



**Dr. Jane Gates, Interim President, Provost and
Senior VP for Academic and Student Affairs
Connecticut State Colleges & Universities
Appropriations Higher Education Subcommittee
Responses for Agency Work Session
March 17, 2021**

Members of the Appropriations Higher Education Subcommittee, thank you for the opportunity to provide responses to your questions from our agency budget presentation two weeks ago. For the record, my name is Dr. Jane Gates, and I am the Interim President as well as the Provost and Senior Vice President of Academic and Student Affairs for CSCU. I am joined today by CSCU Chief Financial Officer Ben Barnes, CSCU Chief Operating Officer and Chief of Staff Dr. Alice Pritchard, Connecticut State Community College (CSCC) Interim President Dr. David Levinson, CSCC Interim Chief Financial Officer Kerry Kelley, CSCU Vice President for Enrollment Management Dr. Alison Buckley, and CSCU Senior Director of Government Relations and External Affairs Sean Bradbury.

We have provided responses to the Committee's questions below

1. Please provide your best estimates for the following debt free community college (PACT) questions.

a. If \$6 million is received in both FY 22 and FY 23, as the Governor proposed:

i. Would that be sufficient funding to provide program grants to all of the FY 21 recipients?

No, that would not be sufficient to provide grants to all FY 21 recipients. There is a chart below which provides additional details on annual costs.

ii. Would there be any funding remaining to offer PACT grants to newly enrolled students?

Only to the extent that existing students dropped out of the program.

b. How much would be required to:

i. Offer the grants to continuing FY 21 recipients as well as FY 22 and FY 23 newly enrolled recipients who meet the eligibility requirements?

\$14 million in FY 22, rising to almost \$15 million in FY 23.

ii. Offer the grants to all in (i) above and also to newly enrolled part-time students who meet the other eligibility requirements?

If the PACT program was funded at the \$14 million needed in FY 22, there would remain just over \$50 million in cash (including loans) tuition payments across the colleges. We are currently compiling an accurate estimate for the portion of this \$50 million which represents part-time students who meet all of the other eligibility requirements for the PACT program, which we will provide to the Subcommittee as soon as it is available.

- c. Included in the chart below is additional information on PACT awards and waitlists estimated costs and students served from FY 21 through FY 24, assuming a \$6 million annual budget.

	FY21	FY22	FY23	FY24
Awarded Cost	6,238,704	5,997,204	5,997,204	5,997,204
Waitlist Cost	2,636,493	7,907,875	8,755,846	8,536,881
Total Program	8,875,197	13,905,079	14,753,050	14,534,085
Awarded Students	5,982	5,750	5,750	5,750
Waitlist Students	2,598	7,795	8,629	8,413
Total Students	8,580	13,545	14,379	14,163

2. How much in unfunded accrued liability (SERS UAL) support would be needed to entirely cover this portion of the fringe costs for employees who are not funded through the block grants? Please provide as in the table below.

	FY2022 Proj	FY2023 Proj
State Universities	\$22,399,641	\$24,898,248
Community Colleges	\$15,354,102	\$17,066,802
Charter Oak State College	\$889,254	\$988,447
	\$38,642,997	\$42,953,497

3. Please send the relevant language from collective bargaining agreements that limit the number of online students.

Below are the excerpts of the relevant provisions of our collective bargaining contracts:

AAUP

10.15.5 The class size requirements of Article 10.3 shall apply to distance learning courses.

10.3 Class Size The provisions of this section shall not be construed as permitting an increase in traditional class size norms (see Article 5.17.2). Class size will be determined by enrollments at the end of the third (3rd) week of each semester. The purpose of additional credit for instruction of large classes

is to insure increased instructor time to meet student needs. Load credit in excess of normal load credits for a three (3) credit-hour course shall be allowed for classes which fall within the following range:

Class Size	Load Credits
41 - 60	Normal Load Credit x (N+ 20) x 1/60
61 - 90	Normal Load Credit x (N+ 60) x 1/90
91 - 200	Normal Load Credit x (N+460) x 1/330

Where N = the number of students enrolled at the end of the third week of classes.

