

Progress Report

**Charter Oak State College
55 Paul J. Manafort Drive
New Britain, Connecticut 06053**

Spring 2010

Progress Report on:

- **Planning in the areas of enrollment management, recruitment, and marketing;**
- **Evaluating the impact of distance learning on and balance with other modes of the academic program; and**
- **Revising academic policies and structures to ensure the quality and effectiveness of the academic program and services for students.**

Introduction:

Charter Oak State College received its 10-year site visit in fall 2006. Since its previous visit, Charter Oak continues to evolve from being primarily a college that aggregates credit to a college that also offers instruction through online delivery. The development of online courses, in response to the requests expressed by students, has enabled the College to support its student base internally (reducing the need to refer degree candidates to other institutions of higher education to complete certain degree requirements), while still supporting testing, portfolio assessment, and other adult-centered ways of earning credits.

The evolving nature of the institution has not changed the type of student we serve. Most students still come to us for degree completion having earned between 75 and 85 credits before matriculating and an average age of 40-42.

The college has changed significantly in the last four years to support the increased amount of student instruction and to continue to ensure the quality of the services delivered. A review of these changes involving staff, policies and operations follows per the three areas the College was asked to address:

- Planning in the areas of enrollment management, recruitment, and marketing;
- Evaluating the impact of distance learning on and balance with other modes of the academic program; and
- Revising academic policies and structures to ensure the quality and effectiveness of the academic program and services for students.

Process for preparing report:

The letter of accreditation was shared with Charter Oak staff and faculty. It is reviewed and discussed annually at each faculty assessment committee meeting. In addition it is a frequent item of discussion at the Cabinet meeting, which is comprised of the executive staff and directors-level reports. All Cabinet members were asked to keep logs of activities, policies, and practices that related to the three progress report items.

A beginning draft of the report, based on the Cabinet's input, was shared with the assessment committee, the academic council, College staff, and the Board for their input in the fall of 2009. The penultimate draft was submitted to NEASC staff for their feedback and then the final report was prepared.

The penultimate draft was also posted on the Charter Oak website and faculty and staff were asked to provide feedback.

Institutional Overview:

Charter Oak State College was founded in 1973 by the Connecticut General Assembly as the Board of State Academic Awards to serve "those individuals who cannot or do not choose to complete a college degree program through conventional means, often because of family, job or financial considerations." (College Catalog) In 1992, it assumed its present name.

Charter Oak was designed to provide alternate means for adults to complete a college degree. It accepts/grants credit for courses from regionally accredited institutions, including its own courses, it also grants credit through standardized testing and tests developed by Charter Oak, portfolio assessment, acceptance of credit recommendations from the American Council on Education and PONSI, and institutional assessments of credentials and certificates.

Charter Oak has continued to build its catalog of online courses because that is the predominant means students choose to complete their degree. Validating learning that is done outside of the traditional classroom and being an aggregator of credit will continue to be the core element of the College. Until July 1, 2009, the College did not have an academic residency requirement. Based on the vote of the core consulting faculty through the individual subject-area faculty committees and the academic council, a capstone requirement was approved for all concentrations. This course cannot be transferred to Charter Oak. As a result, all baccalaureate students enrolling on or after that date will have to successfully complete the three-credit capstone requirement from Charter Oak.

The College provides online services to support students at a distance. Online services include: credit courses, admissions, advising, tutoring, library services, transcript updates, access to student academic and financial information, payment of fees, testing registration, course registration, chats and Webinars around a variety of topics, college orientation, course orientation, student lounge, student government activities, alumni services, Charter Oak store, and graduation.

Charter Oak has a unique faculty structure. The Core Consulting Faculty (CCF) is appointed from the full-time faculty of public and independent institutions of higher education in Connecticut. The function of the CCF is to establish degree requirements, to review the program of individual candidates, to approve recommendations of outside examiners when required, to validate specific credits, to review and adopt college-level examinations, and to make recommendations to the Board for awarding of degrees. The Distance Learning Faculty (DLF) develops and instructs Charter Oak's distance learning courses. The DLF have master's degrees or higher, teach at other private or public institutions of higher education, and are often practitioners in their field. The DLF are all part-time and their courses are reviewed and approved by the CCF. Charter Oak also uses Adjunct Consulting Faculty, who are appointed on a contingent basis for advisory and/or evaluative services to augment the scope of professional expertise of the CCF. The numbers of faculty are: 76 Core Consulting Faculty; 115 Distance Learning Faculty; and 250 Adjunct Consulting Faculty

Charter Oak has a staff of sixty-five. The human resource functions, purchasing services, and a portion of the information technology staff are shared with the Connecticut Distance Learning Consortium (CTDLC), a sister agency to Charter Oak that reports directly to the President of Charter Oak in his role as Executive Director of the Board for State Academic Awards. (Attachment A)

Planning in the areas of enrollment management, recruitment, and marketing

Enrollment management: With the promotion of the vice president for academic affairs to the role of provost, the Admissions Office was added to her responsibilities allowing for better communication around enrollment and retention issues. This change in administrative structure coupled with the new student information system, a full time director of institutional effectiveness, and a full time director of marketing, has provided the College with better information regarding enrollment and retention and a more efficient way of keeping contact with students from inquiry through graduation.

The College has also established a goal of 5000 matriculated students in 5 years (2014-2015) working from a base of 2217 from 08-09. The College recognizes that this is an ambitious goal. However, the College is planning to meet this goal by honing its data mining capabilities to make strategic decisions and through its strategic planning agenda.

Academic Counseling: Through the use of the student information system (SIS), Jenzabar, capabilities, Academic Counseling has implemented a more formalized student communication plan. This plan integrates the use of standardized messages sent to students at key intervals and personal telephone calls to ensure connection to the College and understanding of “next steps.” This communication plan will expand in the months ahead as the college implements the Advising Module.

Charter Oak has instituted a course approval process to help ensure that students are taking the courses they need to graduate. Prior to the installation of the SIS, students would discuss their academic plans with their academic counselors or admissions, but did not need actual approval before they registered for the courses. With the new SIS system, the academic counselors approve all of the courses as part of the course registration process. This allows for more precise advising and course selection.

Academic Counseling has amended the academic counselor assignment process and initiated the use of an Academic Counseling Office email box and telephone number for routine student questions. These are attended to by the core advising staff on a rotating schedule. This allows for coverage when a counselor is out, early contact with new students, and enhanced on-demand advising for students. Students still work with an Academic Counselor who is a subject area specialist to develop their Concentration Plan of Study, which is then submitted for review and approval by the Core Consulting Faculty. We anticipate that the Advising Module reports that will be available to students through the portal will provide degree progress information 24/7 to students and support a greater degree of independence once it is rolled out in July, 2010.

Academic Counseling has increased the use of on-ground and online workshops on topics such as navigating online courses, use of the library, and research paper writing, all of which support online learning. In addition, two year ago, Academic Counseling

developed an online orientation course to foster student understanding of earning a degree through Charter Oak. This course, meant as an ongoing resource for students throughout their time at Charter Oak rather than as a “new student experience,” serves as a repository of information to which advisors may refer students thus saving time. In the fall of 2010, the College will move to a required orientation course that will assist students in developing their plan of study, assess preparation for college and online learning, and teach success skills.

