business library resources. It has also added almost 2,000 more full-text market research reports, a dozen more full-text working papers, more than 100 full-text case studies, and various other full-text resources for teaching and research. The University states that its library is focusing on building electronic resources that can be accessed remotely on the web. MBA students, according to the University's report, have full access to all library resources electronically through a password and total access to statewide library resources available through iCONN.

Facilities and Equipment

The University notes that it licenses from Blackboard, Inc. its learning management system for the delivery of online educational experiences as well as capabilities to enable an interactive online learning environment. Post uses the Blackboard technical infrastructure, support, and software to deliver all of its online degree and certificate programs. The University indicates also that it provides 24/7/365 help desk technical support through Presidium Learning, Inc. to complement Blackboard and to provide technical assistance to students enrolled in online courses. Presidium Learning provides managed services to support academic technology and learning-based enterprises by providing industry leading processes, technology, and human resource expertise. Presidium offers Post a fully managed, multi-channel contact center environment for instructional and technical support.

In addition, the University provides instructional design support to faculty through its Faculty Development Center. Also, the University has adopted WebSurvey to conduct online and email surveys and evaluations.

Appendix A: Curriculum

MBA Undergraduate Prerequisite Course

MAT220 Business Statistics¹

MBA Program Foundation Courses (9 crs.)

BUS501 Economic Foundations of Applied Accounting and Finance (3 crs.) *New Course*

BUS503 Integrated Marketing for Managers (3 crs.) *New Course*

BUS 505 Organizational Creativity, Discovery, and Innovation (3 crs.)

MBA Core Courses (18 crs.)

BUS507 The Future of Leadership and Management (3 crs.) *New Course*

BUS 510 Financial Modeling (3 crs.)

BUS 515 Organizational Dynamics and Effectiveness (3 crs.)

BUS 520 Competitive Intelligence (3 crs.)

BUS 525 Business Strategy and Planning (3 crs.)

BUS 530 Project Management (3 crs.)

MBA Concentrations (12 crs.)

A. Corporate Innovation

BUS 660 Leadership and Change Management (3 crs.)

BUS 665 Unleashing and Sustaining Innovation in Organizations (3 crs.)

BUS 670 Complexity of the Innovative Process: Multidimensional Aspects of Innovation (3 crs.)

BUS 675 Financial Tools for Managing Innovation (3 crs.)

B. Entrepreneurship

BUS 610 New Venture Creation (3 crs.)

BUS 615 New Product Development and Management (3 crs.)

BUS 620 Financing the New Venture (3 crs.)

BUS 625 Acquisitions in New Business Formation (3 crs.)

Capstone Course and Culminating Experience (4 crs.)

BUS 699 Graduate Seminar and Capstone Project (4 crs.)

MBA Program Total Credits (43 Credits)

¹ May be waived if a student has taken a business statistics or other statistics course at the undergraduate or graduate level.

STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Quinnipiac University

Item: Licensure and Accreditation of online Master of Business Administration, Master of Business Administration in Health Care Management, and Health Care Compliance Certificate programs

Executive Summary

Quinnipiac University has applied to the Board of Governors for Higher Education for approval to offer three accredited programs – the Master of Business Administration, the Master of Business Administration in Health Care Management, and the Health Care Compliance Certificate – online. The Master of Business Administration currently offered by the University was accredited in 1988. The Master of Business Administration in Health Care Management was accredited by the Board of Governors in October 2007, and the Health Care Compliance Certificate was accredited by the Board of Governors in December 2007. The University now wishes to offer all three programs in an online format in addition to the on-campus venue. The University is taking this step to provide a flexible program option for students to be able to further their educations while working.

The Advisory Committee on Accreditation, at its meeting on March 12, 2009, 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 the online Master of Business Administration, Master of Business Administration in Health Care Management, and Health Care Compliance Certificate programs offered by Quinnipiac University, for a period of time concurrent with institutional accreditation.

Description

Purpose and Objectives

Master of Business Administration

The Master of Business Administration, the University states, seeks to provide students with a broad professional education and to acquaint them with the theories, principles and strategies needed for successful careers in business. In addition to acquiring course content and an understanding of business systems, the University notes that students are taught to be innovative in their approach to solving problems and making decisions; they are exposed to sound ethical standards and skill development in the areas of negotiation, cooperation, and interpersonal relations are an integral part of the curriculum; and, they are prepared to be action-oriented.

Master of Business Administration in Health Care Management

According to the University, the M.B.A. in Health Care Management program creates an environment that develops creativity and critical thinking; emphasizes the central importance of ethical decision-making and behavior in health care organizations; teaches the role of cultural diversity in health care and health care organizations; provides a perspective on the present and future of health care as well as providing a thorough understanding of the historical development of the industry in this country; introduces and emphasizes modern concepts of teamwork and management as they apply to health care; emphasizes the critical role of information technology in health care management; and encourages life-long learning.

Health Care Compliance Certificate

The Health Care Compliance Certificate program was developed as a joint program between the Quinnipiac University School of Business and School of Law. The program was developed in response to a growing need for trained compliance officers in all areas of the health care industry and the need to raise the level of professionalism among such officers. Representatives from the School of Business and School of Law worked with the Health Care Compliance Association (HCCA) to develop the program. The program is designed for individuals with five or more years of experience in the health care industry and a minimum of a baccalaureate degree from an accredited university. The program is also available to Quinnipiac University MBA students, MBA in Health Care Administration students and students pursuing a JD, joint JD/MBA or JD/MBA-Health Care Management degree.

Administration

The Directors of the programs will continue to have responsibility for all administrative duties for the programs as they are delivered online.

Curriculum

The curriculums for the online versions of the three programs are identical to those of the present programs as approved by the Board of Governors. Courses, though, the University notes, may be offered in an accelerated format as well as in traditional semester-long formats.

MBA Program

The MBA program is a total of 46 credits. This includes a 34 credit core and 12 credits of electives. Students can choose to take electives within one discipline for greater depth of knowledge in that area, or spread their electives across various disciplines for a broad-based view

| Category | Course Number | Course Title | Credits |
|---|---------------|---|-----------------|
| MBA Foundation and Strategic Courses | MBA 600 | Financial Reporting & Analysis | 3 |
| | MBA 605 | Business Communications | 1 |
| | MBA 610 | Business Decision Analysis | 3 |
| | AC 600 | Strategic Cost & Profitability Analysis | 3 |
| | MG 600 | Business Ethics & Legal Environment | 3 |
| | FIN 600 | Financial Performance Analysis | 3 |
| | MG 610 | Managing People & Organizations | 3 |
| | MK 600 | Managing Customers & Markets | 3 |
| | MG 690 | Strategic Management (Capstone) | 3 |
| | CIS 600 | Information Systems Strategy | 3 |
| | EC 600 | Economics for Business Decision Making | 3 |
| | IB 600 | Managing in a Global Economy | 3 |
| | | | <i>Subtotal</i> |

In addition to these courses, students enrolled in the MBA program must complete 12 additional credits in graduate courses in business.

MBA in Health Care Management

The MBA in Health Care Management program curriculum requires the completion of nine foundation and strategic courses from the current M.B.A. curriculum. Six domain specific health management courses are required. Seven elective health management courses are offered from which the student selects three elective courses. The program requires 18 courses, or 52 credit hours. With few exceptions, both health management and M.B.A. courses can be taken simultaneously. All courses are currently existing and offered on campus.

| Category | Course Number | Course Title | Credits |
|---|---------------|---|-----------|
| MBA Foundation and Strategic Courses | MBA 600 | Financial Reporting & Analysis | 3 |
| | MBA 605 | Business Communications | 1 |
| | MBA 610 | Business Decision Analysis | 3 |
| | AC 600 | Strategic Cost & Profitability Analysis | 3 |
| | MG 600 | Business Ethics & Legal Environment | 3 |
| | FIN 600 | Financial Performance Analysis | 3 |
| | MG 610 | Managing People & Organizations | 3 |
| | MK 600 | Managing Customers & Markets | 3 |
| | MG 690 | Strategic Management (Capstone) | 3 |
| | | <i>Subtotal</i> | 25 |

| | | | |
|--|-----------------|--|-----------|
| Domain Specific Health Management Courses | HM 600 | Foundations of Health Care Management | 3 |
| | HM 610 | Health Care Law and Health Policy | 3 |
| | HM 621 | Quality Management in Health Care Facilities | 3 |
| | HM 626 | Epidemiology/Population Health | 3 |
| | HM 664 | Financial Management in Health Care | 3 |
| | HM 670 | Health Economics | 3 |
| | <i>Subtotal</i> | | |
| Elective Courses (Choose Three) | HM 630 | Corporate Compliance in Health Care Industry | 3 |
| | HM 660 | Human Resource Management in Health Services | 3 |
| | HM 663 | Integrated Health Care Systems & Managed Care | 3 |
| | HM 667 | Strategic Planning & Marketing in Health Services | 3 |
| | HM 669 | Organization & Management of Long-Term Care Facilities | 3 |
| | HM 781/782 | Residency I and II | 6 |
| | HM 783/784 | Consulting Practicum I and II | 6 |
| <i>Subtotal</i> | | | 9 |
| Total | | | 52 |

Health Care Compliance Certificate

The program requires completion of six courses. Courses in the program come from existing business and law courses. The curriculum is as follows.

Required:

HM 630 – Corporate Compliance in the Health Care Industry (3 credits)

General Management – 6 credits required from among the following:

HM 621 – Quality Management in Health Care Facilities (3 credits)

HM 660 – Human Resource Management in Health Services Administration (3 credits)

MG 600 – Business Ethics & Legal Environment (3 credits)

MG 603 – Project Management (3 credits)

MG 610 – Managing People and Organizations (3 credits)

Law Courses – 2 courses required from among the following:

HM 668 - Legal Aspects of the Health Care Industry (3 credits) – students with no law background must take this course.

LAW 345 – Law & Medicine (2 credits)

LAW 348 – Advanced Law & Medicine (2 credits)

LAW 352 – Health Care Business Transactions (2 credits)

LAW 542 – Regulation of Health Care Industries (2 credits)

LAW 601- Managed Care Law (2 credits)

Financial Management – 3 credits required:

HM 664 – Financial Management in Health Care (3 credits)

Admissions and Enrollment

Students will be accepted into the programs following the same admissions process and requirements as the existing on-campus programs. The University anticipates that students will come from Connecticut, from other states, and from other countries. Projected enrollment in the online programs will be 25 students in 2009-2010 and 50 students in 2010-11.

Educational Planning Context

The US Department of Labor, in its most recent projections, anticipated growth of about 9% in supervisory/executive jobs in business. Most of that growth is expected to be in mid-level positions, which are often taken by recent MBA graduates.

The University states that the online formats of these programs will allow students to complete their degree programs even if they are working professionals or if they have to relocate, allowing them to balance work and family life obligations.

In addition, the University points to several other competing universities in the Northeast that already have such online or campus/online hybrid programs. That trend seeks to open up options to better serve students, and Quinnipiac University is committed to participating in that effort as well.

Resource Support

Faculty

The University states that the online programs will be taught by a combination of current tenure-track faculty and adjunct faculty members drawn from the profession. The Director of Graduate Programs in Business is also able to participate in these offerings.

Resource Centers and Libraries

Web-based resources, including electronic journal access and eBooks, are available to online students through internet access. Courses in the program use the Blackboard system, which facilitates communication among instructors and students. Blackboard also allows the posting of course material, lectures and notes, as well as links to reference materials in and websites on the internet.

STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Quinnipiac University

Item: Licensure and Accreditation of a program in Public Relations, leading to the Master of Science degree

Executive Summary

Quinnipiac University has applied to the Board of Governors for Higher Education for licensure of a program in Public Relations, leading to the Master of Science (M.S.) degree. The proposed program is designed to attract two primary publics: 1) early- to mid-career professionals interested in advancing their careers in public relations and/or transitioning into public relations from complementary fields such as (but not limited to) finance, health, technology, human resources, journalism, marketing and law; and 2) recent graduates of bachelor's degree programs in public relations and other disciplines who wish to pursue a career in public relations

The proposed program builds on a strong undergraduate program in Public Relations. Students who successfully complete the program will be qualified to work as public relations specialists in both the public sector and private sector with expertise and skills applicable to corporate, non-profit and government institutions. Possible positions include public relations director, media relations manager, public affairs officer, employee relations specialist, investor relations manager, account executive and firm principal.

The Advisory Committee on Accreditation, at its meeting on March 12, 2009, 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 Public Relations, leading to the Master of Science (M.S.) degree, offered by Quinnipiac University, for a period of time concurrent with institutional accreditation.

Description

Purpose and Objectives

The University indicates that the goal of the M.S. in Public Relations program is to develop professionally-competent, socially responsible and globally-conscious graduates who are familiar with the conceptual and theoretical foundations of public relations, capable of conducting and analyzing public relations research, and skilled in contemporary public relations practices and techniques.

Administration

The program director will be responsible for administrative and budgetary planning and curriculum development. The program director will report directly to the Dean of the School of Communications.

Curriculum

The curriculum consists of 36 credits. A sample plan of study is as follows:

Core requirements: (21 credits)

- PRR 501 Principles and Theories of Public Relations
- PRR 502 Public Relations Research Methods
- PRR 503 Public Relations Research Design
- PRR 504 Law and Ethics in Public Relations
- PRR 505 Public Relations Writing
- PRR 506 Public Relations Management
- PRR 507 Strategic Planning in Public Relations

Public relations elective requirements: (6 credits)

Two public relations electives

Free elective: (3 credits)

Public relations elective
OR
Outside elective approved by advisor

Capstone requirement (6 credits)

PRR 601 Professional project
OR
PRR 602 Research thesis

TOTAL REQUIREMENTS: 36 credits

Enrollment Projections

The University projects an enrollment of 16 full-time and 5 part-time students in the first year and 18 full-time and 7 part-time students in the second year of the program.

Similar Programs

There are no similar programs in Connecticut.

Educational Planning Context

The University notes that public relations students make up about 15 percent of undergraduate enrollments in the nearly 500 journalism and mass communications programs in U.S. colleges and universities. The number of undergraduate students majoring in public relations has held steady, although showing some up-and-down activity, over the past 20 years. The Enrollment Report published annually in the Journalism and Mass Communications Educator noted in 2006 that while enrollments have declined somewhat in advertising and telecommunications, public relations “remains a very attractive field of study for students in journalism and mass communications.” Although the report does not track graduate enrollments by discipline, it observes that the number of graduate degrees in journalism and mass communications grew 22.6 percent from 2005 to 2006, illustrating growing interest in graduate study in these fields.

The number of jobs in public relations has expanded along with enrollments. The U.S. Bureau of Labor Statistics predicts an 18-26 percent increase in employment through 2014 for public relations specialists: “Employment of public relations specialists is expected to grow faster than average for all occupations through 2014. The need for good public relations in an increasingly competitive business environment should spur demand for public relations specialists in organizations of all types and sizes.

Resource Support

Faculty

The University lists five full-time faculty members; four doctorally qualified faculty and one masters/JD faculty member.

Library and Learning Resources

Quinnipiac University’s Arnold Bernhard Library has extensive traditional and digital resources, including more than 148,000 books. The library’s web-based Journal Locator provides access to some 44,000 periodicals available online and another 2,000 titles available in print and microform formats. Library materials required to support the M.S.

in Public Relations program are available online via Quinnipiac University's extensive database services (e.g., Communications and Mass Media Complete, ABI Inform, Communication Studies) or in periodical paper format. The library maintains a large number of computers linked to the University network and to the Internet to which students will have access both on campus and from off-campus locations. These resources will provide students extensive access to materials in both the primary field of public relations and cognate subject areas.

The only additional library sources required will be journals in specialty public relations practice areas such as investor relations, public diplomacy, and healthcare public relations. The University has allocated \$3,000 in each of the next three years to augment the collection.

Facilities

The M.S. in Public Relations program will be housed with other graduate programs in the Quinnipiac University School of Communications in the Ed McMahon Mass Communications Center, which offers state-of-the-art facilities. Classes will be taught in the McMahon Center and other campus locations. No specialized physical facilities or equipment will be needed to initiate the program. Additional dedicated space on the North Haven campus will accommodate anticipated future growth.

STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Saint Joseph College, West Hartford

Item: Accreditation of a program in online Biochemistry, leading to the Master of Science (M.S.) degree

Executive Summary

Saint Joseph College has applied to the Board of Governors for accreditation of an online program in Biochemistry, leading to the Master of Science degree. The program was licensed by the Board of Governors for Higher Education in September 2007 for a period of three years, until June 30, 2010. The program was initiated in January 2008, and there are students who are approaching graduation.

The online delivery system has been reported by the College to be a successful alternative to working professionals and to those students who live outside the local area.

Biochemistry integrates the fields of biology and chemistry utilizing chemical concepts to understand molecular function in biological systems.

The Advisory Committee on Accreditation, at its meeting on April 9, 2009, reviewed the program and found it to be in compliance with Board of Governors approval standards. The motion to recommend approval to the Board of Governors passed with one opposed.

Commissioner's Recommendation

It is recommended that the Board of Governors for Higher Education accredit a program in online Biochemistry, leading to the Master of Science (M.S.) degree, offered by Saint Joseph College, for a period of time concurrent with institutional accreditation.

Description

Purpose and Objectives

The online Biochemistry Master's degree program is designed for non-traditional graduate students who are interested in advanced study in the field. It is particularly designed for those students who are working in health and pharmaceutical fields, as well as others who cannot meet in a classroom during normal classroom hours.

The College reports that most courses in biochemical theory can be offered at the graduate level in an online format, with the support of good faculty, appropriate textbooks, internet resources, and CDROM supplements. There are a number of free, downloadable software programs that allow students to manipulate biological molecules, such as protein. Through these programs, students interact with conditions that change the structure of these molecules and can better visualize what is happening at the molecular level.

Students who participate in an online graduate program, such as Biology or Biochemistry, have the ability to interact effectively both with other students in their courses and with the faculty member who monitors online discussions. Class size is limited to 15, which was found through experience to be the optimum number of participants in online problem solving sessions. Students work both individually and in groups. Typically, students must prepare presentations that other students may see through PowerPoint on Blackboard, and then share comments with opportunity for reflection.

The College reports the following learning outcomes for graduates of the Biochemistry program:

- Recognize the interconnections between biology and chemistry
- Analyze biological systems using advanced chemical concepts
- Relate medical diagnoses and treatment at the molecular level
- Articulate the relationship between the physical properties, of the reactants and products, and the reactivity of biological reactions
- Analyze equilibrium reactions and their biological use in metabolism
- Articulate the major intersections between the fields of genetics and biochemistry
- Evaluate the research literature in biochemistry
- Evaluate the contributions various sub-disciplines of biology have made to the field of biochemistry

Administration

The Biochemistry Master's program will be coordinated by a full-time Associate Professor of Chemistry who is also the Director of the Chemistry Graduate program.

Curriculum

Students are required to take 30 credits at the graduate level. Up to six credits may transfer in with prior approval from the program director. Nine credits are from required courses. Students may choose from two options for a culminating experience. They may either complete 30 credits of course work and arrange for a comprehensive exam, or complete 24 credit hours of coursework, and six credit hours of research leading to a thesis. The thesis defense must take place at Saint Joseph College. The comprehensive exam must be proctored and meet the requirements set by the College.

Required Courses:

| | | |
|----------|-------------------------|---|
| CHEM 500 | Chemical Thermodynamics | 3 |
| CHEM 530 | Biochemistry | 3 |
| BIOL 525 | Genetics | 3 |

Electives:

| | | |
|----------|-------------------------------|---|
| BIOL 510 | Cell Biology | 3 |
| BIOL 515 | Pharmacology | 3 |
| BIOL 516 | Toxicology | 3 |
| BIOL 518 | Endocrinology | 3 |
| BIOL 522 | Immunology | 3 |
| CHEM 560 | Advanced Organic Chemistry I | 3 |
| CHEM 561 | Advanced Organic Chemistry II | 3 |
| CHEM 585 | Biochemistry of Cancer | 3 |
| CHEM 593 | Advanced Seminar I | 3 |
| CHEM 594 | Advanced Seminar II | 3 |
| CHEM 597 | Independent Study | 3 |

Choose 5 of the above for the non-thesis option

Choose 3 of the above, plus the following for the thesis option:

Thesis Requirements:

| | | |
|----------|---------------------------|---|
| CHEM 598 | Research Planning Seminar | 3 |
| CHEM 599 | Master Thesis | 3 |

An additional 6 credits may be taken in another discipline or from the list of electives above.

| | |
|-------|----|
| Total | 30 |
|-------|----|

Admissions and Enrollment

Students entering this program must have a Bachelor's degree in Biochemistry, Biology or Chemistry, or alternatively at least 16 to 20 credits of college level Biology and Chemistry, which must include at least one year of Organic Chemistry, before entering the program. Thus, students have a fair amount of lab experience prior to entering this program and many students work in labs professionally. Students who would like additional lab experience may take on-ground instrumentation courses that are offered at Saint Joseph College.

