



## CT BOARD OF REGENTS FOR HIGHER EDUCATION

### ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting – December 3, 2021 at 9:30 a.m.

61 Woodland Street, Hartford., CT – Board Room (ground floor [in person]

**AND**

**Conducted via Remote Participation**

### MINUTES

Regents Present: Aviva Budd, Merle Harris, Holly Howery, Richard Porth, Colena Sesanker (ex officio), Julia Noriega (ex officio)

Regents Absent: Brandon Iovene (ex officio)

Staff Present: Jane Gates, Gayle Barrett, Vicki Bozzuto, Greg DeSantis, Bill Gammell, Pam Heleen, Ken Klucznik, Fran Rosselli-Navarra, Pat Ryiz, Mike Stefanowicz

Other Attendees: Missy Alexander (WCSU), Robin Avant (HCC), Sandy Bulmer (SCSU), Cindy Edgerton (COSC), Marianne Fallon (CCSU), David Ferreira (COSC), Xiaobing Hou (CCSU), Karen Hynick (QVCC), Gabriel Lomas (WCSU), Trudy Milburn (SCSU), Chris Parden (QVCC), Fatma Salman (MCC), Chad Williams (CCSU)

The meeting was called to order at 9:30 a.m. by Chair Merle Harris.

An official roll call of the BOR Academic and Student Affairs Committee members was taken and the responses were as follows:

- Chair Merle Harris – Present
- Regent Aviva Budd – Present
- Regent Holly Howery – Present
- Regent Richard Porth - Present
- Regent Colena Sesanker (ex officio) – Present
- Regent Julia Noriega (ex officio) – Present
- Regent Brandon Iovene (ex officio) – Not Present

A quorum was declared.

Chair Harris welcomed the new student regent, Julia Noriega, who is also the Chair of the BOR Student Advisory Committee.

1. Key Performance Indicators (KPI) Report (Informational Item)

[www.ct.edu/kpi](http://www.ct.edu/kpi)

Dr. Greg DeSantis, Vice President of Student Success and Academic Initiatives, and Dr. Bill Gammell, Associate Vice President of Research and System Effectiveness, presented.

Chair Harris noted that the BOR Academic and Student Affairs Committee received the KPI report at the last meeting. There were some questions from the Committee members and Dr. DeSantis and Dr. Gammell were asked to respond.

Dr. DeSantis gave some background on the Student Success Key Performance Indicators (KPIs) initiative. In June 2018, the BOR Academic and Student Affairs Committee and the Board of Regents approved the Guided Pathways Initiative which subsequently created over a half-dozen policies that were approved by the BOR ASAC and the BOR. He enumerated the policies that have been approved and noted that the first policy to be approved was the Student Success Key Performance Indicators (KPIs) Policy. The report that is being presented today is the Fourth Annual KPI Report of leading indicators. The annual KPI Report is produced soon after the academic year ends. This report is a compilation of Full-Time and Part-Time students who started at the community colleges in Fall 2020, and it shows how they performed across more than 20 KPIs.

Dr. Gammell stated that the data covers eight years. Data collection was started in Fall 2013 to highlight PA-1240. He noted that things have started to change a little bit. The leading indicators that CSU used and relied on in the past, namely, three-year graduation rates for the CCCs and six-year graduation rates for the CSUs, have not proven that effective. He noted that we still have to wait until the end of the first year, but we have time to read and react to data if changes are indicated.

Dr. Gammell discussed two KPIs specifically - #2 and #16. The first KPI is the percentage of students who earned 24 or more college-level credits after year 1. The percentage went from 12% in 2013 to 19% in 2020. Dr. Gammell noted that research indicates that those students who attain 24 or more college-level credits after Year 1 have a better probability of graduating. KPI #16 is the percentage of students who attempt 15 or more credits including developmental classes, or a full load, in the first semester. This percentage increased from 10% in 2013 to 19% in 2020. An increase in this KPI is helpful to gauge students' ability to take a full load of courses in a semester.

Dr. Gammell discussed several other KPIs, some of which were not in the report, and compared the percentage increase/decrease between 2013 and 2020. He did indicate the impact that COVID may have had on the decrease in percentages in some of the KPIs.