Using the data that is available in BlackBoard and the information provided by the faculty, the College has implemented a system of proactively contacting online students who are either not present in their courses or are having academic or technical difficulty. This is done in the second week of the term and then again at the midpoint. Even though the completion rate in the online courses is over 90%, the system is important because it gives the College another link to the students, allows the College to intervene early if students are having difficulty, and assists the Financial Aid Office in identifying students who may be in jeopardy of losing their aid.

Recruitment: The Admissions Office has implemented a comprehensive communication plan utilizing electronic and print material that tracks transitions from the inquiry to the matriculation stage. Communication pieces are authored by various individuals throughout the College including most administrators and department heads. Plans are underway to incorporate faculty into the communication plan based upon academic discipline interest. The implementation of this plan has allowed Admissions to increase its “touch” without additional staff.

With the implementation of Jenzabar, the College is now able to collect more reliable data to direct recruitment and marketing efforts including:

- Source of referral of prospects/applicants
- Intended Concentration of degree candidates
- Number of credits at time of matriculation (hence, what are the remaining needs)
- Specific attributes of enrolled student body and
- Graduate profiles that help us to determine who is successful.

Admissions is working on integrating the collection and analysis of the data into a dynamic and systematic enrollment management plan that will help the College achieve its long term enrollment goals.

The admissions staff has expanded use of technology in recruitment efforts through the use of weekly web conferences for prospective students; targeted web conferences for specific audiences (e.g. Army National Guard Recruits in a remote area of Washington State); pre-recorded information sessions available on the website; and live on-demand chats where a website visitor can immediately access a college representative. As part of the College’s strategic initiatives, the College has funded a pilot recruitment and marketing campaign utilizing e-learners.com and monster.com and Presidium to help generate leads. This pilot will be conducted this spring and the result analyzed to see if what effective. Effectiveness will be measured by the number of leads who are converted to matriculated students and at what cost.

In addition, the Admissions Office has worked with the Marketing Department to redesign the web pages to make them more user-friendly, to “call the potential students to action,” and to reach targeted audiences. The community college page provides specific information for potential students graduating from our feeder schools. Programmatic articulation agreements, course equivalencies and scholarship information are easily accessible and transparent. Additional website improvements are underway to ensure that the information most sought after is available, current, and easy to find.

The College has made the recruitment of minorities as one of its strategic goals. For the past eight years the College has applied for and received funding from the State Department of Education’s program-- Promote College Access and Success of Underrepresented Minority Students (ConnCAS)-- in support of ConnCAS is a performance-based, student diversity grant program that rewards and supports institutional efforts to achieve racial/ethnic diversity within student enrollment and graduation at the undergraduate level. The College is in the second cycle of program funding which began in 2008. From 2003-2008 we received approximately \$10,000 each year to address outreach and support of African American, Native American, Asian American and Hispanic/Latino students. During that five year period the College engaged steering committees from the community to provide advice on how to best impact its strategic goals. As a result, the College was very deliberate in its marketing efforts and at the end of the five year period the enrollment of African American, Asian American and Native American students were reflective of the proportion of the state’s population, hence the College had achieved its goal. Retention and graduation rates of these three populations were also reflective of the state’s population. Considerable progress was made in closing the gap of the College’s Hispanic enrollment as compared to the state’s population of Hispanic residents, however parity was not achieved. Based upon these successes, the College was rewarded with additional funding for the 2008-2013 plan in the amount of approximately \$17,000 annually. All of the resources will be devoted to attracting, retaining and graduating Hispanic/Latino students. In addition to support target marketing, the funding will be used to engage a consultant to review the College’s curriculum with particular emphasis on eliminating barriers and encouraging success for non-native students. It should be noted that the College identified the lack of Latina/o representation on the Admissions staff as a barrier to access and was intentional in its efforts to fill a vacant admissions counselor position with a Latino candidate. This occurred in 2008.

In addition to the ConnCAS initiative, Charter Oak has two other programs directly targeted to the recruitment of minorities and low-income students—Women in Transition (WIT) and Connecticut WAGE. To date, the WIT program, which began in 1999, has a 76% retention rate and CT WAGE program, which began in 2007, has an 87% retention rate. WIT has awarded 77 degrees to 64 students (48 Bachelor degrees and 29 associate degrees). CT Wage has awarded 9 degrees to 8 students (3 Bachelor degrees and 6 Associate degrees). These programs are administered by a full time coordinator and a half time assistant, who provide personal and academic support, opportunities for networking, workshops, and planned communication. In addition to the services that all

Charter Oak students receive, these students receive tuition assistance in the form of scholarships, textbooks and laptops. Over the last ten years, the COSC Foundation has raised over \$600,000 in grants to support the WIT program. Those grants assist with funding for courses, internet connection, fees, testing, laptops, and textbooks. The COSC Foundation has also raised over \$265,000 in endowed funds (matched by the State of CT) for the WIT Endowed Fund. Out of that, the Foundation allocates \$8,000 each year to support WIT students and their needs. The College received \$1,333,840 for the CT WAGE program from the State of Connecticut in 2009-10.

Marketing: The marketing department grew from .5 FTE to 2.00 FTE in 2007-08. The College hired a full time director of marketing and a full time Sr. marketing associate to add to the half time public relations coordinator increasing the staffing budget by 468%. The marketing budget increased from \$180,000 in 2006 to \$334,000 in 2009, an 85% increase.

The department oversees areas including marketing, public and media relations, website content development and design and institutional communications. The director developed a strategic marketing plan (Attachment B) to both increase exposure to the College and to track the impact. The department now launches a comprehensive strategic marketing roadmap annually - investing in two major marketing campaigns per year, plus 4 - 5 micromarketing campaigns that target specific academic areas of focus and subsets of the population. A variety of marketing techniques are used from traditional to more non-traditional methods of advertising from broadcast radio campaigns to Internet exposure and email campaigns.

The campaigns seek to educate our core demographic of Connecticut residents with college credit that Charter Oak is an affordable, accredited and flexible option for degree completion. We also target subsets of the population at large from police to firefighters, members of the military, health care workers, community college students and more. Working with the Admissions Office, the Marketing Department has developed marketing materials for signature academic programs including Health Care Administration, Public Safety Administration, and Early Childhood Education, as well as for targeted audiences including active duty military and reservists, health care industry employees, and childcare providers.

The College is making an effort to better market its non-traditional methods of earning a degree such as portfolio assessment, special assessment, and testing. Even though the College has purposefully increased its online offerings, the number of students seeking alternatives is still strong.

The director of the Connecticut Credit Assessment Program (CCAP) has developed a brochure to assist with the marketing of this service, is offering on ground information sessions to selected local businesses and organizations that do a significant amount of employee training, and is working with the College's Director of Corporate Training to market the program to its employees once the credit recommendations have been approved.

Enhanced tracking and analytics have been put into place to gauge the impact and effectiveness of efforts, and to allow the department to make data driven decisions that both increase inquiries and result in the use of the most cost-effective marketing methods for the College. The Marketing Department has made significant advances in both planning and expanding awareness of the College's services.