The College anticipated enrollment in this graduate program to reach 20 students by the end of the 2008/09 academic year. In the one year since the College began accepting students into the online program in Biochemistry, 31 students have enrolled.

The program launched in the spring 2008 term with two cohorts of students.

Similar Programs

The College has found no degree program in biochemistry delivered online at the graduate or undergraduate level in New England.

| Mnem | Program Name | | | Number of Graduates | | | | |
|-------|--|---|------|---------------------|-------|-------|-------|-------|
| | | | | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 |
| STJOE | Biochemistry, on-line MS | L | | 0 | 0 | 0 | 0 | 0 |
| STJOE | Biochemistry MS | A | 1976 | 1 | 0 | 0 | 0 | 0 |
| UCONN | Biochemistry MS | A | 1976 | 1 | 1 | 4 | 4 | 7 |
| WESLY | Molecular Biology & Bio-Chemistry MA | A | 1985 | 1 | 2 | 2 | 0 | 3 |
| YALE | Molecular Biophysics & Biochemistry MS | A | 1982 | 8 | 0 | 5 | 9 | 10 |
| YALE | Molecular Biophysics & Biochemistry M.PH | A | 1998 | 3 | 20 | 19 | 22 | 10 |

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

The integrated nature of this program with Biology and Chemistry allows graduates to be competitive for employment opportunities in both fields, as well as the combined field of biochemistry. There are many pharmaceutical companies in Connecticut and New England for employment opportunities.

Some of the graduates from this program will continue to the doctoral level of study in Biochemistry. Graduates will be prepared to enter professional training in medicine, veterinary medicine, pharmacy, and allied health.

Resource Support

Faculty

Since the time of licensure, the Chemistry and Biology Departments have added three new faculty positions whose responsibilities include teaching in the online programs. Workloads were adjusted allowing the Program Director to teach one less course per year to meet the management responsibilities of the program. The College has listed two full-time Biology Professors, two full-time Chemistry Professors, and one part-time Chemistry Professor who teach in this program. Each of these individuals holds a doctoral degree.

Library and Learning Resources

Due to the online nature of this program, students will use electronic resources as well as the use of a well established mailing program by the library at Saint Joseph. The Pope Pius XII library has a license to use the BIOSIS database which provides access to research information directly from journals as soon as they are published. BIOSIS provides abstracts and full text for many journals, and covers well over 316 journals in the field of biology plus over 50 in Biochemistry. The College is a member of iCONN and thus expects its students to use those resources as well as other resources available online.

The Academic Resource Center provides online tutoring services.

Facilities and Equipment

No new facilities will be needed for the program. No major new equipment will be needed for this program. \$3000 per year has been budgeted by the College for general office and program support, as well as student activities.

STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Saint Joseph College

Item: Accreditation of a program in Latino Community Practice, leading to a Graduate Certificate

Executive Summary

Saint Joseph College has applied to the Board of Governors for licensure of a program in Latino Community Practice, within the Department of Social Work and Latino Community Practice, leading to a Graduate Certificate. The College notes that there are critical shortages of bilingual, bicultural professionals who are prepared to serve Latino communities. This program, the College notes, will be the only one in the state and in the region that certifies bilingual (in English and Spanish) and bicultural proficiency for professionals in social work and related fields.

The program was licensed in November 2006, without stipulations, for a period of three years, until November 30, 2009.

The Advisory Committee on Accreditation, at its meeting on April 9, 2009, 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 Latino Community Practice, leading to a Graduate Certificate, offered by Saint Joseph College, for a period of time concurrent with institutional accreditation.

Description

Purposes and Objectives

When it applied for licensure of the program, the College stated that the program seeks to help address the shortages of bilingual and bicultural professionals in Connecticut and throughout the region who are prepared to serve the needs of Latino communities. The program was designed for professionals in health, education, management, and human services.

When it was licensed, the program was offered in collaboration with the Puerto Rican/Latino Studies Project of the School of Social Work at the University of Connecticut. That collaboration ended in May 2008.

The program seeks to fulfill the mission of Saint Joseph College by promoting a rigorous liberal arts and professional education for a diverse student population and to educate social workers who use culturally competent research and practice to effect social change.

Administration

The program is administered by the Program Director of Latino Community Practice, who is also Professor of Social Work and Associate Dean of Graduate and Professional Studies.

Admissions/Enrollment

Eligible students must have an undergraduate degree and must earn a minimum score of Advanced on the Oral Proficiency Test of the ACTFL.

Students may be enrolled in continuing education credits or they may be enrolled in other graduate degree programs at Saint Joseph College, such as those in Counseling, Education, Marriage and Family Therapy, Management, Nutrition, and Nursing.

At the time of program licensure, the College anticipated that enrollment in the program will be 6 new part-time students in the first year of the program, 8 new part-time students in the second year of the program, and 10 new part-time students by the third year. The first 14 students were admitted in Fall 2007 and 9 students began in Fall 2008, for a total enrollment of 23 students.

Curriculum

Students are required to complete a total of 18 credit hours, including an internship or approved employment experience. According to the original proposal, the University of Connecticut was to deliver two cultural studies electives. Enrollments in the Graduate

Certificate exceeded expectations, however, and the University could not accommodate the number of students in the program. Saint Joseph College therefore developed its own cultural studies courses for the Certificate: LCPR 514 Latino Cultures for the Global Era, LCPR 515 Latina Voices in Literature, and LCPR 516 Latino Cultures in Film.

In addition, the College notes that language instruction is more rigorous and extensive than originally proposed. In fact, as the College indicates, all courses now require 3 research and writing in Spanish and class discussions are conducted in Spanish and English. In addition, two elective language courses have been developed: LCPR 590 Advanced Spanish Grammar and Composition II and LCPR 580 Advanced English Communications for the Professions.

Students are expected to complete an internship or approved employment experience, and the program uses the combined roster of health and human services agencies that provide internship opportunities to students. These include more than 100 public and private non-profit agencies in Connecticut, among them hospitals, schools, courts, health and behavioral providers, child welfare agencies, senior centers, sexual assault crisis services, and resettlement and disaster relief services.

The curriculum consists of the following courses:

| | <i>Credits</i> |
|---|----------------|
| SPAN 579 Adv. Spanish Composition for the Professions | 3 |
| <i>Or</i> SPAN580 Adv. English Communications for the Professions | 3 |
| LCPR 514 Latino Cultures for the Global Era | 3 |
| LCPR595 Bilingual Social Marketing | 3 |
| SOCW/SPAN 598 Latino Community Research I | 3 |
| SOCW/SPAN 599 Latino Community Research II | 3 |
| Choice of one elective: | |
| LCPR 515 Latina Voices in Literature | 3 |
| LCPR 516 Latino Cultures in Film | 3 |
| LCPR 590 Advanced Spanish Grammar & Composition II | 3 |
| Other Electives, as approved | |
| Total | 18 |

Educational Planning Context

The College states that the program continues to affirm the College’s mission and contributes to the education and preparation of social workers and other professionals with bilingual and bicultural proficiency to serve the needs of Connecticut’s Latino communities, which are the state’s fastest growing populations.

Resource Support

Faculty

Courses in the program are taught by full-time tenured and tenure-track faculty from Saint Joseph College.

Library and Learning Resources

Students enrolled in the program will have access to the library resources and academic support services of libraries at Saint Joseph College.

Facilities

Students have access to appropriate educational facilities and equipment.

STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Saint Joseph College

Item: Accreditation of an on-line program in Nutrition, leading to the Master of Science (M.S.) degree

Executive Summary

Saint. Joseph College has applied to the Board of Governors for accreditation of a Master of Science in Nutrition degree program to be offered on-line. The program was licensed by the Board of Governors for Higher Education in November 2006 for a period of three years, until November 30, 2009.

The program meets the need of the College's graduates from the undergraduate nutrition program and serves the needs of health professionals through internet access. The program provides a convenient mechanism for study in the field to those students who are outside the local Saint Joseph College area.

The Advisory Committee on Accreditation, at its meeting on April 9, 2009, 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 Nutrition offered on-line, leading to the Master of Science (M.S.) degree, offered by Saint Joseph College, for a period of time concurrent with institutional accreditation.

Description

Purposes and Objectives

The on-line Nutrition Master's degree program is designed for individuals with a background in nutrition, who must continue to earn credits to maintain their registration or to earn an advanced degree in the field, which is necessary for many jobs in the nutrition field. The College states that the on-line format provides flexibility and convenience for continued education so that students can continue to work while earning the degree.

Administration

The program is coordinated and managed by a Program Director who is also the Chair of the Nutrition Department.

Admissions/Enrollment

At the time of licensure, the College anticipated enrollment in the program of 7 new part-time students in the first year, 8 new part-time students in the second year, and 10 new part-time students in the third year. The College reports healthy enrollment, bringing in 78 students thus far. The College also reports that 28 of their matriculated students are registered dietitians.

Applicants must have an undergraduate degree in Nutrition from an accredited institution or must have passed the Registered Dietitian examination. Other students are eligible for admission if that have had six to nine credits of college science and nutrition; those students will be evaluated individually.

Curriculum

The program requires a minimum of 30 semester hours of course work, including courses in health promotion, nutrition and diseases, and professional practice. Students are expected to develop an individual plan of study. Six credits may be taken outside the Nutrition Department, with prior approval. A maximum of six graduate credits in a related area may be transferred to the program.

Delivery of the on-line program is facilitated through the Connecticut Distance Learning Consortium.

Other Master's Degree Programs in Nutrition in Connecticut

| Institution | Degree | Program Name | # of Degrees Awarded | | | | |
|-------------|-------------------------|--------------|----------------------|-------|-------|-------|-------|
| | | | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 |
| STJOE | Nutrition, on-line | MS L | 0 | 0 | 0 | 0 | 0 |
| UCONN | Nutritional Science | MS A 1976 | 8 | 6 | 4 | 8 | 7 |
| UBRIG | Human Nutrition On-Line | MS A 1997 | 30 | 28 | 44 | 43 | 54 |
| UBRIG | Human Nutrition | MS A 1993 | 44 | 37 | 27 | 22 | 22 |
| UNEW | Human Nutrition | MS A 1994 | 23 | 25 | 5 | 13 | 10 |

Resource Support

Faculty

Courses in the program are taught by three full-time faculty members and by selected adjunct faculty members. The full-time faculty members all hold doctoral degrees and are registered dietitians. Adjuncts hold at least a Master's degree and are registered dietitians or experts in their field.

Library and Learning Resources

Students in the on-line program are able to request that books and other relevant materials be mailed to them by the College. Students also have access on-line to appropriate resources. Saint Joseph College participates as a member of the Connecticut Digital Library and students have access to and are expected to use those resources as well as the numerous and ever-growing resources available on the World Wide Web.

Since the time of licensure, the online databases offered through the College library have expanded. St. Joseph's library has added a new service, *InfoAnytime*, which is an online virtual reference service and allows students to receive assistance at any time of day.

Facilities

The program has access to multimedia capabilities (digital video cameras, image processing software, and internet software). The Department has been provided with equipment to record lectures and the ability to post them on Blackboard. Conference calls are utilized as well. The College's Office of Information Technology and the Connecticut Distance Learning Consortium provide all appropriate assistance to the on-line program.

STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: Saint Joseph College

Item: Accreditation of a program in Women's Studies, leading to the Bachelor of Arts degree

Executive Summary

Saint Joseph College has submitted an application to the Board of Governors for accreditation of the program in Women's Studies, leading to the Bachelor of Arts (B.A.) degree. The program was licensed by the Board of Governors for Higher Education in June 2006 for a period of three years, until June 30, 2009.

The Sisters of Mercy founded Saint Joseph College in 1932 to provide women with a premier four-year liberal arts degree, and to empower them to contribute to society. The Sisters' twin goals of service to women and to the community reflect the purposes of Women's Studies. Beginning in the 1960's, programs and majors in Women's Studies were developed in academe as a means of educating and empowering students to help create a more humane and equitable world. The faculty and administration of Saint Joseph College concluded that the gender analysis of culture and society was so important they instituted a general education requirement on Women, Culture, and Society in 1989. A major in Women's Studies is a natural academic component in a college for women in the Mercy tradition, fostering the growth and intellectual development of women who become leaders and contribute to their community.

The Advisory Committee on Accreditation, at its meeting on April 9, 2009, 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 Women's Studies, leading to the Bachelor of Arts (B.A.) degree, offered by Saint Joseph College, for a period of time concurrent with institutional accreditation.

Description

Purpose and Objectives

The Women's Studies major is an interdisciplinary program that examines the ways that gender (the social distinctions between men and women) and sexuality (sexual identities, practices, discourses and institutions) affect the structure of our cultures and the experiences of their members. Students examine the history, expression, and diversity (such as racial, ethnic, cross-cultural, sexual or class) of women's experiences, using various feminist epistemologies.

Women's Studies is a program of interest to women in the liberal arts and sciences, especially degree-completion candidates who seek the bachelor's degree for intellectual interests or to complement already existing careers in community and public service.

The College indicates that students will be able to: recognize and classify the variety of analytical approaches used to study women; analyze the living conditions of women in a global context; contextualize the living conditions of women in a global context; articulate the inter-connectedness of women's lives economically and socially in a global context; understand the historical and cultural range of women's conditions and experience; articulate the major arguments regarding women's rights, their contexts, and their creators; describe the impact of gender roles, cultural institutions, class, law, and economics on women; recognize and evaluate the power relations among diverse groups of people, especially female and male; analyze the conditions and contributions of women; and understand feminist perspectives in an area of study.

Administration

The College has identified a full-time tenured faculty member who coordinates this program.

Curriculum

The curriculum consists of 120 credits distributed as follows: Women's Studies Major 36 credits; Minor/Open electives 37-39 credits; and General Education 45-47 credits. A sample plan of study is attached.

Students will be allowed to cross-count internships in other majors as long as the internships involve institutions (Permanent Commission on the Status of Women, CT National Organization of Women, My Sister's Place, and the Trinity College Women's Center) concerned with women.

The College indicates that, since the program was licensed, two independent study opportunities were added at the entry and senior levels. These independent studies allow students to create individualized projects and explore additional topics.

Degree Requirements (36 credits)

A. Required courses (18 credits) Credits

WMST120 Women and Society (3)
WMST210 Global Women's Issues OR
ECON265 Women in the World Economy (3)
WMST230 Feminist Theories (3)
WMST300 OR WMST400 Women's Studies Seminar (3)
WMST350 Internship (3)
WMST499 Senior Coordination (3)

B. 18 credits

Students must meet with their advisor to choose a concentration of two related courses and their senior coordination seminar. Examples of possible areas of concentration include: Women in the Arts; Women, Science, and Health; Women and International Studies; Women and Politics.

Enrollment

At the time of licensure, the College projected an enrollment of 6 students a year. The following enrollments have been reported by the College:

| | <u>0-30 SCH</u> | <u>31-60 SCH</u> | <u>61-90 SCH</u> | <u>91+ SCH</u> |
|-----------|-----------------|------------------|------------------|----------------|
| Full-time | 0 | 1 | 2 | 4 |
| Part-time | 4 | 1 | 3 | 5 |
| Total | 4 | 2 | 5 | 9 |

In addition, the College has provided information regarding enrollment in Women's Studies courses. During the 2006-07 academic year, 60 students took courses from this program and 43 were reported to take Women's Studies courses in the 2007-08 academic year.

Similar Programs

| Mnem | Program Name | | Number of Graduates | | | | |
|-------|---|---------|---------------------|-------|-------|-------|-------|
| | | | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 |
| CTCOL | Gender & Women's Studies | BA 2000 | 4 | 2 | 8 | 9 | 4 |
| TRINY | Women, Gender & Sexuality | BA 1992 | 3 | 1 | 7 | 4 | 2 |
| UCONN | Women's Studies | BA 1989 | 5 | 9 | 14 | 11 | 14 |
| UHTFD | Gender Studies | BA 1994 | 9 | 0 | 0 | 0 | 0 |
| WESLY | Women's Studies | BA 1982 | 8 | 7 | 12 | 10 | 0 |
| YALE | Women, Gender, & Sexuality Studies | BA 1982 | 9 | 5 | 8 | 6 | 4 |
| WESLY | Feminist, Gender, and Sexuality Studies | BA 2006 | 0 | 0 | 0 | 0 | 11 |

Assessment of Need

The College reports that the Women's Studies' emphasis on critical thinking and interdisciplinary inquiry prepares students for a range of careers, including law,

management, education, health care, social services, government, advocacy, politics, nonprofits, the arts, journalism and publishing. The women's studies major equips students with more versatility in the workplace than some traditional single disciplinary focus degrees because students understand the complexity of factors that impact people and their reactions to social, political, or economic situations. Their critical thinking and communication skills, their ability to recognize the multiple connections operating in culture and society, and their facility in research provides Women's Studies majors the necessary flexibility for the current and future marketplaces and the life-long learning that must occur.

Resource Support

Faculty

The College lists 12 well-qualified faculty members who teach in the program. These professors reside in the following departments: Religious Studies, History, Philosophy, Sociology, Social Work, English, Fine Arts, Political Science, French, Economics and International Studies, and Psychology.

Library and Learning Resources

The college has a quality library and an academic resource center fully equipped to serve the student. Information and research needs are satisfied through a variety of resources including an online catalog and electronic databases. The library houses over 135,000 books, periodicals, and audiovisual materials, with online databases available through remote access. The number of volumes, periodicals and other materials in the major field and cognate subject areas is approximately 6,150 titles. The library is also linked nationwide through the OCLC system, providing all students access to an exceptional, high-quality information reservoir. In addition, Saint Joseph College is a member and participant in iCONN.

Since the time of licensure, the College has added several online databases that give students access to a greater variety of journals including several in the field of Women's Studies.

Facilities and Equipment

Saint Joseph College has state-of-the-art computer systems, network center, and wired classrooms. All students, undergraduate and graduate, full and part-time, have full use of all College facilities

Attachment: Women's Studies Major Suggested Sequence

| | |
|---------------------------------|---------------|
| Women's Studies Major: | 36 |
| Minor/Open electives: | 37-39 credits |
| General Education requirements: | 45-47 credits |

Freshman Year

First semester:

- General education requirements including a First-Year Seminar with a focus on women's or gender issues.

Second semester:

- General education requirements
- WMST120 Women and Society: Introduction to Women's Studies

Sophomore Year

First semester:

- General education requirements
- WMST230 Feminist Theories

Second semester:

- Field of concentration courses with a focus on women
- PSYC250 Psychology of Women

Junior Year (both semesters)

- WMST 350 Internship (1-6 credits)
- WMST265/ECON265 Women in the World Economy (3 credits) or other global women's studies course
- WMST 300/400 Seminar (3 credits)
- Other field of concentration courses with a focus on women

Senior Year

First semester:

- WMST 300/400 Women's Studies Seminar
- Upper level concentration courses

Second semester:

- WMST499 Coordination seminar

STAFF REPORT: COMMISSIONER'S CONSENT CALENDAR

Institution: University of Connecticut

Item: Modification of a program in Educational Leadership, leading to the Doctor of Education (Ed.D.) degree

Executive Summary

The University of Connecticut has applied to the Board of Governors for modification of the accredited program in Educational Leadership, leading to a Doctor of Education (Ed.D.) degree. The program was accredited by the Board of Governors in April 2006 for a period of time concurrent with institutional accreditation.

The Advisory Committee on Accreditation, at its meeting on April 9, 2009, 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, with one abstention.

Commissioner's Recommendation

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

Description

The Ed.D. in Educational Leadership was initiated in 2002 as a research-based program for educational leaders. To date 14 students have graduated. Originally, plans were to admit a cohort each year with the cohorts alternating between the Storrs Campus (even years) and the Stamford Campus (odd years). For a number of reasons, including lack of applications from the Stamford Campus, plans for a Stamford Campus cohort were dropped from the program. Since 2005 the program has been located at the Storrs Campus.