Classes in excess of 200 shall continue to be covered by side letters as appropriate.

Adjustments in load credit for full-time members will be made in accordance with Article 10.5. For part-time members, compensation shall be appropriately adjusted pursuant to Article 12.8.

No class shall have an enrollment in excess of 200 unless appropriate arrangements for support, scheduling and load credit have been made pursuant to the procedures of Article 10.4.

AFT

8.3.14. Class Size

The number of students assigned to a lecture section or to a laboratory section of a given course shall be determined by the Academic Dean after consultation with the Department Chairperson. The parties agree that the following factors, among others, are relevant to class size: the nature and goal of the course; student needs, including but not limited to student scheduling needs; the extent of in-class individualized instruction; lecture hall and classroom size and the number of equipped laboratory stations; student safety; and, the needs of the college for efficiency, productivity and academic excellence. When he/she determines that students should be transferred among sections to reasonably equalize the number of students in sections of the same course, the Academic Dean shall promptly accomplish such transfers. Whenever practicable, such transfers should be made prior to the end of the second week of classes.

APPENDIX X SIDE LETTER Re: PROTOCOLS FOR DISTANCE LEARNING

Scope of Reopener This reopener deals with the delivery of credit courses via fully online instruction, which typically takes place in an asynchronous learning environment and involves faculty-student and student-student interaction in the online environment.

Bargaining Unit Placement The bargaining unit placement of faculty who teach distance learning courses will be

The Federation of Technical College Teachers, AFT, Local 1942, AFL-CIO 103 Board of Regents for Higher Education – CBA July 1, 2016 – June 30, 2021 consistent with existing practice for on-ground courses.

Class Size Class size in an online course will be determined in accordance with existing college practices and will not exceed the class size for the same course taught on ground.

Evaluation of Faculty Members who Teach Online Courses Observation of a teaching faculty member's online course for purposes of faculty evaluation will be done in the same manner as classroom observation is performed for on-ground courses.

Evaluators shall be granted access to the faculty member's online course ("guest status") for purposes of the observation, which must be conducted in the presence of the faculty member.

Student ratings may be used in a manner similar to the use of student ratings in on-ground courses, except that colleges may use the student assessment vehicle provided by the Connecticut Distance Learning Consortium (CTDLC).

Course Development For purposes of this Agreement re: Protocols for Distance Learning, course development is defined as either (1) creating a new distance learning course, or (2) converting or adapting an existing on-ground course to an online format. New courses shall follow existing college course offerings, development and approval processes.

Workload Credit (from arbitrator's award) For purposes of computing faculty workload, subsequent offerings of distance learning courses shall be weighted at 133%.

Ownership The concept of "shared use" will apply to online courses developed by teaching faculty members. This means that distance learning courses developed by teaching faculty members in the course of their employment may be used by the faculty member teaching elsewhere within the CCC system or in another higher education setting, and may also be used by the Board at the same college or at another college in the CCC System.

Effective Date This Agreement and the terms of the award shall be effective with the Fall 2007 academic semester.

4. What are the plans at this point for the use of the December (CRRSAA) stimulus funds? Please be as specific as possible.

Our plans for the HEERF II funds provided under CRRSAA are still evolving as the US Dept. of Education has not yet provided guidance on many potential uses of the funds, such as how to use the funds for lost revenue or to support payroll expenditures. We do know that the funds can only be used to defray expenses incurred after December 2020, which is unfortunate because we experienced heavy revenue losses in the fall in both the universities and the community colleges.

The attached spreadsheet shows our current projection of potential uses for the HEERF II funds (from CRRSAA). In general, both the colleges and universities are intending to use the funds as follows:

- First, to distribute the required amount of HEERF II funds for student financial assistance. These grants to students will be sent out between this week and the end of March as cash grants to students, with higher amounts provided to students with greater financial need as disclosed on the FAFSA.
- Second, to draw down as much as allowed under forthcoming guidance for lost revenue or payroll expenses during the spring of 2021. The universities will likely be able to draw down most of their available HEERF II funds this spring, but the colleges, with larger grants and no loss of housing revenue to make up, will likely have significant remaining funds.
- Third, in the case of the colleges, to provide funds (currently targeted at \$17 million) for immediate IT and other student support initiatives at the campuses.