Evaluating the impact of distance learning on and balance with other modes of the academic program

Impact of distance learning: The Board and the College administration continues to support the College's mission of serving adult students in non-traditional ways. Originally, Charter Oak was an aggregator of credits; however, over time it has added other ways of serving adult students. Now it primarily serves them by offering online courses and online student services. Distance learning enrollment has grown by 43.5% since fall 2006 resulting in a 220 % increase in revenue. (Attachment C) Almost 100% of Charter Oak's financial aid students take all their credits from Charter Oak and approximately 75% of the non-financial aid matriculated student credits are also earned at Charter Oak (and this is increasing). In short, once students matriculate, Charter Oak courses become their preferred path to degree completion. This change has moved us from being primarily an aggregator of credits to an instructional institution.

This move to being an instructional institution has created the need for changes in staffing, assessment, and services. To keep pace with the growth, the College hired an additional full time instructional designer and added 5 additional Core Consulting Faculty to its Distance Learning Committee to assist with course and faculty review. In addition, other instructional designers will be hired on a contractual basis to help bring the "old" courses into the new course shell. The College revamped its distance learning course shell to provide consistency in course delivery, instituted a faculty development plan, and new teacher certification. In addition, the College contracted with a library consultant to review its online library services and to develop a list of databases to support its online courses. Based on the recommendation of the consultant, the College changed the process for library access to make it easier for students and faculty. In addition, the College has added some full text databases that are not a part of the iCONN library system.

The College continues to offer portfolio assessment, testing, and other ways for students to earn credits, including taking courses from other regionally accredited institutions, standardized testing, and ACE and PONSI evaluated non-collegiate programs. The College continues to serve as a testing center for CLEP and DANTES, and the College has continued to develop tests for its students to take in lieu of courses in the early childhood area. Admissions and Academic Counselors present information about the various credit-earning options to prospects, applicants, and students. This information is also available on the college website, college catalog, and in the online student orientation.

Although other methods of earning credits assist student with degree completion, those options have been somewhat eclipsed by the online learning option and may eventually change the population that we serve. The faculty, Board, and administration continue to articulate the preservation of mission as an aggregator of credit or from offering alternatives to courses, such as testing and portfolio assessment. The faculties have challenged the marketing staff with finding a way of promoting both the online and course aggregation approaches of the institution. Charter Oak continues to provide prior learning assessment for other colleges in the state because the College is looked to as a leader in this area, so it is important that the College continues to have a strong portfolio assessment process that is promoted.

Revising academic policies and structures to ensure the quality and effectiveness of the academic program and services for students.

Services:

The College has implemented an early warning system to detect student absences in its courses during the first two weeks of each term to help increase student completion, decrease the number of students who lose their financial aid, and to ensure that students receive the assistance they need to be successful, such as tutoring and technical support. This was elaborated on in the enrollment management section.

The College has increased the number of live chats offered to students by academic counselors and faculty on the concentration plan of study and the academic autobiography. Now that the College has moved to the capstone requirement, live chats will be offered on the capstone as well.

The College has an online tutorial on how to take an online course. That tutorial is currently being revised. The College expects to have the revised tutorial by fall 2010. In addition, the College offers on-ground workshops prior to each semester. The College usually gets 40 or more students at these sessions.

Charter Oak participates in the online tutoring program consortium administered by Connecticut Distance Learning Consortium. The tutoring is free to the students and is in areas such as writing, mathematics, and accounting. The College supplies tutors to the program, in addition to paying a fee. The College also pays for tutoring in writing during the breaks between semesters to assist the students who are working on their academic autobiographies or are taking courses elsewhere.

Charter Oak provides help desk support to its students free of charge. The help desk is staffed seven days a week (Mon-Thurs: 8AM-10PM Fri: 8AM-8PM Sat: 8AM-5PM Sun: 10AM-8PM).

The portfolio process has always been conducted at a distance, using e-mail as the primary vehicle for instruction: introduction of online course in fall 2006 simply

formalized the process. The development of a course has enabled us to more efficiently train students to construct portfolios, and has standardized and improved the quality of portfolios being submitted. Student comments also indicate that the process is a more comfortable one for them, and their confidence levels appear to be higher. With the creation of the online course using a BlackBoard shell, students are now provided sample portfolios to review and model upon. Students can also interact and receive support from a cohort of other adults who are completing the same tasks. The new process has increased the success rate and has allowed the program to be scalable. Students are required to take a three-credit portfolio development course for which they earn six credits provided that their three-credit portfolio is approved. After completing the course, students submit additional portfolios and pay an administrative fee which is less than the per credit fee for a course. This course delivery process has decreased the amount of time the portfolio program administrator has had to spend working one-on-one with students. The program administrator has developed a checklist for prospective students, expanded the Q/A materials that are on the College's web site, developed the portfolio handbook in an electronic format, added chats for students interested in the program, and has developed a training guide for the evaluators. Additionally, as the process has become streamlined and refined, the College has moved toward electronic submission of portfolios in a more "green" application of the process which is less onerous to create and certainly less expensive for students and the College. The next step is to move to electronic submission with a platform that supports faculty reviews conducted online and electronic storage of each portfolio.

Online library resources have been expanded. Based on the work that the library consultant had done in 2008, Charter Oak has contracted for the following full-text databases—CINAHL, LexisNexis, PsychArticles, SocIndex. Through iCONN our students and faculty will still have access to the GALE data bases.

This fall, the Academic Council voted to add an orientation course which must be taken at Charter Oak as the student matriculates. This course will help the students develop their academic plan, give them an orientation to the college and its policies, provide them with an orientation to online learning, and assess their writing skills. Having this course in place will allow for early student and faculty interaction, help ensure student success, and set the stage for the capstone course, especially for students who are doing individualized concentrations or liberal studies.

Academic Policies:

The College subscribes to Turnitin and allows students to have their papers evaluated by Turnitin before submission to the professor, thus allowing students to get an evaluation of their papers for incorrect citations. The College also uses it for detecting plagiarism. In cases where the student has been found guilty of plagiarism, one of three results happens—the student either receives an F for the course, and F for the assignment, or the student is required to take the one-credit research writing course and then is allowed to redo the paper with a grade penalty. This decision is based on whether or not the paper

was the “final” for the course and whether or not the student has a previous record of plagiarism.

Academic Quality/Assessment:

Capstone—According to a 2008 study conducted by Peter D. Hart Research Associates, Inc, entitled “How Should Colleges Assess and Improve Student Learning? Employers’ Views on the Accountability Challenge,” employers do not want multiple-choice tests; they want “evaluations of supervised internships, community-based projects, and comprehensive senior projects.” Although the College is participating in MAPP as part of the Transparency by Design initiative, the College’s move to a capstone requirement is in line with the assessment valued by employers. The Core Consulting Faculty spent two years reworking the concentrations to allow for the capstone requirement and developing the capstone for the Individualized and Liberal Studies concentrations. The capstone requirement was approved by the Academic Council and has been implemented for all baccalaureate students enrolling on or after July 1, 2009. The capstone for the subject area concentrations is either a specific course (a course that is offered by an instructor each semester) or a contract course (a course where one instructor works with one student and a contract is developed outlining what the student needs to do to earn a grade), depending on the number of students needing the course at that time. The capstone requirement for the Individualized Studies and Liberal Studies concentrations is subject area specific, with a 1-credit course on developing the plan for the capstone project followed by a 2-credit course where the project is actually completed. Training was provided for the faculty teaching the courses and for the academic advisors so they could advise the students about the process. New student guidelines were prepared for the online orientation and for the online chats.