Dr. Gammell noted that there is a link to the dashboards in the report that the Committee members received and that the KPIs can be viewed system-wide, regionally, and by individual campus.

*Questions/Recommendations from the Committee included:*

- i. *A concern was raised about the inclusion of PT students and the fact that the data is presented in percentages rather than in numbers. Are the percentages compared against the number of enrolled students?* Response: Part timers are included in the percentages. Previously, First Time/Full Time students were analyzed. This group is a small percentage of all students and not an appropriate sample. Enrollments are

decreasing. Dr. DeSantis discussed KPIs 15 and 16 to show the percentage of First Time FT and PT students who attempted 12 credits or more and 15 credits or more as a way of indicating why CSCU is including PT students. He also pointed to KPI #6 which shows an increase in the percentage of FT/PT students who passed both college-level English and college-level math in the first year.

- ii. *Enrollment between FT and PT students has decreased. Some numbers haven't moved or moved much. Drilling down may provide more reliable data. I'm not sure much progress has been made.* Response: You can drill down and look at only FT students or PT students at the website [www.ct.edu/kpi](http://www.ct.edu/kpi)  
This is a high-level view. Secondly, this data is for students from Fall 2020. Most of the Guided Pathways work won't be scaled up until between 2021 and several years from now. The movement on the KPIs won't be dramatic until then.
- iii. *Next year, should we see progress with students on campuses that implemented Guided Pathways sooner?* Response: We should see some progress in students at campuses that adopted Guided Pathways Advising sooner. However, the full umbrella of Guided Pathways initiatives, other than GP Advising, won't be adopted for some years to come. Other states have indicated that real progress is made only when the full complement of Guided Pathways programs have been implemented.
- iv. *Are other colleges across the country using these metrics? Are we doing as well or better than these institutions?* Response: Some CT community colleges under Achieving the Dream program are using some form of KPIs. These 23 KPIs were developed in-house for CSCU. All CSCU community colleges and CT State Universities are members of the Post-Secondary Data Partnership (PDP) and contribute data through the National Student Clearinghouse. This data is common across all institutions.
- v. *Can you discuss KPI #12 What percentage of students go on to the 2<sup>nd</sup> semester?* Response: One factor for the percentage decrease may have been that this semester followed the semester that the system shut down the community colleges in light of COVID 19. Another factor may be that this was the first semester of the PACT program. Students may have enrolled in the classes using the free tuition but didn't continue. Dr. DeSantis stated that the Office of Academic and Student Affairs produces the report and has it available to community college faculty, administrators and staff working directly with students so that they can see the gaps and make real time decisions to determine what actions they may take.  
Dr. Gates stated that national data shows that there are multiple variables such as loss of a job, the need for additional income, childcare, etc., that, even the PACT Program tuition support, could not close the financial gap and hardship as a result of COVID.
- vi. *Regarding KPI #22, are some students taking non-credit developmental classes?* Response: Dr. DeSantis used KPIs # 22, 23, and 2, to answer the questions which addresses credit accumulation.

## 2. Approval of Minutes

a. October 7, 2021

**On a motion by A. Budd and seconded by H. Howery, a vote was taken and the minutes from the October 7, 2021, BOR ASA Committee meeting were approved unanimously.**

3. Consent Items

a. Discontinuations

i. American Studies – BA – Western CT State University

ii. Earth and Planetary Sciences – BA/BS (Education Track) – Western CT State University

**On a motion by A. Budd and seconded by R. Porth a vote was taken, and the consent items were approved.**

4. Action Items

a. Accreditation of a Licensed Program

i. Cybersecurity – BS – Central CT State University

**Chair Harris called for a motion to approve the continued accreditation of the Central CT State University Bachelor of Science in Cybersecurity. The motion was moved by H. Howery and seconded by A. Budd.**

Dr. Marianne Fallon, Associate Vice-President for Academic Affairs – Planning & Resources, Dr. Chad Williams, Associate Professor and Chair of the Computer Science Department, and Dr. Xiaobing Hou, Professor of Department of Computer Electronics and Graphics Technology presented.