- Finally, remaining funds will be programmed for a combination of student financial assistance, lost revenue replacement, and student support initiatives in the fall of 2021.

5. Please explain your current plan for phasing in Guided Pathways (including hiring and current advisor: student ratios), and how it was determined which colleges would be in the first phase.

Guided Pathways will be phased in over three years. The current advisor to student ratio is 700:1; however, after implementation of Guided Pathways the ratio will be 250:1. When fully realized this will hire 166 staff with total costs of \$10.2 million plus fringe benefits.

We have hired three Regional Advising Directors to oversee this program and are implementing Phase 1 this spring with 32 additional staff. This will have a partial year FY 21 cost of \$0.5 million, plus fringe benefits, and fully annualized costs of \$2.25 million, plus fringe benefits, thereafter.

Phase 1 schools were selected to have one school per region and to provide a mix of urban, rural and suburban campuses. This phase will include:

- Housatonic Community College
 - 1 campus Advising Lead
 - 12 Guided Pathways I Advisors
 - 3 Guided Pathways II Advisors
- Northwestern Community College
 - 1 campus Advising Lead
 - 4 Guided Pathways I Advisors
 - 1 Guided Pathways II Advisor
- Middlesex Community College
 - 1 Campus Advising Lead
 - 8 Guided Pathways I Advisors
 - 1 Guided Pathway II Advisor

Phase 2 will occur over FY 22, and will hire 46 advisors at 4 campuses, with a fully annualized cost of \$2.8 million, plus fringe benefits. We requested funding from OPM as part of our current services budget request. This phase includes:

- Asnuntuck Community College
 - 1 campus Advising Lead
 - 5 Guided Pathways I Advisors
 - 1 Guided Pathways II Advisors
- Tunxis Community College
 - 1 campus Advising Lead
 - 11 Guided Pathways I Advisors
 - 2 Guided Pathways II Advisors
- Quinebaug Valley Community College
 - 1 campus Advising Lead
 - 4 Guided Pathways I Advisors
 - 1 Guided Pathways II Advisors
- Manchester Community College

- 1 campus Advising Lead
- 15 Guided Pathways I Advisors
- 3 Guided Pathways II Advisors

Phase 3 will occur in FY 23, and will hire 85 staff at 5 campuses, with a fully annualized cost of \$5.14 million, plus fringe benefits. We requested funding from OPM as part of our current services budget request.

- Capital Community College
 - 1 campus Advising Lead
 - 9 Guided Pathways I Advisors
 - 2 Guided Pathways II Advisors
- Gateway Community College
 - 1 campus Advising Lead
 - 18 Guided Pathways I Advisors
 - 4 Guided Pathways II Advisors
- Norwalk Valley Community College
 - 1 campus Advising Lead
 - 13 Guided Pathways I Advisors
 - 3 Guided Pathways II Advisors
- Naugatuck Valley Community College
 - 1 campus Advising Lead
 - 17 Guided Pathways I Advisors
 - 3 Guided Pathways II Advisors
- Three Rivers Community College
 - 1 campus Advising Lead
 - 9 Guided Pathways I Advisors
 - 2 Guided Pathways II Advisors

6. Please provide the dollar amounts by fiscal year (FY 21, FY 22, and FY 23) for the community college and CSU block grants that would be needed to eliminate projected deficits.

For the Community Colleges the block grants would need to increase as follows to avoid deficits:

Amounts the Block Grants Would Need to Increase to Avoid Deficits			
(in millions)			
Community Colleges	Block Grant	Fringe Benefits	TOTAL
FY 21	\$5.4	\$4.3	\$9.7
FY 22	\$7.5	\$6.7	\$14.2
FY 23	\$10.8	\$12.1	\$22.9

This disregards the use of federal covid relief funds as revenue, and assumes that the current FY 21 level of additional fringe benefit support of \$36.55 million continues for the upcoming biennium. The

Governor's recommend budget did not continue the funding of \$20.35 million provided under PA 19-117 Sections 44(b)(c) for FY 21 into the upcoming biennium. If these funds are not provided for FY 22 and FY 23 additional funds would be required.