The College has developed an assessment process to relate the concentration outcomes to the courses offered by Charter Oak. This review process was undertaken to evaluate whether the concentration outcomes are addressed in the courses that are being taught by Charter Oak, and to provide a basis for determining whether specific course and/or concentration outcomes needed to be revisited. An initial staff review was conducted for each of the concentrations that students can complete using Charter Oak courses exclusively. Distance Learning Faculty members were then asked to assess how their courses related to the concentration outcomes. Core Consulting Faculty committees are in the process of reviewing those reports to determine whether additional steps need to be taken. This review will be completed at the end of this academic year. However, this is an ongoing process since new courses may be added to the concentrations and new concentrations will be developed. (Attachment D) is a sample of the assessment table that was developed.)

The College has conducted a study of the grades earned by Charter Oak students in Charter Oak and non-Charter Oak courses and found that there was no significant difference, thus concluding that Charter Oak courses correlate to the rigor to courses taught at other institutions. (Attachment E)

Based on feedback from course surveys completed by our online students and from feedback from our faculty course evaluators, the faculty (Academic Council) adopted standards for determining course levels. (Attachment F) This helps to ensure the quality of the courses and standardization of course expectations.

This fall, the Academic Council has voted to start requiring 30 upper level credits as part of the graduation requirement; thus adding rigor to the degree and eliminating the confusing policy of requiring 30 credits from four year institutions—which resulted in some students taking lower level courses from four year institutions. The decision to implement this requirement was based on a comprehensive review of upper level credit requirements for degree completion programs offered at other colleges and universities nationwide.

The move to offering more online courses has increased the number of students applying for and being awarded financial aid. In 2004-05, 196 awards were made. In 2009-2010, Charter Oak has already made 578 awards. (Attachment G) This year, the College brought in Evans Consulting to conduct an audit of its financial aid office, both processes and policies. Some of the recommended changes that have been adopted directly impact student services are automated packaging of aid, self certification of high school diploma or GED, and cross training of staff.

Charter Oak has increased its attention to assessment at many levels. With the addition of a full time director of institutional effectiveness (and this year, a graduate intern), the implementation of the student information system, the addition of a person and systems in marketing to track data, the College is able to set benchmarks, do data mining, and make data-driven decisions. On the academic side, with the assistance of the faculty assessment committee, the graduate survey has been revised and is now online; and the student evaluation of faculty survey has been revised and the results are available in a format that can be mined to make decisions about course and faculty quality. In addition Charter Oak is one of the founding members of Transparency by Design. As part of that consortium, the College is sharing data with other adult serving colleges, participating in the National Survey of Student Engagement (NSSE) and the Measure of Academic Program Proficiency (MAPP), and has coordinated questions on the alumni survey. The participating colleges have also agreed on sharing a variety of data, such as graduation rates. The TBD initiative is called College Choices for Adults <http://www.collegechoicesforadults.org/>. In addition Charter Oak shares information regularly with Excelsior College, Thomas Edison State College, Empire State College, and Empire State College.

Charter Oak, through its strategic planning process, has agreed upon a number of data elements for benchmarking. (Attachment H)

The College has begun a reorganization based on the changing role of the College. Some programs that have reported to the Provost will now report elsewhere allowing the Provost to concentrate more on strategic visioning, developing additional academic programs and policies, and attending to internal and external assessment requirements.

Financial Aid will now report to the Business Office allowing for a more seamless process for students to receive aid and to register in courses. A number of one-department programs (Early Childhood, Alternate Route to Early Childhood Certification, Portfolio Assessment/Special Assessment, and Aetna Program) will now report to the Director of Corporate and Community Development allowing for better marketing and outreach. The academic aspects of these programs will still be the responsibility of the Provost. An academic dean, whose duties will include coordination of the orientation (foundation) course and the capstone course and direct work with the instructional faculty, will be hired this spring. The academic dean will report to the Provost.

The Registrar's Office has been restructured to allow for earlier and timelier evaluation and data entry of transcripts with the goal of decreasing the time from application to matriculation.

The College is investing in scanning technology to increase the efficiencies in all offices throughout the campus with the additional goal of reducing paper and gaining scalability of work. The College is in the final phase of the RFP process.

To involve the staff in assisting in meeting the strategic goals of the College, the administration set aside \$80,000 for strategic initiatives. Staff were encouraged to submit proposals. Projects funded included: a pilot program on utilizing e-learning for "hot leads", a research study to determine what new programs to offer, additional time for the research intern, a pilot program in advising to handle routine requests, and a community building activity for staff, faculty, and students.

Summary:

Charter Oak would like to thank NEASC for its guidance and for challenging the College to continue to maintain academic integrity and quality as it continues to change and evolve.

The College is using its SIS, data, strategic plan, faculty and staff to bring about change. The College knows that it must continue to evolve if it is going to survive in the ever-changing landscape of higher education. The College recognizes the importance of the feedback loop of assessment to improving the quality of the institution. Through assessment, the College has already made a number of changes referred to earlier in the document (capstone course requirement, 30 upper level requirement, course level requirements, faculty development for our online instructors, etc.). The College will continue to use assessment to guide its growth and decision making.