The University states in its application for approval of the modification that it is one of the institutions selected to participate in the Carnegie Project on the Education Doctorate (CPED). That project is designed to help formulate best practices for the Ed.D. as a doctorate of practice. Participants in the Project, the University notes, are working to define a signature pedagogical approach for Ed.D. programs, to devise laboratories of practice in which Ed.D. candidates can hone their professional skills, and to develop capstone projects that prepare graduates for their roles as practicing educational leaders. The program has therefore been modified to focus more on developing the ability of graduates to use theory and research to guide practice

In this effort, the University’s Department of Educational Leadership is exploring the use of “inquiry” as a signature pedagogy, the use of candidates’ own work settings as a laboratory of practice, and the viability of a capstone project in which candidates formulate a series of recommendations – and strategies to implement the recommendations – based on a case-based study of a problem of practice. The program seeks to make the modification as described in this proposal to reflect the University’s work in the Carnegie Project. The modifications are as follows.

| Current Program | Proposed Modification |
|---|--|
| <p><u>Purpose.</u> The Ed.D. in Educational Leadership is a practitioner-based program whose purpose is to serve the needs of professional school leaders. It is designed to provide leaders in the public schools and school systems with the opportunity to develop a better understanding of schooling as well as the management practices that support an facilitate meaningful school improvement. The program seeks to provide practicing school leaders with a set of enhanced leadership skills, among them a fuller understanding of strategic leadership, better organizational management t and analysis skills, understanding of learning-focused leadership, enhanced understanding of political and community leadership, and fuller understanding of school policy, finance, law, and human resources.</p> | <p><u>Purpose.</u> The Ed.D. in Educational Leadership is a practitioner-based program whose purpose is to serve the needs of professional school leaders who are working achieve systemic school reform. It is designed to developing candidates’ abilities to employ a conceptually-based, structured reasoning process as they weave together theoretical formulations, results of empirical research, and facts from real-life situations into a comprehensive analysis of the situations leaders encounter and use this analysis to foster systemic school reform. Specifically, Ed.D. candidates will expand their understanding of theoretical and research-based concepts, how these concepts play out in practice, and ways to use the concepts to formulate strategies (e.g., systemic approaches to school reform) to address problems of practice. Second, they will develop a “habit of mind” (Richardson, 2006) in identifying the elements of a problem situation at a “deep” or “structural” level (Hofstadter, 2001).</p> |

| | |
|--|---|
| | <p>Third, with this structural understanding, they will be able to draw upon lessons from prior experiences (based on analogical thought) that they would not be able to access if they only reasoned based on surface level similarities (Gentner & Markham, 1997; Gick & Holyoak, 1980).</p> |
| <p><u>Admissions.</u> Applicants must hold a Sixth-Year Diploma in Professional Education, must be certified as a an Intermediate School Administrator in Connecticut (092), and must have served or must be serving successfully as a school administrator....[Interview required, written analysis of case study, analysis of an article, writing skills, problem solving skills, interpersonal skills, etc.]. A cohort of 10-15 students will be admitted once every two years.</p> | <p><u>Admissions.</u> Applicants must meet the requirements of the Graduate School for admissions into a doctoral program of study. Preference will be given to candidates who are interested in addressing issues related to systemic school reform, who have GRE scores that demonstrate a capability to pursue doctoral work, who have references that substantiate their high potential as influential educational leaders, who demonstrate excellent writing skills, and who demonstrate their interests and abilities during an oral interview. Beginning in 2009 a cohort of 10-15 students will be admitted each year.</p> |
| <p><u>Curriculum.</u> The program requires 48 semester hour credits beyond the Sixth-Year Diploma. Core areas are addressed in three phases. YEAR 1 – Executive Leadership Program (093) certification. YEAR 2 to 3 – Knowledge Development and Building Inquiry Skills. Year 4 – Guided Dissertation Research. (See curriculum outline, page 20. In the dissertation students are required to pose and frame a problem, explore the problem in a systematic fashion, and arrive at a point of understanding. The dissertation can take one of several forms: Empirical analysis which relies on qualitative or quantitative methods to explore a problem of practice; a Conceptual Synthesis which reinterprets existing research and theory to pose new questions or advocate new conceptual dimensions; a Reflective Essay ... or a Research and Development Project which identifies a problem..., examines it..., and develops tools for addressing it...</p> | <p><u>Curriculum.</u> The program involves: (a) a 12-credit research sequence; (b) a 24-credit case analysis sequence that covers topics such as leadership, policy, professional learning, legal perspectives on systemic school reform; and, (c) a 12-credit series of doctoral-level seminars in which participants collect and analyze their research data (See Table 1). The dissertation will (a) provide a rigorous and scholarly analysis of an problem of practice related to systemic school reform, (b) provide a specific set of recommendations on ways to address the identified problem and, in doing so, achieve and sustain systemic school reform, and (c) discuss the limitations of the recommendations possibilities for future research, and a strategic plan to implement the recommendations. The recommendations for systemic school reform will be based on (a) the research each student conducts on a systemic school reform during phase 2 of the Ed.D. program and (b) a review of the research literature related to the topic of the recommendations.</p> |
| <p><u>Progress.</u> ...to continue in the program students must complete a qualifying examination based on the course content of the Executive Leadership Program....</p> | <p><u>Progress.</u> Students will comply with the requirements of the Graduate School for completion of a General Examination prior to admission to candidacy for the Ed.D. degree. The qualifying examination will consist of a comprehensive work that addresses the key themes covered throughout the program. The assessment may be in the form of a qualifying paper that provides a rigorous analysis of a specific area of research related to systemic school reform or a portfolio that provides a holistic analysis of students' developmental progress in their classes and laboratories of practice.</p> |

| Phase 1 | |
|--|---|
| <ul style="list-style-type: none"> • EDLR 6301: School District Executive Leadership (3) • EDLR 6313: Educational Policy & Politics (3) • EDLR 6094: Data Based Decision-Making for School Improvement (3) • EDLR 6304: Financial and Human Resources Management in Education (3) | <ul style="list-style-type: none"> • <i>EDLR 6054: Inquiry and Research in Educational Leadership I – Foundations, Design, and Use (3) with EDLR 6094: Using Qualitative Analysis to Inform Educational Leadership (3)</i> • <i>EDLR 6055: Inquiry and Research in Educational Leadership II – Implementation, Analysis and Discovery (3) with EDCI 6000: Qualitative Methods in Educational Research (3)</i> • Outcome – Phase 1. Students will (a) develop abilities as “critical consumers” of educational research to analyze quantitative and qualitative research studies critically and use this analysis to formulate inquiries into problems of practice related to school reform; and (b) develop skills (e.g., interviewing, taking field notes) that are necessary to conduct case study inquiries. These skills prepare students to enter the second phase of their program. |
| Phase 2 | |
| <ul style="list-style-type: none"> • EDLR 6311: Organizational Behavior in Educational Administration (3) • EDLR 6312: Leadership for Teaching and Learning (3) • EDLR 6314: Legal Issues in Organizational Management (3) • EDLR 6465: Educational Administration Issues and Research (3) • *EPSY 5605: Quantitative Methods in Research I (3) • *EDLR 6054: Inquiry and Research in Educational Leadership I – Foundations, Design, and Use (3) • * EDLR 6055: Inquiry and Research in Educational Leadership II – Implementation, Analysis and Discovery (3) | <p>24 credits (4 course-practica combinations) from the following list</p> <ul style="list-style-type: none"> • <i>EDLR 5205 Professional Development (3) with EDLR 6092: Research Practicum (3)</i> • <i>EDLR 6312: Leadership for Teaching and Learning (3) with EDLR 6092: Research Practicum (3)</i> • <i>EDLR 6466: Policies for Improvement: Mobilizing School and Community (3) with EDLR 6092: Research Practicum (3)</i> • <i>EDLR 6462: Legal Issues Human Resources Administration for School Leaders (3) with EDLR 6092: Research Practicum (3)</i> • <i>EDLR 6094: Data Based Decision-Making for School Improvement with EDLR 6092: Research Practicum (3)</i> • <i>EDLR 6304: Financial and Human Resources Management in Education (3) with EDLR 6092: Research Practicum (3)</i> • <i>EDLR 6311: Organizational Behavior in Educational Administration (3) with EDLR 6092: Research Practicum (3)</i> • Outcome – Phase 2 Students will have proficiency in using an inquiry process to explore problems of practice as demonstrated by the comprehensiveness, rigor, and quality of the four case studies they write (using a problem-based, guided inquiry process) that address a problem of practice related to school reform. The skills and learning acquired in this phase prepare students for the third phase of the program. |
| Years 3 -4 | |
| <ul style="list-style-type: none"> • EDLR 5094: Qualitative Data Analysis (3) • EDLR 6462: Legal Issues Human Resources Administration for School Leaders (3) • EDLR 6466: Policies for Improvement: Mobilizing School and Community (3) • GRAD 6950: Doctoral Dissertation Research (3) | <ul style="list-style-type: none"> • <i>EDLR 6094: Doctoral Seminar (3)</i> • <i>GRAD 6950: Doctoral Dissertation Research (3)</i> • <i>GRAD 6950: Doctoral Dissertation Research (3)</i> • <i>GRAD 6950: Doctoral Dissertation Research (3)</i> • Outcome – Phase 3. Students will have the proficiency in formulating inquiry-based recommendations to address problems of practice related to school reform. They will demonstrate |

| | |
|--|---|
| <ul style="list-style-type: none"> • GRAD 6950: Doctoral Dissertation Research (3) • GRAD 6950: Doctoral Dissertation Research (3) | <p>these abilities in a capstone project. In this project they will (a) describe fully a problem of practice related to school reform; (b) present an in-depth inquiry-based set of recommendations to address this problem; and (c) devise a comprehensive strategy to implement the recommendations. The skills developed in this phase prepare graduates with the skills they will need as school leaders.</p> |
|--|---|

Enrollments

The Ed.D. program, which is cohort-based, has had the following enrollments:

2002 12
2004 12
2005 9
2007 10

The University anticipates that the modified program will average between 10 and 15 students per cohort.

Faculty

The University lists eleven full-time and part-time faculty members who will teach in the modified program.

STAFF REPORT: COMMISSIONER’S CONSENT CALENDAR

Item: Tuition and Fee Schedules for Connecticut Public Colleges and Universities for the 2009-10 Academic Year

The Board of Governors annually reviews and makes recommendations on tuition and fees for Connecticut public higher education. This review is guided by the Board's tuition policy, which groups student tuition and fees into two categories. Tier I fees consist of tuition and mandatory fee charges such as general university fees, educational extension fees, housing fees, and food service fees which, by their nature, have a significant impact on the cost to students. Each of these fees is reviewed on an individual basis. Tier II fees consist of all non-mandatory fee charges, fees used to support student-managed activities, user charges, and other fees which generally are not increased each year in response to inflationary pressures. For these fees, each of the constituent units submits a statement describing the basis upon which it sets and approves these fees and listing the currently approved rates.

Tuition and fee rates for 2009-10 have been approved by each constituent unit board. As summarized below, tuition and mandatory fee increases for commuter students are below 6.0 percent except at the Connecticut Community College System. The increase for four-year college undergraduates residing on campus is 6.2 percent at the University of Connecticut and 5.9 percent at the Connecticut State University System, with room and board charges increasing from a low of 4.7 percent for housing at Western Connecticut State University to a high of 9.8 percent for housing at the Eastern Connecticut State University.

Detailed exhibits of Tier I and II tuition and fees for all constituent units are available on-line at www.ctdhe.org. The attached Table I gives a five-year history of the total cost of tuition and required fees at Connecticut public colleges for in-state, full-time undergraduate students.

| Annual Cost of Tuition and Required Fees Full-Time, Undergraduate, In-State Students | | | | | |
|---|--------------------|--------------------|--------------------|------------------------|----------|
| | <u>2008</u> | <u>2009</u> | <u>2010</u> | Annual Increase | |
| | | | | \$ | % |
| University of Connecticut | | | | | |
| Undergraduate Commuter | \$8,852 | \$9,338 | \$9,886 | \$550 | 5.9% |
| Undergraduate Resident | 17,702 | 18,842 | 20,006 | 1,164 | 6.2% |
| Connecticut State University System | | | | | |
| Undergraduate Commuter | 6,736 | 7,179 | 7,567 | 388 | 5.4% |
| Undergraduate Resident | 15,189 | 16,103 | 17,048 | 945 | 5.9% |
| Connecticut Community College System | | | | | |
| Undergraduate Commuter | 2,828 | 2,984 | 3,200 | 216 | 7.2% |
| Charter Oak State College | | | | | |
| Associate’s Degree Student | 955 | 980 | 1,010 | 30 | 3.1% |
| Bachelor’s Degree Student (Yr 1) | 1,070 | 1,090 | 1,130 | 40 | 3.7% |
| Bachelor’s Degree (after Yr 1) | 655 | 675 | 695 | 20 | 3.0% |

Nationally, public sector tuition increases averaged 6.4 percent at four-year institutions in 2009, and many public institutions have not yet recovered from reductions in State support earlier this decade. Faced with additional cuts in the coming year, it is likely that national average increases will be higher than the last several years. Increases at Connecticut schools have been lower than the national average for the last two years.

From 2005 to 2010, tuition and fees for in-state undergraduates have increased 35 percent at the Connecticut State University System, 34 percent at the University of Connecticut, and 33 percent at the Connecticut Community College System. With the exception of Charter Oak State College, all of the planned 2010 increases are above the Higher Education Price Index (HEPI) rate for 2008 of 3.6 percent and the corresponding CPI rate of 3.7 percent. However, Board of Trustees' approved tuition and fee increases are actually lower than regional and national trends.

Commissioner's Recommendation

It is recommended that the Board of Governors endorse the 2009-10 tuition and fee adjustments as presented.

5/20/09

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 Nine-Month
Period Ending March 31, 2009

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 86.4 percent of budgeted revenue through the third quarter of the fiscal year and expended 75.3 percent of budgeted expenditures. The University reports an operating fund balance of \$60.7 million and a research fund balance of \$18.6 million as of June 30, 2008, not including accrued compensated absences totaling \$25.0 million. The University projects that the operating fund balance will increase by \$1.0 million resulting in an estimated June 30, 2008 operating fund balance of \$61.7 million. (See Attachments A1 through A3.)

The University of Connecticut Health Center recorded 73.7 percent of budgeted revenue through the third quarter and expended 74.9 percent of budgeted expenditures. Through nine months, the deficit is \$7.0 million higher than planned. The variance is largely the result of lower than planned revenue for the provision of interns and residents to area hospitals and losses at the UConn Medical Group due to lower than planned total visits along with lower than planned reimbursements. As of June 30, 2008, the Health Center reports an operating fund balance of \$29.2 million, not including the accrued compensated absences total of \$19.6 million and projects a planned loss in excess of \$13.0 million for an estimated fund balance of 16.0 million. (See Attachments B1 through B3.)

The Connecticut State University System recorded 88.3 percent of budgeted revenue in the third quarter of the fiscal year and expended 78.1 percent of budgeted expenditures. The State University reports an operating fund balance of \$36.2 million as of June 30, 2008, not including the accrued compensated absences total of \$33.3 million, and a projected the fund balance for 2009 of \$35.7 million as of June 30. (See Attachments C1 through C3.)

The Community-Technical College System recorded 89.2 percent of budgeted revenue in the third quarter of the fiscal year and expended 82.2 percent of budgeted expenditures. The community colleges report a preliminary audited operating fund balance of \$37.6 million as of June 30, 2008, not including the accrued compensated absences total of \$35.3 million, and project the fund balance will decrease by \$8.9 million to \$27.9 million as of June 30, 2009. (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 80.9 percent of budgeted revenue in the third quarter of the fiscal year and expended 68.8 percent of budgeted expenditures. The BSAA anticipates ending the fiscal year with a consolidated fund balance of \$2.16 million, a reduction of just under \$642,000 from the June 30, 2008 fund balance. (See Attachments E1 through E3.)

Commissioner's Recommendation

It is recommended that the Board of Governors approve the operating fund quarterly reports for the nine-month period ending March 31, 2009, 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.

5/20/09

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 2009 includes \$939.4 million in revenues and \$938.3 million in expenditures and transfers for a projected gain of \$1.0 million. This net gain represents the \$1.0 million to repay the reserve for the November 2001 drawdown of \$11.5 million for the Towers Dining Center and Student Union. The operating budget is comprised of \$239.2 million in state appropriations, \$700.2 million in other operating revenues, of which approximately \$89.7 million is budgeted as the University's allotment of fringe benefit expenditures for employees funded by the general fund, and \$73.7 million of research fund revenues. The budget reflects the Governor's rescission of \$6.7 million in state support, the associated \$2.7 million reduction in state supported fringe benefits and an additional \$2.7 million reduction in collective bargaining support from the State's Reserve for Salary Adjustment account.

Budgeted operating fund expenditures and transfers total \$864.7 million and research expenditures total \$73.7 million. The budget includes mandatory transfers of \$24.2 million for debt service and non-mandatory transfers of \$18.6 million from auxiliary enterprises to the University's plant fund to support various capital improvement programs.

Through the third quarter, the University recorded \$747.7 million or 86.4 percent of budgeted operating revenue. The appropriation accounted for 76.5 percent of the budgeted State funding, and other operating fund revenue represented 92.4 percent of the remaining revenue. Tuition revenue collections, at 102.4 percent of budget, are higher than in recent years and reflect a 5.6 percent rate increase coupled with a 2.7 percent

increase in undergraduate degree-seeking students. Tuition revenue is greater than budgeted due to higher than expected enrollment. Research revenue of \$57.6 million represented 78.1 percent of budget.

Operating fund expenditures and transfers of \$651.0 million represented 75.3 percent of the total budgeted expenditures of \$864.7 million, and research expenditures of \$60.4 million represented 82.0 percent of budget. At the end of the quarter, the percentage of the budget expended by major area was as follows:

| | |
|-------------------|-------|
| Personal Services | 74.9% |
| Fringe Benefits | 72.3% |
| Other Expenses | 83.5% |
| Equipment | 85.4% |
| Student Aid | 90.2% |

All spending is generally consistent with historical experience. Energy expenses, included in other expenses, are projected to be below budget due to lower than expected non-cogeneration gas and electric consumption. However, other expenses in total are over budget due to prepaid library acquisitions and the cost of creating additional living space to accommodate higher than planned enrollment. Equipment is over budget for nine months due to the timing of purchases, but will be back in line by year end. Student aid funding is typically spent in the first and third quarters and will be on budget for the year also.

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

Overall, there is a net increase to the operating cash balance of \$99.9 million, for an estimated total cash balance of \$213.0 million at the end of the third quarter.

Projected Fund Balance – (Attachment A2)

The University reported an unaudited operating fund balance of \$60.7 million as of June 30, 2008. In FY 2009, the operating fund balance is projected to increase by \$1.0 million to \$61.7 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 2009 includes \$742.3 million in revenue and \$753.8 million in expenditures for a loss of \$11.5 million. The budget includes a \$105.0 million general fund appropriation, \$315.3 million in net patient care, \$89.2 million in research, \$42.0 million in income from interns and residents and \$104.2 million for the Correctional Managed Health Care Program.

Budgeted expenditures are comprised of \$130.8 million in academic expenditures, \$104.0 million in research expenditures, \$443.4 million in clinical expenditures and \$69.7 million in operating support. Academic expenditures include the medical and dental schools. Clinical expenditures include the John Dempsey Hospital, the UConn Medical Group and the Correctional Managed Care Health Program.

At the end of the third quarter, the Health Center recorded \$547.0 million, or 73.7 percent of budgeted revenue. General fund revenue, including the fringe benefit allotment, accounted for \$110.5 million or 75.7 percent of total budgeted general fund revenue and other revenue was \$436.5 million or 73.2 percent of the total budgeted. While the hospital continues to record volume increases, the total deficit is increasing due to lower than planned revenues for interns and residents and lower UConn Medical Group visits. In addition, UConn Medical Group's visits have shifted to Medicaid and Medicare from higher reimbursing private payers.

Operating expenditures of \$564.5 million represented 74.9 percent of the total budgeted. Through the third quarter, the percentage of the budget expended by major expenditure area was as follows:

| | |
|----------------------------|-------|
| Personal Services | 73.3% |
| Fringe Benefits | 76.6% |
| Other Expenses | 77.4% |
| Medical/Dental House Staff | 74.6% |

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 continues implementation of a turnaround plan developed in conjunction with Price Waterhouse Coopers.

Overall, there is a net decrease to the operating cash balance of \$12.7 million, for an estimated total cash balance of \$37.2 million as of the end of the third quarter.