The Connecticut State Universities required block grants including fringe benefits by fiscal year are as follows:

Amounts the Block Grants (including Fringe Benefits) Would Need to Increase to Avoid Deficits			
(in millions)			
State Universities	Block Grant	Fringe Benefits	Total
FY21	\$20.0	\$16.1	\$36.1
FY22	\$25.3	\$22.4	\$47.7
FY23	\$29.3	\$33.0	\$62.3

7. Please explain/provide your agency requests made to OPM, by adjustment.

Connecticut State Colleges and Universities			
FY22 and FY23 Biennial Request Technical Adjustments			
	Biennial Request		Description:
Technical Adjustments included on FY22/FY23 Request	FY22	FY23	
Community Colleges			
Annualization of pay increases and 27th Payroll	\$344,352	\$6,096,781	Adjustments will be needed to account for changes in state employee salary costs resulting from collective bargaining agreements. In FY23, the cost of 27th payroll for GF employees. There are 27 bi-weekly pay periods during FY 2023.
Implement Debt Free College	\$16,800,000	\$29,900,000	Implement Debt Free College Program Pursuant to PA 19-117, see attachment for details.
Guided Pathways Advising	\$2,807,564	\$7,953,524	Implement Governor’s Workforce Council Strategy for Guided Pathways Advising, see attachment for details.
Total CCC	\$19,951,916	\$43,950,305	
State Universities			
Annualization of pay increases and 27th Payroll	\$1,171,598	\$7,113,406	Adjustments will be needed to account for changes in state employee salary costs resulting from collective bargaining agreements. In FY23, the cost of 27th payroll for GF employees. There are 27 bi-weekly pay periods during FY 2023.
Changes in the operating costs of facilities that are newly opened during the Biennial Budget:			
Barnard Hall Additional/Renovation (CCSU)	\$909,232	\$859,232	Statutory Ref. BI-RC-394. Additions and renovations to Barnard Hall, a 4 story academic facility constructed in 1953. The four major components of this project are an addition with new offices for faculty and staff and space for advising and services related to student teaching. Additionally replacement of a window system, new central HVAC and bringing the building onto the existing campus heating and cooling plant and renovations to the existing facility.
New Engineering Building (CCSU)	\$1,675,206	\$1,525,206	Statutory Ref. BI-RC-395. Construction of a new engineering building with laboratory, classroom and office space. This building will meet current and future needs to newly created School of Engineering, Science and Technology and provide space for enhancing learning and instruction and enabling research, in addition to faculty and staff offices, collaborative work areas, classrooms and a small scale high performance computing infrastructure. The new School of Engineering will bring together multiple complementary STEM activities and applied research.
Library Addition (CCSU)	\$0	\$256,644	Statutory Ref. BI-RC-406. The Library Annex project provides for the construction of an annex adjacent to the Burritt Library and the New Engineering Building. This project will include library circulation space, faculty and staff offices, classroom, laboratory and associated MEP space. The annex will provide space for a collaborative environment to enhance learning and instruction, enable research and support public service.
Health and Human Services (SCSU)	\$826,525	\$1,733,180	Statutory Ref: P.A. 16-4, Section 243, Subsection (a) of Section 10a-91d (CSCU 2020). The new HHS building is a 5 story, 94,000sf, facility office and academic building bringing together faculty and staff from 7 other buildings on campus. This building will consolidate the Health and Human Services College.
New School of Business (SCSU)	\$0	\$363,712	Statutory Ref: P.A. 16-4, Section 243, Subsection (a) of Section 10a-91d (CSCU 2020). This new building is a 4 story, 60,000sf facility that will house a new state of the art trading room, 12 general purpose classrooms , auditorium and faculty offices. This building will also be the first NET-ZERO building to be build for the CSCU System and the State of CT.
Berkshire Hall Renovation/Repurpose (WCSU)	\$0	\$2,559,544	Statutory Ref. CF-RD-303. Berkshire Hall Major renovations Phase 1: Berkshire currently an academic facility constructed in phases in the mid 1950's has reached the end of its useful life as an academic building, The university in coordination with its facilities master plan has requested that the existing 113,000 sq ft building be repurposed and completely renovated as a new campus dining facility. The new building once completed will be the home of dining and food services at the midtown campus, it will also provide for state of the art athletic training facilities, recreation offices, and recreation support functions. The modest addition to the building will anchor the new structure and completing our facilities work around the main quad. This renovation is funded through CHEFA. Phase II which is planned for 2025, will be funded through general obligation funds and will include academic functions such as an innovation center, meeting areas, and potentially a "maker space".
Restroom Facility, Sand Road (WCSU)	\$52,652	\$52,652	Statutory Ref. BI-RD-306. Restroom facility Sand Road: This new free standing restroom facility is to be constructed to support the expansion of the University’s athletics programs. The new facility located on sand road at Western’s WS campus has been sited in close proximity to the University’s Baseball Field, Grass Soccer Field and recreation facilities. The new 1200 sq ft facility will provide for sanitary facilities which meet ADA requirements.
Total CSU	\$4,635,213	\$14,463,576	
Charter Oak State College			
Annualization of pay increases and 27th Payroll	\$7,579	\$224,648	Adjustments will be needed to account for changes in state employee salary costs resulting from collective bargaining agreements. In FY23, the cost of 27th payroll for GF employees. There are 27 bi-weekly pay periods during FY 2023.
Board of Regents			
Annualization of pay increases and 27th Payroll	\$0	\$15,743	Adjustments will be needed to account for changes in state employee salary costs resulting from collective bargaining agreements. In FY23, the cost of 27th payroll for GF employees. There are 27 bi-weekly pay periods during FY 2023.
Grand Total CSCU			
	\$24,594,708	\$58,654,272	