Attachment A: Organizational Chart

Attachment B: Marketing Plan

Attachment C: Distance Learning Growth

Attachment D: Concentration Learning Outcomes

Attachment E: Grading Study Data

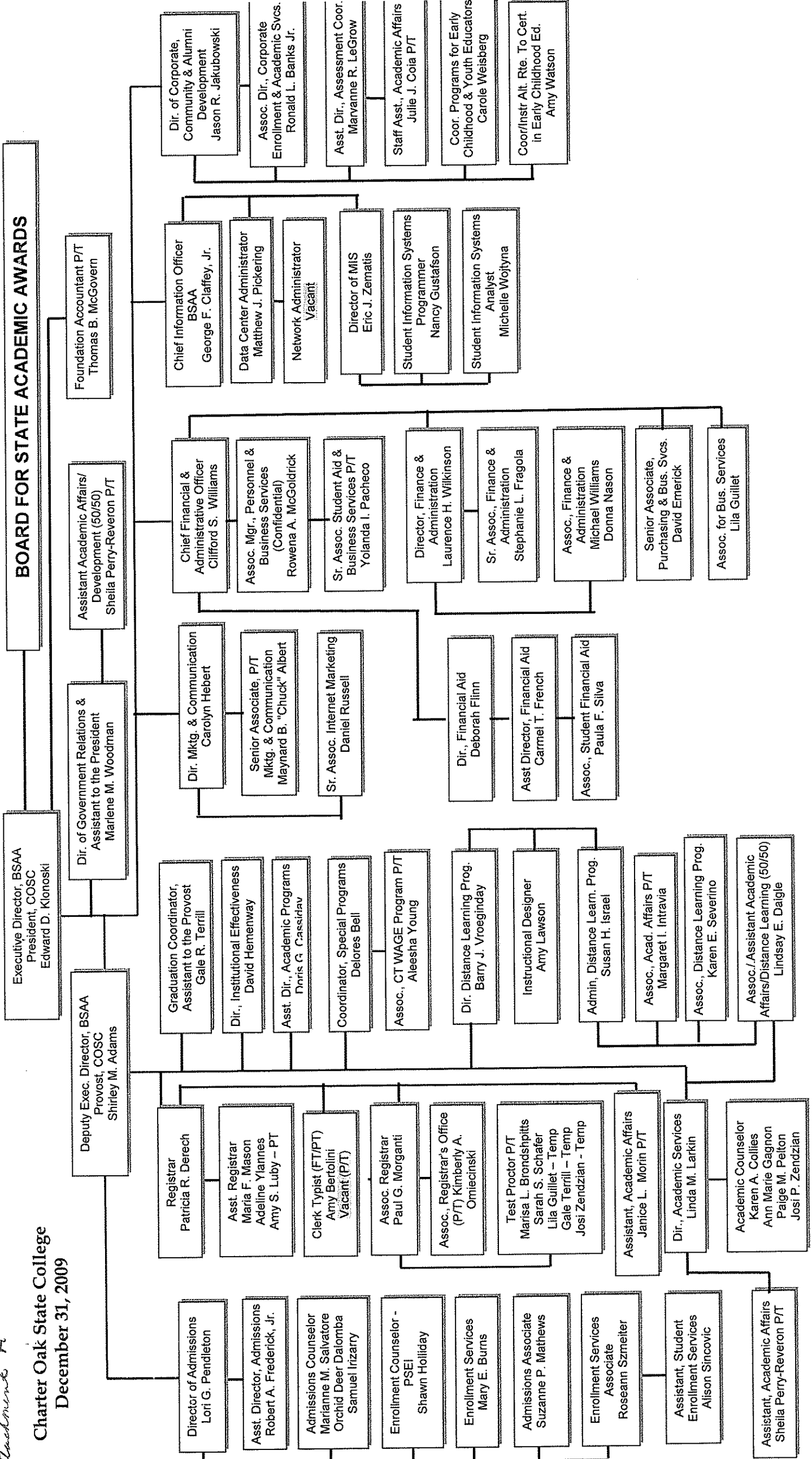
Attachment F: Course Level Characteristics

Attachment G: Financial Aid Awards

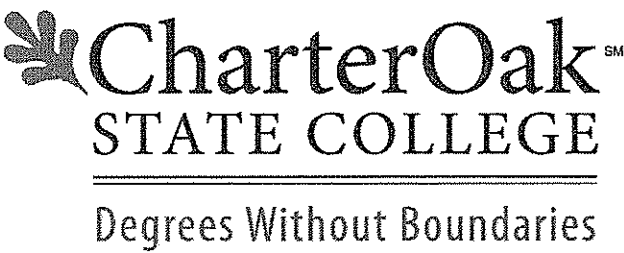
Attachment H: Benchmarking Format

Attachment A

Charter Oak State College
December 31, 2009



Attachment B: Marketing Plan



FY10 MARKETING PLAN



Introduction:

This strategic marketing plan is an extension of Charter Oak State College's 5 year strategic plan, *Blueprint for the Future, 2007 – 2012*, that was created in 2007. Its purpose is to define a clear path for marketing Charter Oak State College in FY10 that will meet and/or exceed goals set by the College.

This document is built as an integral and fluid piece of the blueprint for Charter Oak. It seeks to provide direction to management and the marketing team, to maximize the marketing budget, and to set a course for the College that will increase enrollment and visibility for the college, while beginning to build upon a unique brand identity for the school. It is meant to be fluid in that as internal and or external conditions change, we can be responsive to those changes as appropriate.

The FY10 marketing plan considers information and valuable research culled from a variety of sources including:

- Blueprint for the Future, 2007 – 2012
- Consulting Report, SEM WORKS, June 16, 2007
- Input from Charter Oak management
- Current industry and external economic indicators
- Census Data
 - Of the population in Connecticut 25 years and older:
 - 17.5% (402,741) have some college, no degree
 - 6.6% (150,926) have an associate degree
- Internal research and reporting on Charter Oak State College student body, plus Admissions statistics and Marketing Campaign Tracking & Analytics

Two Major Goals Were Identified:

1. Increase enrollment by 10% and registrations by 14%.
2. Increase brand awareness

In fact, the #1 Goal of the College's Strategic Plan (*Blueprint for the Future*) is dedicated to boosting the marketing efforts of the college.

The Goal is:

Enhance the college's reputation as a distance learning entrepreneur and educational leader through more aggressive, strategic marketing and by drawing attention to "signature" academic programs and other competitive differentiators such as personalized, "high-tech-and-high-touch" customer service."

Additional Goals & Objectives include:

1. Position the College as a 21st century online institution of higher learning
2. Support all academic services and programs focusing on select concentrations.
3. Develop messaging that will enhance College's position. Recognize the strength of student testimonials and College's high satisfaction rates to support this position.
4. Raise Charter Oak's profile in-state. Position President Klonoski as an innovator, and educational leader with the vision to successfully integrate academics and new technology. Utilize other staff as appropriate.
5. Expand College's online presence to expand student prospect pool nationally and globally.
6. Establish Alumni and Faculty as two new marketing audiences that can support the College's enrollment and visibility efforts.
7. Continue to create strategic branding opportunities through the development and launch of an online Charter Oak Shop.
8. Enhance metrics and tracking efforts to gauge the success of various tactics and to assist in future data driven decision making.

The following challenges, strengths, benefits and opportunities were identified:

Challenges:

- Economy
- Increasing acquisition/marketing costs
- Expensive media market
- Increasing Competition - Tradt'l schools have history, facilities, local alumni, brand recognition & loyalty
- For profit market share is going up by 8% in the adult student marketplace Much of that 8% is via online learning. They are also spending 20-25% of their budgets on marketing. Traditionals are going online because they want access to a larger part of the market share.

Strengths:

We have distinct niches:

- We specialize in adult learners

- We specialize in degree completion
- We specialize in online learning and course instruction
- We specialize in credit aggregation
- Growing alumni pool - We have stories unique to COSC to tell

Our benefits:

- Accredited
- Affordable
- Flexible
- Convenient

Opportunities

- Large expanding prospective student pool
- 35% of adults want to study full time to GET IT DONE! Benefit –is to complete degree
- Online learning patterns: When asked preferences, prospective adult students were seeking classroom (50%); Hybrid (30%) and Online – 20%.
- Online is the fastest growing segment. Students prefer asynchronous.

Target Audiences

Creating a targeted effort will enable us to maximize our marketing budget and to have a more consistent presence.

1. Prospective Students – in-state
2. Prospective Students – by concentration & subset of population
3. Alumni
3. Key Constituencies

Student Demo:

Adults, 25-54 yrs, some college; HHI - \$50 - \$75k

Geo:

60% in-state; 40% out of state. (Spring 08 Matriculated – 61% in-state; Spring 08 DL – 73%)

(National statistic - 2/3 of people who take online courses take it within their region)

We can also target our audience(s) by identifying hotspots in programmatic concentrations (areas of focus) and/or subsets of the population.

Six areas of concentration for FY10 (Identified by Admissions, academics, marketing)

1. Public Safety Administration
2. Health Care Administration
3. Community College Students
4. Military

How will we reach them?

Paid Media:

Today's marketplace requires an integrated mix of traditional and new media. With a limited budget, it is imperative that executions are highly selective and targeted placements.