Projected Fund Balances – (Attachment B2)

As of the June 30, 2008 there was an unaudited operating fund balance of \$29.2 million, an all funds balance of \$90.1 million, not including the accrued compensated absences total of \$35.9 million, and investments in plant of \$189.3 million. The Health Center is projecting a FY 2009 operating fund balance of \$16.0 million, an all funds balance of \$73.8 million, excluding the accrued compensated absences total of \$37.0 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 2009 includes \$600.6 million in revenues and \$601.1 million in expenditures generating an expected loss of \$430,967. The operating budget is comprised of \$242.2 million in state appropriations, including the fringe benefit allotment of \$78.3 million for employees paid by the general fund and \$358.4 million in operating revenues.

At the close of the third quarter, Connecticut State University recorded \$530.4 million, or 88.3 percent of budgeted revenue. The state appropriation, including fringe benefits, accounted for 74.2 percent of budget. Other operating revenue represented 97.9 percent of the total budgeted. Tuition and fee revenue was 94.0 percent of budget and auxiliary revenue collections were 105.0 percent of budget. Revenue collections were higher than plan, as well as last year, and reflect an enrollment increase of 2.3 percent.

Operating expenditures at the end of the quarter were \$469.2 million or 78.1 percent of the total budgeted expenditures of \$601.1 million. The percentage of the budgeted amount expended by major category was as follows:

| | |
|-------------------|--------|
| Personal Services | 75.8% |
| Fringe Benefits | 71.7% |
| Other Expenses | 66.6% |
| Equipment | 92.2% |
| Student Aid | 122.2% |

Equipment is slightly higher than last year due to large purchases of library materials at the two largest campuses. Student aid is slightly lower than last year and in line with the increase in grant revenue. All other spending is generally in line with past year levels.

The operating fund cash balance as of June 30, 2008 was \$124.0 million. Through the end of the third quarter, there was a net increase to the cash balance of \$24.9 million bringing the total to \$148.8 million.

Projected Fund Balance -- (Attachment C2)

The State University recorded an operating fund balance of \$36.2 million as of June 30, 2008. For FY 2009, the operating fund balance is projected to decrease to \$35.7 million, not including accrued compensated absences totaling \$35.0 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 2009 includes \$433.5 million in revenues and \$438.3 million in expenditures for a planned loss of \$4.8 million. The planned loss represents a drawdown of reserves for energy costs, as well as an operating fund drawdown to offset the first and fourth quarter 2009 budget rescissions. The revenue budget is comprised of \$167.7 million in estimated state appropriations, a fringe benefit allotment of \$75.9 million for employees paid by the general fund and \$189.9 million in operating revenues.

At the close of the third quarter, the system recorded \$386.6 million in operating budget revenue, or 89.2 percent of total budgeted revenue. The state appropriation accounted for \$123.7 million or 73.8 percent of the budgeted state appropriation. Other operating revenue was \$262.9 million or 98.9 percent of the total budget. Tuition and fee revenue collections represent 103.3 percent of budget and reflect a fall FTE enrollment increase of 6.5 percent over fall 2007 and a spring FTE enrollment increases of 8.7 percent over spring 2008. Private gifts and grants of \$3.0 million were well above the original budget as a result of gifts provided for various academic initiatives.

Operating expenditures at the end of the quarter were \$360.1 million or 82.2 percent of the total budgeted expenditures of \$438.3 million. The percentage of the budgeted amount expended by major category was as follows:

| | |
|-------------------|--------|
| Personal Services | 75.2% |
| Fringe Benefits | 77.5% |
| Other Expenses | 80.8% |
| Equipment | 85.4% |
| Student Aid | 118.8% |

All expenditure categories are generally in line with historical spending patterns except student aid which reflects increases in the Federal Pell program as a result of increased enrollment of eligible students, as well as in the CAPCS funding provided by the State. In addition, declining energy costs and ongoing conservation measures have lessened the financial impact on reserves set aside to supplement the energy budget.

The operating fund cash balance as of June 30, 2008 was \$90.9 million. Through the end of the third quarter, there was a net increase to the cash balance of \$1.5 million bringing the total to \$96.5 million.

Projected Fund Balance -- (Attachment D2)

The Community-Technical College System’s preliminary audited fund balance for FY 2008 was \$37.6 million, excluding accrued compensated absences of \$35.3 million. For FY 2009, the system is projecting an operating loss (including the first quarter FY 2009 rescission) of \$8.9 million which will lower the estimated fund balance to \$27.9 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 2009 includes \$11.6 million in revenues and \$12.3 million in expenditures, indicating a planned deficit of just under \$642,000. The planned loss represents a drawdown of reserves to fund renovations, furnishings and other facility improvements. The revenue budget is comprised of \$3.7 million in general fund appropriations; \$2.8 million for Charter Oak State College and \$931,968 for the Connecticut Distance Learning Consortium, including the fringe benefit allotment of \$963,884 for employees paid by the general fund. Other operating revenues are budgeted at \$7.9 million.

At the close of the third quarter, the BSAA recorded \$9.4 million in operating budget revenue, or 80.9 percent of total budgeted revenue. General fund revenue through the end of the third quarter was \$2.8 million or 76.1 percent of the total budget. Other third quarter operating revenue totaled \$6.6 million or 83.1 percent of total budget led by fee revenue collections at 83.2 percent of budget. This is consistent with enrollment increases for degree candidates and distance learning courses.

Operating expenditures at the end of the quarter were \$8.5 million or 68.8 percent of total budgeted expenditures of \$12.3 million. The percentage of the budgeted amount expended by major category was as follows:

| | |
|-------------------|-------|
| Personal Services | 73.4% |
| Fringe Benefits | 73.9% |
| Other Expenses | 70.7% |
| Equipment | N/A |
| Student Aid | 99.3% |

Expenditures are in line with historical spending. Additional expenditures for CTDLC are expected in the fourth quarter since the State did not release any bond funds, which were to be used for the purchase of capital equipment. CTDLC also experienced the loss of a major client and the absence of state funding for the Virtual High School. As a result, revenue is forecasted to decrease; however, expenditures have been reduced to compensate for the loss of income.

Both COSC and CTDLC will utilize reserves to support furnishings and equipment for additional rental space in Newington to ease overcrowding in New Britain, as well as renovations to leased space at Alumni Road. Both represent one-time expenses requiring the use of reserves.

Overall, the net increase to the operating cash balance for the third quarter was \$1.3 million, bringing the cash balance to \$4.1 million.

Projected Fund Balance -- (Attachment E2)

Charter Oak and CTDLC anticipate using about \$642,000 from reserves to cover the planned operating budget shortfall. This scenario will result in an estimated consolidated fund balance of \$2.2 million at year-end, excluding accrued compensated absences of approximately \$1.7 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 operating fund quarterly reports for the nine-month period ending March 31, 2009, as reported by 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.

5/20/09

University of Connecticut
Statement of Operating Budget Revenues and Expenses
for the Nine Months Ending March 31, 2009

| | 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) | \$ 239,155,605 | \$ - | \$ 239,155,605 | \$ 239,155,605 | \$ - | \$ 181,007,618 | \$ - | \$ 181,007,618 | \$ 181,007,618 | \$ - |
| Fringe Benefit Allotment | 89,742,687 | - | 89,742,687 | 89,742,687 | - | 70,535,224 | - | 70,535,224 | 70,535,224 | - |
| Tuition | 204,168,077 | - | 204,168,077 | 197,990,494 | 6,177,583 | 209,075,824 | - | 209,075,824 | 203,113,282 | 5,962,542 |
| Fees | 82,601,020 | - | 82,601,020 | 57,121,016 | 25,480,004 | 72,732,927 | - | 72,732,927 | 47,252,923 | 25,480,004 |
| Grants & Contracts | 127,012,703 | 73,484,347 | 53,528,356 | 52,968,477 | 559,879 | 106,721,582 | 57,471,474 | 49,250,108 | 48,640,088 | 610,020 |
| Endowment/Foundation | 22,614,800 | 50,000 | 22,564,800 | 10,350,800 | 12,214,000 | 7,484,073 | 8,797 | 7,475,276 | 5,108,141 | 2,367,135 |
| Investment Income | 5,382,645 | - | 5,382,645 | 5,382,645 | - | 3,660,371 | - | 3,660,371 | 3,595,666 | 64,705 |
| Sales & Services of Educ. | 16,933,666 | 50,000 | 16,883,666 | 16,883,666 | - | 12,609,896 | 28,607 | 12,581,289 | 12,581,289 | - |
| Auxiliary Enterprises | 140,391,547 | - | 140,391,547 | - | 140,391,547 | 133,009,528 | - | 133,009,528 | - | 133,009,528 |
| All Other Revenues | 11,348,345 | 102,250 | 11,246,095 | 11,246,095 | - | 8,386,893 | 45,740 | 8,341,153 | 8,313,099 | 28,054 |
| Total Revenue | \$ 939,351,095 | \$ 73,686,597 | \$ 865,664,498 | \$ 680,841,485 | \$ 184,823,013 | \$ 805,223,936 | \$ 57,554,618 | \$ 747,669,318 | \$ 580,147,330 | \$ 167,521,988 |
| Expenses | | | | | | | | | | |
| Personal Services | \$ 440,255,361 | \$ 36,736,235 | \$ 403,519,126 | \$ 351,657,934 | \$ 51,861,192 | \$ 327,331,057 | \$ 28,243,232 | \$ 299,087,825 | \$ 262,438,401 | \$ 36,649,424 |
| Fringe Benefits | 149,090,416 | 8,816,696 | 140,273,719 | 120,368,362 | 19,905,357 | 108,442,651 | 7,010,604 | 101,432,047 | 87,858,924 | 13,573,123 |
| Other Expenses | 198,962,721 | 20,856,900 | 178,105,821 | 103,765,356 | 74,340,465 | 168,432,048 | 19,643,179 | 148,788,869 | 82,636,191 | 66,152,678 |
| Equipment | 15,626,765 | 3,626,765 | 12,000,000 | 9,955,235 | 2,044,765 | 14,091,203 | 3,848,120 | 10,243,083 | 8,560,783 | 1,682,300 |
| Student Aid (2) | 91,632,796 | 1,150,000 | 90,482,796 | 80,872,417 | 9,610,379 | 81,861,024 | 275,139 | 81,585,885 | 72,146,215 | 9,439,670 |
| Debt Service | 24,182,054 | - | 24,182,054 | 11,212,181 | 12,969,873 | 12,269,744 | - | 12,269,744 | 5,492,518 | 6,777,226 |
| Non-Mandatory Transfers | 18,590,982 | 2,500,000 | 16,090,982 | 2,000,000 | 14,090,982 | (3,973,684) | 1,384,560 | (5,358,244) | (12,739,025) | 7,380,781 |
| Total Expenses/Transfers | \$ 938,341,095 | \$ 73,686,597 | \$ 864,654,498 | \$ 679,831,485 | \$ 184,823,013 | \$ 708,454,043 | \$ 60,404,834 | \$ 648,049,209 | \$ 506,394,007 | \$ 141,655,202 |
| Adjustments | - | - | - | - | - | - | - | - | - | - |
| Net Gain(Loss) | \$ 1,010,000 | \$ - | \$ 1,010,000 | \$ 1,010,000 | \$ - | \$ 96,769,893 | \$ (2,850,216) | \$ 99,620,108 | \$ 73,753,323 | \$ 25,866,786 |
| Net Inc (Dec) to Cash | | | | | | | | | | 99,927,619 |
| Cash Balance 6/30/08 | | | | | | | | | | 113,058,991 |
| Balance 3/31/09 | | | | | | | | | | 212,986,610 |

| | |
|-------------------------|--------------|
| (1) State Appropriation | 229,416,160 |
| Collective bargaining | 16,476,674 |
| Rescission | (11,228,713) |
| Total Support | 234,664,121 |

UNIVERSITY OF CONNECTICUT
Statement of Changes in Fund Balance
FY 2009

| | <u>Operating</u> | <u>Research</u> | <u>Other</u> | <u>Total</u> |
|---|--------------------|-------------------|---------------------|----------------------|
| <u>Revenues and Expenditures</u> | | | | |
| Revenues | \$ 865,664,498 | \$ 73,686,597 | \$ 265,786,706 | \$ 1,205,137,801 |
| Expenditures and Transfers | <u>864,654,498</u> | <u>73,686,597</u> | <u>177,826,715</u> | <u>1,116,167,810</u> |
| Net Increase (Decrease) | \$ 1,010,000 | \$ - | \$ 87,959,991 | \$ 88,969,992 |
| <u>Fund Balance and Reserves</u> | | | | |
| Fund Balance, 6/30/08 (unaudited) | | | | |
| Restricted/Capital Assets | \$ 14,249,046 | \$ 380,047 | \$ 1,227,683,531 | \$ 1,242,312,625 |
| Unrestricted | <u>46,466,166</u> | <u>18,196,251</u> | <u>71,121,809</u> | <u>135,784,226</u> |
| Total | \$ 60,715,212 | \$ 18,576,298 | \$ 1,298,805,340 | \$ 1,378,096,851 |
| Compensated Absences | \$ 25,018,064 | | | |
| Operating Change Restricted | \$ - | \$ - | \$ 101,527,500 | \$ 101,527,500 |
| Unrestricted | <u>1,010,000</u> | <u>-</u> | <u>(13,567,509)</u> | <u>(12,557,509)</u> |
| Net Increase (Decrease) | \$ 1,010,000 | \$ - | \$ 87,959,991 | \$ 88,969,992 |
| Fund Balance, 6/30/09 | | | | |
| Restricted/Capital Assets | \$ 14,249,046 | \$ 380,047 | \$ 1,329,211,031 | \$ 1,343,840,125 |
| Unrestricted | <u>47,476,166</u> | <u>18,196,251</u> | <u>57,554,300</u> | <u>123,226,717</u> |
| Total | \$ 61,725,212 | \$ 18,576,298 | \$ 1,386,765,332 | \$ 1,467,066,843 |
| Compensated Absences | \$ 25,518,426 | | | |

University of Connecticut (Storrs & Regional Campuses)

Quarterly Overview of the Operating and Research Funds For the Nine Months Ended March 31, 2009

Summary

On September 23, 2008, the Board of Trustees approved a Revised Spending Plan for Fiscal Year 2009 of \$938.3 million. This budget included \$939.3 million of revenue to cover \$938.3 million in expenses, yielding a \$1.0 million net gain. The net gain is the \$1.0 million reserve repayment for the November 2001 drawdown of \$11.5 million for the Towers Dining Center and Student Union.

Financial results for the first nine months of Fiscal Year 2009 reflected a number of different factors when compared to budget. Actual revenue totaled \$805.2 million or 85.7% of the budget. At the close of March, the University expenditures and transfers totaled \$711.4 million or 75.8% of the budget.

The net gain for the Operating Fund shown in this nine month report is not indicative of expected annual results, as most Operating Fund revenue is typically received in the first three quarters of the fiscal year while expenditures are more evenly distributed throughout the year.

A more detailed review of the first nine months of Fiscal Year 2009 operations is presented below.

Revenues - Operating Fund

Total **Operating Fund** revenue collections for the first nine months of Fiscal Year 2009 were \$747.7 million which represented 86.4% of the annual budget. At this point last fiscal year, Operating Fund revenue collections represented 85.1% of the annual budget. A major source of revenue, **State Support**, consisted of a \$181.0 million appropriation and a fringe benefit allotment of \$70.5 million. State Support represented 33.6% of total Operating Fund receipts for the first nine months. On June 24, 2008, the Governor issued a directive which reduced the Fiscal Year 2009 State appropriation allotment by \$6.7 million or 3%; associated fringe benefit support was also reduced by \$2.7 million for a total of \$9.4 million. This rescission and the anticipated reduction in collective bargaining support from the State's Reserve for Salary Adjustment account of approximately \$2.7 million (includes estimated fringe benefits) were reflected in the Revised Spending Plan for Fiscal Year 2009. Since the spending plan was revised in September, the Governor reduced the Regional Campus allotment by \$0.2 million (including fringe benefits) on December 17, 2009 and reduced the Operating Fund allotment by \$6.1 million (including fringe benefits) on March 30, 2009.

Tuition collections were the second largest source of revenue, totaling \$209.1 million, which represented 28.0% of total Operating Fund receipts. Tuition receipts were 102.4% of the annual amount budgeted (\$204.2 million). Tuition revenue collections reflect a 5.6% rate increase coupled with a 2.7% increase in the number of undergraduate degree-seeking students who account for approximately 86.6% of budgeted tuition revenues. The revised Board of Trustee budget was only based on a 1.6% increase in undergraduate degree-

University of Connecticut (Storrs & Regional Campuses)

seeking students. Therefore, tuition revenue is forecasted to be greater than budgeted due to higher enrollment than expected.

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 nine months Fee collections were \$72.7 million or 88.1% of the amount budgeted. This category is forecasted to be less than budgeted primarily due to fewer than projected students in fee based self-supporting academic programs.

Auxiliary Enterprise Revenue for the first nine months of Fiscal Year 2009 was \$133.0 million which represented 94.7% of the annual budgeted amount and is forecasted to be ahead of budget at year end due to a greater amount of students housed and more meal plans than anticipated. Auxiliary revenue consisted primarily of Room and Board Fees which reflect rate increases of 8.3% and 6.3% respectively (\$111.4 million) and Athletic Department receipts (\$18.4 million).

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 nine months of Fiscal Year 2009, Gifts, Grants and Contracts revenue of \$56.8 million, which included \$7.5 million from the UConn Foundation, was 74.5% of the annual budget. The University has received additional federal financial aid, but this category is forecasted to be less than the budget at year end due to slower implementation of the federally funded Teach Grant and less funds transferred from the Foundation for Athletics than expected.

Investment Income for the first three quarters of Fiscal Year 2009 was \$3.7 million. Interest rates continue to fall with the rate for March 2009 at 0.95% compared to 3.02% in March 2008. Investment income for the year is projected to be below budget. Actual results will depend on interest rates and the University's cash balance through the last quarter of the fiscal year.

Sales and Services of Educational Activities and Other Sources (primarily parking, transit fee, and rental income) revenue totaled \$20.9 million and are on budget for the year.

Revenues - Research Fund

With respect to the **Research Fund**, the granting agency or donor restricts most of the revenues. For the first nine months, Research Fund revenues were \$57.5 million and represented 78.1% of the amount budgeted. In Fiscal Year 2008, Research Fund revenues reported in the first nine months totaled \$55.3 million and represented 79.9% of the amount budgeted. This category is forecasted to be slightly ahead of budget at year end due to increased revenues from NIH and NSF grants.

Expenditures - Operating Fund

Total Operating Fund expenditures (excluding transfers) for the first nine months of Fiscal Year 2009 were \$644.1 million or 78.1% of the annual budgeted amount. The spending

University of Connecticut (Storrs & Regional Campuses)

pattern of the first three quarters of Fiscal Year 2008 reflected expenditures of 75.3% of the annual budget. Individual categories of expenditures as a percentage of the annual budget were as follows:

| | |
|-------------------|-------|
| Personal Services | 74.9% |
| Fringe Benefits | 72.3% |
| Other Expenses | 83.5% |
| Equipment | 85.4% |
| Student Aid | 90.2% |

Personal Services/Fringe Benefits represents 74.2% of the annual budgeted amount of \$543.8 million and the year-end projection is forecasted to be close to budget. The University was able to identify resources to fund a net increase of 30 full-time faculty defined by 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. In addition, the University has experienced a slower attrition rate than expected and hiring has been limited to only essential positions due to the reductions in State Support. The personal service and fringe benefit expenditures will continue to be monitored closely throughout the year as they represent 62.9% of the Operating Fund expenditure budget.

Other Expenses (including energy costs) were \$148.8 million for the first nine months and represented 83.5% of the amount budgeted. Energy expenditures are projected to be slightly under budget due to lower than expected non-cogeneration gas and electric consumption. Other Expenses (excluding energy costs) were ahead of budget due to two contributing factors. Library acquisitions which were classified as prepaids at June 30, 2008 are now included in actual expenditures. Also, Residential Life spent additional funds to convert existing space into dorm rooms and to purchase furniture to accommodate the higher than anticipated enrollment.

Equipment expenditures of \$10.2 million were 85.4% of the amount budgeted and are forecasted to be on budget at year-end.

Student Aid funds are predominantly spent in the first and third quarter of the fiscal year. For the first three quarters, Student Aid expenditures were \$81.6 million and represented 90.2% of the amount budgeted. This category is expected to be on budget for the year. While the University has received additional federal aid for Pell Grants, there was a slower implementation of the federally funded Teach Grant than expected.

Expenditures - Operating Fund Transfers

The **Transfers** line reflects transfers to Plant Funds for various building improvements, code related corrective action and bond and installment loan payments as well as payments for the capital lease for the cogeneration plant. Transfers do not always follow a predictable pattern, so quarterly results or comparisons are not necessarily indicative of annual results.