8. Please explain how the projected declines in reserves will be handled.

The State Universities and Community Colleges have traditionally reported Unrestricted Net Position, adjusted to remove consideration for unfunded pension and OPEB liability, as “reserves.” Subject to the designations within the Universities, these funds are generally available to the Board of Regents to cover unanticipated budgetary shortfalls or to support initiatives of the Board.

Among the colleges, the negative reserve levels at half the colleges is an area of significant long-term concern. In the current 12-college environment, the institutions with the highest operating costs, downtown urban campuses, and higher levels of student need have in many cases been disadvantaged by the formula used for allocating state appropriations and fringe benefit support. As a single accredited institution the issue of funding distribution will no longer exist.

For now, the individual campuses are able to assert to our accreditor that the pooled system reserves provide each college with resources and flexibility to meet the standards related to institutional resources.

Negative reserve levels are also a concern for WCSU, which is working to improve enrollment and control costs in order to begin producing positive operating results and rebuild reserves.

It is anticipated that the universities and the colleges will be able to draw down funds from the second stimulus package (CRRSAA) to offset significant revenue loss experienced since December 2020, mitigating the operating losses this year and helping to shore up reserve levels.

9. Please provide additional information on completion and retention rates at the community colleges, including those who progress to another institution, broken down by race and gender.

The following three tables provide a comprehensive look on completion and other key performance indicators across the community colleges.

Table I: Provides a breakdown of completion rates for Connecticut community colleges compared to statewide rates for Title-IV participating, two-year, degree-granting institutions in New England from 2010 through 2019.

Table II: Provides information from the 2019 Student Success KPI Report (available in full here: <https://www.ct.edu/files/pdfs/KPI-2020.pdf>), broken down by gender.

Table III: Provides information using the same KPIs from Table II broken down by race.