CCSU worked closely with its Industrial Advisory Board to ensure that the program provides students with up-to-date skills required to be successful in the job market. The program has exceeded its projected enrollment and revenue. The interdisciplinary program prepares students for careers in information security which aligns with Gov. Lamont’s Workforce Strategic Plan. The program had 70 FT students in Fall 2020 and 92 FT students in Fall 2021. In addition, it had 8 PT students in Fall 2020 and 21 PT students in Fall 2021. When asked what the secret to their success is, Dr. Williams stated that CCSU identified an area of strong job growth and built a strong TAP pipeline from the community colleges to the CCSU Cybersecurity program. Dr. Hou discussed the very strong Industrial Advisory Board (IAB), comprised of companies such as Eversource and United Technologies, which provide strong guidance for the program.

**Chair Harris called for a vote to approve the continued accreditation of the Central CT State University Bachelor of Science in Cybersecurity. A vote was taken and it was unanimous.**

ii. Social Work – Doctorate - Southern CT State University

Dr. Trudy Milburn, Associate Vice President for Academic Affairs; Dr. Sandra Bulmer, Dean, College of Health and Human Services, presented. Southern CT State University seeks accreditation of this licensed program. It is a highly sustainable program with a strong applicant pool, successful student learning objectives, and a strong Social Work Department. The NECHE visit was highly successful, and the organization considered this as a substantive change as this was the third doctorate program accredited at SCSU. SCSU has an aggressive strategic plan and a plan to aggressively grow enrollments. It has developed partnerships with the nursing workforce and has increased diversity in the program. The program was approved in 2018 and launched online. Students take 6 credits in the Summer, 6 credits in Fall, and 6 credits in the Spring. SCSU is on its fourth cohort and graduated 15 students in May 2021. SCSU has both met its enrollment goals and exceeded its budget goals.

**Chair Harris called for a motion to approve the accreditation of the Southern CT State University Doctorate of Social Work. The motion was moved by R. Porth and seconded by A. Budd.**

**Chair Harris called for a vote to approve the accreditation of the Southern CT State University Doctorate of Social Work. A vote was taken and it was unanimous.**

iii. Cybersecurity – AS - Quinebaug Valley CC

**Chair Harris called for a motion to approve the continued accreditation of the Quinebaug Valley Community College Associate of Science in Cybersecurity. The motion was moved by H. Howery and seconded by A. Budd.**

Chris Parden, Associate Professor and Program Coordinator, Computer Science, presented. Quinebaug Valley Community College is seeking continued accreditation for its Associate of Science degree in Cybersecurity. The labor market demand for cybersecurity professionals is strong. The initial enrollment projections for the program were high; although, the program continues to grow.

*Questions/Recommendations from the Committee included:*

- a) *The initial projections were high. What are the revised enrollment projections for the next three years?* Response: 1<sup>st</sup> year = 25; 2<sup>nd</sup> year = 30; 3<sup>rd</sup> year = 35. We're not seeing a student influx, but the number of jobs in cybersecurity and the probability for employment is high.
- b) *Can students get jobs in cybersecurity with an AS degree?* Response: Yes. Companies are hiring graduates with AS degrees in entry-level positions; however, employees in Cybersecurity must continue their education by attaining a BS degree and, potentially, beyond.

**Chair Harris called for a vote to approve the continued accreditation of the Quinebaug Valley Community College Associate of Science in Cybersecurity. A vote was taken and it was unanimous.**

b. Modifications

- i. Accounting – AS – Quinebaug Valley CC [Modification of Instructional Modality]
- ii. Advanced Accounting – C2 Certificate – Quinebaug Valley CC [Modification of Instructional Modality]
- iii. Advanced Management – C2 Certificate – Quinebaug Valley CC [Modification of Instructional Modality]
- iv. Applied Accounting – C2 Certificate – Quinebaug Valley CC [Modification of Instructional Modality]
- v. Applied Management – C2 Certificate – Quinebaug Valley CC [Modification of Instructional Modality]
- vi. Business Administration – AS - Quinebaug Valley CC [Modification of Instructional Modality]
- vii. Business Administration – Management Option – AS - Quinebaug Valley CC [Modification of Instructional Modality]
- viii. Administrative Medical Office Skills – C2 Certificate - Quinebaug Valley CC [Modification of Instructional Modality]
- ix. General Studies – AS - Quinebaug Valley CC [Modification of Instructional Modality]

- x. Cannabis Studies – C2 Certificate – Quinebaug Valley CC [Modification of Instructional Modality]
- xi. Liberal Arts and Sciences – AA – Quinebaug Valley CC [Modification of Instructional Modality]

Chair Harris stated that, with the agreement of the Committee, these 11 modifications will be discussed as a group and she will take one motion to approve at the end.