Expenditures - Research Fund

Finally, **Research Fund** expenditures and transfers totaled \$60.4 million and represented 82.0% of the budgeted amount. Research Fund transfers include a budgeted \$2.5 million for

University of Connecticut (Storrs & Regional Campuses)

faculty start-up equipment. Because of the variability of research expenditures, quarterly comparisons are not necessarily indicative of annual results. In Fiscal Year 2008, Research Fund expenditures and transfers reported in the first nine months totaled \$53.5 million and represented 77.3% of the budgeted amount.

Enrollment

Total University enrollment for fall 2008 (excluding the Health Center) was up 2.4% from fall 2007. First semester freshmen enrollment was up 12.3% from fall 2007 and total undergraduate enrollment (degree and non-degree) was up 2.5%. The current year budget was based on a projected 1.2% increase in total University enrollment and a projected 1.6% increase in undergraduate enrollment.

Cash Balance

The March 31, 2009 current funds cash balance was \$213.0 million, \$47.7 million more than March 2008 which was \$165.3 million. The current funds cash balance reflected the collection of 85.7% of budgeted revenue while total expenditures and transfers were 75.8% of budget. The cash balance is expected to decrease as expenditure outlays exceed future revenue collections as the year progresses. Also, the March 31, 2009 cash balance represented 22.7% of the annual expenditure budget as compared to 18.3% one-year ago.

Fund Balance

As of December 31, 2008, the University was forecasted to have a net gain of \$1.2 million for the fiscal year ended June 30, 2009, which would result in a Current Funds Unrestricted Fund Balance of \$65.9 million (Operating Fund-\$47.7 million; Research Fund-\$18.2 million). The fund balance would represent 8.0% of the current year's unrestricted expenditure budget. Also, in accordance with standard University procedures, centrally funded unrestricted fund balances would be carried forward in departmental accounts and be available for expenditure in the current and future fiscal years. The Fiscal Year 2009 revised budget assumed a consistent level of departmental fund balances at June 30, 2009. Any variance from this assumption will affect the projected fund balance level at year-end.

On March 30, 2009, the University received confirmation that the Governor had decided to exercise her statutory authority to rescind another 2% or \$6.1 million (including fringe benefits) from our state support. The University will manage this difficult challenge during the fourth quarter with funds set aside for that purpose at the time of the first rescission. In addition, savings have been identified by the Cost, Operations & Revenue Efficiencies Task Force. The University will continue to limit any hiring to only essential positions and to strictly limit all institutional spending, including spending on professional travel. The actual end-of-year net gain/loss will depend on the effectiveness of these cost saving measures.

University of Connecticut Health Center
Statement of Operating Budget Revenues and Expenses
for the Nine Months Ending March 31, 2009

| | Operating Budget | | | | | | Actual | | | | | |
|---------------------------------|------------------------|-----------------------|-----------------------|-----------------------|------------------------|------------------------|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | Total | Academic | Research | Clinical | Hospital | Operating Support | Total | Academic | Research | Clinical | Hospital | Operating Support |
| Revenues | | | | | | | | | | | | |
| State Appropriations (1) | \$ 104,963,000 | \$ 41,207,664 | \$ 3,183,772 | \$ 20,917,920 | \$ - | \$ 39,653,644 | \$ 79,316,852 | \$ 30,665,074 | \$ 2,552,825 | \$ 16,449,999 | \$ - | \$ 29,648,954 |
| Fringe Benefit Allotment | 40,937,871 | 14,658,560 | 1,132,545 | 7,441,009 | 3,600,000 | 14,105,758 | 31,189,825 | 11,031,170 | 918,330 | 5,917,570 | 2,657,114 | 10,665,641 |
| Tuition | 10,229,501 | 10,229,501 | - | - | - | - | 7,523,121 | 7,523,121 | - | - | - | - |
| Fees | 5,560,560 | 5,477,910 | 180 | - | 22,630 | 59,840 | 4,252,034 | 4,173,947 | - | - | 18,337 | 59,750 |
| Grants and Contracts | 89,156,047 | - | 89,156,047 | - | - | - | 65,167,320 | 28,458 | 65,138,862 | - | - | - |
| Auxiliary Enterprises | 13,417,229 | 8,132,952 | 1,701,418 | 479,981 | 371,245 | 2,731,633 | 10,681,343 | 6,059,640 | 1,701,590 | 459,744 | 496,274 | 1,964,095 |
| Interns and Residents | 41,994,983 | 41,994,863 | - | - | - | 120 | 25,860,931 | 25,860,381 | 550 | - | - | - |
| Net Patient Care | 315,268,544 | 4,932,190 | - | 83,293,557 | 226,193,103 | 849,694 | 240,168,411 | 2,136,480 | - | 64,282,683 | 173,173,385 | 575,863 |
| Correctional Managed Care | 104,194,273 | - | - | 104,194,273 | - | - | 75,017,073 | - | - | 75,017,073 | - | - |
| Endowment/Foundation | 4,655,911 | 1,853,015 | 2,077,896 | - | 725,000 | - | 3,197,344 | 1,611,024 | 1,586,320 | - | - | - |
| All Other Revenues | 11,936,712 | 878,892 | 1,761,017 | 6,073,724 | 2,647,667 | 575,412 | 4,628,166 | 433,426 | 1,408,358 | - | 2,521,586 | 264,796 |
| Total Revenue | 742,314,632 | 129,365,547 | 99,012,875 | 222,400,464 | 233,559,645 | 57,976,101 | 547,002,420 | 89,522,721 | 73,306,835 | 162,127,069 | 178,866,696 | 43,179,099 |
| Expenses | | | | | | | | | | | | |
| Personal Services | \$ 379,430,081 | \$ 66,052,524 | \$ 48,306,043 | \$ 128,450,185 | \$ 99,931,822 | \$ 36,689,507 | \$ 278,145,051 | \$ 48,255,004 | \$ 36,732,033 | \$ 95,261,105 | \$ 72,386,996 | \$ 25,509,913 |
| Fringe Benefits | 105,409,822 | 18,529,256 | 13,793,376 | 17,385,339 | 40,259,465 | 15,442,386 | 80,770,939 | 13,945,156 | 11,404,836 | 13,828,774 | 30,152,712 | 11,439,461 |
| Other Expenses | 186,225,450 | 9,618,624 | 34,551,316 | 42,447,158 | 89,260,819 | 10,347,533 | 142,636,917 | 5,445,982 | 24,233,499 | 35,126,124 | 71,693,084 | 6,138,228 |
| Medical Contract Support | 15,585,085 | 2,989,588 | 209,422 | 7,837,056 | 4,549,019 | - | 12,800,011 | 1,949,700 | 19,351 | 6,276,876 | 4,551,544 | 2,540 |
| Medical/Dental House Staff | 36,983,086 | 36,973,086 | 10,000 | - | - | - | 27,589,423 | 27,343,065 | 208,838 | 37,520 | - | - |
| Outside Agency Per Diems | 1,686,229 | 140,550 | 171,711 | 457,088 | 916,880 | - | 1,220,530 | 29,076 | 1,253 | 383,034 | 807,167 | - |
| Depreciation | 28,458,189 | 1,708,336 | 6,948,000 | 1,010,000 | 11,577,000 | 7,214,853 | 21,327,688 | 952,865 | 5,211,000 | 647,539 | 8,128,992 | 6,387,292 |
| Non-Mandatory Transfers | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Expenses/Transfers | \$ 753,777,942 | \$ 136,011,964 | \$ 103,989,868 | \$ 197,586,826 | \$ 246,495,005 | \$ 69,694,279 | \$ 564,490,559 | \$ 97,920,848 | \$ 77,810,810 | \$ 151,560,972 | \$ 187,720,495 | \$ 49,477,434 |
| Adjustments | | | | | | | | | | | | |
| Net Gain(Loss) | \$ (11,463,310) | \$ (6,646,417) | \$ (4,976,993) | \$ 24,813,638 | \$ (12,935,360) | \$ (11,718,178) | \$ (17,488,139) | \$ (8,398,127) | \$ (4,503,975) | \$ 10,566,097 | \$ (8,853,799) | \$ (6,298,335) |
| Net Inc (Dec) to Cash | | | | | | | | | | | | (12,699,942) |
| Cash Balance 6/30/08 | | | | | | | | | | | | 49,929,191 |
| Balance 3/31/09 | | | | | | | | | | | | 37,229,249 |

| | |
|-------------------------|-------------|
| (1) State Appropriation | 101,963,598 |
| CT Health Info Network | 500,000 |
| Collective bargaining | 4,173,080 |
| Total Support | 106,636,678 |

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 | \$ 406,646,046 | \$ 90,910,454 | \$ 244,758,132 | | \$ 742,314,632 |
| Expenditures and Transfers | <u>398,697,147</u> | <u>94,444,753</u> | <u>260,636,042</u> | | <u>753,777,942</u> |
| Net Increase (Decrease) | \$ 7,948,899 | \$ (3,534,299) | \$ (15,877,910) | \$ - | \$ (11,463,310) |
| <u>Fund Balance and Reserves</u> | | | | | |
| Fund Balance, 6/30/08 | | | | | |
| Restricted | \$ 4,685,874 | \$ - | \$ 146,345 | \$ 28,069,480 | \$ 32,901,699 |
| Unrestricted | <u>24,479,625</u> | <u>30,888,949</u> | <u>1,808,030</u> | <u>-</u> | <u>57,176,604</u> |
| Total | \$ 29,165,499 | \$ 30,888,949 | \$ 1,954,375 | \$ 28,069,480 | \$ 90,078,303 |
| Compensated Absences | \$ 19,625,265 | \$ 3,879,293 | \$ 12,394,185 | \$ - | \$ 35,898,743 |
| Investment in Plant | \$ - | \$ 7,907,336 | \$ 50,734,982 | \$ 130,677,597 | \$ 189,319,915 |
| Change Restricted | \$ 46,859 | \$ - | \$ 1,463 | \$ - | \$ 48,322 |
| Change Unrestricted | <u>(13,236,845)</u> | <u>259,829</u> | <u>(3,314,380)</u> | <u>-</u> | <u>(16,291,396)</u> |
| Net Increase (Decrease) | \$ (13,189,986) | \$ 259,829 | \$ (3,312,917) | \$ - | \$ (16,243,074) |
| Fund Balance, 6/30/09 | | | | | |
| Restricted | \$ 4,732,733 | \$ - | \$ 147,808 | \$ 28,069,480 | \$ 32,950,021 |
| Unrestricted | <u>11,242,780</u> | <u>31,148,778</u> | <u>(1,506,350)</u> | <u>-</u> | <u>40,885,208</u> |
| Total | \$ 15,975,513 | \$ 31,148,778 | \$ (1,358,542) | \$ 28,069,480 | \$ 73,835,229 |
| Compensated Absences | \$ 20,569,381 | \$ 3,794,128 | \$ 12,563,530 | \$ - | \$ 36,927,039 |
| Investment in Plant | \$ - | \$ 18,397,336 | \$ 51,036,953 | \$ 125,693,686 | \$ 195,127,975 |



Fiscal Year 2009
Results of Operations
As of March 31, 2009



Consolidated Financial Reports Financial Update & Highlights

TO: Members, Finance Subcommittee
FROM: John M. Biancamano, Chief Financial Officer
DATE: May 1, 2009
SUBJECT: **Unaudited FY 2009 Financial Results for the 9 month period ending March 31, 2009.**

Introduction:

The following provides highlights for the results of operations for the nine month period ending March 31, 2009:

The actual deficiency for the Fiscal Year to Date is \$17.5 million as compared to a budgeted deficiency of \$10.5 million, for an unfavorable variance of \$7 million. For the month of March the actual deficiency is \$1.5 million as compared to a budgeted deficiency of \$319,000, for an unfavorable variance of \$1.2 million. The Health Center has incurred consulting costs of \$2.75 million related to organizational improvement [\$1.6 million], affiliation discussions [\$1.0 million] and regulatory matters [\$150,000]. The unbudgeted portion of these costs is \$2.6 million and is included in John Dempsey Hospital and the School of Medicine. Key drivers of budget variances are outlined below.

Education, Research & Institutional Support

The result of operations before State Appropriations is unfavorable to the budget by \$2.1 million year to date but was favorable by \$260,000 for the month of March. The primary reason for the favorable budget variance in the current month was the purchase of equipment by Research which resulted in a \$433,000 positive budget variance for the month compared with a \$1.5 million unfavorable variance through February. This offset the continued unfavorable variances in School of Medicine revenue related to billings to participating hospitals for providing residents and interns. The impact to the results of operations from decreased interns and residents is a net decrease in revenue of \$4.0 million year to date.

Year to date significant highlights include:

- The School of Medicine total expenses were favorable to budget by \$3.0 million (3.2%)
- The School of Dental Medicine total expenses were favorable to budget by \$1.4 million (7.0%) and total revenue \$1.4 million (15.9%) below budget. This reflects lower than anticipated Dental Implant revenue and expense.
- Research results of operations were unfavorable to budget by \$1.1 million or (16.8%), which includes \$1.2 million for the initial payment of the NMR system. The purchase of this system, which is classified as capital equipment, results in the recognition of revenue in the period received and depreciation expense over the life of the asset. The resulting timing difference drives up operating gains in the short term and lowers results later as depreciation is taken. An additional \$800,000 remains to be expended. No amounts have been depreciated to date.
- Institutional support results of operations were favorable to budget by \$2.8 million or (5.7%), primarily due to personal services being below budget.



University of Connecticut Health Center

Clinical

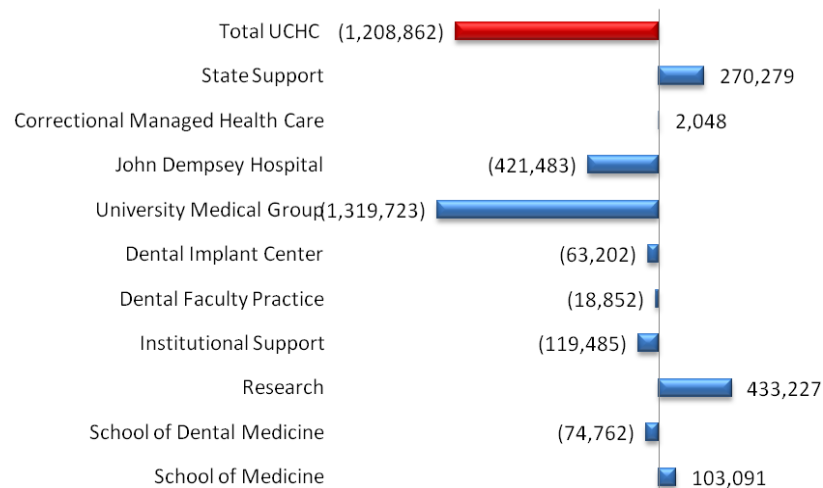
The clinical operations (JDH and UMG) had a loss for the month of \$2.4 million compared to a budget loss of \$677,000, an unfavorable variance of \$1.7 million. For the year to date 9 months, the combined loss was \$20.7 million compared to a budget loss of \$14.0 million an unfavorable \$6.7 million. Detail analysis of revenues and expenses are in the following pages.

Key Financial Results

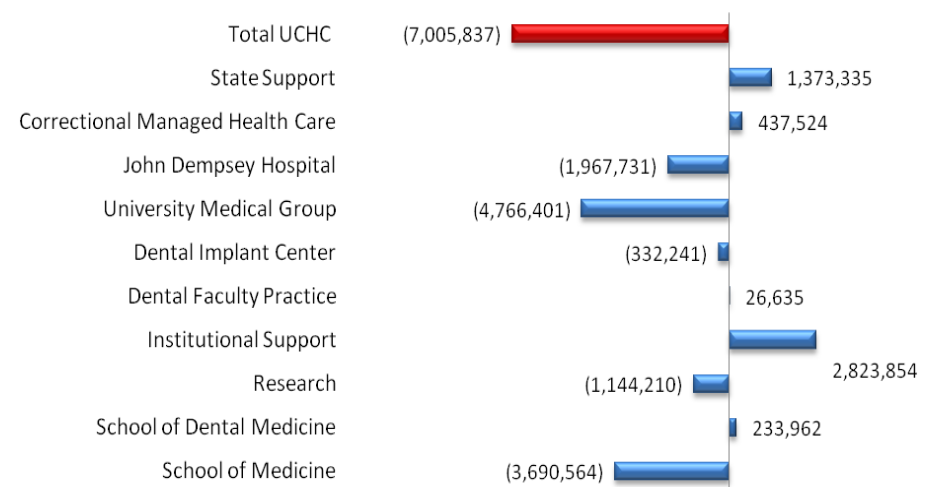
For the period ending March 31, 2009 (in thousands)

| Line # | Category | Current Month | | | | | Year - to - Date | | | | | | |
|--------|---|---------------|------------|-----------|---------|------------|------------------|-------------|------------|---------|------------|------------|---------|
| | | Actual | Budget | Variance | Percent | Prior Year | Actual | Budget | Variance | Percent | Prior Year | Variance | Percent |
| 1 | Total UCHC Excess/ Deficiency | (\$1,528) | (\$319) | (\$1,209) | -379.0% | (\$2,515) | (\$17,488) | (\$10,482) | (\$7,006) | -66.8% | (\$16,055) | (\$1,433) | -8.9% |
| 2 | Education, Research & Institutional Support-Excess/(Deficiency) | (\$11,551) | (\$11,811) | \$260 | 2.2% | (\$11,255) | (\$105,054) | (\$102,971) | (\$2,083) | -2.0% | (\$94,530) | (\$10,524) | -11.1% |
| 3 | John Dempsey Hospital - Excess/(Deficiency) | (\$738) | (\$316) | (\$422) | -133.5% | (\$1,760) | (\$8,483) | (\$6,515) | (\$1,968) | -30.2% | (\$16,152) | \$7,669 | 47.5% |
| 4 | UMG - Excess/(Deficiency) | (\$1,681) | (\$361) | (\$1,320) | -365.7% | (\$1,197) | (\$12,239) | (\$7,473) | (\$4,766) | -63.8% | (\$5,200) | (\$7,039) | -135.4% |
| 5 | CMHC - Excess/(Deficiency) | \$3 | \$1 | \$2 | 200.0% | \$212 | \$438 | \$0 | \$438 | | (\$736) | \$1,174 | 159.5% |
| 6 | State Appropriation-Block Grant | \$9,094 | \$8,997 | \$97 | 1.1% | \$8,163 | \$79,317 | \$78,447 | \$870 | 1.1% | \$73,028 | \$6,289 | 8.6% |
| 7 | Fringe Benefits & Other Adjustments | \$3,345 | \$3,171 | \$174 | 5.5% | \$3,321 | \$28,533 | \$28,029 | \$504 | 1.8% | \$27,535 | \$998 | 3.6% |
| 8 | Total State Support | \$12,439 | \$12,168 | \$271 | 2.2% | \$11,484 | \$107,850 | \$106,476 | \$1,374 | 1.3% | \$100,563 | \$7,287 | 7.2% |
| 9 | Total Revenues (000's) | \$51,981 | \$51,179 | \$803 | 1.6% | \$47,022 | \$436,496 | \$454,698 | (\$18,202) | -4.0% | \$415,296 | \$21,200 | 5.1% |
| 10 | Total Expenses (000's) | \$65,948 | \$63,666 | \$2,282 | 3.6% | \$61,022 | \$561,833 | \$571,656 | (\$9,823) | -1.7% | \$531,913 | \$29,920 | 5.6% |
| 11 | Research Awards | \$6,633 | \$6,633 | \$0 | 0.0% | \$6,541 | \$62,260 | \$66,325 | (\$4,065) | -6.1% | \$65,850 | (\$3,590) | -5.5% |
| 12 | Research Revenue Recognition in Financial Statements | \$8,044 | \$7,424 | \$620 | 8.4% | \$7,263 | \$65,139 | \$66,529 | (\$1,390) | -2.1% | \$64,377 | \$762 | 1.2% |

Budget Variance by Program - March



Budget Variance by Program - Year to Date





University of Connecticut Health Center

Consolidated Statement of Revenues and Expenses (with Eliminations)

| | Consolidated UConn Health Center YTD March 2009 | | | | Consolidated UConn Health Center YTD March 2008 | | |
|--|--|-------------------------|------------------------|---------------------|--|-----------------------|---------------------|
| | Actual | Budget | Variance | Percent Variance | Actual | Variance | Percent Variance |
| Revenues: | | | | | | | |
| Tuition | \$ 7,523,121 | \$ 7,672,126 | \$ (149,005) | -1.9% | \$ 7,099,144 | \$ 423,977 | 6.0% |
| Fees | 4,252,034 | 4,165,236 | 86,798 | 2.1% | 4,066,881 | 185,153 | 4.6% |
| Federal Research Grants and Contracts | 51,119,793 | 53,500,165 | (2,380,372) | -4.4% | 51,991,383 | (871,590) | -1.7% |
| Non-Federal Research Grants and Contracts | 14,047,527 | 13,028,844 | 1,018,683 | 7.8% | 11,746,903 | 2,300,624 | 19.6% |
| Auxiliary Enterprises | 10,681,343 | 10,071,252 | 610,091 | 6.1% | 9,025,772 | 1,655,571 | 18.3% |
| Interns and Residents | 25,860,931 | 31,525,964 | (5,665,033) | -18.0% | 25,833,080 | 27,851 | 0.1% |
| Net Patient Care | 240,168,411 | 248,270,395 | (8,101,984) | -3.3% | 221,792,886 | 18,375,525 | 8.3% |
| Correctional Managed Health Care | 75,017,073 | 78,217,073 | (3,200,000) | -4.1% | 74,644,455 | 372,618 | 0.5% |
| Endowment/Foundation Income | 3,197,344 | 2,938,358 | 258,986 | 8.8% | 2,885,339 | 312,005 | 10.8% |
| Investment Income | 874,735 | 1,533,632 | (658,897) | -43.0% | 2,449,581 | (1,574,846) | -64.3% |
| Other Income | 3,753,431 | 3,774,821 | (21,390) | -0.6% | 3,760,177 | (6,746) | -0.2% |
| Total Revenues | \$ 436,495,744 | \$ 454,697,866 | \$ (18,202,122) | -4.0% | \$ 415,295,601 | \$ 21,200,143 | 5.1% |
| Expenses: | | | | | | | |
| Personal Services | \$ 278,145,051 | \$ 281,062,510 | \$ (2,917,459) | -1.0% | \$ 264,084,155 | \$ 14,060,896 | 5.3% |
| State Supported Fringe Benefits | 28,382,711 | 27,998,934 | 383,777 | 1.4% | 27,534,572 | 848,139 | 3.1% |
| Fringe Benefits | 52,388,228 | 50,462,361 | 1,925,867 | 3.8% | 47,414,782 | 4,973,446 | 10.5% |
| JDH Fringe Benefit Allotment | (2,657,114) | (2,737,000) | 79,886 | 2.9% | 0 | (2,657,114) | |
| Medical Contractual Support | 12,800,011 | 12,448,544 | 351,467 | 2.8% | 14,853,990 | (2,053,979) | -13.8% |
| Medical/Dental House Staff | 27,589,423 | 27,947,065 | (357,642) | -1.3% | 22,934,853 | 4,654,570 | 20.3% |
| Outside Agency Per Diems | 1,220,530 | 1,406,487 | (185,957) | -13.2% | 1,430,749 | (210,219) | -14.7% |
| Drugs | 27,005,138 | 25,316,484 | 1,688,654 | 6.7% | 25,581,745 | 1,423,393 | 5.6% |
| Medical Supplies | 33,862,710 | 34,053,573 | (190,863) | -0.6% | 30,354,727 | 3,507,983 | 11.6% |
| Utilities | 13,108,118 | 13,565,544 | (457,426) | -3.4% | 12,366,257 | 741,861 | 6.0% |
| Outside & Other Purchased Services | 39,725,748 | 48,596,396 | (8,870,648) | -18.3% | 38,626,300 | 1,099,448 | 2.8% |
| Insurance | 4,537,140 | 4,488,145 | 48,995 | 1.1% | 4,272,793 | 264,347 | 6.2% |
| Repairs & Maintenance | 8,302,986 | 8,155,136 | 147,850 | 1.8% | 6,829,903 | 1,473,083 | 21.6% |
| Other Expenses | 16,095,077 | 16,754,712 | (659,635) | -3.9% | 15,175,103 | 919,974 | 6.1% |
| Depreciation | 21,327,688 | 22,137,504 | (809,816) | -3.7% | 20,453,366 | 874,322 | 4.3% |
| Total Expenses | \$ 561,833,445 | \$ 571,656,395 | \$ (9,822,950) | -1.7% | \$ 531,913,295 | \$ 29,920,150 | 5.6% |
| Excess/(Deficiency) of Revenues over Expenses Prior to State Appropriations | | | | | | | |
| | \$ (125,337,701) | \$ (116,958,529) | \$ (8,379,172) | -7.2% | \$ (116,617,694) | \$ (8,720,007) | -7.5% |
| State Appropriation-Block Grant | \$ 79,316,852 | \$ 78,447,250 | \$ 869,602 | 1.1% | \$ 73,028,017 | \$ 6,288,835 | 8.6% |
| JDH - State Supported Fringe Benefits | - | - | 0 | | - | \$ - | 100.0% |
| State Supported Fringe Benefits and Other Adjustments | 28,532,711 | 28,028,978 | 503,733 | 1.8% | 27,534,572 | 998,139 | 3.6% |
| Excess/(Deficiency) | \$ (17,488,138) | \$ (10,482,301) | \$ (7,005,837) | -66.8% | \$ (16,055,105) | \$ (1,433,033) | -8.9% |
| Total State Support | 107,849,563 | 106,476,228 | 1,373,335 | 1.3% | 100,562,589 | 7,286,974 | 7.2% |
| Percent of Total Revenues | 19.81% | 18.97% | 0.01 | 4.4% | 19.49% | 0 | 1.6% |
| Total State Support without Fringe Benefits | 79,316,852 | 78,447,250 | 869,602 | 1.1% | 73,028,017 | 6,288,835 | 8.6% |



University of Connecticut Health Center

JOHN DEMPSEY HOSPITAL
OPERATING STATEMENT
MARCH 2009

| | Current Month | | | | | Year to Date (7/1/08 - 3/31/09) | | | | |
|-------------------------------------|-------------------|-------------------|------------------|---------------|--------------------|---------------------------------|--------------------|--------------------|-----------------|---------------------|
| | Actual '09 | Budget '09 | Variance | % Change | Actual '08 | Actual '09 | Budget '09 | Variance | YTD % Change | YTD Actual '08 |
| Gross Inpatient Revenue | \$ 22,533,514 | \$ 17,961,301 | \$ 4,572,213 | 25.5% | \$ 18,506,830 | \$ 163,762,096 | \$ 153,757,141 | \$ 10,004,955 | 6.5% | \$ 147,692,120 |
| Gross Outpatient Revenue | 21,224,585 | 19,017,412 | 2,207,173 | 11.6% | 17,986,223 | 179,314,353 | 161,582,854 | 17,731,499 | 11.0% | 152,512,220 |
| Total Gross Patient Revenue | 43,758,099 | 36,978,713 | 6,779,386 | 18.3% | 36,493,053 | 343,076,449 | 315,339,995 | 27,736,454 | 8.8% | 300,204,340 |
| Less: Contractual Allowances | 20,622,884 | 16,020,066 | 4,602,818 | 28.7% | 17,261,324 | 160,634,732 | 132,554,635 | 28,080,097 | 21.2% | 130,140,017 |
| Less: Bad Debt Expense | 320,709 | 495,417 | (174,708) | -35.3% | 486,872 | (381,387) | 4,215,627 | (4,597,014) | -109.0% | 4,173,923 |
| Net Patient Revenue | 22,814,506 | 20,463,230 | 2,351,276 | 11.5% | 18,744,857 | 182,823,104 | 178,569,733 | 4,253,371 | 2.4% | 165,890,400 |
| Investment Income | 18,347 | 46,393 | (28,046) | -60.5% | 57,479 | 233,339 | 417,530 | (184,191) | -44.1% | 913,939 |
| Other Operating Revenue | 246,633 | 297,115 | (50,482) | -17.0% | 376,940 | 3,011,991 | 2,674,011 | 337,980 | 12.6% | 2,111,838 |
| Total Other Operating Income | 264,980 | 343,508 | (78,528) | -22.9% | 434,419 | 3,245,330 | 3,091,541 | 153,789 | 5.0% | 3,025,777 |
| Total Revenue | 23,079,486 | 20,806,738 | 2,272,748 | 10.9% | 19,179,276 | 186,068,434 | 181,661,274 | 4,407,160 | 2.4% | 168,916,177 |
| Expenses: | | | | | | | | | | |
| Salaries and Wages | 8,206,412 | 8,144,467 | 61,945 | 0.8% | 8,046,263 | 72,386,996 | 71,963,595 | 423,401 | 0.6% | 71,829,845 |
| Fringe Benefits | 3,487,398 | 3,364,215 | 123,183 | 3.7% | 3,254,069 | 30,152,712 | 29,409,302 | 743,410 | 2.5% | 29,171,837 |
| Fringe Benefit Allotment | (268,250) | (288,000) | 19,750 | -6.9% | - | (2,657,114) | (2,737,000) | 79,886 | -2.9% | 0 |
| Medical Contractual Support | 373,825 | 379,086 | (5,261) | -1.4% | 416,927 | 3,601,548 | 3,411,766 | 189,782 | 5.6% | 3,537,941 |
| Medical/Dental House Staff | 1,000,000 | 1,087,708 | (87,708) | -8.1% | 919,811 | 9,141,588 | 9,789,375 | (647,787) | -6.6% | 7,818,163 |
| Outside Agency Per Diems | 92,262 | 64,849 | 27,413 | 42.3% | 36,138 | 807,167 | 857,888 | (50,721) | -5.9% | 713,303 |
| Drugs | 2,684,683 | 1,364,277 | 1,320,406 | 96.8% | 1,066,333 | 14,214,261 | 11,556,183 | 2,658,078 | 23.0% | 11,494,711 |
| Medical Supplies | 3,180,806 | 2,364,662 | 816,144 | 34.5% | 2,579,125 | 25,240,929 | 23,236,341 | 2,004,588 | 8.6% | 22,045,314 |
| Utilities | 278,747 | 295,855 | (17,108) | -5.8% | 301,109 | 2,719,945 | 2,930,635 | (210,690) | -7.2% | 2,564,413 |
| Outside & Other Purchased Services | 2,717,682 | 2,360,289 | 357,393 | 15.1% | 2,362,754 | 22,360,190 | 20,744,640 | 1,615,550 | 7.8% | 19,684,302 |
| Insurance | 249,078 | 243,006 | 6,072 | 2.5% | 243,875 | 2,213,533 | 2,187,044 | 26,489 | 1.2% | 2,190,654 |
| Repairs & Maintenance | 459,680 | 443,395 | 16,285 | 3.7% | 428,908 | 3,693,723 | 3,991,296 | (297,573) | -7.5% | 3,292,738 |
| Other Expenses | 338,189 | 274,827 | 63,362 | 23.1% | 225,507 | 2,546,554 | 2,478,016 | 68,538 | 2.8% | 2,521,771 |
| Depreciation Expense | 1,016,667 | 1,024,312 | (7,645) | -0.7% | 995,837 | 8,128,992 | 8,357,052 | (228,060) | -2.7% | 8,202,992 |
| Total Operating Expenses | 23,817,179 | 21,122,948 | 2,694,231 | 12.8% | 20,876,656 | 194,551,024 | 188,176,133 | 6,374,891 | 3.4% | 185,067,984 |
| Net Operating Gain (Loss) | (737,693) | (316,210) | (421,483) | 133.3% | (1,697,380) | (8,482,590) | (6,514,859) | (1,967,731) | 30.2% | (16,151,807) |

John Dempsey Hospital

Results of Operations:

Year-to-date the deficit is \$8.5 million compared to a budgeted deficit of \$6.5 million, for an unfavorable variance of \$2.0 million. The deficit for the same period last year was \$16.2 million. The month of March shows a deficit of \$738,000 compared to a budgeted deficit of \$316,000, for an unfavorable variance of \$422,000. The deficit for the same period last year was \$1.7 million. Other significant highlights include:

| Category | Current Month | | | | | Year - to - Date | | | | | | |
|--|---------------|----------|----------|---------|------------|------------------|-----------|-----------|---------|------------|----------|---------|
| | Actual | Budget | Variance | Percent | Prior Year | Actual | Budget | Variance | Percent | Prior Year | Variance | Percent |
| John Dempsey Hospital (in thousands) | | | | | | | | | | | | |
| JDH Excess of Revenues over Expenses/ (Deficiency) | (\$738) | (\$316) | (\$422) | -133.5% | (\$1,760) | (\$8,483) | (\$6,515) | (\$1,968) | -30.2% | (\$16,152) | \$7,669 | 47.5% |
| JDH Operating Margin | -3.2% | -1.5% | -1.7% | -110.4% | -9.1% | -4.5% | -3.6% | -1.0% | -27.1% | -9.5% | 5.0% | 52.3% |
| Inpatient Discharges | 859 | 866 | 7 | 0.8% | 849 | 7,310 | 7,494 | (184) | -2.5% | 7,341 | (31) | -0.4% |
| Outpatient Visits | 35,040 | 35,023 | 17 | 0.0% | 32,843 | 289,318 | 297,652 | (8,334) | -2.8% | 280,358 | 8,960 | 3.2% |
| Net Revenue per Adjusted Discharge | \$13,836 | \$11,670 | \$2,166 | 18.6% | \$11,456 | \$12,150 | \$11,820 | \$330 | 2.8% | \$11,320 | \$830 | 7.3% |
| Cost per Adjusted Discharge | \$14,278 | \$11,847 | \$2,431 | 20.5% | \$12,470 | \$12,704 | \$12,244 | \$460 | 3.8% | \$12,403 | \$301 | 2.4% |
| Days Revenue in Accounts Receivable | 48 | 53 | (5) | -9.4% | 62 | 48 | 57 | (9) | -15.8% | 62 | (14) | -22.6% |
| Case Mix Index | 1.5661 | 1.4421 | 0.1240 | 8.6% | 1.5102 | 1.4990 | 1.4421 | 0.0569 | 3.9% | 1.4323 | 0.0667 | 4.7% |
| FTE's per Adjusted Occupied Bed | 4.89 | 4.13 | 0.76 | 18.4% | 4.38 | 4.57 | 4.38 | 0.19 | 4.3% | 4.45 | 0.12 | 2.7% |

Volume: Year to Date

Inpatient discharges are unfavorable to the budget plan by 184 cases (2.5%) and are below last year by 31 cases (.4%).

Outpatient visits are unfavorable to the budget plan by 8,334 cases (2.8%) but are above last year by 8,960 cases (3.2%).

The key drivers for inpatient volume year-to-date are:

- Oncology is below budget 101 discharges and below last year 95 discharges
- Psychiatry is below budget 121 discharges and below last year 93 discharges
- Inpatient surgical cases are above budget by 178 cases or 8.9%.

The key drivers for outpatient volume year-to-date are:

- Compared to Budget
 - Outpatient visits are below budget by 2.8%
 - Areas that are below budget are Birthing Center (10%), Farmington Surgery Center (13%), and Nuclear Medicine (17%)
 - Areas that are above budget are; Radiology Special Procedures (23%), Clin Nuero (22%), Speech Pathology (13%) and Cardiology related tests (EKG's – 11%; EP Lab – 55%)

Volume: Month

March inpatient discharges were unfavorable to the budget plan by 7 cases (.8%) but above last March by 10 cases (1.2%).

March outpatient visits were favorable to the budget plan by 17 visits (.1%) and above last March by 2,197 visits (6.7%).



Net Revenue: Year to Date

Year-to-date, total net patient revenue is favorable to the budget plan by \$4.3 million (2.4%) and is above last year by \$16.9 million (10.2%).

The key drivers for net revenue are:

- Compared to Budget
 - Volume variance on revenues was unfavorable to budget by approximately \$5.9 million.
Inpatient 184 discharges (\$2.6)
Outpatient 8,334 visits (3.3)
(\$5.9)
 - Favorable rate variance is \$10.2 million, attributable to efforts in revenue enhancement, contract negotiations, improved processes.
 - Net Revenue per adjusted discharge is above the budgeted plan by \$320 (2.8%) despite adjusted discharges being below budget by 55 discharges (0.4%).
 - Case mix index is 1.4990 compared to a budget of 1.4421 and a prior year actual of 1.4323.
 - Net Revenue per adjusted discharge is above last year by \$821 (7.4%).

Significant variances for inpatient payer mix:

- Compared to Budget

Above Plan

- Medicare discharges 78 cases (2.7%)
- Medicaid discharges 18 cases (1.7%)

Below Plan

- Managed Care discharges 266 cases (10.0%)
- Correctional Managed Health Care discharges 12 cases (4.4%)



Net Revenue: Month

March's net revenue is favorable to the budget plan by \$2.4 million (11.5%) and is above last year by \$4.1 million (21.7%).

The key drivers for net revenue are:

- Compared to Budget
 - Adjusted discharges were below budget by 115 cases (6.4%) and below prior year by 6 cases (.4%)
 - Net Revenue per adjusted discharge is above the budgeted plan by \$2,200 (19.2%)
 - Net Revenue per adjusted discharge is above last year by \$2,480 (22.1%).
 - Net Revenue increase reflects the discharge of a Factor VII patient with net revenues of over \$1.1 million. These revenues were offset by pharmaceutical costs discussed in the expense analysis below.

Significant monthly variances for inpatient payer mix:

- Compared to Budget

Above Plan

- Medicare discharges 14 cases (3.9%)
- Medicaid discharges 7 cases (5.6%)

Below Plan

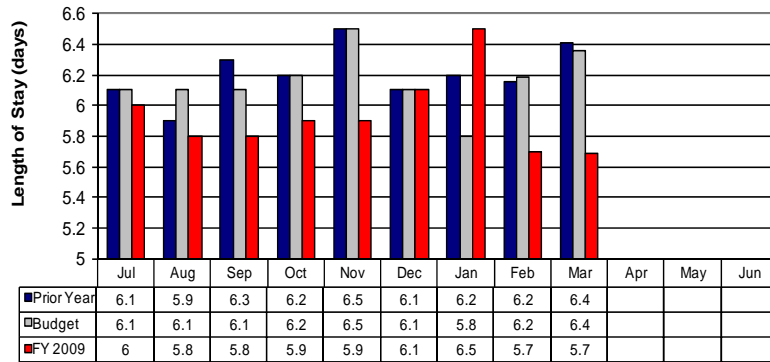
- Managed Care discharges 26 cases (9.5%)
- Correctional Managed Health Care 15 cases (34.9%)

Expenses

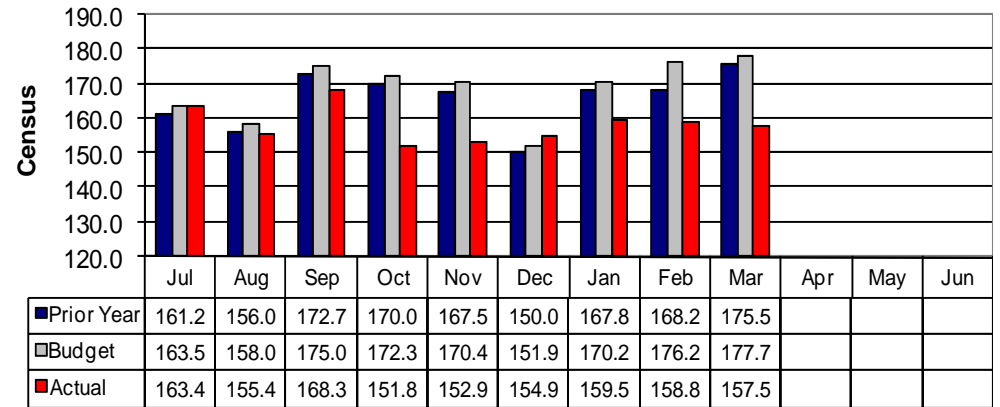
- Expenses are unfavorable to the budget by \$6.4 million (3.4%) on a year to date basis and \$9.5 million (or 5.1%) unfavorable to prior year.
- Drugs are over budget year to date \$2.7 million of which \$1.3 million relates to the current month. The current month unfavorable variance is the result of a single Factor VII patient who incurred \$1.1 million in special anticoagulant medication. For the year anticoagulant medications are \$2.0 million over budget.
- Consulting related to operational consultation, the affiliation and other are over budget by \$2.2 million year-to-date and \$333,000 for the month.
- Medical supplies are over budget due to the shift to more surgical cases than medical patients.