Table I:

Completion Rates for Title-IV Participating, Two-Year, Degree-Granting Institutions in New England, 2010-2019

State / School	Graduation Year (150% time)									
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
<i>All New England</i>	19%	19%	19%	18%	19%	20%	21%	22%	22%	24%
All CCC	12%	12%	14%	13%	14%	16%	17%	17%	18%	18%
Asnuntuck	31%	30%	40%	25%	29%	44%	42%	34%	39%	37%
Capital	8%	8%	8%	9%	7%	11%	6%	6%	12%	10%
Gateway	9%	9%	8%	8%	8%	10%	12%	10%	11%	12%
Housatonic	8%	9%	8%	8%	11%	12%	10%	12%	12%	14%
Manchester	13%	15%	17%	18%	16%	18%	17%	19%	15%	20%
Middlesex	11%	13%	14%	14%	14%	19%	20%	18%	19%	25%
Naugatuck Valley	8%	8%	14%	12%	13%	14%	16%	17%	17%	15%
Northwestern CT	13%	10%	10%	13%	13%	14%	16%	23%	24%	21%
Norwalk	8%	10%	8%	8%	9%	9%	12%	10%	13%	14%
Quinebaug Valley	17%	18%	15%	14%	19%	16%	24%	22%	25%	21%
Three Rivers	10%	11%	11%	13%	14%	15%	15%	15%	17%	14%
Tunxis	6%	7%	10%	10%	12%	12%	14%	17%	12%	12%
MA	17%	17%	16%	17%	17%	18%	19%	18%	18%	22%
ME	31%	31%	30%	27%	26%	28%	29%	32%	33%	32%
NH	27%	26%	25%	24%	24%	26%	24%	28%	29%	34%
RI	9%	11%	12%	13%	12%	14%	17%	18%	19%	20%
VT	16%	12%	14%	11%	17%	15%	14%	21%	22%	15%

Table II:

		Gender of Students													
		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
		F	M	F	M	F	M	F	M	F	M	F	M	F	M
KPI 02: Percentage of students who have earned 24 or more college-level credits after year one (fall, winter, spring, summer)	Percent	12%	13%	13%	14%	13%	14%	13%	14%	14%	15%	13%	14%	14%	14%
KPI 06: Percentage of students who have passed (C or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	21%	20%	23%	22%	24%	21%	23%	20%	22%	20%	21%	20%	24%	21%
KPI 16: Percentage of students who have attempted 15 or more credits of any kind, including developmental, in the first term (fall)	Percent	8%	12%	12%	15%	13%	14%	13%	14%	11%	16%	13%	16%	12%	16%
KPI 20: Average number of credits attempted in the first year (fall, winter, spring, summer)	Average	18.5	18.6	18.8	19.1	18.5	18.7	18.6	18.2	18.4	18.7	18.3	18.3	18.3	18.2
KPI 21: Average number of credits earned in the first year (fall, winter, spring, summer)	Average	14.2	13.3	14.3	13.5	14	13.1	13.9	13.2	13.7	13.1	13.1	12.7	13.1	12
KPI 22: Percentage of students who earned zero credits of any kind in the first term (fall)	Percent	10%	14%	11%	15%	12%	16%	13%	14%	13%	16%	15%	17%	15%	17%
KPI 23: Percentage of students who earned zero college-level credits in the first term (fall)	Percent	27%	28%	26%	24%	25%	26%	26%	23%	25%	24%	27%	26%	26%	24%
Students In Cohort	Count	5,484	5,205	5,134	4,766	4,844	4,664	4,737	4,667	4,760	4,597	4,507	4,043	4,763	4,239

Table III:

System Student Success Key Performance Indicators (KPI) by Race/Ethnicity of Students as a Percent Distribution								
	White	Hispanic/Latino	Black or African American	Asian	American Indian or Alaska Native	Native Hawaiian or Other Pacific Islander	Two or More Races	Race and Ethnicity Unknown
Cohort	KPI 02: Percentage of students who have earned 24 or more college-level credits after year one (fall, winter, spring, summer)							
Fall 2013	18%	8%	6%	16%	7%	13%	9%	8%
Fall 2014	19%	9%	5%	16%	10%	11%	15%	11%
Fall 2015	17%	10%	7%	22%	11%	19%	11%	13%
Fall 2016	19%	9%	6%	20%	8%	8%	15%	11%
Fall 2017	21%	10%	8%	19%	5%	6%	13%	9%
Fall 2018	19%	10%	7%	21%	17%	0%	8%	16%
Fall 2019	20%	9%	7%	20%	4%	19%	18%	13%
	KPI 06: Percentage of students who have passed (C or better) both college-level math and college-level English in year one (fall, winter, spring, summer)							
Fall 2013	26%	16%	11%	26%	19%	6%	18%	17%
Fall 2014	29%	17%	13%	21%	15%	17%	24%	19%
Fall 2015	28%	18%	14%	30%	16%	19%	19%	23%
Fall 2016	29%	17%	12%	25%	23%	17%	21%	17%
Fall 2017	28%	16%	14%	27%	14%	22%	19%	16%
Fall 2018	26%	17%	12%	27%	29%	0%	19%	17%
Fall 2019	29%	20%	14%	28%	19%	25%	25%	16%
	KPI 16: Percentage of students who have attempted 15 or more credits of any kind, including developmental, in the first term (fall)							
Fall 2013	13%	8%	6%	10%	11%	13%	10%	6%
Fall 2014	15%	12%	10%	17%	10%	17%	16%	11%
Fall 2015	14%	13%	11%	13%	16%	25%	13%	12%
Fall 2016	15%	12%	12%	19%	19%	8%	13%	12%
Fall 2017	18%	11%	11%	15%	5%	11%	14%	10%
Fall 2018	19%	12%	10%	14%	25%	10%	11%	14%
Fall 2019	18%	11%	10%	16%	35%	6%	19%	10%
	KPI 20: Average number of credits attempted in the first year (fall, winter, spring, summer)							
Fall 2013	19.4	17.8	17.7	19.6	20.0	18.2	18.6	17.4
Fall 2014	19.8	18.2	17.9	19.6	16.4	18.8	19.0	17.9
Fall 2015	19.3	17.9	17.6	20.3	17.6	18.3	18.6	18.7
Fall 2016	19.4	17.7	17.1	21.0	16.9	19.0	18.1	17.1
Fall 2017	19.6	17.8	17.5	19.5	16.8	17.2	18.3	17.1
Fall 2018	19.2	17.9	17.0	19.6	20.0	19.9	17.6	17.7
Fall 2019	19.1	17.6	16.9	20.5	17.1	17.3	18.8	17.4
	KPI 21: Average number of credits earned in the first year (fall, winter, spring, summer)							
Fall 2013	15.1	12.7	11.6	15.7	14.3	14.4	12.7	12.7
Fall 2014	15.6	12.6	11.4	15.5	9.8	11.3	13.3	12.9
Fall 2015	14.9	12.5	11.3	16.9	10.2	13.7	12.1	13.5
Fall 2016	15.1	12.3	11.3	17.3	11.9	15.1	12.4	12.8
Fall 2017	15.3	12.1	11.3	16.1	10.3	10.9	12.0	11.9
Fall 2018	14.5	12.1	10.6	15.5	14.7	11.6	11.1	12.8
Fall 2019	14.3	11.5	10.4	15.7	11.8	13.1	13.0	11.9
	KPI 22: Percentage of students who earned zero credits of any kind in the first term (fall)							
Fall 2013	10%	13%	16%	8%	11%	6%	15%	14%
Fall 2014	9%	15%	19%	7%	30%	22%	13%	12%
Fall 2015	11%	15%	20%	7%	26%	13%	16%	14%
Fall 2016	11%	15%	17%	6%	15%	8%	16%	12%
Fall 2017	10%	17%	20%	9%	27%	17%	16%	17%
Fall 2018	12%	17%	22%	10%	21%	20%	19%	18%
Fall 2019	12%	18%	22%	12%	15%	19%	17%	13%
	KPI 23: Percentage of students who earned zero college-level credits in the first term (fall)							
Fall 2013	20%	32%	40%	26%	26%	19%	30%	30%
Fall 2014	18%	31%	37%	22%	50%	50%	21%	28%
Fall 2015	19%	30%	37%	21%	32%	25%	25%	28%
Fall 2016	18%	30%	32%	20%	27%	25%	26%	24%
Fall 2017	17%	30%	33%	20%	32%	33%	25%	34%
Fall 2018	19%	30%	36%	22%	25%	40%	28%	31%
Fall 2019	18%	30%	34%	21%	19%	31%	21%	20%
N	3431	3072	1585	282	26	16	402	168