Dr. Karen Hynick, CEO, Quinebaug Valley CC, presented the Modifications of Instructional Modality.

Each of these modifications of Associate degrees or C2 Certificates will add an online and a hybrid instructional modality to the current on ground instructional modality. The purpose of these modality changes will add maximum flexibility in scheduling for students, will increase enrollments, and grow the adult market. There is an increase in interest in online and hybrid instructional modalities. There is no additional cost to add online and hybrid instructional modalities to the existing on ground instructional modality of these programs.

Chair Harris commented that if these programs have a hybrid modality, that will limit the number of students that QVCC can draw from out of state since they would have to take some classes on ground. Dr. Hynick responded that QVCC is ensuring that these programs will be fully online in the future. Chair Harris noted that QVCC will have to work on scheduling which could increase cost if students take these classes fully on ground. Dr. Hynick noted that, in the future, these courses will be fully on ground in a HyFlex model which is still being developed.

**Chair Harris called for a motion to approve the modifications in instructional modality, specifically, the addition of online and hybrid instructional modalities, to the current on ground instructional modality, to the following 11 Quinebaug Valley Community College programs:**

- 1) **Accounting – AS**
- 2) **Advanced Accounting – C2 Certificate**
- 3) **Advanced Management - C2 Certificate**
- 4) **Applied Accounting - C2 Certificate**
- 5) **Applied Management - C2 Certificate**
- 6) **Business Administration - AS**
- 7) **Business Administration – Management Option – AS**
- 8) **Administrative Medical Office Skills - C2 Certificate**
- 9) **General Studies – AS**
- 10) **Cannabis Studies - C2 Certificate**
- 11) **Liberal Arts and Sciences – AA**

**The motion was moved by A. Budd and seconded by R. Porth.**

**Chair Harris called for a vote to approve the modifications in instructional modality specifically, the addition of online and hybrid instructional modalities, to the current on ground instructional modality, to the 11 Quinebaug Valley Community College programs listed above. A vote was taken and it was unanimous.**

xii. Computer Science – MS – Southern CT State University [Modification of Instructional Modality]

**Chair Harris called for a motion to modify the instructional modality of the Southern CT State University MS in Computer Science by replacing the on ground instructional modality with a hybrid instructional modality. The motion was moved by H. Howery and seconded by A. Budd.**

**Chair Harris called for a vote to approve the modification of the instructional modality of the Southern CT State University MS in Computer Science. A vote was taken and it was unanimous.**

c. New Programs

i. Cancer Registry Management – C3 Certificate – Charter Oak State College

**Chair Harris called for a motion to approve the licensure of a program in Cancer Registry Management leading to a C3 Certificate at Charter Oak State College; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020. The motion was moved by A. Budd and seconded by R. Porth.**

Provost David Ferreira and Cindy Edgerton, Director of Health Information Management Program, presented. The Cancer Registration Management Program is a 34-credit program comprised of 4 existing and 7 new courses. This certificate will enable students to sit for credentialing exams which are important in the healthcare environment. COSC must get external accreditation for this program and the curriculum was prescribed by the accreditation organization.

*Questions/Recommendations from the Committee included:*

- i. *Where are the jobs? Will students get jobs upon graduation?* Response: We have been networking with the National Cancer Registry Association (NCRA). This is the organization that will accredit the program. They have their own training program. There is a great demand for Cancer Registration Management Specialists. NCRA states that they are struggling to hire. There are not enough people with the credentialing in the field. We have been in conversations with Yale New Haven Hospital and Hartford Healthcare and have gathered data from Indeed.com. Hospitals can't get enough people to fill Cancer Registration Management positions.
- ii. *Will your proposed program compete with the NCRA's training program?* Response: These are different programs. NCRA's is non-credit bearing. COSC's would be credit-bearing and credit-bearing programs are held in higher esteem. NCRA is asking colleges to develop Cancer Registry Management Programs. Credit-bearing programs are also financial-aid eligible. This is a high-demand field, and the certificate is stackable/a pathway to our Bachelor's degree programs.
- iii. *Are there other programs like this across the country?* Response: Yes, but they are few and far between.
- iv. *Is this program fully online?* Response: Yes. All COSC's programs are fully online.

**Chair Harris called for a motion to approve the licensure of a program in Cancer Registry Management leading to a C3 Certificate at Charter Oak**

**State College; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.**

**A vote was taken and it was unanimous.**

ii. Physician Practice Management – C2 Certificate – Charter Oak State College  
**Chair Harris called for a motion to approve the licensure of a program in Physician Practice Management leading to a C2 Certificate at Charter Oak State College; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020. The motion was moved by H. Howery and seconded by A. Budd.**

Provost David Ferreira and Director Cindy Edgerton presented. The sector of medical and human services managers is a fast-growing industry in which graduates can earn \$50,000 - \$60,000 as entry-level employees and up to \$100,000 annually for more experienced managers. The Physician Practice Management C2 Certificate provides a pathway to the BS in Health Information Management or the BS in Healthcare Administration. COSC will use five existing courses and created two courses for this proposed new C2 Certificate. The program offers a two-way pathway. Students in the MS in Healthcare Administration can add the C2 Certificate to their MS degree. Two certifications are available, one of which requires a BS degree. The COSC Health Information Management program is accredited by an association called CAHIIM which will start accrediting certificates, including the Physician Practice Management C2 Certificate. CAHIIM has asked to work with COSC on this accreditation at no cost to COSC.

Chair Harris noted that there are similar programs to this proposed program within CSCU, specifically the QVCC Administrative Medical Office Skills C2 Certificate that was just approved for a modification of instructional modality earlier in the agenda. She asked if COSC's proposed Physician Practice Management C2 Certificate is the same program. Director Edgerton responded that it is similar but COSC's program focuses on management supervision which is a higher-level job. Chair Harris recalled that many community colleges developed similar programs under federal grants and many of these did not do so well. This proposed program is online, so COSC will have to do a lot of marketing to make sure it's successful because of the competition in CT and across the country. Provost Ferreira noted that COSC is communicating with large healthcare companies such as Hartford Healthcare, which has a large Revenue Generation Office area, to market the program.

**Chair Harris called for a vote to approve the licensure of a program in Physician Practice Management leading to a C2 Certificate at Charter Oak State College; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020. A vote was taken and it was unanimous.**

d. CT State Community College Aligned Degrees & Certificates

**Chair Harris called for a motion to approve the licensure and accreditation of the degrees and certificates for Connecticut State Community College (CSCC) (listed in the BOR Resolution), developed from degrees and certificates previously approved by the**



**Board for one or more of the 12 individually accredited colleges. The motion was moved by R. Porth and by H. Howery.**

Dr. Fran Rosselli-Navarra, Interim Associate Vice President of Academic Programs & Curriculum, presented. In Spring, 2021, 32 aligned CSCC degrees and certificates were approved by the BOR. This list includes an additional 24 aligned degrees and certificates presented for BOR approval. Included in the list are 19 degrees and 5 certificates. These are aligned versions of existing programs previously approved by the BOR. The goal of the program alignment for CSCC is to ensure that courses with the same name have the same requirements and to allow students to move seamlessly from campus to campus.

**Chair Harris called for a vote to approve the licensure and accreditation of the degrees and certificates for Connecticut State Community College (listed in the BOR Resolution), developed from degrees and certificates previously approved by the Board for one or more of the 12 individually accredited colleges. A vote was taken and it was unanimous.**

Chair Harris expressed her appreciation and the BOR's to Dr. Rosselli-Navarra, her team of Alignment managers, and the faculty involved, for the difficult work that this initiative involves.

e. CSCU Centers and Institutes

i. CT Center for School Safety and Crisis Preparation – Western CT State University – Proposed New Center

**Chair Harris called for a motion to establish the Connecticut Center for School Safety and Crisis Preparation at Western Connecticut State University until December 31, 2028, with an interim progress report to be provided by September 1, 2025. The motion was moved by A. Budd and seconded by R. Porth.**