Print:

- Our tracking and analytics shows a shift away from traditional print media. Specifically the use of print ads produced minimal results in driving prospective students to our website.
- Post-it Notes: New. Provides a fairly economical way to cut through media clutter by placing our message on covers of newspapers. Found to be an effective driver of prospective students to our website. *Used to drive enrollment and increase brand awareness.*
- Concentration specific publications to support targeted admissions efforts. This approach would be considered when paired with on the ground admissions efforts. *Used to drive concentration specific enrollments.*

Radio:

- Create and launch 2 major campaigns – Fall and Winter/Spring to support highest opportunities for enrollment and to expand our impact. *Used to drive website visitation, enrollment and increase brand awareness.*
- Target Markets - Hartford, New Haven, Fairfield County (Bridgeport, Norwalk, Stamford). Markets based on highest enrollment.
- Strategically timed runs designed to promote the College during peak registration periods. Add a layered effort to promote Term 2 courses.

Online Advertising:

***As stated in the June 2007 consulting report. The web will increasingly be the primary source for beginning a college search and as such, must be COSC's frontline for marketing the college.**

- Launch online advertising campaign for Charter Oak to increase brand awareness throughout Connecticut – expecting this will also support specific enrollment efforts. Consider running online at sites that have strong popularity throughout the state with key constituencies such as *courant.com*; *wfsb.com*. *Used to increase brand awareness in-state.*
- Create and run test advertising campaigns online to support specific areas of concentration. Identify web outlets and sites for each concentration and focus efforts on sites that provide the highest return. *Used to drive concentration specific enrollments.*
- Launch a Google and/or Yahoo ad words campaign to increase our visibility via prospective students' Google searches for Charter Oak online, and for each specific concentration as identified as an areas of focus for FY09. *Used to drive visitation to the website and enrollments.*

Online Marketing:

A variety of online marketing initiatives from organic marketing efforts to website build out and design can play an important role in developing the college's personality, thereby differentiating COSC from other competitors and increasing our appeal to prospective students.

Some of these initiatives are:

- Continue organic marketing efforts including increasing our visibility on youtube, MySpace, Facebook, ask.com, digg, Linked In and other growing areas of the web. Participate on social networking sites as appropriate.
- Update the overall design and feel of *charteroak.edu* to for ease of access by prospective students. Institute a web-based content management system so that changes and updates can be managed quickly and efficiently by staff members.
- Continue to develop URL specific landing pages that integrate directly with marketing efforts such as the Corporate Landing Page, the Public Safety Administration page, Community College students and Landing Pages for each specific campaign . This adds an additional targeted communications layer to the marketing effort.

- Create and launch a content management system that will allow for more frequent and timely updates to the website by individual departments.
- Continue to add video to charteroak.edu to enhance the human touch and perspective and to communicate in a style that is becoming common, familiar and expected online.
- Add a webmaster blogging element to the site which will again provide a human “voice” to charteroak.edu. Institute blogs from the President for enhance access to College’s administrative personnel.
- Create an ecommerce store online – “Charter Oak Shop” - to support COSC promotion and generate further brand awareness through the sale of logoed apparel to students, alumni, etc.

E-mail:

- Continue to build out the use of email as a primary vehicle for communication with student prospects, current students, alumni, etc.
- Develop a variety of email campaigns that will support the efforts of Admissions, Academics and the Alumni Association among others. Use email to:
 - Advise current students and prospects of upcoming registration periods
 - Promote events activities of the College including online chats, in-person activities including workshops, dinners, etc.
 - Assist the Alumni Association Director in building an active Alumni Ambassador Group
 - Provide Charter Oak students with important policy change information, and/or any administrative or procedural changes or updates.
 - Congratulatory message to new graduates on a bimonthly basis inviting them to join the Alumni Association.

Public Relations & Institutional Communications

Support the College’s positioning through a *proactive* and consistent public and media presence utilizing a variety of public relations strategies and tools including but not limited too:

- Positioning President Ed Klonoski as an educational entrepreneur, leading a 21st century online college. Offer Ed to media as a resource and distance learning expert.
- Position other faculty, staff and students as appropriate to expand visibility as broadly as possible, e.g. Sam Irizarry, Admissions Counselor, with focus on Hispanic population. Highlight credentialed faculty from across the U.S.

- Continue to develop relationships with key reporters both in-state and at important consumer and trade publications throughout the country.
- Review and reinvent College publications as necessary to support 21st century positioning.
- Providers are beginning to look more and more alike. How will we differentiate ourselves through our messaging and branding?
- *Develop 3 to 5 key messages that will assist in developing a consistent clear image of the college.

*Recommendations from the 2007 consulting report advise that “the college’s flexibility with credit evaluation, curriculum, and the ubiquitous nature of course offerings along with an accelerated pathway to degree completion should serve as your core brand. Flexibility is your brand.

Key brand attributes include:

- Maximum opportunity to receive credit for educational and life experiences
- A practical pathway to degree completion
- Affordability – Both Cost per Credit & Savings associated with an accelerated time to degree
- A curriculum that is designed to meet the student’s objectives
- Courses that can be taken anytime anywhere
- Online services that are simple to use and easy to access
- Flexibility plus quality = value
- Flexibility plus a credible degree in the marketplace = value
- Redesign *Connections*, Charter Oak State College newsletter, for a more contemporary image. Focus substance of newsletter on articles of interest to College Alums. (*Update*, another Charter Oak publication, focuses on the current student body population).
- Review Phone System with IT and develop brand consistent messages for on hold tape and directories that will market the college and support positioning.
- Create new technology driven signage for Paul Manafort Drive to replace current sign with old logo and raise the College’s profile. New sign will support our 21st century positioning and allow us to create timely messages highlighting the school, events, people, etc.

Other:

- Utilize events, such as Registration Events, annual Foundation and Alumni events to increase positive press and exposure of the College.
- Working with Alumni Association Director develop an Ambassador Program that creates a network of key supporters – particularly alumni, counselors and large employers – to spread the word about Charter Oak. Provide supporters with material and ideas for assisting us with “on the ground” and viral marketing efforts in cities throughout the country.
- Continue to work with Admissions and IT to refine the capture of information that would be helpful in furthering marketing efforts – such as source of referrals, student profiles, student employer information, etc.
- Continue to work with Admissions and Academics with an eye toward developing new markets or engaging untapped markets.