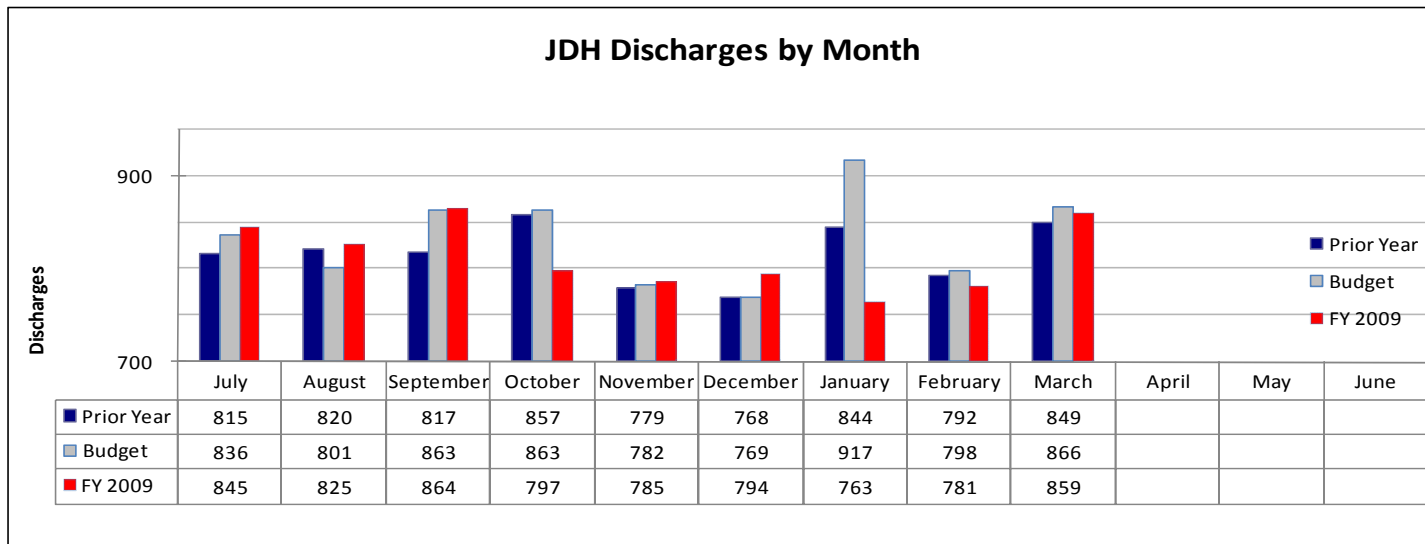
JDH Average Length of Stay by Month



JDH Average Daily Census FY 09 By Month



JDH Discharges by Month





University of Connecticut Health Center

UCONN MEDICAL GROUP OPERATING STATEMENT MARCH 2009

| | <u>MARCH ACTUAL</u> | <u>MARCH BUDGET</u> | <u>VARIANCE</u> | <u>MARCH PERCENT</u> | <u>MARCH 2008</u> | <u>MARYTD ACTUAL</u> | <u>MARYTD BUDGET</u> | <u>VARIANCE</u> | <u>YTD PERCENT</u> | <u>MARYTD FY 2008</u> |
|--|-------------------------|-------------------------|--------------------|--------------------------|-----------------------|--------------------------|--------------------------|--------------------|------------------------|---------------------------|
| REVENUES: | | | | | | | | | | |
| Gross Charges-Direct Patient Care | 16,613,654 | 16,200,461 | 413,193 | 2.55% | 15,080,372 | 143,060,791 | 138,974,873 | 4,085,918 | 2.94% | 130,281,445 |
| Gross Charges-Contract Patient Care | 488,673 | 493,066 | (4,393) | -0.89% | 465,480 | 4,174,323 | 4,392,794 | (218,471) | -4.97% | 4,427,734 |
| Total Patient Care | <u>17,102,327</u> | <u>16,693,527</u> | <u>408,800</u> | <u>2.45%</u> | <u>15,545,852</u> | <u>147,235,114</u> | <u>143,367,667</u> | <u>3,867,447</u> | <u>2.70%</u> | <u>134,709,179</u> |
| Less: Contractual Allowances | 9,930,990 | 8,656,031 | 1,274,959 | 14.73% | 8,559,200 | 82,282,800 | 75,857,964 | 6,424,836 | 8.47% | 72,149,226 |
| Provision for Bad Debts | (79,806) | 113,468 | (193,274) | -170.33% | 62,207 | 865,468 | 969,271 | (103,803) | -10.71% | 825,803 |
| Total Allowances & Bad Debts | <u>9,851,184</u> | <u>8,769,499</u> | <u>1,081,685</u> | <u>12.33%</u> | <u>8,621,407</u> | <u>83,148,268</u> | <u>76,827,235</u> | <u>6,321,033</u> | <u>8.23%</u> | <u>72,975,029</u> |
| Net Patient Revenue | 7,251,143 | 7,924,028 | (672,885) | -8.49% | 6,924,445 | 64,086,846 | 66,540,432 | (2,453,586) | -3.69% | 61,734,150 |
| Other Revenues | <u>73,697</u> | <u>98,647</u> | <u>(24,950)</u> | <u>-25.29%</u> | <u>56,889</u> | <u>645,837</u> | <u>876,849</u> | <u>(231,012)</u> | <u>-26.35%</u> | <u>795,536</u> |
| Total Revenue | <u>7,324,840</u> | <u>8,022,675</u> | <u>(697,835)</u> | <u>-8.70%</u> | <u>6,981,334</u> | <u>64,732,683</u> | <u>67,417,281</u> | <u>(2,684,598)</u> | <u>-3.98%</u> | <u>62,529,686</u> |
| EXPENSES: | | | | | | | | | | |
| Personal Services | 5,155,676 | 4,898,804 | 256,872 | 5.24% | 4,621,978 | 45,015,226 | 44,276,743 | 738,483 | 1.67% | 37,971,015 |
| State Supported Fringe Benefits | 681,025 | 632,731 | 48,294 | 7.63% | 672,511 | 5,868,050 | 5,584,387 | 283,663 | 5.08% | 6,180,100 |
| Fringe Benefits | 994,535 | 832,648 | 161,887 | 19.44% | 834,482 | 7,878,658 | 7,284,338 | 594,320 | 8.16% | 5,428,722 |
| Medical Contractual Support | 684,130 | 631,070 | 53,060 | 8.41% | 753,819 | 5,826,876 | 5,391,071 | 435,805 | 8.08% | 5,557,605 |
| Outside Agency Per Diems | 0 | 4,979 | (4,979) | -100.00% | 0 | 79,545 | 42,527 | 37,018 | 87.05% | 43,971 |
| Drugs | 174,929 | 170,685 | 4,244 | 2.49% | 184,960 | 1,479,947 | 1,458,143 | 21,804 | 1.50% | 1,469,673 |
| Medical Supplies | 152,812 | 131,870 | 20,942 | 15.88% | 105,247 | 1,151,870 | 1,127,011 | 24,859 | 2.21% | 1,014,620 |
| Utilities | 22,350 | 20,414 | 1,936 | 9.48% | 11,295 | 158,361 | 173,667 | (15,306) | -8.81% | 129,394 |
| Outside & Other Purchased Services | 832,876 | 813,781 | 19,095 | 2.35% | 789,765 | 7,260,952 | 7,206,455 | 54,497 | 0.76% | 7,537,968 |
| Insurance | 49,033 | 57,846 | (8,813) | -15.24% | 63,720 | 433,199 | 515,359 | (82,160) | -15.94% | 523,840 |
| Repairs & Maintenance | 74,725 | 33,249 | 41,476 | 124.74% | 33,761 | 484,000 | 416,050 | 67,950 | 16.33% | 418,420 |
| Other Expenses | 109,397 | 60,889 | 48,508 | 79.67% | 34,136 | 687,456 | 693,172 | (5,716) | -0.82% | 739,640 |
| Depreciation | <u>73,933</u> | <u>94,567</u> | <u>(20,634)</u> | <u>-21.82%</u> | <u>72,893</u> | <u>647,539</u> | <u>720,953</u> | <u>(73,414)</u> | <u>-10.18%</u> | <u>714,944</u> |
| Total Expenses | <u>9,005,421</u> | <u>8,383,533</u> | <u>621,888</u> | <u>7.42%</u> | <u>8,178,567</u> | <u>76,971,679</u> | <u>74,889,876</u> | <u>2,081,803</u> | <u>2.78%</u> | <u>67,729,912</u> |
| Excess/Deficiency of Revenues over Expenses | <u>(1,680,581)</u> | <u>(360,858)</u> | <u>(1,319,723)</u> | <u>365.72%</u> | <u>(1,197,233)</u> | <u>(12,238,996)</u> | <u>(7,472,595)</u> | <u>(4,766,401)</u> | <u>63.79%</u> | <u>(5,200,226)</u> |

UConn Medical Group

Results of Operations

Year-to-date the deficit is \$12.2 million compared to a budgeted deficit of \$7.5 million, for an unfavorable variance of \$4.7 million. The deficit for the same period last year was \$5.2 million an unfavorable change of \$7.0 million. The Month of March shows a deficit of \$1.7 million compared to a budgeted deficit of \$361,000 million for an unfavorable variance of \$1.4 million. The drivers for the year-to-date deficit are:

- Anesthesia had an actual loss of \$1.9 million compared to a budgeted loss of \$1.0 million.
- The results with Anesthesiology removed show an unfavorable variance year to date of \$3.9 million.
- Total revenue is unfavorable to the budget by \$2.7 million.
- Total expenses are unfavorable to the budget by \$2.1million.

Other significant highlights include:

| Category | Current Month | | | | | Year - to - Date | | | | | | |
|---|---------------|------------|-----------|---------|------------|------------------|-----------|-----------|---------|------------|-----------|---------|
| | Actual | Budget | Variance | Percent | Prior Year | Actual | Budget | Variance | Percent | Prior Year | Variance | Percent |
| University Medical Group (in thousands) | | | | | | | | | | | | |
| Excess of Revenues over Expenses/ (Deficiency) | (\$1,681) | (\$361) | (\$1,320) | -365.7% | (\$1,197) | (\$12,239) | (\$7,473) | (\$4,766) | -63.8% | (\$5,200) | (\$7,039) | -135.4% |
| Operating Margin | -22.9% | -4.5% | -18.4% | -410.1% | -17.2% | -18.9% | -11.1% | -7.8% | -70.6% | -8.3% | -10.59% | -127.3% |
| Excess of Revenues over expenses without Anesthesiology | \$ (1,562) | \$ (1,855) | \$ 293 | 15.8% | \$ (1,376) | \$ 10,366 | \$ 6,469 | \$ 3,897 | 60.2% | \$ 3,778 | \$ 6,588 | 174.4% |
| Unique Patient Visits | 47,647 | 50,085 | (2,438) | -4.9% | 46,499 | 417,736 | 427,858 | (10,122) | -2.4% | 405,905 | 11,831 | 2.9% |
| Net Revenue Per Unique Patient Visit | \$153.73 | \$160.18 | (\$6.45) | -4.0% | \$150.14 | \$154.96 | \$157.57 | (\$2.61) | -1.7% | \$154.05 | \$0.91 | 0.6% |
| Cost per Unique Patient Visit | \$189.00 | \$167.39 | \$21.62 | 12.9% | \$175.89 | \$184.26 | \$175.03 | \$9.22 | 5.3% | \$166.86 | \$17.40 | 10.4% |
| Days Revenue in Accounts Receivable | 62 | 58 | 4 | 6.9% | 68 | 62 | 58 | 2 | 3.4% | 68 | (8) | -11.8% |

Net Revenue: Year to Date

Net patient revenue is unfavorable to the budget plan by \$2.5 million (3.7%) and is above last year by \$2.4 million (3.8%).

The key drivers for net revenue are:

- Visits being under budget 10,122 visits (2.4%) – Volume variance of \$1.6 million
- Compared to Budget – Price Variance is unfavorable to the budget by \$1.1 million. Charges to managed care and commercial payors decreased from 52.5% to 49.7%. The net revenue per unit was \$2.61 lower than what was budgeted.
- Compared to Last Year – Price Variance is favorable by \$380,000 and the Volume Variance is favorable by \$ 1.8 million.
- The price variance for both the month and year to date is driven by the increase in Medicaid and Medicare visits. Compared to the prior year Medicaid visits have increased 3,878 and Medicare has increased 6,785. The collection rate for Medicare is 38% of charges and Medicaid is 25% of charges. The overall collection rate is 43% of charges.



Net Revenue: Month

The Month of March shows net revenue unfavorable to the budget plan by \$673,000 and \$327,000 above the same month in the prior year.

The key drivers for net revenue are:

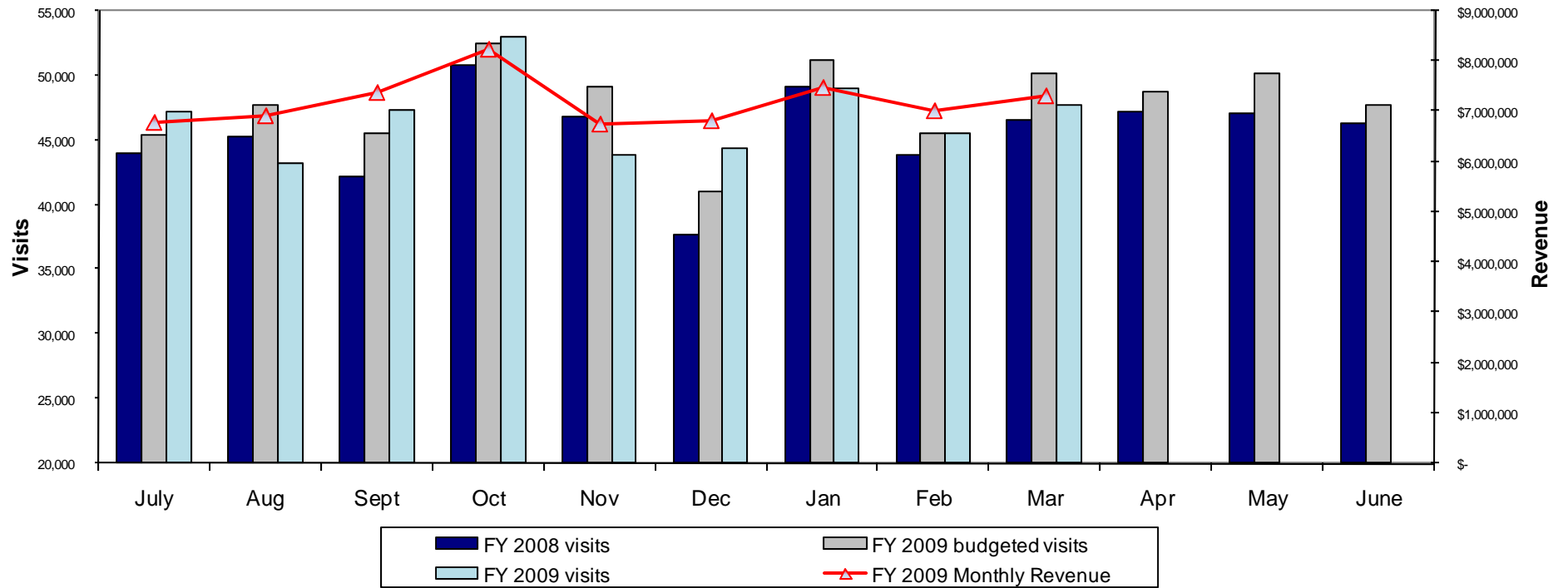
- Visits being unfavorable to the budget by 2,438 visits (4.9%) – Valued at \$ 391,000.
- Compared to Budget – Price Variance is unfavorable to the budget by \$307,000. The net revenue per unit was \$6.45 lower than what was budgeted.

Expenses

- Personal services, Fringes, and medical contractual support are over budget by \$520,000. Personal services shows unfavorable variances attributed to APRN salaries while Medical Contractual is unfavorable due to the presence of new, unbudgeted services contracts for Radiology and Pediatrics.
- Fringe benefits reflect higher FICA payments beginning with the new calendar year as well as additional fringe costs associated with the APRN salary variance. The budgeted fringe benefit factor was 29% compared to actual of 30%.
- Expenses exclusive of those noted above were above budget 102,000 compared to budget.



University Medical Group Comparison of Actual, Budgeted, and Prior Year Unique Visits Against Monthly Total Revenues



Connecticut State University
Statement of Operating Budget Revenues and Expenses
for the Nine Months Ending March 31, 2009

| | Operating Budget | | | Actual | | |
|---------------------------------|-----------------------|------------------------|----------------------|-----------------------|-----------------------|----------------------|
| | Total | E&G | Auxiliary Enterprise | Total | E&G | Auxiliary Enterprise |
| Revenues | | | | | | |
| State Appropriations (1) | \$ 163,913,753 | \$ 163,913,753 | \$ - | \$ 127,453,857 | \$ 127,453,857 | \$ - |
| Fringe Benefit Allotment | 78,266,579 | 78,266,579 | - | 52,154,622 | 52,154,622 | - |
| Tuition | 95,444,282 | 95,444,282 | - | 96,656,895 | 96,656,895 | - |
| Extension Fees (PT) | 62,363,442 | 62,363,442 | - | 51,744,026 | 51,744,026 | - |
| Fees | 66,606,706 | 66,606,706 | - | 61,064,082 | 61,064,082 | - |
| Grants and Contracts | 36,615,212 | 36,615,212 | - | 43,970,971 | 43,970,971 | - |
| Auxiliary Enterprises | 77,452,992 | - | 77,452,992 | 81,337,107 | - | 81,337,107 |
| Endowment/Foundation | - | - | - | - | - | - |
| All Other Revenues | 19,976,135 | 19,976,135 | - | 16,063,200 | 16,063,200 | - |
| Total Revenue | 600,639,101 | 523,186,109 | 77,452,992 | 530,444,760 | 449,107,653 | 81,337,107 |
| Expenses | | | | | | |
| Personal Services | \$ 291,633,857 | \$ 283,605,702 | \$ 8,028,155 | \$ 221,166,748 | \$ 214,985,445 | \$ 6,181,303 |
| Fringe Benefits | 112,844,808 | 109,459,041 | 3,385,767 | 80,940,708 | 78,381,753 | 2,558,955 |
| Other Expenses | 120,342,171 | 88,790,085 | 31,552,086 | 80,137,680 | 52,162,921 | 27,974,759 |
| Equipment | 10,096,630 | 9,691,630 | 405,000 | 9,312,448 | 8,969,064 | 343,384 |
| Student Aid | 50,602,352 | 50,602,352 | - | 61,848,043 | 61,842,393 | 5,650 |
| Debt Service | 13,844,095 | 5,762,632 | 8,081,463 | 5,385,484 | 1,115,772 | 4,269,712 |
| Non-Mandatory Transfers | 1,706,155 | 469,697 | 1,236,458 | 10,367,926 | 21,884,533 | (11,516,607) |
| Total Expenses/Transfers | \$ 601,070,068 | \$ 548,381,139 | \$ 52,688,929 | \$ 469,159,037 | \$ 439,341,881 | \$ 29,817,156 |
| Adjustments | | | | | | |
| Net Gain(Loss) | \$ (430,967) | \$ (25,195,030) | \$ 24,764,063 | \$ 61,285,723 | \$ 9,765,772 | \$ 51,519,951 |
| Net Inc (Dec) to Cash | | | | 24,853,375 | | |
| Cash Balance 6/30/08 | | | | <u>123,993,159</u> | | |
| Balance 3/31/09 | | | | 148,846,534 | | |

CSU Budget

| | |
|-----------------------------------|--------------------|
| (1) State Appropriation | 160,444,294 |
| Rescission | (7,694,116) |
| Collective Bargaining Settlements | 10,389,475 |
| Total Support | <u>163,139,653</u> |

CONNECTICUT STATE UNIVERSITY
Statement of Changes in Fund Balance
FY 2009

| | <u>Operating</u> | <u>Plant</u> | <u>Total</u> |
|---|--------------------|-------------------|--------------------|
| <u>Revenues and Expenditures</u> | | | |
| Revenues | \$ 600,639,101 | \$ 55,000,000 | \$ 655,639,101 |
| Expenditures and Transfers | <u>601,070,068</u> | <u>52,000,000</u> | <u>653,070,068</u> |
| Net Increase (Decrease) | \$ (430,967) | \$ 3,000,000 | \$ 2,569,033 |
| <u>Fund Balance and Reserves</u> | | | |
| Fund Balance, 6/30/08 | | | |
| Restricted | \$ 4,271,358 | \$ 670,206,906 | \$ 674,478,264 |
| Unrestricted | <u>31,904,128</u> | <u>44,639,397</u> | <u>76,543,525</u> |
| Total | \$ 36,175,486 | \$ 714,846,303 | \$ 751,021,789 |
| Compensated Absences | \$ 33,306,264 | \$ - | \$ 33,306,264 |
| Operating Change | \$ (430,967) | \$ - | \$ (430,967) |
| Other Change | <u>-</u> | <u>3,000,000</u> | <u>3,000,000</u> |
| Net Increase (Decrease) | \$ (430,967) | \$ 3,000,000 | \$ 2,569,033 |
| Fund Balance, 6/30/09 | | | |
| Restricted | \$ 4,271,358 | \$ 673,206,906 | \$ 677,478,264 |
| Unrestricted | <u>31,473,161</u> | <u>-</u> | <u>31,473,161</u> |
| Total | \$ 35,744,519 | \$ 673,206,906 | \$ 708,951,425 |
| Compensated Absences | \$ 35,000,000 | | \$35,000,000 |

CONNECTICUT STATE UNIVERSITY SYSTEM
General and Operating Fund Quarterly Report
As of March 31, 2009

Overview Narrative

Comments relating to the nine months ending March 31, 2009, for the Connecticut State University System are presented below.

I. Enrollment

Overall, full time headcount increased 3.9% from 22,978 in the Spring 2008 to 23,870 in the Spring 2009. This represents a 3.5% increase (+756 students) in undergraduate enrollment and a 9.1% increase (+136 students) in graduate full time enrollment. This is the twelfth consecutive year that CSUS has achieved an increase in total full time enrollment.

The Spring FTE total enrollment of 26,868 students represented an increase of 843 students or 3.2% from Spring 2008 FTE of 26,025 students. Spring FTE enrollment has continued to increase over the past thirteen years, from 20,417 in the Spring 1996 to 26,868 in the Spring 2009`

II. Spending Plan

In July 2008, the Board of Trustees reviewed and approved the FY2008-2009 Spending Plans for the Universities, System Office and System-wide Direct. 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 selected vacant positions, and some requested new positions and increased fringe benefits. Budgeted Other Expenses reflect increases primarily in utilities, food service contracts (offset by food service revenue) and insurance.

III. Revenues and Expenditures

The CSU System's FY2009 Spending Plan projects a \$430,967 net use of funds for the fiscal year with revenues of \$600.6 million and expenditures and transfers of \$601.1 million.

State Appropriations of \$127.5 million were 77.8% of plan, compared to 77.9% of plan last year, while General Fund fringe benefits of \$52.2 million were 66.6% of plan. This level was slightly below budget due to the delayed receipt of payments for two payrolls. Had these payments been included in the third quarter, the resulting percentage would be 74.1%, basically on plan.

Total tuition and extension fees for the nine months of FY 09 were \$148.4 million or 94.0% of plan, which is slightly above last year's level of 93.1%. Fees of \$61.1 million were 91.7% of FY 09 plan of \$66.6 million. Fee income is higher than last year due to increased full - time enrollment and fee rates. Actual Grant revenues of \$44.0 million were 120.0% of plan, due to higher than planned Student Aid expenditures at 122.2% of plan. Auxiliary revenue of \$81.3 million was 105.1% of plan, and represented an increase of \$8.5 million over FY 08 primarily due to higher student accident insurance receipts than budgeted. Other Revenues of \$16.1 million were 80.4% of budget compared to 91.7% last year. This decrease was primarily due to lower interest income, rentals, program income, bookstores, athletic revenue, ticket sales and non-credit course fees.

Personal Services expense of \$221.2 million was 75.8% of plan and Fringe Benefits of \$80.9 million were 71.7% of plan. These were in line with FY 08 personal services and fringe benefits of 75.2% and 73.3%, respectively. Other Expenses of \$80.1 million were 66.6% of plan compared to 69.9% last year. The actual dollar amount is only slightly above last year, due to spending constraints. Library and All Other Equipment Expenses of \$9.3 million were on budget at 92.2%, versus 80.8% in FY 08. Library Equipment is 73.9% of budget and is expected to be fully expended by year-end. Other Equipment is 122.5% of budget, mainly due to higher spending than budgeted at one university. Student Aid of \$61.8 million was 122.2% of plan, comparable to 124.0% last year, and in line with the increase in grant revenue (mainly Pell Grants).

IV. Fund Balance Policy and Projections

The projected FY 2008-09 Available Unrestricted Fund Balance, after student/other commitments, is estimated to be \$ (23.3) million with a total fund balance at the end of the fiscal year of \$ 669.2 million.

Community-Technical College System
Statement of Operating Budget Revenues and Expenses
for the Nine Months Ending March 31, 2009

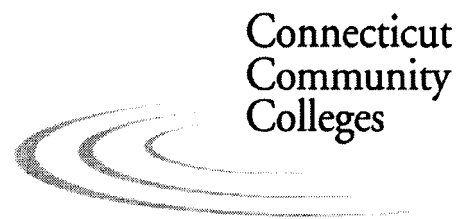
| | Operating Budget | Actual |
|---|---------------------------------------|-------------------------|
| | Total | Total |
| Revenues | | |
| State Appropriations (1) | \$ 167,677,025 | \$ 123,720,000 |
| Fringe Benefit Allotment | 75,862,369 | 57,541,704 |
| Tuition | 89,427,179 | 93,637,805 |
| Fees | 36,114,446 | 36,064,639 |
| Grants and Contracts | 50,426,028 | 59,697,641 |
| Private Grants | 293,583 | 3,016,186 |
| Sales of Educational Activities | 391,152 | 378,773 |
| Endowment/Foundation | - | - |
| All Other Revenues | 13,264,264 | 12,560,836 |
| Total Revenue | 433,456,046 | 386,617,584 |
| Expenses | | |
| Personal Services* | \$ 228,353,899 | \$ 171,717,072 |
| Fringe Benefits* | 88,128,065 | 68,315,484 |
| Other Expenses | 62,178,807 | 50,210,139 |
| Equipment | 2,679,795 | 2,288,384 |
| Student Aid | 56,924,669 | 67,606,767 |
| Buildings/Improvements | - | - |
| Transfers | - | (500) |
| Total Expenses/Transfers | \$ 438,265,235 | \$ 360,137,346 |
| Adjustments | | |
| Net Gain(Loss) | \$ (4,809,189) | \$ 26,480,238 |
| <i>Accrual Adj.</i> | | (20,826,966) |
| Net Inc (Dec) to Cash | | 5,653,272 |
| Cash Balance 6/30/08 | | 90,852,447 |
| Balance 3/31/09 | | 96,505,719 |
| | <u>General Fund EOY Appropriation</u> | <u>General Fund YTD</u> |
| (1) State Appropriation | 149,815,671 | 111,065,855 |
| Manufacturing Tech SID's | 545,000 | 398,270 |
| Tuition Freeze | 2,160,925 | 1,662,251 |
| Original Appropriation | 152,521,596 | 113,126,376 |
| Due from OPM Wage Settlements | 15,155,429 | 10,593,624 |
| Total Support - Original Budget | 167,677,025 | 123,720,000 |
| OPM adjustment, pending wage settlement | (1,030,596) | - |
| Revised Base Appropriation | 166,646,429 | 123,720,000 |
| First Quarter FY09 rescission | (4,521,720) | - |
| Total GF Appropriation | 162,124,709 | 123,720,000 |

COMMUNITY-TECHNICAL COLLEGE SYSTEM

Statement of Changes in Fund Balance

FY 2009

| <u>Revenues and Expenditures</u> | <u>Operating</u> |
|--|-------------------|
| Revenues | \$ 433,456,046 |
| Expenditures and Transfers | 438,265,235 |
| Fund (Additions)/Deductions | <u>4,144,815</u> |
| Net Increase (Decrease) | \$ (8,954,004) |
| <u>Fund Balance and Reserves</u> | |
| Fund Balance, 6/30/08, preliminary unaudited | |
| Restricted | \$ 4,754,088 |
| Unrestricted | <u>32,833,145</u> |
| Total | \$ 37,587,233 |
| Compensated Absences (Est.) | \$ 35,334,018 |
| Operating Change | \$ (8,954,004) |
| Other Change | <u>-</u> |
| Net Increase (Decrease) | \$ (8,954,004) |
| Fund Balance, 6/30/09 Estimated | |
| Restricted | \$ 4,754,088 |
| Unrestricted | <u>23,185,228</u> |
| Total | \$ 27,939,316 |
| Compensated Absences (Est.) | \$ 35,334,018 |



Education That Works For a Lifetime

THIRD QUARTER FY2009 REPORT

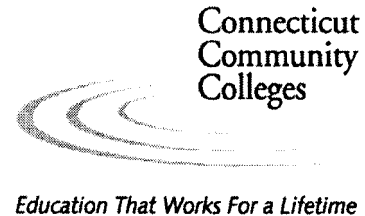
Period ending March 31, 2009

May 7, 2009

To: Nancy Brady, Department of Higher Education

From: Vicky Greene, Chief Financial and Administrative Officer

Re: Third Quarter FY2009 Report



This report for the period ending March 31, 2009 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 2009 fiscal year to a mix of both good and bad news. Enrollment continued to set new records, with Fall 2008 FTE enrollment up by 6.5% over Fall 2007, and student headcount enrollment up by 5.5% over the previous fall, reaching a total of 51,105 students taking credit courses. Full time student enrollment continued to climb, reaching 19,694 students, or 38.5% of all community college students. These trends continued in the spring 2009 semester, with FTE enrollment up 8.7% over last spring. At the same time, we began the year with a 3% \$4.5 million General Fund budget reduction, and news of a swiftly declining economic outlook for the State. An additional 2% \$3 million reduction is now scheduled for the fourth quarter.

For the third quarter of fiscal year 2009, total operating budget revenues of \$386.6 million were at about 89% of the original annual budget, while total expenditures of \$360.1 million were about 82% of the original budget for the year.

Revenues and Expenditures

Tuition revenues through the third quarter were \$93.6 million, about 5% above the original budget, reflecting the strong enrollment growth and revenues earned for the Fall and Spring semesters. Fee revenues of \$36.1 million were at 100% of the annual budget, with some additional revenues still to be recognized in the fourth quarter. Extension fees totaling \$18.3 million were about 96% of budget, reflecting the summer 2008 semester and other revenues earned through the third quarter. Credit extension programs are about 7.5% above budget, while non-credit programs are below budget at about 87%, with the economic downturn impacting both workforce development and personal development revenues compared with original expectations. Government grants of \$59.7 million were at 118% of budget, reflecting federal and state grant revenues for student financial aid, as well as other non-financial aid grants revenue earned. Private gifts and grants of \$3.0 million were considerably above the original annual budget approved by the Board, reflecting the expenditure of gift funding for student scholarship aid and prior year gifts, as well as 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, nursing program support, and other programs, reflects the recording of grant revenues earned as current and prior year grants received are actually expended for programmatic purposes. Other revenues, including bookstore revenues, as well as daycare, commission, interest income and other miscellaneous revenues were at 95% of budget overall through the third quarter, with interest income substantially below budget.

Salary and fringe benefit expenditures for the third quarter were 75% and 78% of budget, respectively. Other non-payroll expenditures were at 81% of budget for the year, reflecting obligations that carried forward from the previous year, as well as increased activity to support growing enrollment, offset by continuing cost reduction efforts implemented where possible to conserve resources in light of the State's worsening budget climate. Non-payroll costs also included utility expenditures of about \$8.9 million through three quarters, about 99% of the funded base energy budget supported by student tuition and fees and state funding for newly expanded facilities. Approximately \$3 million of reserves were originally programmed in FY2009 to offset the current year structural energy budget shortfall, however it now appears that declining energy costs,

combined with ongoing conservation measures, may somewhat lessen the impact on reserves. We will continue to monitor this closely.

Capital outlay expenditures are at about 85% of current year budget. Financial aid grants, waivers and student work study employment totals \$69.4 million, about 15% above the original annual budget, reflecting Fall and partial Spring awards, and continued increases in the federal Pell program as a result of increased enrollment of eligible students, as well as in CAPCS funding provided by the State.

Net Asset Projection

Unrestricted net assets were \$32.8 million at June 30, 2008, based on final audit figures. 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 \$6.4 million reserved at year end for carry-forward obligations (existing contracts and purchase orders), approximately \$11.5 million in contingency reserves representing about 2.8% of total operating expense, and a net \$14.9 million in other designated reserves, most of which were held at colleges for one-time transitional new facility costs.

Under the Board's originally approved operating budget for FY2009, unrestricted net assets were originally programmed to decline by approximately \$4.8 million, reflecting the use of \$3.0 million reserves for energy costs and \$1.8 million for various new facility transition costs and other one-time projects and current year initiatives. A General Fund budget reduction of \$4.5 million implemented just as the year began, resulted in a modification of the original plan. Under the Board's revised plan, the cost of these obligations, along with associated fringe benefits, was to be absorbed in the Operating Fund in order to maintain critical instructional and support services to support the System's enormous enrollment growth. Offsetting savings of at least \$1.75 million were required in order to mitigate the additional cost, resulting in a new programmed reduction of just under \$9 million during FY2009.

In response to growing state-wide budget concerns, the System has subsequently implemented a modified hiring and travel freeze and directed that all spending be carefully limited to that which is essential to the continuation of instruction, academic programming or community service; to provide academic or student support services integral to student success; or to the safe and effective operation of college facilities. These further reductions in spending, along with tuition and fee revenues that are expected to exceed goal, will reduce the current year impact to unrestricted net assets, and maximize the financial flexibility that will be needed to address additional budgetary challenges anticipated in FY2010 and beyond. Nevertheless, with the additional \$3 million General Fund rescission announced for the upcoming fourth quarter, projections suggest that the use of unrestricted reserves during FY2009 will still be substantial, likely exceeding the original budgeted drawdown of \$4.8 million.

Cash

At the beginning of FY2009, total cash (including the system check-writing account and excluding cash equivalents) was \$90.9 million. Cash receipts of \$150 million and disbursements of \$144.4 million through the third quarter resulted in a cash balance of \$96.5 million at March 31, 2009. 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:\FY09\DHE\Third 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 Nine Months Ending March 31, 2009

| | Operating Budget | | | Actual | | |
|---------------------------------|-------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| | Total | COSC | CTDLC | Total | COSC | CTDLC |
| Revenues | | | | | | |
| State Appropriations (1) | \$ 2,773,626 | \$ 2,110,658 | \$ 662,968 | \$ 2,119,955 | \$ 1,623,973 | \$ 495,982 |
| Fringe Benefit Allotment | 963,884 | 695,762 | 268,122 | 722,913 | 521,822 | 201,091 |
| Partnerships | - | - | - | - | - | - |
| Fees | 5,209,354 | 5,209,354 | - | 4,335,622 | 4,335,622 | - |
| Grants and Contracts | 1,087,685 | 762,685 | 325,000 | 1,155,486 | 880,486 | 275,000 |
| Endowment/Foundation | - | - | - | - | - | - |
| All Other Revenues | 1,607,119 | 297,364 | 1,309,755 | 1,079,204 | 233,731 | 845,473 |
| Total Revenue | 11,641,668 | 9,075,823 | 2,565,845 | 9,413,180 | 7,595,634 | 1,817,546 |
| Expenses | | | | | | |
| Personal Services | \$ 5,494,663 | \$ 4,195,077 | \$ 1,299,586 | \$ 4,031,978 | \$ 3,082,423 | \$ 949,555 |
| Fringe Benefits | 1,955,158 | 1,459,727 | 495,431 | 1,444,171 | 1,102,188 | 341,983 |
| Other Expenses | 3,746,145 | 3,086,248 | 659,897 | 2,647,540 | 2,297,520 | 350,020 |
| Equipment | - | - | - | 40,994 | 40,994 | - |
| Student Aid | 92,393 | 92,393 | - | 91,768 | 91,768 | - |
| Grants & Partnerships | 995,292 | 670,292 | 325,000 | 200,687 | - | 200,687 |
| Transfers | - | - | - | - | - | - |
| Total Expenses/Transfers | \$ 12,283,651 | \$ 9,503,737 | \$ 2,779,914 | \$ 8,457,138 | \$ 6,614,893 | \$ 1,842,245 |
| Adjustments | | | | | | |
| Net Gain(Loss) | \$ (641,983) | \$ (427,914) | \$ (214,069) | \$ 956,042 | \$ 980,741 | \$ (24,699) |
| Net Inc (Dec) to Cash | | | | | 980,741 | (24,699) |
| Cash Balance 6/30/08 | | | | | 1,707,039 | 1,093,922 |
| Balance 3/31/09 | | | | | 2,687,780 | 1,069,223 |

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

| <u>Revenues and Expenditures</u> | <u>Operating</u> |
|--------------------------------------|-------------------|
| Revenues | \$ 11,641,668 |
| Expenditures and Transfers | <u>12,283,651</u> |
| Net Increase (Decrease) | \$ (641,983) |
| <u>Cash Balance and Reserves</u> | |
| Cash Balance, 6/30/08 | |
| Restricted | \$ - |
| Unrestricted | <u>2,800,961</u> |
| Total | \$ 2,800,961 |
| Compensated Absences | \$ 1,656,768 |
| Operating Change | \$ (641,983) |
| Other Change | |
| Net Increase (Decrease) | \$ (641,983) |
| Cash Balance, 6/30/09 | |
| Restricted | \$ - |
| Unrestricted | <u>2,158,978</u> |
| Total | \$ 2,158,978 |
| Compensated Absences | \$ 1,656,768 |

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

***Comparison of General and Operating Fund Budget to Actual
For the Nine-Month Period Ending March 31, 2009***

OVERVIEW NARRATIVE

Charter Oak State College

Charter Oak's FY 2009 operating budget, excluding carry-forward funds, reflects \$9.07 million in revenues and \$9.50 million in expenses. The major components of the revenue include \$2.1 million in state appropriation, \$695,762 for the value of fringe benefit costs for general fund employees, and \$5.2 million in fees. The major expenditures in the \$9.50 million include personal services and fringe benefits of \$5.65 million and \$3.0 million in other institutional expenses. The budget projects a use of \$427,914 in reserves and a fund balance of \$1,707,039 as of June 30, 2008. The major uses of the reserves will support the renovation of additional rental space in Newington to ease overcrowding at the New Britain site. Furnishings for this new space, the FY09 general fund reduction, facility improvements, and other one-time expenses represent the major use of the reserves.

Due to the implementation of a new ERP, the college revenues are reported on an accrual bases as opposed to cash in previous years.

At the close of the third quarter, combined Operating Fund receipts totaled \$7.59 million and combined expenditures total \$6.61 million. Year-to-date receipts equal 84 percent of the operating revenue budget and 70 percent of the expenditure budget. Enrollment increases projected for degree candidates (10%) and distance learning courses (14%) are consistent with the revenues received to date. The percentage of the budgeted amount expended by major expenditure area is as follows:

| | |
|-------------------|-----|
| Personal Services | 73% |
| Fringe Benefits | 76% |
| Other Expenses | 74% |
| Student Aid | 99% |

The net increase to the Charter Oak Operating Fund cash balance at the close of the third quarter is \$980,741 for a cash balance of \$2,687,780 on March 31, 2009.

Connecticut Distance Learning Consortium (CTDLC)

The CTDLC FY 2009 operating budget, excluding carry forward funds, reflects \$2.56 million in revenues and \$2.77 million in expenses. The major components of revenue are: \$662,968 in state appropriation, \$325,000 in grants, and \$1.3 million in fees received for services. The expenditure budget consists of \$1.79 million in personal services and benefits, \$659,897 for institutional expenses, and \$325,000 in grant expenditures. The ESA budget projects a net loss of \$214,069 and a fund balance of \$1,093,922 as of June 30, 2008. The use of reserves will fund the FY09 general fund reduction, renovations to the Alumni Rd. leased space, and to support other one-time expenses.

At the close of the third quarter, the operating fund receipts total \$1.81 million and combined expenditures total \$1.84 million. Year-to-date receipts equals 71 percent of the budgeted receipts and the expenditures equal 66 percent of the amount budgeted. The percentage of the budgeted amount expended by major expenditure area is as follows:

| | |
|-------------------|-----|
| Personal Services | 73% |
| Fringe Benefits | 69% |
| Other Expenses | 53% |

Additional expenditures are expected in the fourth quarter related to the use of operating dollars for capital equipment items due the absence of CEPF resources.

Due to the loss of a major client and the absence of state funding for the Virtual High School Program, the ESA revenue target will not be achieved. This quarter, only 64% of the target has been achieved. To compensate for the forecasted decrease in revenue, expenditures in ESA have been reduced and total 60% at the end of the quarter. Based on the revised revenue total, it is expected that use of reserves may exceed \$300,000. While the planned expenditures will be lower, the lack of CEPF resources is expected to require replacement of equipment with the use of operating dollars.

The net increase to the CTDLC Operating Fund cash balance at the close of the third quarter is (\$24,699) for a cash balance of \$1,069,223 on March 31, 2009.