Provost Missy Alexander and Dr. Gabriel Lomas, Professor and Coordinator of Clinical Mental Health Counseling, presented. The proposed new center is funded by CT legislative appropriation. The goals of the Center are to develop an infrastructure to provide training, services, research, and active crisis teams across the state. Provost Alexander noted that the proposed Center and State funding will provide crisis preparation and safety training to prepare for not only school shootings, but in instances of trauma, such as in 2020 when the COVID pandemic closed all schools. School districts need support in these major events. Since 2009, Dr. Lomas has been training local schools in school safety and crisis management. He created an infrastructure in the Western part of the state. He regularly meets with 13 school districts and representatives of the CT DOE, Emergency Management, DCF and the Dept. of Mental Health and Addiction Services (DMHAS). The CT State Funding will grow the infrastructure with the Center at WCSU and staff at Regional Education Service Centers around the state which will work with all schools in crisis management. He noted that this is an equity issue. This Center and the Regional Education Service Centers will level the playing field. All schools will have access to the best training in Crisis Management.

*Questions/Recommendations from the Committee included:*

- a) *Chair Harris congratulated WCSU on the \$2 million grant from the CT General Assembly and asked how WCSU will sustain the Center after the 2<sup>nd</sup> year?*

Response: Dr. Lomas has hired an Executive Director whose primary responsibility will be to generate continuous funding for the Center and its

- initiatives. WCSU will continue to work with the State and Federal Government and multiple resources, including local philanthropists, for continued funding.
- b) *How much money has WCSU raised in the past?* Response: We have received small and major grants, \$6 million in the last five years. These funds were used primarily for trauma and crisis training in schools.
- c) *How is the proposed Center different from the Regional Crisis Service Centers that will be established around the state?* Response: We will scale up to establish the Regional Crisis Service Centers beyond WCSU's region around the state.
- d) *Do you need a Center to do this, or can you just apply the grant to establish the Regional Crisis Service Centers?* Response: Provost Alexander stated that WCSU will scale up to establish the Regional Crisis Service Centers.
- e) *Do you need a Center, or can you apply the grant to expand the existing program? What are we approving that's different from your current program to expand the Regional Crisis Service Centers? Dr. Lomas will be taking another position. Who will replace him? Should we just expand the program and see who the next leader is, then determine if this warrants a Center?* Response: (From Dr. Lomas) I will remain as an advisor to the Center. The Crisis Team work is only one objective of the Center. The Center is the engine for multiple objectives. We need dedicated employees and full-time staff to deploy to other parts of the state so that school districts and superintendents can recognize the value of the Center. Funding is not in jeopardy. (From Provost Alexander) The Center will support a whole area of scholarship and develop research and expertise. It will build an academic component. Dr. Lomas will stay on in an advisory role in the Center. We are identifying faculty in the Mental Health programs across the state. This is a true Center that will encompass the entire state of CT to determine how we prepare for and prevent these events. We need a state-recognized location. The way to attract funding is to have official status.
- f) *The Federal Government has done a great deal of research and provides guidance on what should be done in crisis situations. Wouldn't the Center be duplicating this research? How do you differentiate the Center's research from the Federal Government's research?* Response: Establishing the Center will qualify SCSU to apply for funding. Some of the Federal Government's research is 10-15 years old. Schools are vastly different from state to state. The Center will keep the research relevant and targeted to CT.
- g) *Regent Porth had two observations: 1) Long-term funding and sustainability for the proposed Center is a concern. My recommendation is to have a longer-term plan, not based on competitive grants but on regular contract services. 2) Since the Center will affect state-wide policies, work with the Councils of Governments and collaborate with police and other public safety groups.* Response: (From Provost Alexander) When the new Director of the Center is on board, we will look at all sources of funding. If the Center is not self-sustaining, it will not be renewed. (From Dr. Lomas) We have been working on building partnerships with school districts and superintendents. These partnerships will continue in the future and the Councils of Governments will be part of these partnerships.