Attachment C: Distance Learning Growth

DL Revenues 2005- 2009

	2005	2006	2007	2008	2009
COSC Financials DL	1,204,990	1,888,215	2,335,643	3,2020,076	3,876,746
Contract Learning	17,966	15,619	22,227	3,858	16,118
DL portion of comp fee (est.)		47,269	228,488		
DL Late Fee	4,750	6,225	4,975	4,000	
Totals	1,227,706	1,957,328	2,591,333	3,209,934	3,892,864

Attachment D: Concentration Learning Outcomes

Sociology Concentration/Courses Student Learning Outcomes – 2009/2010

Sociology:	SLO	SOC 101	SOC 210	SOC 215	SOC 311	SOC 315	SOC 320	SOC 350	SOC 449	SOC 450	SOC 499	PSY 410	MATH 105	GEN EDS
Use qualitative and quantitative research	1	A		M	M	A					A	H	H	y,q
Demonstrate understanding of SOC theory	2	M	M	M	M	M	A	A	A	H	H			b
Demonstrate an understanding of substantive sub-specialties	3	H	A	A	A	A	A	A	M	H	M			b
Relate sociological research to policy	4		A	A	M	A	A	A	A	A	H			b
Demonstrate the relationship between personal experience and societal change	5	A	M	A	A	A	A	M	M	M	A			b

CODE:

H = Primary focus of course or degree requirement

M = Major focus of course or degree requirement, multiple units within COSC courses

A = Addressed by course or by requirement

No entry = Not a component of course

Student Learning Outcomes

Students who graduate with a concentration in Sociology will be able to:

1. use qualitative and quantitative research methodologies, including statistical reasoning, research design, and evaluation of data;
2. demonstrate an understanding of classical and contemporary sociological theory;
3. demonstrate an understanding of substantive sub-specialties in the disciplines, e.g., stratification, racial and ethnic groups, gender, family, urban, work, health care, and education;
4. relate sociological research to social policy formation; and
5. demonstrate the relationship between personal experience and societal change within an historical/global context.

General Education Outcomes

- a - Literature and Fine Arts
- b - Social/Behavioral Sciences
- d - Ethical Decision-Making
- e - Written Communication

- g - Global Understanding
- n - Non-U.S. History or Culture
- o - Oral Communications
- q - Mathematics
- s - Natural Sciences
- u - U.S. History/Government
- y - Information Literacy

COURSE NUMBER/NAME:

SOC 101:	Introduction to Sociology
SOC 210:	Sociology of the Family
SOC 215:	Women in American Society
SOC 311:	Sociology of the City
SOC 315:	Sociology of Diversity
SOC 320:	Urban Youth in American Society
SOC 350:	Children, School & the Community
SOC 449:	Social Problems & Their Impact on the Workplace
SOC 450:	Social Theory
SOC 499:	Sociology Capstone

Attachment E: Grading Study Data

Grade Comparison Between Charter Oak Courses & Courses Transferred from Other Colleges

Grade	Fall 2008				Spring 2009			
	Charter Oak		Other Colleges		Charter Oak		Other Colleges	
	#	%	#	%	#	%	#	%
A	880	44%	183	51%	1042	45%	138	57%
A-	360	18%	38	10%	403	17%	18	7%
B+	226	11%	33	9%	286	12%	19	8%
B	238	12%	52	14%	244	11%	38	16%
B-	122	6%	11	3%	115	5%	3	1%
C+	60	3%	7	2%	64	3%	7	3%
C	64	3%	23	6%	64	3%	12	5%
C-	29	1%	9	2%	40	2%	6	2%
D+	9	0%	5	1%	16	1%	3	1%
D	21	1%	1	0%	13	1%	0	0%
D-	11	1%	0	0%	18	1%	0	0%
Total	2020	100%	362	100%	2305	100%	244	100%
Average	3.50		3.46		3.49		3.51	

Source: Jenzabar student records

Attachment F: Course Level Characteristics

COURSE LEVEL CHARACTERISTICS

100 – Level

Cognitive Domain:

- Introduction to terms, concepts, techniques and ways of thinking/learning within discipline, typically in the context of a relatively broad survey of topics;
- Focus on incorporating and recalling basic information and understanding basic connections among facts and concepts;
- Focus of assessment/evaluation tools (e.g., examinations, writing assignments, homework projects, performances, in-class assignments, etc.) on convergent responses or products created in response to specific, directed demands by the instructor, where these products are generally recreations of material presented during the course;
- Application of techniques for the sake of learning the technique itself and under the direction/supervision of the instructor (e.g., basic painting skills, basic outlining skills, basic laboratory skills, basic computer skills, etc.);
- Recognition and creation of meaningful categories of terms and concepts from material presented in the course.

Student Behavioral/Affective Domain:

- Willingness and self-discipline to independently schedule time for attending class, completing homework, studying and reviewing information;
- Ability to independently focus on and engage with course content in whatever form it might take (e.g., lectures, field trips, studio exercises, laboratories, etc.);
- Willingness and expectation to learn new material relating to factual knowledge, concepts and synthetic ideas, as well as to respectfully acknowledge viewpoints and ideas as presented by other students and faculty.

Assumed/Expected Student Preparation:

- Assumes no previous exposure to the specific subject matter;
- Basic ability to access information related to coursework through library resources, the Internet, instructors, etc.;
- Knowledge of grammatical convention and vocabulary to be able to compose a paper in response to specific, convergent requirements of an instructor;
- Reading comprehension skills sufficient to independently extract and summarize factual and at least some conceptual content from basic textbooks or other assigned readings in the discipline;
- Basic computational and mathematical skills, at least to the algebraic level wherein relationships among entities can be recognized and resolved;
- Ability to recognize fundamental cause-and-effect relationships between factors or elements specific to a discipline (e.g., that smoking may cause cancer, that economic strife may cause a war, that applied force may cause motion, that

loyalty may cause dishonesty, etc.) upon illustration by an instructor or upon reading in course materials.

200 - Level

Cognitive Domain:

- Continued introduction to terms and concepts within the discipline, although typically within a more narrowly defined topic;
- Greater emphasis on understanding connections among terms and concepts;
- Inclusion of assessment/evaluation tools that place at least some emphasis on convergent responses or products not previously encountered in the course material (i.e., that form logical extensions of material presented but where these extensions/combinations have not been encountered previously);
- Development of the ability to integrate terms and concepts from throughout the course, from other introductory material in the discipline, and/or from analytical and communication skills learned in other introductory courses so as to recognize relationships among terms and concepts perhaps not explicitly discussed by the instructor;
- Development of written and oral communication skills as especially those used within the discipline.

Student Behavioral/Affective Domain:

- Experience with independently scheduling time for class attendance, completing assigned work, and studying and reviewing material outside of class;
- Willingness to begin recognizing and developing an ability to provide responses and/or create products in response to convergent demands related to topics not specifically discussed previously in the course.

Assumed/Expected Student Preparation:

- Exposure to related topics, although perhaps not to the specifics of the subject matter;
- At least some familiarity with some of the basic terms and concepts within the discipline;
- Ability to independently retrieve basic information about terms and concepts related to the discipline which may be presented but not explicitly defined during the course.

300 – Level

Cognitive Domain:

- Development of specialized terms, concepts, techniques and approaches pertaining to a narrowly defined topic within the discipline; curriculum designed for a subset of majors with shared interests and goals;
- Inclusion of assessment/evaluation tools such as writing assignments, assigned projects and performances, etc. that require use of library and other outside sources of information to create convergent or divergent products involving

minimal direction by the instructor and minimal reliance on material presented directly during the course;

- Application of basic techniques and approaches not for their own sake, but as part of more integrated, primarily convergent learning goals (e.g., painting to a certain style, creating a certain compound in the laboratory, programming a computer for a certain task, etc.);
- Integration across multiple topics such that students come to recognize deeper, predictable patterns within the terms, concepts, techniques and approaches of a discipline;
- Development of ability to independently recognize relative values of different approaches within the discipline and to recognize potential biases, viewpoints, and/or intentions within the scholarship underlying the discipline.