**Chair Harris called for a motion to approve the establishment of the Connecticut Center for School Safety and Crisis Preparation at Western Connecticut State University until December 31, 2028, with an interim progress report to be provided by September**

**1, 2025. A vote was taken and it was unanimous. The motion was moved by A. Budd and seconded by R. Porth.**

f. NEXUS Degree

Chair Harris stated that this was the first new degree in higher education since 1890. It will be up to each CSCU institution to determine if they want to offer it and how they want to structure it. The NEXUS Degree will provide the framework, foundation, and approval to make this happen. The University System of Georgia (USG) is the first to have the NEXUS Degree and the first to graduate students from the degree in December 2020. The NEXUS Degree will meet both the needs of students learning and jobs.

**Chair Harris called for a motion to approve the creation of a NEXUS degree and charges the institutions of Connecticut State College and Universities to develop NEXUS degrees in consultation with work force partners. The motion was moved by A. Budd and seconded by R. Porth.**

Provost Gates presented and stated that she first heard of the NEXUS degree while attending a national Lumina Foundation Conference. Colleges and universities need to be innovative, flexible and align degrees more closely with major industry.

The NEXUS Degree:

- 1) Links academic programs with industry experts. This is a requirement of the degree.
- 2) Offers 300 and 400 level courses which is different than the traditional AS degree. This will introduce students to collegiate life. Community colleges will work with Colleges and Universities and the NEXUS Degree can be offered at both the Community Colleges and the CT State Universities.
- 3) Aligns closely with Governor Lamont's Workforce Strategic Plan and CSCU's Mission and Goals, one of which is "innovation".

If approved by the BOR, this degree will be the first such degree to be offered in the State of CT CSCU system.

*Questions/Recommendations from the Committee included:*

- i. *What are the details of the program in GA and what is the success rate?* Response: The University System of GA (USG) received approval from their regional accreditor because this is a different degree program. CSCU has received approval from NECHE. At USG, faculty decided which discipline areas would offer the degree and the degrees had to be aligned with high-demand areas. NEXUS programs offer experiential learning. Students complete internships in the industry and the industry pays the students' tuition and fees and pays students a salary to complete their degrees. The industry works in concert with the faculty to build the curriculum. Industry is on board at the outset of developing the program. An example of a high-demand area in the USG is Cybersecurity. It takes about one year to get the programs in place. The institution must submit an application which must be approved by the BOR. This is the same process that we follow at CSCU.
- ii. *What is the status of the NEXUS degree program at USG today? Have they had enrollments?* Response: Yes. The University in GA graduated students from the first NEXUS degree in December 2020. The program has been very successful.

Chair Harris read a list of the NEXUS degrees in GA. She noted it will take planning and work by the institutions. The NEXUS Degree won't be imposed. Once approved, CSCU institutions can begin looking at the degree and find industry partners. The NEXUS Degrees can fit into the existing degree programs. They don't have to be standalones.

**Chair Harris called for a vote to approve the creation of a NEXUS degree and charges the institutions of Connecticut State College and Universities to develop NEXUS degrees in consultation with work force partners. A vote was taken and it was unanimous.**

5. Informational Items

a. Below Threshold

- i. Cannabis Studies – Undergraduate Certificate – Quinebaug Valley CC [Program Modification]
- ii. Cognitive Neuroscience-Concentration-Eastern CT State University [New Academic Offering]
- iii. Provider Credentialing Specialist – Undergraduate Certificate – Charter Oak State College [New Offering]
- iv. Computing Foundations – Graduate Certificate – Southern CT State University [New Offering]
- v. BS-Chemistry: Environmental Chemistry M.S. Accelerated Pathway — Concentration - Southern CT State University [New Offering]

b. CSCU Sabbatical Leaves

- i. Eastern CT State University

c. CCS 101 Update

Mike Stefanowicz, Interim CSCU Associate Vice President for Academic & Student Affairs, presented Items 5.c. and d.

The BOR passed a policy that all students at the CT State Community College (CSCC) must take the College and Career Success Course (CCS) 101 course as part of their program. The initiative for this course came out of the Guided Pathways work. To succeed, students must have an academic, financial, and career plan. The twelve community colleges have been teaching this course, known as First Year Experience (FYE) in different versions. A workgroup was formed to develop CCS 101 which established the requirements and learning objectives for the course:

- 1) The CCS 101 course is required
- 2) The course meets a Gen Ed category
- 3) The course meets the Diversity Requirement of the Gen Ed Core

Jill Rushbrook was named Interim Coordinator of CCS 101 for the CT State Community College. She established a formal CCS 101 Advisory Council, consisting of members from each of the 12 community colleges who coordinate and/or teach FYE, and ex-officio members. The work group partnered with Dr. Christine Harrington, a national expert, who helped developed the course. CCS 101 fits into the Gen Ed Core and meets the diversity requirement. The CCS 101 Advisory Council is working with the Diversity and Equity Council incorporating outcomes as they are created. A “First Year/College Success Professional Learning Day” was held on November 12, 2021 which had over 75 participants. CCS 101 will go full scale in Fall 2023. Work is continuing to bring this initiative from policy to implementation.

Chair Harris asked if the CCS 101 Course will be fully implemented by Fall 2023. AVP Stefanowicz noted that some community colleges are piloting the course and offering a version of the course. The current policy does not require that all students take CCS 101, but

we're starting to roll it out some community colleges. Full implementation will be in Fall 2023.

d. CT State Community College Academic and Student Affairs Policy

AVP Stefanowicz noted that a full policy audit was done over the past two years as part of the alignment and consolidation of the One College. The CSCC ASA Policy Committee has been working on updating policies and procedures for CSCC. NECHE is concerned with the alignment of policies and procedures for CSCC. Two types of documents that were audited were the BOR Policy since 2011 and the Board of Trustees (BOT) Policy up to 2011. The plan is to present the revised CSCC Academic and Student Affairs Policy to the BOR Academic and Student Affairs Committee in February 2022. The CSCC ASA Policy Committee will wait for the permanent governance structure of the CSCC to be established before substantive changes are made. The CSCU Academic and Student Affairs Policy will be presented to NECHE in January 2022.

Chair Harris noted that it's important to have a consistent policy across CSCC and to ensure that the CSCU System Office is involved in the process.

Chair Harris stated that this concludes the end of the official agenda for the December 3, 2021, BOR Academic and Student Affairs Committee meeting. Chair Harris announced that this is Provost Gates' last BOR ASAC meeting, and she won't be attending the BOR Meeting on December 16 as she is retiring from CSCU. Dr. Gates was surprised by the attendance of her family members. Chair Harris read a letter from President Terrence Cheng bestowing the title of Emeritus Provost and Senior Vice President for Academic and Student Affairs on Dr. Gates. The letter is attached to these Minutes. Comments followed from Dr. Alice Pritchard, CSCU Chief of Staff, Dr. Ken Klucznik, Interim Provost and VP of Academic Affairs, Chair Harris, and Dr. Gates' family members.

**On a motion by A. Budd and seconded by R. Porth, the Committee voted unanimously to adjourn the meeting of the December 3, 2021, BOR Academic and Student Affairs Committee at 12:05 p.m.**



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Terrence Cheng  
*President*

**Connecticut State  
Colleges & Universities**

December 1, 2021

Dr. Jane Gates, Provost  
CT State Colleges and Universities  
61 Woodland Street  
Hartford, CT 06103

Dear Dr. Gates:

As president of the Connecticut State Colleges and Universities, it is my sincere pleasure and great privilege to bestow upon you the title of Emeritus Provost and Senior Vice President for Academic and Student Affairs with all associated rights and privileges. It is with deep appreciation and respect for your distinguished leadership that I confer this recognition.

Not only have you served as Provost of CSCU since 2016, but your service also includes your exceptional leadership as Provost of Western CT State University from 2011-2016. Emeritus status is an honor of the highest order and reserved for those whose service is exemplary. Dr. Gates, your more than 10 years of academic leadership certainly places you in this category. You have served as a role model and a mentor to countless students, faculty, and staff and as a dedicated partner with the Regents, campus leaders and the CSCU system office team. The positive influence you have had on so many individuals will be remembered and treasured long after your retirement from CSCU.

Congratulations and best wishes to you for many years of a healthy and happy retirement!

Sincerely,

A handwritten signature in black ink that reads "Terrence Cheng".

Terrence Cheng  
President  
Connecticut State Colleges and Universities

cc: Matt Fleury, Chair, Connecticut Board of Regents  
Merle Harris, Chair, Board of Regents Academic & Student Committee  
Andy Kripp, Vice President for Human Resources  
Alice Pritchard, Secretary for Board Affairs