Student Behavioral/Affective Domain:

- Willingness to create products with minimal input or direction from the instructor that may be based upon material not directly presented in the course and perhaps in the context of collaborative effort with student colleagues;
- Independent recognition of, and willingness to commit to, time required for completion of disparate, occasionally divergent tasks (e.g., short-term vs. long-term writing assignments, stages of an on-going project, etc.);
- Recognition of one's own factual and/or conceptual knowledge of a discipline and where it could be strengthened relative to the state of development of that discipline;
- Ability to recognize appropriateness of seeking assistance and input at a variety of levels (e.g., self-directed study and review vs. assistance from the instructor vs. collaborative input from student colleagues, etc.).

Assumed/Expected Student Preparation:

- In-depth familiarity with basic terms, concepts, techniques and approaches of the discipline;
 - Facility with independent use of sources of information pertinent to the discipline (e.g., library collections, online databases, primary scholarship, faculty recommendations, etc.);
 - Ability to independently develop written and oral papers and presentations in the style of the discipline;
 - Ability to recognize which elements or factors are important in shaping cause-and-effect relationships within the discipline.
-
- Note that this characterization of 300-level courses may not apply to courses that serve special curricular functions outside of typical sequences (e.g., IS program), 300-level courses that serve as entry-level courses for some academic programs (e.g., School of Business), or 300-level courses that do not have specific, sequence-based pre-requisites. Such courses may be numbered at the 300-level because of expectations of certain student affective/maturational characteristics without carrying the cognitive demand of "typical" 300-level courses. Charter

Oak faculty have designated many of these 300-level courses as basic level, such as principles of management.

400 – Level

Cognitive Domain:

- Development and analysis of the most current terms, concepts, techniques and approaches shaping the discipline;
- Focus on inclusion of divergent, synthetic responses and/or products as assessment/evaluation tools that are produced with minimal input from the instructor;
- Application of techniques and approaches toward divergent assignments or projects that are potentially novel to the discipline, or that represent the most current approaches in the discipline;
- Increased focus on inclusion of primary scholarship in the discipline toward writing assignments, oral presentations, performances, etc.

Student Behavioral/Affective Domain:

- Willingness to commit time and energy toward solution of problems and/or creation of products with which the instructor may have limited direct experience and whose outcome the instructor may not be able to predict;
- Willingness to recognize and accept criticism and guidance as being constructive feedback from the instructor and from student colleagues.

Assumed/Expected Student Preparation:

- Ability to at least propose a problem to be solved or product to be created that is at least somewhat novel to the discipline;
- Independent recognition of technique or approach most appropriate to solving a particular problem or creating a specific product.

http://www.siue.edu/UGOV/Paul%20Brunkow/Paul_Brunkow_A%20Proposal%20for%20...0/25/207

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Attachment G: Financial Aid Awards

COSC Financial Aid Report for the Period of 7/1/2009 through 12/31/2009

Summary:

Financial Aid Program	Awarded	Disbursed as of 12/31/09	Available to Award
Federal Pell Grant:	\$891,887	\$403,415	
COSCGAP (state grant- budget pending):***	\$59,128	\$26,517	\$225
COSC Grant:***	\$10,825	\$3,187	\$175
COSC In-State Fee Award:	\$52,915	\$33,476	\$500
COSC Out-of-State Fee Award:	\$23,350	\$15,330	\$20
COSC Foundation, Inc:	\$27,405	\$14,680	\$2595
Student Association Fund:***	\$599	\$399	\$1901
Subsidized Federal Stafford Loan (need based federal loan)*:	\$1,282,876	\$529,324	***
Unsubsidized Federal Stafford Loan (non-need based federal loan)*:	\$796,855	\$360,785	***
Federal Parent Loan to Students (PLUS)*:	\$0	0	
Outside Resources: Scholarships, Tuition Remission, VA, Capitol Scholarship, Alternative Loans, Other Resources	\$67,262	Disbursed thru Business Office	**
Total amount awarded for this period	\$3,213,102	\$1,387,113	\$5416.00

*Origination & Default Fee included, may have been taken by the lender and/or Guarantor

**Directly disbursed thru Business Office

*** 1st Disbursement occurred on or after October 1, 2009

Financial Aid History

(Prior to 2000-2001 the figures are for Fee Waivers)

Fiscal Year	Awarded*	Total \$ Awarded
FY 1996-1997	88	\$27,602
FY 1997-1998	94	\$31,668
FY 1998-1999	91	\$31,668
FY 1999-2000	111	\$41,950
FY 2000-2001	96	\$142,259
FY 2001-2002	128	\$318,992
FY 2002-2003	203	\$707,148
FY 2003-2004	210	\$939,361
FY 2004-2005	196	\$490,617
FY 2005-2006	267	\$1,072,308

FY 2006-2007	358	\$1,849,608
FY 2007-2008**	380	\$1,814,759
FY 2008-2009**	474	\$2,285,205
FY 2009-2010**	578	\$3,213,102

*unduplicated headcount

**excludes declined and cancelled awards

Charter Oak State College
STRATEGIC INDICATORS DASHBOARD 2009-2010
As of October 31st, 2009

	How Has COSC CHANGED?						FY 09-10 GOAL	FY 09-10 To Date	FY 08-09 to FY 09-10 Goal Change	COSC Percent of Goal Achieved				Notes
	FY 05-06 Year	FY 06-07 Year	FY 07-08 Year	FY 08-09 Actual	FY 07-08 to FY 08-09 Change	Percentage				Percent of Goal Achieved				
										10%	50%	100%	150%	
Applications	1,064	1,474	1,552	1,687	▲		1,897	660	▲	35%	<div></div>			
New Matriculations	935	623	672	770	▲		866	338	▲	39%	<div></div>			includes Aetna
Re-Matriculations	DNA	109	82	80	▼		90	31	▲	34%	<div></div>			includes Aetna
Matriculation Renewals	DNA	DNA	695	862	▲		970	400	▲	41%	<div></div>			includes Aetna
New Matriculations- Military	DNA	DNA	DNA	48	--		54	23	▲	43%	<div></div>			
Number of Graduates	698	592	480	483	▲		570	118	▲	21%	<div></div>			
DL Credit Enrollment- Total Number of Registrations	3,523	4,158	5,336	6,285	▲		7,165	2,984	▲	42%	<div></div>			
DL Credit Enrollment Total Credits		12,112	15,807	18,597	▲		21,200	8,844	▲	42%	<div></div>			
DL Non-Credit Total Number of Registrations	227	223	186	246	▲		280	141	▲	50%	<div></div>			
Financial Aid Enrolled- # of Students	dna	dna	380	474	▲		533	515	▲	97%	<div></div>			includes consortium students
Financial Aid- Dollars Disbursed	\$1,072,308	\$1,849,608	\$1,814,421	\$2,276,823	▲		\$2,561,426	\$1,249,250	▲	49%	<div></div>			
Total Matriculation Revenue	\$1,445,196	\$944,273	\$994,370	\$1,093,230	▲		\$1,272,980	\$493,861	▲	39%	<div></div>			Includes BPE in FY 06
Overall ESA Revenue	\$4,327,771	\$4,284,447	\$4,925,673	\$5,763,553	▲		\$6,464,265	\$2,597,195	▲	40%	<div></div>			

Symbol color: Blue = Improved higher than last yr ▲ Red = Worsened lower than last yr ▼ Black = Neutral unchanged ● DNA = Data Not Available

Direction of symbol: