



**BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

**AGENDA - DRAFT**

**Thursday, February 15, 2018 at 1:00 p.m.**

**61 Woodland Street, Htfd., CT – Board Room (ground floor)**

1. Approval of Minutes
  - a. January 11, 2018 – Page 1
  - b. January 12, 2018 – Page 4
2. Guided Pathways Presentation – Page 14
3. Consent Items
  - a. Discontinuations
    - i. Business Management Core – Certificate – TRCC – Page 19
    - ii. Communications and Customer Relations – Certificate – TRCC – Page 23
    - iii. Customer Service – Certificate – TRCC – Page 27
    - iv. Marketing Core – Certificate – TRCC – Page 31
    - v. Sustainable Facilities Management – Certificate – TRCC – Page 35
    - vi. Precision Sheet Metal Manufacturing – Certificate – TRCC – Page 40
    - vii. Accounting Core – Certificate – TRCC – Page 44
    - viii. Surveying and Mapping Technician – Certificate – TRCC – Page 49
4. Action Items
  - a. Modifications
    - i. Manufacturing Electronics & Controls – Certificate - ACC [Name Change/Course Mods] – Page 54
    - ii. Manufacturing Electronics & Controls – AS - ACC [Name Change] – Page 60
    - iii. Manufacturing Welding Technology – Certificate - ACC [Name Change/Course Mods] – Page 68
    - iv. Manufacturing Welding Technology – AS - ACC [Name Change] – Page 76
  - b. Institutional Accreditation – TRCC – Page 85
  - c. CSCU Decision Support System – Page 94
5. Below Threshold
  - a. Drone Applications – Minor – SCSU – Page 109



**CSCU**

## **CT BOARD OF REGENTS FOR HIGHER EDUCATION**

### **ACADEMIC & STUDENT AFFAIRS COMMITTEE**

**Meeting – January 11, 2018 DRAFT  
10:00 a.m. – 61 Woodland Street, Hartford**

### **MINUTES**

Regents Present: Merle Harris, Naomi Cohen, Larry DeNardis, Aviva Budd, Hector Navarro, Matt Fleury, Yvette Melendez, Elease Wright (by conf.)

Regents (Ex Officio) Present: Barbara Richards (by conf.)

Regents Absent: Catherine Smith, Stephen Adair

NEASC/CIHE: Barbara Brittingham, President; Patricia M. O'Brien, SND, Sr. Vice President

Staff Present: Mark Ojakian, Jane Gates, Pat Ryiz

CSCU Presidents: Paul Broadie (GCC & HCC), Daisy Cocco DeFilippis (NVCC), Carlee Drummer (QVCC), Gina Glickman (MCC), Mary Ellen Jukoski (TRCC), David Levinson (NCC), James Lombella (ACC & TxCC), Steve Minkler, Lead Campus Administrator (MxCC) (by conf.), Wilfredo Nieves (CCC), Michael Rooke (NWCCC), Zulma Toro (CCSU)

Erin Fitzgerald, Associate Director, Office of Board Affairs, took the roll call for the meeting.

The meeting was called to order by Chair Merle Harris at 10:10 a.m. Chair Harris welcomed the group and introduced the guests, Barbara Brittingham, President, and Patricia M. O'Brien, SND, Sr. Vice President, New England Association of Schools and Colleges (NEASC) Commission on Institutions of Higher Education (CIHE).

Chair Harris summarized the biographies and experience of Drs. Brittingham and O'Brien and stated that the purpose of the meeting is to address questions about accreditation and substantive change and the similarities and differences between the two. The agenda item is listed below:

1. Substantive Change Discussion – BOR Academic and Student Affairs Committee and New England Association of Schools and Colleges (NEASC) Commission on Institutional Higher Education (CIHE)

Link to NEASC CIHE Substantive Change Proposals

<https://cihe.neasc.org/institutional-reports-resources/reporting-guidelines/substantive-change-proposals>

President Ojakian welcomed Drs. Brittingham and O'Brien and expressed his thanks to them, NEASC and the Commission on Institutional Higher Education (CIHE). He noted the importance of good communication and a continued cooperative approach between CSCU and the Commission as the substantive change process proceeds.

Dr. Brittingham distributed the "Standards for Accreditation - Commission on Institutions of Higher Education" booklet and spoke about NEASC, established in 1885, and the changes in the accreditation of institutions of higher education over the years. On example she cited is that, now, the US Dept. of Education is heavily involved in the accreditation process. The Commission (CIHE), comprised of 29 members from colleges in New England, makes accreditation decisions and helps institutions learn about accreditation. Dr. Brittingham defined a substantive change as one that changes an institution and affects financial aid. She cited examples of substantive change - adding degree levels and merging institutions. She noted that the substantive change proposed by CSCU is the biggest change that the Commission has reviewed and the Commission takes it very seriously. CSCU has already submitted an Advisory Opinion to the Commission in which CSCU proposed the substantive change and asked the Commission to respond on the feasibility of the proposed plan.

Dr. Brittingham solicited questions from the Academic and Student Affairs Committee and other Regents in attendance. Questions centered on:

- i. *What will the Commission be looking for?*  
The focus is whether the substantive change proposal consistent with the Advisory Opinion and is the institution accreditable? Possible answers are – yes, no, could be a candidate for accreditation or not enough information provided.
- ii. *What are the steps to accreditation?*  
An institution must be transparent, lay out all the options and must convince the Commission that they can meet all the standards for accreditation.
- iii. *What is the role of the Commission and expectations of governing boards? How does the Commission view governing boards?*  
Governing Boards have become more important to higher education. They exercise fiduciary responsibility.

Dr. Brittingham reviewed the ten and five year accreditations for all twelve CSCU community colleges. Resources were mentioned frequently. The substantive change proposal seeks to utilize resources better and the expectation is that students will be served as at least as well as they are now. Dr. Brittingham mentioned the Federal financial aid program and the US government's involvement with institutional accreditations.

Dr. O'Brien noted that Standard Three: Organization and Governance has a subsection on Governing Boards and their relationship with internal governance. The institution will have the responsibility and the governance board will be ultimately responsible for the institution's quality and integrity.

- iv. *The Preliminary Quantification – Students First Community College Consolidation (Advisory Opinion) was approved by the BOR in December 2017. Everything that we've done is still in flux until what date?*

It is the Commission's job to make sure that the proposal has all the information for the Commission to make a decision.

- v. *What does the Commission require regarding the positions that will oversee the College?*  
Three positions are required: the Chief Executive Officer, the Chief Academic Officer and the Chief Financial Officer. The College will need to have an organizational structure to articulate how and why it's going to work. How will the organization be able to accomplish this?  
Dr. O'Brien pointed to specific sections in the "Standards for Accreditation - Commission on Institutions of Higher Education" booklet that will provide additional information and requirements, i.e., Standard 7: Institutional Resources and Standard 3: Organization and Governance, Internal Governance, which addresses the positions required and the staffing plan for the new College.
- vi. *If the Commission approves CSCU's request for a Substantive Change, what does that mean?*  
Yes. CSCU can proceed with the substantive change.
- vii. *Is the System Office accredited?*  
No. Just the single institution.
- viii. *In the interim, does the accreditation of each institution stay in effect?*  
Yes. Either the 12 community colleges or the One College.
- ix. *What is the national landscape in terms of processes like this?*  
Dr. Brittingham responded that there are seven separately accredited universities within the University of ME. In VT, two institutions merged. In GA, pairs of institutions combined and in WI, the community colleges became affiliated with state universities. Dr. Brittingham stated that the Commission anticipates more of these institutional combinations.
- x. *Are there any cases of mergers that took place but have since reversed?*  
The Commission looks for enough evidence that the standards have been met. It does not expect that everything has been figured out in advance, only that the proposal is moving toward the "we figured everything out" end of the spectrum.
- xi. *Academic Programs: What will happen to academic programs targeted to specific geographical areas? CSCU has 500-700 academic programs. Do we have to have the process completed? What is the process around academic program planning? What is the Commission looking for?*  
The Commission is interested in what CSCU is going to do, by when and by whom. Regarding academic programs, the Commission is looking for detail – how many buckets, how will CSCU address this, who decides and when. Regent Harris noted that the CCC Consolidation Committee and its subgroups will decide on academic programs. A main goal post consolidation is to allow students to transfer to other colleges/universities easily.

Chair Harris thanked Drs. Brittingham and O'Brien for visiting with the ASA. It was very helpful. We look forward to continued conversations with them and the Commission.

**N. Cohen moved and A. Budd seconded a motion to adjourn at 11:10 a.m. The motion was unanimously approved.**



CSCU

## CT BOARD OF REGENTS FOR HIGHER EDUCATION

### ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting – January 12, 2018 **DRAFT**  
9:30 a.m. – 61 Woodland Street, Hartford

#### MINUTES

- Regents Present: Merle Harris, Naomi Cohen, Larry DeNardis (by conf.), Aviva Budd, Hector Navarro,
- Regents Absent: Stephen Adair, Catherine Smith
- Staff Present: Jane Gates, Mark Ojakian, Tracy Ariel, Pat Bouffard, Bill Gammell, Ken Klucznik, Steve McDowell, Arthur Poole, Alice Pritchard, Pat Ryiz, Mike Stefanowicz, Erika Steiner, Karen Wosczyzna-Birch,
- Other Attendees: Missy Alexander (WCSU), Vince Breslin (SCSU), Sandra Bulmer (SCSU), Michelle Coach (ACC), Ilene Crawford (SCSU), Amy Feest (TxCC), David Ferriera (NWCCC), Sean Grace (SCSU), Jerry Ice (TRCC), Tom Philbrick (WCSU), Duncan Harris (MCC), Tanya Millner-Harlee (MCC), Steve Minkler (MxCC), Gary Morin (SCSU), Edith Ouellet (TRCC), Daniel Swartz (SCSU),

The meeting was called to order by Chair Merle Harris at 9:40 a.m.

1. Approval of Minutes – November 17, 2017. **A motion to approve the minutes from the November 17<sup>th</sup> meeting was made by N. Cohen, seconded by H. Navarro, and unanimously approved.**
2. Executive Summary Preliminary Draft of NEASC Substantive Change Proposal – Version 2.2, January 10, 2018
  - a. NEASC CIHE Standards for Accreditation – Preamble  
<https://cihe.neasc.org/standards-policies/standards-accreditation/standards-effective-july-1-2016>

Chair Harris summarized the ASAC Meeting that was held Thursday January 11, 2018 with representatives from the NEASC Commission on Higher Education (CIHE). The purpose of the meeting was to discuss NEASC's expectation for CSCU's substantive change proposal and what the BOR's role is in the process. The first iteration of the Preliminary Draft of the NEASC Substantive Change Proposal (Version 2.2 dated January 10, 2018), which has been submitted to NEASC CIHE, speaks to each NEASC CIHE Standard for Accreditation which CSCU must meet in order to implement the Students First Community College of CT substantive change. NEASC CIHE will respond with suggestions that will lead to a more robust document. Chair Harris pointed out that this is not a final document, but a starting point to help us understand the issues related to the consolidation of the CSCU CCCs.

Chair Harris stated that the ASA Committee will go through the preliminary substantive change document very carefully. The proposal will be moved forward to the Board of Regents after the ASA Committee approves it.

Chair Harris solicited questions/comments/recommendations from the ASA Committee:

*1) Regent Cohen had a general stylistic suggestion about the Preliminary Draft of the NEASC Substantive Change Proposal and the role of the Governing Board.*

Each recommendation should answer the following questions: what will be done, by when, by whom and how will we know this is working. The role of the governing board is to ensure that “students will be served as well or better” as they were prior to the consolidation.

*2) Regent Budd had a question about the local community connection of the community colleges*

Each campus will have a campus vice president who will manage day-to-day operations and community relations. She indicated that we need to know who will be responsible for ensuring this happens. President Ojakian agreed and noted that job descriptions for senior positions will be included.

*3) Overview – Page 1*

Both Chair Harris and Regent Cohen suggested including language regarding the Board of Regents – “The BOR adopted, approved, authorized the Students First initiative in April 2017” and, “The BOR seeks approval of [references to what NEASC requires]”.

*4) Administrative Consolidation – Page 2*

It’s not clear how much the Administrative Consolidation impacts the community. Give examples of Human Resources functions that will be consolidated, for example, payroll. Explain how financial aid services will work at the individual colleges and universities. Pres. Ojakian commented that the overlap between the two strategies in the overview [1) Administrative consolidation, and, 2) One centrally managed community college with campuses statewide] needs to be clearer. The ASAC will only approve the Executive Summary and will move it forward to the BOR. The entire document will not be approved by the ASAC. The Financial Aid Services component is very important. This section needs to be expanded to include how financial aid will work across the system. Elaborate more in the Executive Summary by using examples. The Executive Summary should be comprehensive and stand on its own. Be careful of overpromising – e.g., “the only way” [Page 1, Paragraph 4]. The sections on IT and IR need to be clearer to explain how data analysis will be handled on campuses.

*5) One Community College and Standard One – Page 3*

Use examples to illustrate the last sentence under Standard One: Mission and Purposes – “Measures are in place to evaluate the College’s fulfillment of its mission.” Following the sentence “The proposed consolidation will preserve the unique identity of each campus in its community to ensure that it meets the needs of local students and employers.”, expand upon “community” and emphasize that foundations will remain in place. Pres. Ojakian

noted that the conversation is more general in this section. There will be more details later, in the Governance Section.

Regent DeNardis announced that he would leave the call for 10-15 minutes.

6) *Standards Two – Six – page 4*

*Standard Two: Planning and Evaluation.* Expand this section to include, how, in the future, ongoing planning and evaluation will take place. As a result of the NEASC conversation at the meeting on January 11, 2018, include – This is what we have now. This is what will remain.

*Standard Three: Organization and Governance.* Make sure that we have shared governance as we move along. Regent Cohen discussed the meeting of the BOR HR and Administration Committee on Thursday January 11, 2018. The Committee discussed the organization chart and the classification and hiring processes. The Committee recommended reinforcing the current policy on the hiring of campus presidents including the BOR's role. More detail was requested regarding the involvement of the Regional Presidents and the Committee was asked to submit a plan to the BOR. Ensure that the organizational structure will take us where we want to be. How will the transition work? What training will be available?

*Standard Four: Academic Programs.* Are courses with the same name the same courses? Are students able to take the same courses at any college they attend? This is very important. More detail regarding academic programs should be provided in the Executive Summary. Regent Harris asked Provost Gates for her vision of the single course catalogue vs. a course catalogue for each institution. Will it allow for an overview and what is offered on each individual campus? Will it be easy to use? Provost Gates responded that the common course catalogue will be the standard after the consolidation. The catalogue will be online and students will be able to pull up what courses are offered in each program. The common course catalogue will be modeled on the TAP program. Provost Gates referred the ASA Committee to the TAP website.

*A Summary of Page 5*

Chair Harris summarized the discussion on Page 5 of the Executive Summary. She discussed *Standard Three: Organization and Governance.* The roles of the campus leaders need to be defined with an emphasis on the quality and continuity of services. Regarding *Standard Four: Academic Programs,* Chair Harris referred to the 4.3 (page 8) of the Standards for Accreditation – “Programs leading to degrees or other awards have a coherent design...” and, “Coherence is demonstrated through learning goals, structure, and content; policies and procedures for admission, retention, and completion; instructional methods and procedures; and the nature, quality, and extent of student learning and achievement.” This is a critical element in a TAP system and with consolidated community colleges. The coherence has to come through TAP work. Provost Gates stated that the Academic and Student Affairs Community College Consolidation Committee is in place and has 37 members, at this time. Today there is a high level of fragmentation. The TAP Co-chairs went to all 12 CC campuses and met with the faculty. President Ojakian stated that shared governance is a theme that runs through the

document. Academic work lies with the faculty. Currently, there is a variation on academic standards. Provost Gates agreed. The goal is a seamless consolidation that will remove barriers to and increase student success across the College.

7) *Standards Seven – Nine and Implementation Process and Timeline – Page 5*  
Chair Harris stated that one theme in the discussion, thus far, is that more detail is needed.

*Standard Eight: Educational Effectiveness.*

In terms of educational effectiveness – what stays on the individual campus, what is centralized? A question was asked about “a state-of-the-art data warehouse for the CSCU system...that will enable consistent regular reporting for student success activities, accountability, enrollment management, and program development.” The data warehouse is in development. How will effectiveness be measured? The metrics need to be quantifiable. This section needs to be more robust and the development phase needs a timeline. Provost Gates agreed. She will discuss with the CSCU CIO.

*Standard Nine: Integrity, Transparency and Public Disclosure*

This section needs to be expanded.

Chair Harris summarized the main recommendations made in the discussion of the Preliminary Draft NEASC Substantive Change Proposal (Version 2.2, January 10, 2018).

- 1) State – Where we are, where are we going, and, how we will get there?
- 2) Coherence
- 3) Community
- 4) Local campuses

More detail is required in the NEASC Substantive Change Proposal. It is not a complete story; but the proposal should be expanded to 10-20 pages.

Chair Harris complimented the staff who is working on the NEASC Substantive Change Proposal.

3. **Consent Items.** **A motion to approve was made by N. Cohen and seconded by A. Budd.**  
**A vote was taken and the consent items were unanimously approved.** Consent items were:

- a. Discontinuations

- i. Deaf Studies – AA - NWCCC
- ii. Early Childhood Education – Certificate - TRCC

Jerry Ice, Interim Academic Dean, noted that the Early Childhood Education certificate at TRCC is being eliminated because it is no longer a career-ladder completion en route to the Associates Degree and the industry now requires higher-level degrees for employment in the field.

#### 4. Action Items

##### a. New Programs

###### i. Certified Clinical Medical Assistant – AS – TRCC

Jerry Ice, Interim Academic Dean, and Edith Ouellet, Director of Nursing and Allied Health, presented for TRCC. Director Ouellet presented a PowerPoint entitled: “TRCC Pre-nursing Student Enrollment, Meeting their Educational Needs and Serving the Community”. The Pre-Nursing program at TRCC has 700 students; only 96 of these students will be admitted to the Nursing Program. The Allied Health field has enormous opportunities for graduates. The Certified Clinical Medical Asst. AS is intended to meet this need. Students in this program meet the eligibility requirements to sit for the Certified Clinical Medical Assistant exam and the National Healthcareer Assoc. (NHA) qualifications for employment. TRCC anticipates initiating the program in Fall 2018. Questions/Discussion centered on:

###### a) *Enrollment*

Why is the enrollment decreasing or remaining flat? TRCC will maintain the number of FT students and increase the number of PT students. The number of FT students will be in the 20-30 range with a growing enrollment of PT students.

###### b) *Late Afternoon/Evening Classes*

We need late afternoon and evening classes to meet the needs of the working student.

###### c) *Possible Expansion of the Nursing Program*

Can the Nursing Program be expanded to accept more students? This would require many more specific resources. This is clinically-based education that requires collaboration with clinical partners. In addition, TRCC is not associated with a teaching hospital (a clinical site) which limits opportunities.

###### d) *Potential Coordination with QVCC*

TRCC seeks to collaborate with QVCC. TRCC could not run the program under the same accreditation as QVCC's. Data indicate that the establishment of a new Certified Clinical Medical Asst. AS program at TRCC will not infringe upon QVCC's catchment area.

**A motion to approve was made by A. Budd and seconded by N. Cohen. The vote was taken on the new Certified Medical Assistant AS program and was unanimously approved.**

###### ii. Accelerated Athletic Training (3 + 2 format) – BS/MAT – SCSU

###### iii. Athletic Training (2 year traditional format) – MAT – SCSU

**The SCSU Accelerated Athletic Training (3+2 format) BS/MAT and the Athletic Training (2-year traditional format) MAT [4.a.ii. and 4.a.iii] programs were discussed together.**

**Chair Harris called for separate motions on each program. A motion to approve the new SCSU Accelerated Athletic Training (3+2 format) BS/MAT was made by H. Navarro and seconded by A. Budd. A motion to approve the new SCSU Athletic Training (2 year traditional format) MAT was made by A. Budd and seconded by H. Navarro.**

Ilene Crawford, AVP for Academic Affairs, Sandra Bulmer, Dean, Health and Human Services, Gary Morin, Professor and Program Coordinator, Athletic Training, and Daniel

Swartz, Chairperson, Teacher Education Program Coordinator, Exercise Science, presented for SCSU.

These two Masters of Athletic Training will replace the BS in Athletic Training degree. Due to recent changes in accreditation requirements for athletic training, all current undergraduate programs in athletic training must transition to the master's degree level. SCSU is seeking approval of two graduate degrees in Athletic Training: 1. An accelerated five year BS/MAT degree (3+2 format) and, 2. A MAT degree (traditional 2-year Master's degree). The proposed BS/MAT degree (3+2 format) graduate program starts with Summer Session 3 (7 credits) and is followed by four 8-week semesters which include four immersive clinical practicum experiences required by the Commission on Accreditation of Athletic Training Education (CAATE) for Athletic Trainers. This format reduces the time required to achieve the BS/MAT from six years to five. At the end of the program, students will be required to pass a comprehensive examination. Federally, the projected increase in employment opportunities for athletic trainers is 21% and 14.5% in CT. A recent law passed in CT increased the training scope of athletic trainers to include industrial and workplace settings.

The team from SCSU presented a revised budget for the two programs and distributed it in hard copy to the ASA Committee. The first cohort in the BS/MAT (3+2 format) program will start in 2019 and graduate in 2024. The current BS degree in Athletic Training will be terminated once the current students complete. The program currently has four full-time tenured faculty. All current undergraduate faculty will be repurposed into the new programs.

Questions/Discussion centered on:

a) *Program Budgets*

Should the program budgets reflect actual expense rather than incremental expense? Dr. Gates commented that a new pro forma budget template is being designed that will be easier to use and will use percentages.

b) *Faculty*

Four full time tenure track faculty will need to be repurposed from the undergraduate to the graduate program. Current faculty can also teach Exercise Science.

c) *Financial Aid*

Will financial aid apply to students in the graduate programs? Undergraduate financial aid will apply to students in the undergraduate part of the BS/MAT program. After students complete the undergraduate program requirements, graduate financial aid will apply.

d) *BS in Athletic Training*

Can I graduate with a BS in Athletic Training? Yes, at this point in time. CAATE has mandated that institutions cease to admit students into undergraduate athletic training programs by the fall of 2022.

**Chair Harris called for a vote on the Accelerated Athletic Training (3+2 format) BS/MAT program. A vote was taken and the program was unanimously approved.**

**Chair Harris called for a vote on the Athletic Training (2-year traditional format) MAT program. A vote was taken and the program was unanimously approved.**

iv. Integrative Biological Diversity - MS -WCSU

**Chair Harris called for a motion to remove the MS in Integrative Biological Diversity program from the table. The motion to approve was made by N. Cohen and seconded by A. Budd. The motion passed unanimously.**

**Chair Harris called for a motion to approve the MS in Integrative Biological Diversity. The motion to approve was made by N. Cohen and seconded.**

Missy Alexander, Provost, WCSU, Tom Philbrick, Professor, Biological and Environmental Sciences, WCSU, Ilene Crawford, AVP for Academic Affairs, SCSU, Sean Grace, Assoc. Professor, Biology, Co-Director of the Werth Center for Coastal Studies, SCSU, and Vince Breslin, Professor, Environmental, Geography and Marine Sciences, SCSU, presented on the MS in Integrative Biological Diversity, a collaborative degree between WCSU and SCSU. Missy Alexander indicated that eventually, the program will be a CSCU system-wide Graduate degree, which will involve review by NEASC. The proposed MS in Integrative Biological Diversity will train organismal biologists in reclamation biology, land-use, development, policy and environmental consulting and education. The proposed program also benefits teachers to increase their knowledge of biodiversity through professional development. The program will draw on talent and resources across campuses. Expenditures include a program coordinator, part-time faculty and one graduate assistant for every ten enrolled students. Two years after the program's inception, WCSU will submit a report regarding the viability and sustainability of the program to the Academic and Student Affairs Committee which will determine if the program will continue to be offered.

Questions/Discussion centered on:

*a) Program Budgets*

Regent Cohen asked for clarification on the budget, specifically on reassigned time. SCSU budgeted one credit for a liaison between the universities. The liaison is a point person to coordinate student programs. Faculty can bank credits and eventually can be released from a course. Regent Budd had questions about the full-time and part-time totals and the summer revenue.

*b) Employability*

In response to questions, it was noted that the MS in Integrative Biological Diversity degree is a project management degree focused on biological diversity. Graduates will conceptualize projects and design, implement and report on complex data sets and bioinformatics. Graduates will work in the industrial sector, in the Dept. of Energy or Environmental Protection, or, may start their own biotech companies. In New Haven, graduates could work on the redevelopment of the Long Wharf area. Some students may go on to get a PhD and teach.

**Chair Harris called for a vote to approve the MS in Integrative Biological Diversity program as a collaborative program among the CSUs. A vote was taken and the program was unanimously approved.**

**b. Suspensions**

i. Justice Administration – MS – WCSU

ii. Earth and Planetary Science – MA – WCSU

**WCSU's request to suspend two programs, 4.b.i. MS in Justice Administration and 4.b.ii. MA in Earth and Planetary Science, was discussed together.**

**Chair Harris called for separate motions on each program. A motion to approve the MS in Justice Administration program suspension was made by N. Cohen and seconded by H. Navarro. A motion to approve the MA in Earth and Planetary Science program suspension was made by N. Cohen and seconded by A. Budd.**

Missy Alexander, Provost, presented on these programs. WCSU is seeking the suspension of the MS in Justice Administration program for a period of not more than two years. The current enrollment in the program is seven students and there is no full-time faculty member to provide program oversight. WCSU is seeking the suspension of the MA in Planetary Science for a period of not more than two years, until May 2019. Enrollments have been consistently low in this program since Fall 2012.

**Chair Harris called for a vote to approve the suspension of the MS in Justice Administration program. A vote was taken and the program suspension was unanimously approved.**

**Chair Harris called for a vote to approve the suspension of the MA in Earth and Planetary Science program. A vote was taken and the program suspension was unanimously approved.**

**c. College of Technology (COT) Replication Approval Process**

**Chair Harris called for a motion to approve the College of Technology (COT) Replication Approval Process. The motion to approve was made by N. Cohen and seconded by H. Navarro.**

Dr. Karen Wosczyzna-Birch, Director of the College of Technology, presented. The revised replication process represents a more streamlined approval. The program has a common curriculum across all 12 community colleges. There are two degrees, Technical Studies and Engineering Science. Community colleges that want to replicate a COT program must submit the request to the Director of the College of Technology who submits the request to the Provost of Academic and Student Affairs who submits the request to the Academic and Student Affairs Committee for approval and submission to the Board of Regents for final approval. Approval by the Academic Council was eliminated.

**Chair Harris called for a vote to approve the College of Technology (COT) Replication Approval Process. A vote was taken and the COT Replication Approval Process was unanimously approved.**

- d. Spring 2018 Promotion and Tenure Recommendation
  - i. CCSU – Renata Vickrey
  - ii. WCSU – Rotua Lumbantobing

**Chair Harris called for a motion to approve the Spring 2018 Promotion and Tenure Recommendations. The motion to approve was made by H. Navarro and seconded by A. Budd. A vote was taken and the Spring 2018 Promotion and Tenure Recommendations were unanimously approved.**

- 5. Information Items
  - a. 2018-2019 State Universities’ Sabbaticals
    - i. ECSU
    - ii. WCSU
    - iii. CCSU
    - iv. SCSU

Provost Gates discussed the 2018-2019 State Universities’ Sabbaticals. She noted that this is a contractual benefit of the CSCU faculty. She talked about the standards and the process. The sabbaticals are shared with the BOR as an information item.

- b. Academic Program Review – Consolidated Schedule

Arthur Poole, Director, Educational Opportunity, presented. The Academic Program Review – Consolidated Schedule agenda item should have been an action item instead of an information item. Academic and Student Affairs requests that the BOR ratify the schedule for Academic Program Reviews at each CSCU institution for the 2017-2018 academic year. The schedule is presented to the Academic and Student Affairs Committee for its consideration and approval. Summative results from each institution’s academic program reviews will be presented to the Board of Regents at its September or October 2018 meeting.

**Chair Harris called for a motion to approve the Academic Program Review – 2017-2018 Consolidated Schedule. The motion to approve was made by N. Cohen and seconded by A. Budd. A vote was taken on the Academic Program Review – 2017-2018 Consolidated Schedule and the schedule was unanimously approved.**

- c. Normalization Policy – Final Resolutions

Arthur Poole, Director, Educational Opportunity, presented. In 2015, the Board of Regents for Higher Education CT State Colleges and Universities established a policy to normalize course credits for the Associates and Bachelor’s Degrees at 60 and 120 credits, respectively. 60% of the CSCU degree programs are in compliance with the 60 and 120-credit limit. 30 % of the degree programs are slightly above the limits by 1-2 credits and 10% are at higher levels. Included in the 10% are programs in technology, nursing or other specialized fields where students must meet pre-admission requirements. At the time of the study, seven community colleges were not in compliance with a total of 15 academic programs. Schools with

disapprovals were given two options: 1) to revise recommendations to ensure compliance with the BOR Policy; or, 2) appeal to the ASA Committee for an exemption from the normalization policy. All institutions chose the first option and the credits in the 15 programs were reduced to the normalized or an acceptable level.

Questions/Discussion centered on:

i. *High rate of Non-Compliance*

Although the rate of non-compliance is 40%, all institutions are in compliance with the policy, as written.

ii. *How do we report this in a transparent way?*

Transfer tickets will show this. In the catalogue, those programs that are over 60 credits will be identified and faculty committees will further normalize programs.

ADDED: Academic Program Approvals – Updated Policy, Approval Process and Forms

Director Arthur Poole spoke about the updated academic program policy, approval process and program forms, including the new pro forma budget form. Regent Harris asked if there would be a training program on using the new forms, especially the pro forma budget. Dr. Gates stated that it would be a good idea, as new academic officers come on board, to have a ½ day training session. Regent Cohen noted that Mike Lopez, Director, Human Resources, has training programs online so that completion of training can be tracked.

d. Below Threshold

- i. Manufacturing Design – Certificate - NWCCC
- ii. Manufacturing Processes – Certificate - NWCCC
- iii. CNC (Computer Numeric Control) – Certificate – NWCCC
- iv. Healthcare Administration – MBA – Concentration – SCSU
- v. International Business - MBA – Concentration – SCSU
- vi. Science, Values and Society – Minor - SCSU

**No vote is taken on Below Threshold programs.** The programs must be submitted to the Office of Higher Education.

Manufacturing Technology Instructor – Removed from agenda since the Academic and Student Affairs Committee is not involved with approving job descriptions.

**Chair Harris called for a motion to adjourn the meeting. A motion was made by H. Navarro, seconded by N. Cohen and unanimously approved. The meeting was adjourned at noon.**

## An Introduction to CSCU and Guided Pathways



### What Do Guided Pathways Mean for Connecticut?

Connecticut State Colleges and Universities (CSCU) is committed to using guided pathways to improve student retention and completion. This work is a central part of the CSCU Students First initiative, and it builds on a variety of system efforts, including the Transfer and Articulation Policy (TAP) and Math Pathways.

Guided pathways are academic and career pathways that provide structure, mileposts, and clear outcomes for each student's college experience. Each pathway is based on a program of study that is aligned with specific employment goals and/or additional education.

Guided pathways include detailed academic plans and incorporate a range of evidence-based supports. The pathways approach is geared toward helping more students efficiently complete credentials, transfer, and attain jobs with value in the labor market.

Because guided pathways touch on every aspect of the student experience, implementing this approach typically requires broad-scale institutional and system change. The work is challenging, and it includes planning, implementation, and evaluation.

### Why Guided Pathways?

Educators know what types of changes can help college students complete degrees—and do so more quickly and at a lower cost. Students are more likely to earn credentials if they:

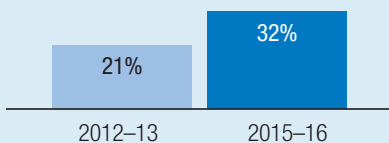
- Choose a program and develop an academic plan early in their college experience;
- Have a clear road map of the courses they need for their credential; and
- Receive guidance and support to help them stay on track.

Several states and systems have seen guided pathways lead to measurable results. For example, since 2012, the Tennessee Board of Regents has been working with its 13 community colleges and five regional universities to implement pathways practices. The state has seen dramatic improvements in terms of both early momentum (students accumulating college credits and passing gateway courses in their first year) and completion rates.

### Pathways Lead to Dramatic Improvements in Tennessee Community Colleges

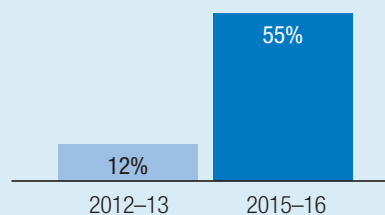
#### More Freshmen Meet Course Thresholds

Percentage of incoming community college freshmen passing at least nine semester credits (roughly three courses) in their program of study



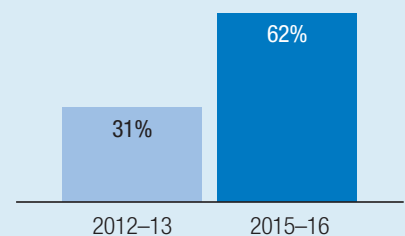
#### More Students Pass College-Level Math

Percentage of new community college students passing a college-level math course in their first year



#### Pass Rate for College-Level English Doubles

Pass rate for college-level English (Comp 101)



Higher  
Graduation  
Rates

42%

Increase in three-year graduation rate from 2013 to 2016 (based on the three years prior to each year)

INCLUDING

88%

Increase among underrepresented minority students

### Why the Scale of Adoption Tool?

In 2017-18, CSCU will focus on institutional self-assessment via the Community College Research Center's Guided Pathways Scale of Adoption Self-Assessment tool. Colleges across the country use the tool to better understand what it takes to implement guided pathways, document how they currently approach key aspects of the student experience, and plan for improvements.

Colleges new to guided pathways say the Scale of Adoption tool helps them understand how the guided pathways initiative differs from other reforms. Colleges that already have intensive work underway use the tool to document their progress in implementing guided pathways.

## The CSCU Student Success Center and Guided Pathways Task Force

The CSCU Student Success Center, an established part of the CSCU system office, is one of 14 such centers nationwide. The Center fosters a collaborative process in which faculty, staff, students, and administrators work together to develop a culture of academic and personal success for CSCU students. The Center uses guided pathways as a framework for these efforts.

CSCU and the Center are undertaking a multiyear, collaborative guided pathways initiative that is committed to student success and equity in equal measure. All of the guided pathways work focuses on helping more students complete programs—and helping them do so more quickly.

The Center has assembled a Guided Pathways Task Force (GPTF) that includes CSCU faculty, staff, and administrators with diverse perspectives and skills. The Center and the GPTF will oversee the CSCU guided pathways initiative. As a member of the national Student Success Center Network, the CSCU Center will receive technical assistance from Jobs for the Future, which manages the network, as well as other leading national organizations focused on student success, such as the Community College Research Center and the National Center for Inquiry & Improvement.

### CSCU Guided Pathways Timeline

Academic year 2017–18 is the first year of the guided pathways initiative. It will focus on institutional self-assessment. Current plans include the following:

#### **August 9, 2017: Student Success Center Convening**

Focus: College Completion and Guided Pathways

#### **August to October 2017: Creation of Guided Pathways Working Groups (GPWGs)**

Task: All 17 CSCU institutions create GPWGs to lead Scale of Adoption tool campus assessments

#### **November 1, 2017: Student Success Center Convening**

Focus: Guided Pathways and Scale of Adoption Tool

#### **November 2017 to Mid-March 2018: Completing the Scale of Adoption Tool**

Tasks:

- Campus GPWGs complete the Scale of Adoption tool
- GPTF meets with individual GPWGs to review completed tools

#### **April 6, 2018: Student Success Center Convening**

Focus: CSCU Guided Pathways Institutional Self-Assessment Summary and Next Steps

### Members of the CSCU Guided Pathways Task Force

#### **Greg DeSantis**

*Interim Executive Director of the Student Success Center and Academic Initiatives*  
Connecticut State Colleges and Universities

#### **Kerry L. Beckford**

*Assistant Professor of English*  
Tunxis Community College (Farmington)

#### **Michael Buccilli**

*Director of Counseling and Student Success*  
Gateway Community College  
(New Haven)

#### **Saulo Colón**

*Assistant Professor of Sociology*  
Housatonic Community College (Bridgeport)

#### **Kevin Corcoran**

*Executive Director*  
Connecticut Distance Learning Consortium

#### **Ken Klucznik**

*TAP Co-Manager*  
Connecticut State Colleges and Universities

#### **Maribel Lopez**

*Registrar*  
Gateway Community College (New Haven)

#### **Lesley Mara**

*Interim Director of Workforce Development, Strategic Partnerships, and Sponsored Programs*  
Connecticut State Colleges and Universities

#### **Calvin McFadden, Sr.**

*Dean of Students*  
Norwalk Community College (Norwalk)

#### **Laura Qin**

*Director of Institutional Research*  
Three Rivers Community College (Norwich)

#### **Michael Stefanowicz**

*Academic Dean*  
Asnuntuck Community College (Enfield)

#### **Sydney Voghel-Ochs**

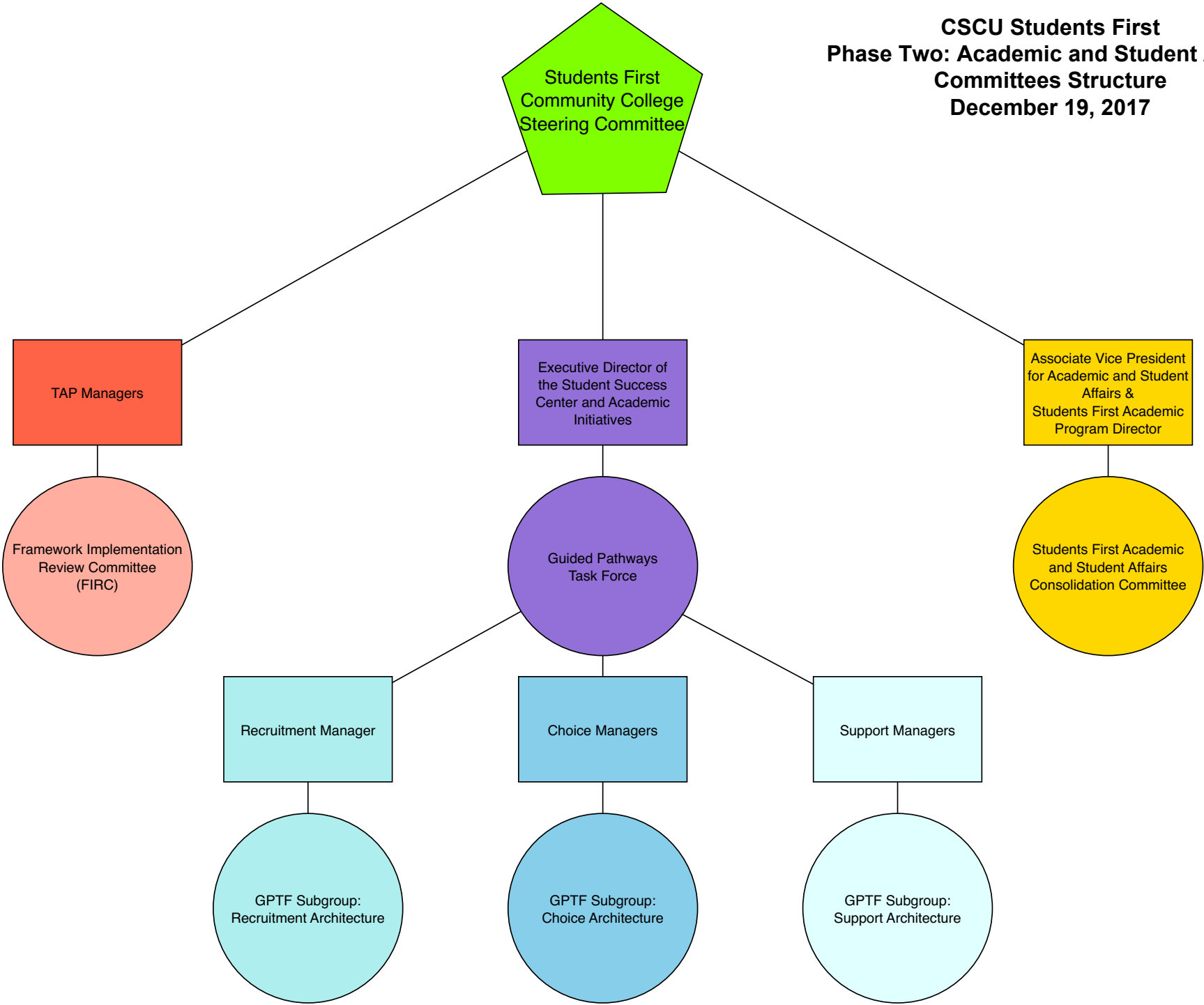
*Director of Marketing and Public Relations*  
Naugatuck Valley Community College  
(Waterbury)

#### **Heidi Zenie**

*Program Coordinator of Exercise Science, Program Coordinator of Sport and Leisure Management*  
Three Rivers Community College (Norwich)



**CSCU Students First  
Phase Two: Academic and Student Affairs  
Committees Structure  
December 19, 2017**



## **CSCU Students First Guided Pathways Initiative**

### **CSCU Student Success Center: Subgroups of the Guided Pathways Task Force**

**1/11/18**

Phase Two of CSCU Students First includes the formation of three subgroups of the CSCU Student Success Center's Guided Pathways Task Force (GPTF), focused on the following three content areas for the Community College of Connecticut:

- GPTF Choice Architecture Subgroup
- GPTF Support Architecture Subgroup
- GPTF Recruitment Architecture Subgroup

The subgroups will be composed primarily of faculty, staff, and administrators from the CSCU community college campuses. Individuals from the CSCU system office, Charter Oak State College, and the State Universities will also be included. The focus will be ensuring diverse representation on the subgroups from individuals who often work with students from the community colleges, so that those voices may enrich the community college guided pathways discussion.

The subgroups will be charged with making recommendations about a variety of items related to guided pathways as the single community college institution is being formed. Recommendations made by the GPTF subgroups will be received by the GPTF as well as the Students First Community College Steering Committee.

The subgroups will work in concert with the Students First Academic and Student Affairs Consolidation Committee and the Framework Implementation Review Committee when forming recommendations.

**All three subgroups** are collectively charged with making recommendations regarding:

- Supporting culture change
- The student experience
- Onboarding and admission
- Updating communication methods with students
- What is the list of "need to know" things for all faculty and staff – the student questions that everyone can answer
- Student-facing data dashboard
- System key performance indicators (KPI)

**The Choice Architecture Subgroup** is charged with making recommendations regarding:

- Meta majors
- Further development of academic communities within meta majors
- Program mapping and course sequencing
- Individual student academic plans
- Campus schedule planning to ensure courses are available
- Block scheduling
- 15 to finish

- First year experience (FYE) [With Support Architecture]
- Student persistence support [With Support Architecture]
- Keeping students on plan [With Support Architecture]
- Gatekeeper courses
- Transfer and workforce pathways [With Recruitment Architecture]
- Stackable credentials
- Transfer-level math and English
- Developmental education
- Cross-program structure
- Teaching and learning under guided pathways

**The Support Architecture Subgroup** is charged with making recommendations regarding:

- Holistic student supports including:
  - Advising model and requirements
  - Entry advising
  - New student orientation
  - Progress monitoring and early alert as well as related predictive analytics; using data to improve student success
  - Early intervention
  - Coaching
  - Contact and “nudge” plans
  - Financial aid and financial planning support
  - Streamlined transcript processes
  - Wraparound services
- Student persistence support [With Choice Architecture]
- Keeping students on plan [With Choice Architecture]
- First year experience (FYE) [With Choice Architecture]
- Peer to peer engagement
- Career or interest exploration, assessment, and planning
- Developing student feedback process

**The Recruitment Architecture Subgroup** is charged with making recommendations regarding:

- Ensuring standard streamlined enrollment experience
- Recruiting and enrollment management
- K-12 and employer connections
- Transfer and workforce pathways [With Choice Architecture]
- Community connections
- Noncredit to credit connections
- Early college and dual enrollment opportunities

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Termination

March 8, 2018

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Business Management Core leading to a Certificate at Three Rivers Community College.

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

**ITEM**

Termination of a program in Business Management Core leading to a Certificate at Three Rivers Community College.

**BACKGROUND**Summary

The discontinuation of this program was initiated by the institution's Academic Program Review of all of its business programs. The creation of the Business Administration TAP Degree initiated the integration of all previously existing business degrees into two degrees – Business Administration and Accounting.

Rationale

Recent and current enrollments in this program at zero student does not support its continuation.

Phase-Out/Teach-Out Strategy

There are no students enrolled in this certificate program, thus there is no need for a phase-out / teach-out strategy.

Resources

No resources are required for the termination of this certificate.

**RECOMMENDATION**

It is the recommendation of the System's Provost and Senior Vice President for Academic and Students Affairs that the Board of Regents approve termination of this program.

02/15/2018 – BOR Academic & Student Affairs Committee

03/08/2018 – Board of Regents

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM** (Public Higher Education Institutions) - 01/20/12

## **STAFF REPORT**

## **ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

### **SECTION 1: GENERAL INFORMATION**

**Institution:** Three Rivers Community College

**Date of Submission to BOR Office:**

**Discontinued Program:** Business Management Core Certificate CIP: 520201 DHE# (if available): 17068

**Accreditation Date:** 06/21/2012

**Phase Out /Teach Out Period** NONE Expected Date of Program Termination **IMMEDIATE**

#### **Program Characteristics**

**Name of Program:** Business Management Core

**Degree: Title of Award** (e.g. Master of Arts)

**Certificate:** (specify type and level) Community College Certificate

**Modality of Program:** X On ground X Online Combined

**Institution's Unit** (e.g. School of Business) and **Location** (e.g. main campus) Offering the Program: Business Department

**Institutional Contact for this Proposal:** G. Kent Harding

**Title:** Business  
Department P.C.

**Tel.:** 860.215.9435

**E-mail:** KHarding@trcc.commnet.edu

### **BOR REVIEW STATUS** (For Office Use Only - please leave blank)

**BOR Sequence Number** (to be assigned):

**Log of BOR Steps Towards Discontinuation Approval:**

**Resolution number for BOR Approval:** Date of Approval:

**Conditions for Discontinuation Approval** (if any)

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM (Public Higher Education Institutions) - 01/20/12

## STAFF REPORT

## ACADEMIC AND STUDENT AFFAIRS COMMITTEE

### SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

#### Narrative

Please consider whether discontinuation a) occurs in the context of a related academic improvement, e.g., the merging of programs with declining enrollment/completions into a new program that effectively addresses relevant state needs and students' interests; b) emerge as a result of the periodic Academic Program Review for all programs at each institution, under the guidance of existing BOR policy; c) other institutional considerations such as redirecting capacity, adoption of new mission, etc. Provide any quantitative information in support of the discontinuation, including any relevant financial information. Program discontinuation should not impact state priorities for workforce preparation.

The program discontinuance was initiated by the Academic Program Review for all of the business programs. The creation of the BUSINESS ADMINISTRATION TAP degree initiated the integration of all other business degrees into two NON-TRANSFER degrees – BUSINESS ADMINISTRATION (with optional concentration in one of the previous degree majors) and ACCOUNTING.

Given the current financial environment the enrollment in this certificate does not support its continuation. Below is the enrollment for the last five years. The certificate will be terminated immediately upon approval because there are no students enrolled.

Major Code	Program Description	FALL13	FALL14	FALL15	FALL16	FALL17	5-year Average
KJ38	Business Management Core	1	0	0	0	0	0

#### Phase Out/Teach Out Strategy

Please describe how the institution will ensure that students currently enrolled will be provided opportunities to complete the program. Provide quantitative information as needed (e.g. enrollments, any special resources needed, etc.)

There is no phase out/teach out strategy because there are no currently enrolled students and no new students will be permitted to enroll.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Termination

March 8, 2018

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Communications and Customer Relations leading to a Certificate at Three Rivers Community College with a phase-out period ending May 31, 2019.

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

**ITEM**

Termination of a program in Communications and Customer Relations leading to a Certificate at Three Rivers Community College, with a phase-out period ending May 31, 2019.

**BACKGROUND**Summary

The discontinuation of this program was initiated by the institution's Academic Program Review of all of its business programs. The creation of the Business Administration TAP Degree initiated the integration of all previously existing business degrees into two degrees – Business Administration and Accounting.

Rationale

Recent and current enrollments in this program at low levels does not support its continuation.

Phase-Out/Teach-Out Strategy

The program of study contains courses that are part of an existing associate's degree program that will continued to be offered. The single student currently enrolled in this certificate program will be informed of the program's termination and advised as to how to complete the program by that the termination date. If necessary, the enrollee will be offered suitable substitute courses.

Resources

No resources are required for the termination of this certificate.

**RECOMMENDATION**

It is the recommendation of the System's Provost and Senior Vice President for Academic and Students Affairs that the Board of Regents approve termination of this program.

02/15/2018 – BOR Academic & Student Affairs Committee

03/08/2018 – Board of Regents

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM** (Public Higher Education Institutions) - 01/20/12

## SECTION 1: GENERAL INFORMATION

Institution: **Three Rivers Community College**

Date of Submission to BOR Office:

Discontinued Program: **Communications & Customer Relations Certificate** CIP: **521804** DHE# (if available): **14625**

Accreditation Date **not available**

Phase Out /Teach Out Period **Spring 2018 - Fall 2019** Expected Date of Program Termination **5/31/2019**

### Program Characteristics

Name of Program: **Communications & Customer Relations Certificate**

Degree: Title of Award (e.g. Master of Arts)

Certificate: (specify type and level) **Community College Certificate**

Modality of Program: ☒ On ground ☒ Online ☐ Combined

Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: **Business Department**

Institutional Contact for this Proposal: **G. Kent Harding**

Title: **Business  
Department P.C.**

Tel.: **860.215.9435**

E-mail: **KHarding@trcc.commnet.edu**

## BOR REVIEW STATUS (For Office Use Only - please leave blank)

BOR Sequence Number (to be assigned):

Log of BOR Steps Towards Discontinuation Approval:

Resolution number for BOR Approval: Date of Approval:

Conditions for Discontinuation Approval (if any)

# CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM** (Public Higher Education Institutions) - 01/20/12

## SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

### Narrative

Please consider whether discontinuation a) occurs in the context of a related academic improvement, e.g., the merging of programs with declining enrollment/completions into a new program that effectively addresses relevant state needs and students' interests; b) emerge as a result of the periodic Academic Program Review for all programs at each institution, under the guidance of existing BOR policy; c) other institutional considerations such as redirecting capacity, adoption of new mission, etc. Provide any quantitative information in support of the discontinuation, including any relevant financial information. Program discontinuation should not impact state priorities for workforce preparation.

The program discontinuance was initiated by the Academic Program Review for all of the business programs. The creation of the BUSINESS ADMINISTRATION TAP degree initiated the integration of all other business degrees into two NON-TRANSFER degrees – BUSINESS ADMINISTRATION (with optional concentration in one of the previous degree majors) and ACCOUNTING.

Given the current financial environment the enrollment in this certificate does not support its continuation. Below is the enrollment for the last five years.

Major Code	Program Description	FALL13	FALL14	FALL15	FALL16	FALL17	5-year Average
KJ03	Communication & Customer Relations	1	0	0	0	1	0

### Phase Out/Teach Out Strategy

Please describe how the institution will ensure that students currently enrolled will be provided opportunities to complete the program. Provide quantitative information as needed (e.g. enrollments, any special resources needed, etc.)

There is only one currently enrolled student who will be contacted and informed of the program's termination and advised to contact their advisor regarding the need to complete their studies by May 31, 2019. The program of study contains courses that are part of an existing associate's degree program which will continue to be offered. It also include courses that may soon be proposed for termination. The enrolled student will be offered suitable substitute courses if necessary should enrollment be insufficient to offer the course over the roll-out years.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Termination

March 8, 2018

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Customer Service leading to a Certificate at Three Rivers Community College with a phase-out period ending May 31, 2019.

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

**ITEM**

Termination of a program in Customer Service leading to a Certificate at Three Rivers Community College, with a phase-out period ending May 31, 2019.

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**BACKGROUND**Summary

The discontinuation of this program was initiated by the institution's Academic Program Review of all of its business programs. The creation of the Business Administration TAP Degree initiated the integration of all previously existing business degrees into two degrees – Business Administration and Accounting.

Rationale

Recent and current enrollments in this program at low levels does not support its continuation.

Phase-Out/Teach-Out Strategy

The Certificate's program of study contains courses that are part of an existing associate's degree program that will continued to be offered. The two students currently enrolled in this program will be informed of the program's termination by May 2019 and advised as to how to complete the program by that date. If necessary, the enrollees will be offered suitable substitute courses.

Resources

No resources are required for the termination of this certificate.

**RECOMMENDATION**

It is the recommendation of the System's Provost and Senior Vice President for Academic and Students Affairs that the Board of Regents approve termination of this program.

02/15/2018 – BOR Academic & Student Affairs Committee

03/08/2018 – Board of Regents

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM** (Public Higher Education Institutions) - 01/20/12

### SECTION 1: GENERAL INFORMATION

Institution: **Three Rivers Community College**

Date of Submission to BOR Office:

Discontinued Program: **Customer Service Certificate** CIP: **521804** DHE# (if available): **14896**

Accreditation Date **not available**

Phase Out /Teach Out Period **Spring 2018 - Fall 2019** Expected Date of Program Termination **5/31/2019**

#### Program Characteristics

Name of Program: **Customer Service Certificate**

Degree: Title of Award (e.g. *Master of Arts*)

Certificate: (specify type and level) **Community College Certificate**

Modality of Program: ☒ On ground ☒ Online ☐ Combined

Institution's Unit (e.g. *School of Business*) and Location (e.g. *main campus*) Offering the Program: **Business Department**

Institutional Contact for this Proposal: **G. Kent Harding** Title: **Business Department P.C.** Tel.: **860.215.9435**  
E-mail: **KHarding@trcc.commnet.edu**

### BOR REVIEW STATUS (For Office Use Only - please leave blank)

BOR Sequence Number (to be assigned):

Log of BOR Steps Towards Discontinuation Approval:

Resolution number for BOR Approval: Date of Approval:

Conditions for Discontinuation Approval (if any)

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM** (Public Higher Education Institutions) - 01/20/12

### SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

#### Narrative

Please consider whether discontinuation a) occurs in the context of a related academic improvement, e.g., the merging of programs with declining enrollment/completions into a new program that effectively addresses relevant state needs and students' interests; b) emerge as a result of the periodic Academic Program Review for all programs at each institution, under the guidance of existing BOR policy; c) other institutional considerations such as redirecting capacity, adoption of new mission, etc. Provide any quantitative information in support of the discontinuation, including any relevant financial information. Program discontinuation should not impact state priorities for workforce preparation.

The program discontinuance was initiated by the Academic Program Review for all of the business programs. The creation of the BUSINESS ADMINISTRATION TAP degree initiated the integration of all other business degrees into two NON-TRANSFER degrees – BUSINESS ADMINISTRATION (with optional concentration in one of the previous degree majors) and ACCOUNTING.

Given the current financial environment the enrollment in this certificate does not support its continuation. Below is the enrollment for the last five years.

Major Code	Program Description	FALL13	FALL14	FALL15	FALL16	FALL17	5-yea Avera
KJ06	Customer Service	1	0	1	1	2	1

#### Phase Out/Teach Out Strategy

Please describe how the institution will ensure that students currently enrolled will be provided opportunities to complete the program. Provide quantitative information as needed (e.g. enrollments, any special resources needed, etc.)

There are only two currently enrolled students who will be contacted and informed of the program's termination and directed to contact their advisor regarding the need to complete their studies by May 31, 2019. The program of study contains courses that are part of an existing associate's degree program which will continue to be offered. It also includes courses that may soon be proposed for termination. The enrolled student will be offered suitable substitute courses if necessary should enrollment be insufficient to offer the required courses over the roll-out years.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Termination

March 8, 2018

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Marketing Core leading to a Certificate at Three Rivers Community College.

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

**ITEM**

Termination of a program in Marketing Core leading to a Certificate at Three Rivers Community College.

**BACKGROUND**Summary

The discontinuation of this program was initiated by the institution's Academic Program Review of all of its business programs. The creation of the Business Administration TAP Degree initiated the integration of all previously existing business degrees into two degrees – Business Administration and Accounting.

Rationale

Recent and current enrollments in this program at zero student does not support its continuation.

Phase-Out/Teach-Out Strategy

There are no students enrolled in this certificate program, thus there is no need for a phase out / teach out strategy.

Resources

No resources are required for the termination of this certificate.

**RECOMMENDATION**

It is the recommendation of the System's Provost and Senior Vice President for Academic and Students Affairs that the Board of Regents approve termination of this program.

02/15/2018 – BOR Academic & Student Affairs Committee

03/08/2018 – Board of Regents

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM** (Public Higher Education Institutions) - 01/20/12

### SECTION 1: GENERAL INFORMATION

Institution: **Three Rivers Community College** Date of Submission to BOR Office:  
Discontinued Program: **Marketing Core** CIP: **521401** DHE# (if available): **17069**  
Accreditation Date **06/21/2012**  
Phase Out /Teach Out Period **NONE** Expected Date of Program Termination **IMMEDIATE**  
**Program Characteristics**  
Name of Program: : **Marketing Core**  
Degree: Title of Award (e.g. Master of Arts)  
Certificate: (specify type and level) **Community College Certificate**  
Modality of Program: ☒ On ground ☒ Online Combined  
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: **Business Department**  
Institutional Contact for this Proposal: **G. Kent Harding** Title: **Business Department P.C.** Tel.: **860.215.9435**  
E-mail: **KHarding@trcc.commnet.edu**

### BOR REVIEW STATUS (For Office Use Only - please leave blank)

BOR Sequence Number (to be assigned):  
Log of BOR Steps Towards Discontinuation Approval:  
Resolution number for BOR Approval: Date of Approval:  
Conditions for Discontinuation Approval (if any)

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM** (Public Higher Education Institutions) - 01/20/12

### SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

#### Narrative

Please consider whether discontinuation a) occurs in the context of a related academic improvement, e.g., the merging of programs with declining enrollment/completions into a new program that effectively addresses relevant state needs and students' interests; b) emerge as a result of the periodic Academic Program Review for all programs at each institution, under the guidance of existing BOR policy; c) other institutional considerations such as redirecting capacity, adoption of new mission, etc. Provide any quantitative information in support of the discontinuation, including any relevant financial information. Program discontinuation should not impact state priorities for workforce preparation.

The program discontinuance was initiated by the Academic Program Review for all of the business programs. The creation of the BUSINESS ADMINISTRATION TAP degree initiated the integration of all other business degrees into two NON-TRANSFER degrees – BUSINESS ADMINISTRATION (with optional concentration in one of the previous degree majors) and ACCOUNTING.

Given the current financial environment the enrollment in this certificate does not support its continuation. Below is the enrollment for the last five years. The certificate will be terminated immediately upon approval because there are no students enrolled.

Major Code	Program Description	FALL13	FALL14	FALL15	FALL16	FALL17	5-year Average
KJ13	Marketing Core	0	0	0	0	0	0

#### Phase Out/Teach Out Strategy

Please describe how the institution will ensure that students currently enrolled will be provided opportunities to complete the program. Provide quantitative information as needed (e.g. enrollments, any special resources needed, etc.)

There is no phase out/teach out strategy because there are no currently enrolled students and no new students will be permitted to enroll.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Termination

March 8, 2018

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Sustainable Facilities Management leading to a Certificate at Three Rivers Community College with a phase-out period ending May 31, 2019.

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

**ITEM**

Termination of a program in Sustainable Facilities Management leading to a Certificate at Three Rivers Community College, with a phase-out period ending May 31, 2019.

**BACKGROUND**Summary

This Certificate program was created out of a SMART grant from the Department of Labor in response to industry requests to offer student a competency path providing them the skills required for entry-level employment in sustainable facility management practices. This grant funding has ended.

Rationale

Much of the curricular content of this Certificate has been embedded in the Construction Management Certificate which yields an industry-recognized credential if students take a specific course as their “Directed Elective”. Additionally, the Construction Technology A.A.S Degree offers students preparation for examination as certified professionals through the U.S. Green Building Council – a program funded by Eversource.

Phase-Out/Teach-Out Strategy

There are currently two students registered in this Certificate program. Once the program’s termination is approved, the phase out plan will begin. These students will be advised and presented with a spreadsheet indicating which currently available courses they need to complete the program. Their progress will continue to be monitored until the program discontinuation date.

Resources

No special resources are required for the termination of this Certificate.

**RECOMMENDATION**

It is the recommendation of the System’s Provost and Senior Vice President for Academic and Students Affairs that the Board of Regents approve termination of this program.

02/15/2018 – BOR Academic & Student Affairs Committee

03/08/2018 – Board of Regents

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM** (Public Higher Education Institutions) - 01/20/12

### SECTION 1: GENERAL INFORMATION

**Institution:** Three Rivers Community College (009765)

Date of Submission to BOR Office:

Discontinued Program: Associate of Science: **Sustainable Facilities Management Cert.** CIP: K57 \_\_\_\_\_

DHE# (if available): \_\_\_\_ Accreditation Date:

Phase Out /Teach Out Period Spring 2018 - Spring 2019 Expected Date of Program Termination May 2019

#### Program Characteristics

Name of Program: **Sustainable Facilities Management**

Degree: Title of Award (e.g. Master of Arts)

Certificate: (specify type and level) **Certificate**

Modality of Program: ☒ On ground ☐ Online ☐ Combined

Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Bus. & Technol. Department

**Institutional Contact for this Proposal:** Mark Comeau

Title: Professor &  
PC/DC

Tel.: 860-215-9415 e-mail:  
MComeau@trcc.commnet.edu

### BOR REVIEW STATUS (For Office Use Only - please leave blank)

BOR Sequence Number (to be assigned):

Log of BOR Steps Towards Discontinuation Approval:

Resolution number for BOR Approval: \_\_\_\_\_ Date of Approval: \_\_\_\_\_

Conditions for Discontinuation Approval (if any)

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM (Public Higher Education Institutions) - 01/20/12

### SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

#### Narrative

*Please consider whether discontinuation a) occurs in the context of a related academic improvement, e.g., the merging of programs with declining enrollment/completions into a new program that effectively addresses relevant state needs and students' interests; b) emerge as a result of the periodic Academic Program Review for all programs at each institution, under the guidance of existing BOR policy; c) other institutional considerations such as redirecting capacity, adoption of new mission, etc. Provide any quantitative information in support of the discontinuation, including any relevant financial information. Program discontinuation should not impact state priorities for workforce preparation.*

The Sustainable Facilities Management Certificate was created out of a "SMART" grant through the DOL in 2010 due to industry interest to offer students with a competency path that would provide them with the skills required for entry-level employment in the sustainable facility management practices. Although graduation rates have averaged approx. 3-6 students per year, today, many of the practices for sustainability have been embedded into related core courses and the Construction Technology A.A.S. degree now offers training for an industry-recognized "green certification".

While the Business and Technology Dept. at Three Rivers is discontinuing this Certificate, much of its content is embedded in the College's Construction Management Certificate which yields an industry-recognized credential if students take ARC 214 Sustainable Construction as their "Directed Elective".

Additionally, the Construction Technology A.A.S. degree (under which the SFM Cert. is a step-off), now offers students preparation, examination and certification as a G|Pro® certified professional, offered through the USGBC (U.S. Green Building Council) through their *Urban Green* initiative. The program is funded through Eversource and serves as a quality credential and replacement of the SFM Certificate.

#### Phase Out/Teach Out Strategy

*Please describe how the institution will ensure that students currently enrolled will be provided opportunities to complete the program. Provide quantitative information as needed (e.g. enrollments, any special resources needed, etc.)*

There are currently 2 students registered in this certificate program. Once the discontinuation has been approved, the phase-out plan will begin.

A spreadsheet has been established indicating which courses are currently needed to complete their certificate. Once the students have been notified of the discontinuation, they will be advised accordingly and their progress will continue to be monitored until the discontinuation deadline date.

**ITEM**

Termination of a program in Sustainable Facilities Management Technology leading to a Certificate at Three Rivers Community College, with a phase out-period ending May, 2019.

**BACKGROUND****Summary**

The Sustainable Facilities Management Technology Certificate was initially developed at Three Rivers through a DOL grant in 2010 when growing emphasis was placed on workforce jobs in the sustainable energy sector.

**Rationale**

Today, sustainable practices are embedded in core courses within the Construction Technology A.A.S. degree and a new “green professional” credential is offered to students through the USGBC (U.S. Green Building Council) G|Pro® program through *Urban Green* and funded by Eversource. This replaces the academic certificate and is an industry-recognized credential.

**Phase Out/Teach Out Strategy**

The program coordinator/department chair will work with students currently registered in the program to meet their educational needs for the degree program by means of courses, course substitutions, and independent studies. Once the discontinuation has been approved, the phase-out plan will begin.

**Resources**

No special resources are needed for the termination of this program.

**Enrollment & Graduation Data\***

Certificate	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Graduation		
					'15	'16	'17
Sustainable Facilities Management Cert.	0	4	0	2	3	2	6

\* TRCC Institutional Research Factbook

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Termination

March 8, 2018

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Precision Sheet Metal Manufacturing leading to a Certificate at Three Rivers Community College.

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

**ITEM**

Termination of a program in Precision Sheet Metal Manufacturing leading to a Certificate at Three Rivers Community College.

**BACKGROUND**Summary

This Certificate program was introduced under a Trade Adjustment Assistance Community College and Career Training grant from the U.S. Department of Labor and develop with the assistance of local manufacturing employers.

Rationale

Since the program was launched, employer feedback has indicated that the program needs to have a stronger focus on training and less emphasis on textbook and classroom learning. Elements of this program can instead be incorporated into existing and planned manufacturing training programs.

Phase-Out/Teach-Out Strategy

The last students enrolled in this Certificate program graduated in December 2017. As planned, no other students have been admitted. Thus, there is no need for a phase out strategy.

Resources

No resources are required for the termination of this Certificate.

**RECOMMENDATION**

It is the recommendation of the System's Provost and Senior Vice President for Academic and Students Affairs that the Board of Regents approve termination of this program.

02/15/2018 – BOR Academic & Student Affairs Committee

03/08/2018 – Board of Regents

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM (Public Higher Education Institutions) - 01/20/12

### SECTION 1: GENERAL INFORMATION

**Institution:** Three Rivers Community College

**Date of Submission to BOR Office:** ---/2017

**Discontinued Program:** Precision Sheet Metal Manufacturing Certificate **CIP:** **DHE# (if available):**

**Accreditation Date:** November 2016

**Phase Out /Teach Out Period** 6 weeks **Expected Date of Program Termination** December, 2017

#### Program Characteristics

**Name of Program:** Precision Sheet Metal Manufacturing Certificate

**Degree: Title of Award (e.g. Master of Arts)**

**Certificate: (specify type and level)** Certificate

**Modality of Program:** ☒ On ground ☐ Online ☐ Combined

**Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program:** Norwich Campus/Grasso Tech

**Institutional Contact for this Proposal:** Dr. Jerry Ice

**Title:** Interim Dean of  
Academic Affairs

**Tel.:** 860.215.9004 **e-mail:**  
jice@threerivers.edu

### BOR REVIEW STATUS (For Office Use Only - please leave blank)

**BOR Sequence Number (to be assigned):**

**Log of BOR Steps Towards Discontinuation Approval:**

**Resolution number for BOR Approval:**

**Date of Approval:**

**Conditions for Discontinuation Approval (if any)**

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM (Public Higher Education Institutions) - 01/20/12

### SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

#### Narrative

Please consider whether discontinuation a) occurs in the context of a related academic improvement, e.g., the merging of programs with declining enrollment/completions into a new program that effectively addresses relevant state needs and students' interests; b) emerge as a result of the periodic Academic Program Review for all programs at each institution, under the guidance of existing BOR policy; c) other institutional considerations such as redirecting capacity, adoption of new mission, etc. Provide any quantitative information in support of the discontinuation, including any relevant financial information. Program discontinuation should not impact state priorities for workforce preparation.

This program was introduced under a Trade Adjustment Assistance Community College and Career Training grant through the federal Department of Labor and developed with the assistance of local manufacturing employers. Since the program was launched, employer feedback has indicated that the program needs to have a stronger focus on training and less emphasis on textbook and classroom learning. Elements of this program can instead be incorporated into existing and planned manufacturing training programs.

#### Phase Out/Teach Out Strategy

Please describe how the institution will ensure that students currently enrolled will be provided opportunities to complete the program. Provide quantitative information as needed (e.g. enrollments, any special resources needed, etc.)

The students currently enrolled in the program will graduate in December 2017. New students were not accepted into the program this past summer as originally planned.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Termination

March 8, 2018

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Accounting Core leading to a Certificate at Three Rivers Community College with a phase-out period ending May 31, 2020.

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

**ITEM**

Termination of a program in Accounting Core leading to a Certificate at Three Rivers Community College, with a phase-out period ending May 31, 2020.

**BACKGROUND**Summary

This Certificate program was initially offered to help displaced workers learn a new skill, taking a minimal number of courses to earn a certificate and enter a new field of employment.

Rationale

Enrollment in this program has been very low since its inception. With only two students enrolled in Spring 2017, it has been concluded that this program is not meeting students' need and that of the community. As part of the institution's efforts to clean up low enrollment certificates, it has been determined to request termination of the Accounting Core Certificate.

Phase-Out/Teach-Out Strategy

The program coordinator will work with the students currently enrolled in the program to meet the requirements for an associate's degree or whatever are their educational needs. No courses required for this Certificate have been discontinued so the students will be able to take all required courses without the need for substitutions or independent studies. Once the discontinuation has been approved, the two-year phase-out plan will begin.

Resources

No special resources are required for the termination of this Certificate.

**RECOMMENDATION**

It is the recommendation of the System's Provost and Senior Vice President for Academic and Students Affairs that the Board of Regents approve termination of this program.

02/15/2018 – BOR Academic & Student Affairs Committee

03/08/2018 – Board of Regents

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM (Public Higher Education Institutions) - 01/20/12

### SECTION 1: GENERAL INFORMATION

Institution: **Three Rivers Community College**

Date of Submission to BOR Office:

Discontinued Program: **Accounting Core Certificate**

CIP: **520302** DHE# (if available): **17066**

Accreditation Date: **06/21/12**

Phase Out /Teach Out Period **Fall 2018 – Spring 2020**

Expected Date of Program Termination **5/31/2018**

#### Program Characteristics

Name of Program: **Accounting**

Degree: Title of Award (e.g. Master of Arts) **Certificate**

Certificate: (specify type and level) **Community College Certificate**

Modality of Program: ☒ On ground ☒ Online ☐ Combined

Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: **Business Department**

Institutional Contact for this Proposal: **Edwin Muenzner**

Title: **Accounting  
Program Coordinator**

Tel.: **860.215.9456**

E-mail: **EMuenzner@trcc.commnet.edu**

### BOR REVIEW STATUS (For Office Use Only - please leave blank)

BOR Sequence Number (to be assigned):

Log of BOR Steps Towards Discontinuation Approval:

Resolution number for BOR Approval:

Date of Approval:

Conditions for Discontinuation Approval (if any)

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM (Public Higher Education Institutions) - 01/20/12

### SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

#### Narrative

Please consider whether discontinuation a) occurs in the context of a related academic improvement, e.g., the merging of programs with declining enrollment/completions into a new program that effectively addresses relevant state needs and students' interests; b) emerge as a result of the periodic Academic Program Review for all programs at each institution, under the guidance of existing BOR policy; c) other institutional considerations such as redirecting capacity, adoption of new mission, etc. Provide any quantitative information in support of the discontinuation, including any relevant financial information. Program discontinuation should not impact state priorities for workforce preparation.

***Enrollment in the program since inception has been very low. There were only 2 students enrolled during the spring of 2017. It has been concluded that this program is not meeting a need for the community or for our students. Also, as part of the college wide initiative to clean up low enrolled certificates, it has been determined that this certificate should be terminated.***

#### Phase Out/Teach Out Strategy

Please describe how the institution will ensure that students currently enrolled will be provided opportunities to complete the program. Provide quantitative information as needed (e.g. enrollments, any special resources needed, etc.)

***The program coordinator will work with the students currently enrolled in the program to meet their educational needs for the degree program. No courses required for this certificate have been discontinued so the students will be able to take all required courses without the need for substitutions or independent studies. Once the discontinuation has been approved, the two-year phase-out plan will begin.***

**ITEM**

Termination of a program: Accounting Core Certificate at Three Rivers Community College, with a phase out-period ending May 31, 2020.

**BACKGROUND****Summary**

The Accounting Core Certificate was initially offered at TRCC to help displaced workers learn a new skill by taking a minimal amount of classes, earn a certificate, and enter a new field.

**Rationale**

Enrollment in the program since inception has been very low. There were only 2 students enrolled during the spring of 2017. It has been concluded that this program is not meeting a need for the community or for our students. Also, as part of the college wide initiative to clean up low enrolled certificates, it has been determined that this certificate should be terminated.

**Phase Out/Teach Out Strategy**

The program coordinator will work with the students currently enrolled in the program to meet their educational needs for the degree program. No courses required for this certificate have been discontinued so the students will be able to take all required courses without the need for substitutions or independent studies. Once the discontinuation has been approved, the two-year phase-out plan will begin.

**Resources**

No special resources are needed for the termination of this program.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Termination

March 8, 2018

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Surveying & Mapping Technician leading to a Certificate at Three Rivers Community College with a phase-out period ending May 31, 2019.

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

**ITEM**

Termination of a program in Surveying & Mapping Technician leading to a Certificate at Three Rivers Community College, with a phase-out period ending May 31, 2019.

**BACKGROUND**Summary

The Surveying & Mapping Technician Certificate was initially offered as a step-off option in the Environmental Engineering Technology program.

Rationale

Enrollment in this program has never been robust and has declined steadily with graduation rates.

Phase-Out/Teach-Out Strategy

The program coordinator will work with the four students currently registered in the program to meet their educational needs for the degree program through existing courses, course substitutions and independent studies. Once the discontinuation has been approved, the phase-out plan will begin.

Resources

No special resources are required for the termination of this Certificate.

**RECOMMENDATION**

It is the recommendation of the System's Provost and Senior Vice President for Academic and Students Affairs that the Board of Regents approve termination of this program.

02/15/2018 – BOR Academic & Student Affairs Committee

03/08/2018 – Board of Regents

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM** (Public Higher Education Institutions) - 01/20/12

### SECTION 1: GENERAL INFORMATION

**Institution:** Three Rivers Community College (009765)

Date of Submission to BOR Office:

Discontinued Program: Associate of Science: **Surveying & Mapping Technician. Cert.** CIP: J08 \_\_\_\_\_

DHE# (if available): \_\_\_\_ Accreditation Date:

Phase Out /Teach Out Period Spring 2018 - Spring 2019 Expected Date of Program Termination May 2019

#### Program Characteristics

Name of Program: **Surveying and Mapping Technician**

Degree: Title of Award (e.g. Master of Arts)

Certificate: (specify type and level) **Certificate**

Modality of Program: ☒ On ground ☐ Online ☐ Combined

Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Bus. & Technol. Department

**Institutional Contact for this Proposal:** Mark Comeau

Title: Professor &  
PC/DC

Tel.: 860-215-9415 e-mail:  
MComeau@trcc.commnet.edu

### BOR REVIEW STATUS (For Office Use Only - please leave blank)

BOR Sequence Number (to be assigned):

Log of BOR Steps Towards Discontinuation Approval:

Resolution number for BOR Approval: Date of Approval:

Conditions for Discontinuation Approval (if any)

## CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM** (Public Higher Education Institutions) - 01/20/12

### SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

#### **Narrative**

*Please consider whether discontinuation a) occurs in the context of a related academic improvement, e.g., the merging of programs with declining enrollment/completions into a new program that effectively addresses relevant state needs and students' interests; b) emerge as a result of the periodic Academic Program Review for all programs at each institution, under the guidance of existing BOR policy; c) other institutional considerations such as redirecting capacity, adoption of new mission, etc. Provide any quantitative information in support of the discontinuation, including any relevant financial information. Program discontinuation should not impact state priorities for workforce preparation.*

The Surveying and Mapping Technician Certificate was created out of industry interest to offer students with a competency path that would provide them with the skills required for entry-level employment in the land management and surveying disciplines. Despite this premise, enrollment has been low and graduation rates are not sustainable.

While the Business and Technology Dept. at Three Rivers is discontinuing this Certificate due to declining enrollment, much of its content is embedded in the College's Construction Management Certificate which yields a similar credential if students take CIV 150/51 Surveying I as their "Directed Elective".

#### **Phase Out/Teach Out Strategy**

*Please describe how the institution will ensure that students currently enrolled will be provided opportunities to complete the program. Provide quantitative information as needed (e.g. enrollments, any special resources needed, etc.)*

There are currently 3 students registered in this certificate program. Once the discontinuation has been approved, the phase-out plan will begin.

A spreadsheet has been established for remaining students indicating which courses are currently needed to complete their certificate. Once the students have been notified of the discontinuation, they will be advised accordingly and their progress will continue to be monitored until the discontinuation deadline date.

**ITEM**

Termination of a program in Surveying & Mapping Technician Technology leading to a Certificate at Three Rivers Community College, with a phase out-period ending May, 2019.

**BACKGROUND****Summary**

The Surveying & Mapping Technician Technology Certificate was initially offered at Three Rivers as a step-off option in the Environmental Engineering Technology program.

**Rationale**

Enrollment in the program was never robust and has declined steadily while graduation rates remain even lower. Currently there are 3 students registered in the program. Graduation rates remain low, though steady.

**Phase Out/Teach Out Strategy**

The program coordinator/departement chair will work with the 4 students currently registered in the program to meet their educational needs for the degree program by means of courses, course substitutions, and independent studies. Once the discontinuation has been approved, the phase-out plan will begin.

**Resources**

No special resources are needed for the termination of this program.

**Enrollment & Graduation Data\***

Certificate	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Graduation		
					'15	'16	'17
Surveying & Mapping Technician Cert.	4	3	2	3	2	3	3

\* TRCC Institutional Research Factbook

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

March 8, 2018

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in Manufacturing Electronics & Controls leading to a Certificate at Asnuntuck Community College including modification of a course and a name change to Electronics Technology.

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

**ITEM**

Modification of a program in Manufacturing Electronics & Controls leading to a Certificate and its name change to Electronics Technology Certificate at Asnuntuck Community College

**BACKGROUND**Summary

Institution proposes course modifications within the Certificate's program of study – replacing Electronic Variable Speed Drive Systems with new course entitled Introduction to Automated Manufacturing. The electronic drive system topics will be incorporated into an existing motor control course. The proposed change in the Certificate's title reflects the proposed new curricular emphasis.

Rationale

The proposed course will provide students with the opportunity to matriculate in a program designed to offer the latest automation skills in manufacturing.

Need for the Program

The proposed revision is designed to meet current skill requirements of the institution's regional labor market as expressed by the program's advisory committee and hiring requirements of companies employing the program's graduates.

Resources

No additional resources are required for the modification of this Certificate.

**RECOMMENDATION**

Following its deliberative process, it is the recommendation of the CSU Academic Council that the Board of Regents approve the proposed modification of this program. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.

02/15/2018 – BOR Academic & Student Affairs Committee  
03/08/2018 – Board of Regents

## SECTION 1: GENERAL INFORMATION

<b>Institution:</b> Asnuntuck Community College	<b>Date of Submission to BOR Office:</b> xx/xx/xx
<b>Most Recent NEASC Institutional Accreditation Action and Date:</b> 2015 Ten Year reaccreditation	
<b>Original Program Characteristics</b> CIP Code No. <b>48-0510</b> Title of CIP Code <b>Precision Production</b> CIP Year: 2000 or 2010 X Name of Program: <b>Manufacturing Electronics &amp; Controls Technology</b> Degree: Title of Award (e.g. Master of Arts) Certificate: <b>Manufacturing Electronics &amp; Controls Technology Certificate(s)</b> Date Program was Initiated: <b>10/1/99</b> Modality of Program: <b>X</b> On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): <b>30</b>	<b>Original Program Credit Distribution</b> # Cr in Program Core Courses: <b>30</b> # Cr of Electives in the Field: <b>0</b> # Cr of Free Electives: <b>0</b> # Cr Special Requirements (include internship, etc.): <b>0</b> <u>Total # Cr in the Program (sum of all #Cr above):</u> <b>30</b> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution <b>68</b>
<b>Type of Program Modification Approval Being Sought (mark all that apply):</b> Licensure and Accreditation (specify whether New Certificate, Minor, Option, Concentration, or Other) <b>X</b> Modification of Courses/Course Substitutions Offering of Program at Off-Campus Location (specify new location) Offering of Program Using an Alternate Modality (e.g. from on ground to online) Change of Degree Title or Program Title	
<b>Modified Program Characteristics</b> Name of Program: <b>Electronics Technology</b> Degree: Title of Award (e.g. Master of Arts) Certificate <b>Technology Studies: Electronics Technology Certificate</b> Program Initiation Date: <b>Fall 2018</b> Modality of Program: <b>X</b> On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): <b>30</b> Other:	<b>Modified Program Credit Distribution</b> # Cr in Program Core Courses: <b>30</b> # Cr of Electives in the Field: <b>0</b> # Cr of Free Electives: <b>0</b> # Cr Special Requirements (include internship, etc.): <b>0</b> <u>Total # Cr in the Program (sum of all #Cr above):</u> <b>30</b> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: <b>30</b>
If program modification is concurrent with discontinuation of related program(s), please list for such program(s): Program Discontinued: CIPDHE# (if available): Accreditation Date: Phase Out Period: Date of Program Termination:	
<b>Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program:</b> <b>Advanced Manufacturing Technology Center</b>	
<b>Other Program Accreditation:</b> <ul style="list-style-type: none"> <li>If seeking specialized/professional/other accreditation, name of agency and intended year of review:</li> <li>If program prepares graduates eligibility to state/professional license, please identify:</li> </ul> (As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)	
<b>Institutional Contact for this Proposal:</b> <b>F. Gulluni</b>	<b>Title:</b> <b>AMTC Director</b>
<b>Tel.:</b> <b>860-253-3189</b> <b>e-mail:</b> <b>fgulluni@acc.commnet.edu</b>	

**BOR REVIEW STATUS** *(For Office Use Only - please leave blank)*

BOR Sequence Number (to be assigned):

Approved 2010 CIP Code No. <sup>1</sup> (if applicable)

Title of CIP Code

Log of BOR Steps Towards Program Approval:

Nature and Resolution number for BOR Approval:

Date of Approval:

Conditions for Approval (if any)

**Description of Modification** *(Please provide a summary of the modifications to curriculum, admissions or graduation requirements, mode of delivery etc., and concisely describe how the institution will support these changes)*

The proposed Manufacturing Electronics & Controls Technology Certificate reflects the market demand for Electronic Technology with the latest electronics skills by removing Electronic Variable Speed Drive Systems and replacing it with a new course entitled Introduction to Automated Manufacturing. The topic of electronic drive systems will be incorporated into the current Motor Control course.

The revised certificate provides the student the opportunity to matriculate in a program designed to offer the latest Automation skills in manufacturing, such as, Cell Manufacturing (CM), Automated Manufacturing Systems (AMS), Flexible Manufacturing System (FMS), and Local Area Networks (LAN's).

**Current Program****Technology Studies: Manufacturing Electronics & Controls Certificate(s)**

<b><u>Manufacturing Electronics Fundamentals</u></b>	<b>Credits</b>
MFG 133 Mathematics for Electricity & Electronics	3
MFG 137 Circuit Theory I	3
MFG 138 Digital Fundamentals	3
MFG 139 Circuit Theory II	3
MFG 140 Robotics	<u>3</u>
<b><u>Certificate Total</u></b>	<b>15</b>

**Manufacturing Electronic Systems & Controllers**

MFG 142 Electronics Circuits & Devices	3
MFG 143 Industrial Motor Controls	3
MFG 145 Electronic Variable Drive Systems	3
MFG 146 Programmable Logic Controllers	3
MFG 147 Micro Processors & Controllers	<u>3</u>

**Certificate Total****15****Proposed Program****Technology Studies: Electronics Technology Certificate**

	<b>Credits</b>
MFG 133 Mathematics for Electricity & Electronics	3
MFG 137 Circuit Theory I	3
MFG 138 Digital Fundamentals	3
MFG 139 Circuit Theory II	3
MFG 140 Robotics	3
MFG 142 Electronics Circuits & Devices	3
MFG 143 Industrial Motor Controls	3
<b><i>MFG* 170 Introduction to Automated Manufacturing</i></b>	<b>3</b>
MFG 146 Programmable Logic Controllers	3
MFG 147 Micro Processors & Controllers	<u>3</u>

**Electronics Technology Certificate Total****30**

\*New course replacing MFG 145 Electronic Variable Drive Systems

## SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION

*(Please Complete Sections as Applicable)*

The above-proposed revision to the Manufacturing Electronics & Controls Technology Certificate is designed to meet the current skill requirements of our regional labor market as expressed by our advisory committee and by the hiring requirements of the companies employing our graduates.

The proposed Manufacturing Electronics & Controls Technology Certificate reflects the market demand for Electronic Technology with the latest electronics skills by removing Electronic Variable Speed Drive Systems and replacing it with a new course entitled Introduction to Automated Manufacturing. The topic of electronic drive systems will be incorporated into the current Motor Control course.

The revised certificate provides the student the opportunity to matriculate in a program designed to offer the latest Automation skills in manufacturing, such as, Cell Manufacturing (CM), Automated Manufacturing Systems (AMS), Flexible Manufacturing System (FMS), and Local Area Networks (LAN's).

The proposed certificate replaces Manufacturing Electronics Fundamentals and Systems & Controllers Certificates with one certificate entitled Electronics Technology.

**Description of Resources Needed** *(As appropriate please summarize faculty and administrative resources, library holdings, specialized equipment, etc. Details to be provided in the next section, as appropriate)*

No additional resources are needed

**Other Considerations**

None

Curriculum Details for a Program Modification <i>(to be use as appropriate for specific modification request)</i> <sup>2</sup>						
Course Number and Name <sup>3</sup>	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
<b>Program Courses</b>				<b>Other Related/Special Requirements</b>		
MFG 133 Mathematics for Electricity & Electronics			3	None		
MFG 137 Circuit Theory I			3			
MFG 138 Digital Fundamentals			3			
MFG 139 Circuit Theory II			3			
MFG 140 Robotics			3			
<b>Total Credit Hours Semester 1</b>			<b>15</b>			
				<b>Elective Courses in the Field</b>		
MFG 142 Electronic Circuits & Devices			3	None		
MFG 143 Industrial Motor Controls			3			
MFG *170 <i>Introduction To Automated Manufacturing</i>			3			
MFG 146 Programmable Logic Controllers			3			
MFG 147 Microprocessors & Controllers			3			
<b>Total Credit Hours Semester 2</b>			<b>15</b>			
<b>Total Other Credits Required to Issue Modified Credential</b>						
<b>Learning Outcomes - L.O.</b> <i>(Please list up to seven of the most important student learning outcomes for the program, and any changes introduced)</i> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of Shop Safety.</li> <li>2. Demonstrate an understanding the theory of electrical structure, voltage, current, resistance, and electrical circuit and their measurement.</li> <li>3. Demonstrate an understanding of the basic laws of arithmetic.</li> <li>4. Demonstrate an understanding of several number systems and codes that are the foundation of digital theory and digital applications</li> <li>5. The student will become familiar with the PLC system and its role in industry; and make comparisons with personal computers; as well as, develop an understanding of its origin and growth since conception</li> <li>6. Demonstrate an understanding of the fundamentals of Automated Manufacturing systems.</li> </ol>						

### SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

#### Two-Year Cost Effectiveness and Availability of Adequate Resources

*(Please provide attach a Pro-Forma Budget for the modification of program in the format provided)*

**This modification requires no new or additional resources.**

<sup>2</sup> Details of course changes for Community College institutions should be provided with enough detail to introduce necessary changes in the centralized programmatic database for that system.

<sup>3</sup> Make any detail annotations for individual courses as needed to understand the curricular modifications taking place

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

March 8, 2018

RESOLVED: That the Board of Regents for Higher Education approve the modification (name change) of an Associate of Science degree program in Manufacturing Electronics & Controls to Technology Studies (Electronics Technology Options) at Asnuntuck Community College.

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

**ITEM**

Modification (name change) of an Associate of Science degree program in Manufacturing Electronics & Controls to Technology Studies (Electronics Technology Option) at Asnuntuck Community College

**BACKGROUND**Summary

The proposed name change responds to market demands for the latest electronics technology skills.

Rationale

The proposed name change reflects a curricular change that will provide students with the opportunity to matriculate in a degree program designed to offer the latest automation skills in manufacturing.

Need for the Program

The proposed curricular revision is designed to meet current skill requirements of the institution's regional labor market as expressed by the program's advisory committee and hiring requirements of companies employing the program's graduates.

Resources

No additional resources are required for the modification of this Certificate.

**RECOMMENDATION**

Following its deliberative process, it is the recommendation of the CSCU Academic Council that the Board of Regents approve the proposed modification of this program. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.

02/15/2018 – BOR Academic & Student Affairs Committee

03/08/2018 – Board of Regents

## SECTION 1: GENERAL INFORMATION

<b>Institution:</b> Asnuntuck Community College	<b>Date of Submission to BOR Office:</b> xx/xx/xx
<b>Most Recent NEASC Institutional Accreditation Action and Date:</b> 2015 Ten Year reaccreditation	
<b>Original Program Characteristics</b> CIP Code No. <b>48-0510</b> Title of CIP Code <b>Precision Production</b> CIP Year: 2000 or 2010 X Name of Program: <b>Manufacturing Electronics &amp; Controls Technology</b> Degree: Title of Award ( <i>e.g. Master of Arts</i> ) <b>Associate of Science Degree in Technology Studies (Manufacturing and Controls Technology Option)</b> <b>68 credits</b> Certificate: ( <i>specify type and level</i> ) Date Program was Initiated: <b>10/1/99</b> Modality of Program: <b>X</b> On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential ( <i>i.e. include program credits, GenEd, other</i> ): <b>68</b>	<b>Original Program Credit Distribution</b> # Cr in Program Core Courses: <b>30</b> # Cr of Electives in the Field: <b>38</b> # Cr of Free Electives: <b>0</b> # Cr Special Requirements ( <i>include internship, etc.</i> ): <b>0</b> <u>Total # Cr in the Program</u> ( <i>sum of all #Cr above</i> ): <b>68</b> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution <b>68</b>
<b>Type of Program Modification Approval Being Sought</b> (mark all that apply): Licensure and Accreditation ( <i>specify whether New Certificate, Minor, Option, Concentration, or Other</i> ) <b>X</b> Modification of Courses/Course Substitutions Offering of Program at Off-Campus Location ( <i>specify new location</i> ) Offering of Program Using an Alternate Modality ( <i>e.g. from on ground to online</i> ) Change of Degree Title or Program Title	
<b>Modified Program Characteristics</b> Name of Program: <b>Electronics Technology</b> Degree: Title of Award ( <i>e.g. Master of Arts</i> ) <b>Associate of Science Degree in Technology Studies (Electronics Technology Option)</b> <b>66 credits</b> Certificate <sup>1</sup> : ( <i>specify type and level</i> ) Program Initiation Date: <b>Fall 2018</b> Modality of Program: <b>X</b> On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential ( <i>i.e. include program credits, GenEd, other</i> ): <b>66 credits</b> Other:	<b>Modified Program Credit Distribution</b> # Cr in Program Core Courses: <b>30</b> # Cr of Electives in the Field: <b>36</b> # Cr of Free Electives: <b>0</b> # Cr Special Requirements ( <i>include internship, etc.</i> ): <b>0</b> <u>Total # Cr in the Program</u> ( <i>sum of all #Cr above</i> ): From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: <b>66</b>
If program modification is concurrent with discontinuation of related program(s), please list for such program(s): Program Discontinued: CIPDHE# (if available): Accreditation Date: Phase Out Period: Date of Program Termination:	
Institution's Unit ( <i>e.g. School of Business</i> ) and Location ( <i>e.g. main campus</i> ) Offering the Program: <b>Advanced Manufacturing Technology Center</b>	
Other Program Accreditation:	

<sup>1</sup> If creating a Certificate program from existing courses belonging to a previously approved baccalaureate/associate degree program, enter information such that program in the "Original Program" section.

- If seeking specialized/professional/other accreditation, name of agency and intended year of review:
- If program prepares graduates eligibility to state/professional license, please identify:

(As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)

Institutional Contact for this Proposal: F. Gulluni	Title: AMTC Director	Tel.: 860-253-3189 e-mail: fgulluni@acc.commnet.edu
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#### BOR REVIEW STATUS (For Office Use Only - please leave blank)

BOR Sequence Number (to be assigned):	
Approved 2010 CIP Code No. <sup>2</sup> (if applicable)	Title of CIP Code
Log of BOR Steps Towards Program Approval:	
Nature and Resolution number for BOR Approval:	Date of Approval:
Conditions for Approval (if any)	

**Description of Modification** *(Please provide a summary of the modifications to curriculum, admissions or graduation requirements, mode of delivery etc., and concisely describe how the institution will support these changes)*

The proposed Electronics Technology Associate Degree Program reflects the market demand for Electronic Technology with the latest electronics skills by removing Electronic Variable Speed Drive Systems and replacing it with a new course entitled Introduction to Automated Manufacturing. The topic of electronic drive systems will be incorporated into the current Motor Control course.

The revised program mix provides the student the opportunity to matriculate in a program designed to offer the latest Automation skills in manufacturing, such as, Cell Manufacturing (CM), Automated Manufacturing Systems (AMS), Flexible Manufacturing System (FMS), and Local Area Networks (LAN's).

#### Current Program

**Technology Studies: Manufacturing  
Electronics & Controls Associate in Science (AS)  
Degree**

<u>Manufacturing Electronics Fundamentals</u>	Credits
MFG 133 Mathematics for Electricity & Electronics	3
MFG 137 Circuit Theory I	3
MFG 138 Digital Fundamentals	3
MFG 139 Circuit Theory II	3
MFG 140 Robotics	3
<b><u>Certificate Total</u></b>	<b>15</b>

#### Manufacturing Electronic Systems & Controllers

MFG 142 Electronics Circuits & Devices	3
MFG 143 Industrial Motor Controls	3
MFG 145 Electronic Variable Drive Systems	3
MFG 146 Programmable Logic Controllers	3
MFG 147 Micro Processors & Controllers	3
<b><u>Certificate Total</u></b>	<b>15</b>

#### Proposed Program

**Technology Studies: Electronics  
Technology (AS) Degree**

	Credits
MFG 133 Mathematics for Electricity & Electronics	3
MFG 137 Circuit Theory I	3
MFG 138 Digital Fundamentals	3
MFG 139 Circuit Theory II	3
MFG 140 Robotics	3
MFG 142 Electronics Circuits & Devices	3
MFG 143 Industrial Motor Controls	3
<b><i>MFG*170 Introduction to Automated Manufacturing</i></b>	<b>3</b>
MFG 146 Programmable Logic Controllers	3
MFG 147 Micro Processors & Controllers	3
<b>Electronics Technology Certificate Total</b>	<b>30</b>

**\*New course replacing MFG 145 Electronic Variable Drive Systems**

## SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION

*(Please Complete Sections as Applicable)*

The above-proposed revision to the Electronics Technology Associate Degree Program is designed to meet the current skill requirements of our regional labor market as expressed by our advisory committee and by the hiring requirements of the companies employing our graduates.

The proposed revised program is also designed to meet the TAP requirements by lowering the total minimum degree requirements from 68 to 66 credits while focusing on the current skill requirements as demanded by the regional labor market for Electronic Technology.

The proposed Electronics Technology Associate Degree Program reflects the market demand for Electronic Technology with the latest electronics skills by removing Electronic Variable Speed Drive Systems and replacing it with a new course entitled Introduction to Automated Manufacturing. The topic of electronic drive systems will be incorporated into the current Motor Control course.

The revised program mix provides the student the opportunity to matriculate in a program designed to offer the latest Automation skills in manufacturing, such as, Cell Manufacturing (CM), Automated Manufacturing Systems (AMS), Flexible Manufacturing System (FMS), and Local Area Networks (LAN's).

The proposed Electronics Technology Associate Degree Program replaces Manufacturing Electronics Fundamentals and Systems & Controllers Certificates with one certificate entitled Electronics Technology.

### GENERAL EDUCATION REQUIREMENTS

Humanities:		
Number	Title	Credits
COM* 173	Public Speaking	3
+ENG* 101	Composition	3
ENG 202	Technical Writing	3
Fine Arts Elective:		
Number	Title	Credits
Choose one course from: ART*, COM* 166, DAN*, DGA* 111, 128, ENG* 206, 207, 213, 263, 264, 281, 282, 285, 289, MUS*, THR*		3-4
Social and Behavioral Sciences:		
Number	Title	Credits
Choose one course from: HIS* or ECN*		3
Choose one course from: PSY* or SOC*		3
Choose one course from: GEO, POL, or HIS		3
Math and Science:		
Number	Title	Credits
MAT 167	Principles of Statistics	3
+MAT* 186	Precalculus	4
+CHE* 111	Concepts of Chemistry	4
+PHY* 110	Introductory Physics	4

Minimum Total:

66

**Description of Resources Needed** *(As appropriate please summarize faculty and administrative resources, library holdings, specialized equipment, etc. Details to be provided in the next section, as appropriate)*

No additional resources are needed

**Other Considerations**

None

**Curriculum Details for a Program Modification** *(to be use as appropriate for specific modification request)<sup>3</sup>*

Course Number and Name <sup>4</sup>	L.O. #	Pre- Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
<b>Program Courses</b>				<b>Other Related/Special Requirements</b>		
MFG 133 Mathematics for Electricity & Electronics			3	None		
MFG 137 Circuit Theory I			3			
MFG 138 Digital Fundamentals			3			
MFG 139 Circuit Theory II			3			
MFG 140 Robotics			3			
<b>Total Credit Hours Semester 1</b>			<b>15</b>			
				<b>Elective Courses in the Field</b>		
MFG 142 Electronic Circuits & Devices			3	None		
MFG 143 Industrial Motor Controls			3			
MFG *170 <i>Introduction To Automated Manufacturing</i>			3			
MFG 146 Programmable Logic Controllers			3			
MFG 147 Microprocessors & Controllers			3			
<b>Total Credit Hours Semester 2</b>			<b>15</b>			
<b>Total Other Credits Required to Issue Modified Credential</b>						

**Learning Outcomes - L.O.** *(Please list up to seven of the most important student learning outcomes for the program, and any changes introduced)*

1. Demonstrate an understanding of Shop Safety.
2. Demonstrate an understanding the theory of electrical structure, voltage, current, resistance, and electrical circuit and their measurement.
3. Demonstrate an understanding of the basic laws of arithmetic.
4. Demonstrate an understanding of several number systems and codes that are the foundation of digital theory and digital applications

<sup>3</sup> Details of course changes for Community College institutions should be provided with enough detail to introduce necessary changes in the centralized programmatic database for that system.

<sup>4</sup> Make any detail annotations for individual courses as needed to understand the curricular modifications taking place

5. The student will become familiar with the PLC system and its role in industry; and make comparisons with personal computers; as well as, develop an understanding of its origin and growth since conception
6. Demonstrate an understanding of the fundamentals of Automated Manufacturing systems.

### SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

#### Two-Year Cost Effectiveness and Availability of Adequate Resources

*(Please provide attach a Pro-Forma Budget for the modification of program in the format provided)*

**This modification requires no new or additional resources.**

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

March 8, 2018

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in Manufacturing Welding Technology leading to a Certificate at Asnuntuck Community College including modification of courses and a name change to Advanced Welding.

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

**ITEM**

Modification of a program in Manufacturing Welding Technology leading to a Certificate and name change of this Certificate to Advanced Welding at Asnuntuck Community College

**BACKGROUND**Summary

Institution proposes course modifications within the Certificate's program of study; replacing three courses - Blueprint Reading, Welding V and Welding VI with three new courses - Introduction to Metal Fabrication, Welding Codes, Testing, and Certifications, and Welding Automation & Other Welding Processes. The proposed name change reflects the curricular changes.

Rationale

The proposed course changes will eliminate the need for multiple certificates and provide students with the opportunity to matriculate in a renamed program designed to offer the latest technological skills in manufacturing welding.

Need for the Program

The proposed revision is designed to meet current skill requirements of the institution's regional labor market as expressed by the program's advisory committee and hiring requirements of companies employing the program's graduates.

Resources

No additional resources are required for the modification of this Certificate.

**RECOMMENDATION**

Following its deliberative process, it is the recommendation of the CSCU Academic Council that the Board of Regents approve the proposed modification of this program. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.

02/15/2018 – BOR Academic & Student Affairs Committee

03/08/2018 – Board of Regents

## SECTION 1: GENERAL INFORMATION

<b>Institution:</b> Asnuntuck Community College	<b>Date of Submission to BOR Office:</b> xx/xx/xx
<b>Most Recent NEASC Institutional Accreditation Action and Date:</b> 2015 Ten Year reaccreditation	
<b>Original Program Characteristics</b> CIP Code No. <b>48-0510</b> Title of CIP Code <b>Precision Production</b> CIP Year: 2000 or 2010 X Name of Program <b>Manufacturing Welding Technology</b> Degree: Title of Award (e.g. Master of Arts) Certificate: (specify type and level) <b>Manufacturing Welding Technology</b> Date Program was Initiated: <b>10/1/99</b> Modality of Program: <b>X</b> On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): <b>29</b>	<b>Original Program Credit Distribution</b> # Cr in Program Core Courses: <b>29</b> # Cr of Electives in the Field: <b>0</b> # Cr of Free Electives: <b>0</b> # Cr Special Requirements (include internship, etc.): <b>0</b> <u>Total # Cr in the Program (sum of all #Cr above):</u> <b>29</b> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: <b>29</b>
<b>Type of Program Modification Approval Being Sought (mark all that apply):</b> Licensure and Accreditation (specify whether New Certificate, Minor, Option, Concentration, or Other) <b>X</b> Modification of Courses/Course Substitutions Offering of Program at Off-Campus Location (specify new location) Offering of Program Using an Alternate Modality (e.g. from on ground to online) Change of Degree Title or Program Title	
<b>Modified Program Characteristics</b> Name of Program: <b>Advanced Manufacturing Welding Technology</b> Degree: Title of Award (e.g. Master of Arts) Certificate <sup>1</sup> : (specify type and level) <b>Advanced Manufacturing Welding Technology</b> Program Initiation Date: <b>Fall 2018</b> Modality of Program: <b>X</b> On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): <b>30</b> Other:	<b>Modified Program Credit Distribution</b> # Cr in Program Core Courses: <b>30</b> # Cr of Electives in the Field: <b>0</b> # Cr of Free Electives: <b>0</b> # Cr Special Requirements (include internship, etc.): <b>0</b> <u>Total # Cr in the Program (sum of all #Cr above):</u> <b>30</b> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: <b>30 credits</b>
If program modification is concurrent with discontinuation of related program(s), please list for such program(s): Program Discontinued CIP: DHE# (if available): Accreditation Date: Phase Out Period: Date of Program Termination:	
<b>Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program:</b> Manufacturing Technology Center	
<b>Other Program Accreditation</b> If seeking specialized/professional/other accreditation, name of agency and intended year of review: • If program prepares graduates eligibility to state/professional license, please identify: (As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)	

<sup>1</sup> If creating a Certificate program from existing courses belonging to a previously approved baccalaureate/associate degree program, enter information such that program in the "Original Program" section.

Institutional Contact for this Proposal: <b>F. Gulluni</b>	Title: <b>MTC Director</b>	Tel.: <b>860-253-3189</b> e-mail: <b>fgulluni@acc.commnet.edu</b>
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**BOR REVIEW STATUS** *(For Office Use Only - please leave blank)*

BOR Sequence Number (to be assigned):

Approved 2010 CIP Code No. <sup>2</sup> (if applicable)

Title of CIP Code

Log of BOR Steps Towards Program Approval:

Nature and Resolution number for BOR Approval:

Date of Approval:

Conditions for Approval (if any)

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<sup>2</sup> Final CIP assignment will be done by BOR staff in consideration of suggested number (if provided) and in consultation with administrative offices at the institution and system proposing the program. For the final assignment, the 2010 CIP definitions will be used.

## SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION

*(Please Complete Sections as Applicable)*

**Background and Rationale** *(Please provide the context for and need for the proposed modification, and the relationship to the originally approved program).*

The above proposed revision of the Advanced Welding Certificate Program was designed to meet the current skill requirements of our regional labor market as expressed by our advisory committee and by the hiring requirements of the companies employing our graduates.

The proposed Advanced Welding Certificate Program reflects the market demand for welders with metal fabrication skills by adding **MFG 149 Introduction to Metal Fabrication** and by including **MFG 273 Welding Codes, Testing, and Certifications** and **MFG 270 Welding Automation & other Welding Processes** in the program curriculum.

The revised program curriculum provides the student the opportunity to matriculate in a program designed to offer the additional skills of Metal Fabrication & Welding Automation and provides an overview of industry certification standards required of welders, such as Aerospace AWS D17.1 code requirements.

The new certificate curriculum is accomplished by reducing blueprint reading by 2 credits (the elimination of MFG 124 Blueprint Reading I) and by the elimination of MFG 268 Welding V & MFG 269 Welding VI from the proposed Advance Welding certificate & degree programs. Welding V & VI are associated with costly exotic metals, thereby saving costs in supplies without affecting the welding skills of our students.

The proposed Advanced Welding Technology Certificate program eliminates the need for multiple certificates: Manufacturing Welding Technology Fundamentals, Advanced Manufacturing Welding Technology, and Manufacturing Welding Application Technology.

- How does the program make use of the strengths of the institution (*e.g. curriculum, faculty, resources*) and of its distinctive character and/or location?

**No changes are required of faculty and no additional resources are required.**

- Please describe any transfer agreements with other institutions under the BOR that will become instituted as a result of the approval of this program *(Please highlight details in the Quality Assessment portion of this application, as appropriate)*

**All current transfer agreements with the College of Technology will continue.**

- Please indicate what similar programs exist in other institutions within your constituent unit <sup>3</sup>, and how unnecessary duplication is being avoided **Additional centers were developed to meet industry needs.**

- Please provide a description/analysis of employment prospects for graduates of this proposed program

## Employment Prospects

### Welders, Cutters, Solderers, and Brazers

Employment growth reflects the need for welders in manufacturing because of the importance and versatility of welding as a manufacturing process. The basic skills of welding are similar across industries, so welders can easily shift from one industry to another, depending on where they are needed most. For example, welders who are laid off in the automotive manufacturing industry may be able to find work in the oil and gas industry.

The nation's aging infrastructure will require the expertise of welders, cutters, solderers, and brazers to help rebuild bridges, highways, and buildings. The construction of new power generation facilities and, specifically, pipelines transporting natural gas and oil will also result in new jobs.

Overall job prospects will vary with the worker's skill level. Job prospects should be good for welders trained in the latest technologies. However, welders who do not have up-to-date training may face strong competition for jobs. For all welders, job prospects should be better for those willing to relocate.

Employment projections data for welders, cutters, solderers, and brazers, 2014-24						
Occupational Title	SOC Code	Employment, 2014	Projected Employment, 2024	Change, 2014-24		Employment by Industry
				Percent	Numeric	
Welders, cutters, solderers, and brazers	51-4121	397,900	412,300	4	14,400	<a href="#">[XLSX]</a>

**The median annual wage for welders, cutters, solderers, and brazers was \$39,390 in May 2016.**

In May 2016, the median annual wages for welders, cutters, solderers, and brazers in the top industries in which they worked were as follows: Specialty Trade contractors \$42,900; Repair & Maintenance 39,340 & Manufacturing \$ 38,200.

Wages for welders, cutters, solderers, and brazers vary with the worker's experience and skill level, the industry, and the size of the company.

Most welders, cutters, solderers, and brazers work full time, and overtime is common. Many manufacturing firms have two or three 8- to 12-hour shifts each day, allowing the firm to continue production around the clock if needed. As a result, welders, cutters, solderers, and brazers may work evenings and weekends.

**SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program**

**Description of Modification** (Please provide a summary of the modifications to curriculum, admissions or graduation requirements, mode of delivery etc., and concisely describe how the institution will support these changes.

<b>Current Program</b>		<b>Proposed Program</b>	
<b>Manufacturing Welding Technology</b>		<b>Advanced Manufacturing Welding Technology</b>	
<b><u>Fundamentals Certificate (20 Credit Hours)</u></b>		<b><u>(30 Credit Hours)</u></b>	
		<b><u>First Semester</u></b>	
MFG 105 Manufacturing Math II	3	MFG 149 Introduction to Metal Fabrication	3
MFG 124 Blueprint Reading I	2	MFG 128 Blueprint Reading for Welders	3
MFG 128 Blueprint Reading for Welders	3	MFG 157 Welding I	3
MFG 157 Welding I	3	MFG 257 Welding II	3
MFG 257 Welding II	3	MFG 267 Metallurgy	3
MFG 265 Welding III	3	Total:	15
MFG 266 Welding IV	3		
Total:	20		
<b><u>Advanced Manufacturing Welding Technology Certificate</u></b>		<b><u>Second Semester</u></b>	
MFG 267 Metallurgy	3	MFG 105 Manufacturing Math II	3
MFG 268 Welding V	3	MFG 265 Welding III	3
MFG 269 Welding VI	3	MFG 266 Welding IV	3
Total:	9*	MFG 270 Welding Automation & Other Welding Processes	3
<b><u>Manufacturing Welding Application Technology Certificate</u></b>			
MFG 270 Welding Automation & other Welding Process	3	MFG 273 Welding Codes, Testing, and certifications	3
MFG 273 Welding Codes, Testing, and Certifications	3		
QUA 114 Principles of Quality Control	3		
Total:	9*	Total:	15
<b>Certificate Credit Totals:</b>			
<b>*Current Program: Fundamentals 20 credits &amp; Advanced Welding 9 Credits/ or Welding Applications 9 Credits for a total of <u>29 credits</u>.</b>		<b>Advanced Welding Certificate Total <u>30 credits</u></b>	

**Description of Resources Needed** (As appropriate please summarize faculty and administrative resources, library holdings, specialized equipment, etc. Details to be provided in the next section, as appropriate)

No additional resources are needed

**Other Considerations**

None

Curriculum Details for a Program Modification <i>(to be use as appropriate for specific modification request)</i> <sup>4</sup>						
Course Number and Name <sup>5</sup>	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Courses				Other Related/Special Requirements		
<b>MFG 149 Introduction to Metal Fabrication</b>			<b>3</b>	None		
<b>MFG 128 Blueprint Reading for Welders</b>			<b>3</b>			
<b>MFG 157 Welding I</b>			<b>3</b>			
<b>MFG 257 Welding II</b>			<b>3</b>			
<b>MFG 267 Metallurgy</b>			<b>3</b>			
<b>Total Credit Hours Semester 1</b>			<b>15</b>			
				Elective Courses in the Field		
<b>MFG 265 Welding III</b>			<b>3</b>	None		
<b>MFG 266 Welding IV</b>			<b>3</b>			
<b>MFG 273 Welding Codes, Testing, and Certifications</b>			<b>3</b>			
<b>MFG 270 Welding Automation &amp; other Welding Processes</b>			<b>3</b>			
<b>MFG 105 Manufacturing Math II</b>			<b>3</b>			
<b>Total Credit Hours Semester 2</b>			<b>15</b>			
Total Other Credits Required to Issue Modified Credential						
<b>Learning Outcomes - L.O. (Please list up to seven of the most important student learning outcomes for the program, and any changes introduced)</b> <ol style="list-style-type: none"> <li>1. Function safely in a welding environment.</li> <li>2. Apply successfully Blueprint Reading and its applications in Welding Technology.</li> <li>3. Utilize efficiently and effectively components of SMAW, TIG, MIG, and oxyfuel welding equipment.</li> <li>4. Demonstrate successfully the techniques of annealing and normalizing and their effects upon the properties and structure of metals.</li> <li>5. Make quality welds in 1F, 2F, and 1G positions using the <i>short circuit gas metal ARC welding method</i>.</li> <li>6. Make an acceptable V-grooved butt welded joint on pipe in <i>1G and 2G positions</i>.</li> <li>7. Apply successfully Metal Fabrication layout, blueprint, and manual &amp; automated equipment skills.</li> </ol>						

### SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

Two-Year Cost Effectiveness and Availability of Adequate Resources

*(Please provide attach a Pro-Forma Budget for the modification of program in the format provided)*

**This modification requires no new or additional resources.**

<sup>4</sup> Details of course changes for Community College institutions should be provided with enough detail to introduce necessary changes in the centralized programmatic database for that system.

<sup>5</sup> Make any detail annotations for individual courses as needed to understand the curricular modifications taking place

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

March 8, 2018

RESOLVED: That the Board of Regents for Higher Education approve the modification (name change) of an Associate of Science degree program in Advanced Manufacturing Technology to Technology Studies (Welding Technology Options) at Asnuntuck Community College.

A True Copy:

---

Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

**ITEM**

Modification (name change) of an Associate of Science degree program in Advanced Manufacturing Technology to Technology Studies (Welding Technology Option) at Asnuntuck Community College

**BACKGROUND**Summary

The proposed name change responds to market demands for the latest welding technology skills.

Rationale

The proposed name change will provide students with the opportunity to matriculate in an appropriately entitled degree program designed to offer the latest technological skills in manufacturing welding.

Need for the Program

The proposed curricular revision is designed to meet current skill requirements of the institution's regional labor market as expressed by the program's advisory committee and hiring requirements of companies employing the program's graduates.

Resources

No additional resources are required for the modification of this Certificate.

**RECOMMENDATION**

Following its deliberative process, it is the recommendation of the CSCU Academic Council that the Board of Regents approve the proposed modification of this program. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.

02/15/2018 – BOR Academic & Student Affairs Committee

03/08/2018 – Board of Regents

## SECTION 1: GENERAL INFORMATION

<b>Institution:</b> Asnuntuck Community College	<b>Date of Submission to BOR Office:</b> xx/xx/xx
<b>Most Recent NEASC Institutional Accreditation Action and Date:</b> 2015 Ten Year reaccreditation	
<b>Original Program Characteristics</b> CIP Code No. <b>48-0510</b> Title of CIP Code <b>Precision Production</b> CIP Year: 2000 or 2010 X Name of Program <b>Advanced Manufacturing Welding Technology</b> Degree: Title of Award ( <i>e.g. Master of Arts</i> ) <b>Associate of Science Degree in Technology Studies (Welding Technology Option)</b> <b>70 credits</b> Certificate: ( <i>specify type and level</i> ) Date Program was Initiated: <b>10/1/99</b> Modality of Program: <b>X</b> On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential ( <i>i.e. include program credits, GenEd, other</i> ): <b>70 credits</b>	<b>Original Program Credit Distribution</b> # Cr in Program Core Courses: <b>29</b> # Cr of Electives in the Field: <b>41</b> # Cr of Free Electives: <b>0</b> # Cr Special Requirements ( <i>include internship, etc.</i> ): <b>0</b> <u>Total # Cr in the Program</u> ( <i>sum of all #Cr above</i> ): <b>70 credits</b> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution
<b>Type of Program Modification Approval Being Sought</b> (mark all that apply): Licensure and Accreditation ( <i>specify whether New Certificate, Minor, Option, Concentration, or Other</i> ) <b>X</b> Modification of Courses/Course Substitutions Offering of Program at Off-Campus Location ( <i>specify new location</i> ) Offering of Program Using an Alternate Modality ( <i>e.g. from on ground to online</i> ) Change of Degree Title or Program Title	
<b>Modified Program Characteristics</b> Name of Program: <b>Advanced Manufacturing Welding Technology</b> Degree: Title of Award ( <i>e.g. Master of Arts</i> ) <b>Associate of Science Degree in Technology Studies (Welding Technology Option)</b> Certificate 1: ( <i>specify type and level</i> ) Program Initiation Date: <b>Fall 2018</b> Modality of Program: <b>X</b> On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential ( <i>i.e. include program credits, GenEd, other</i> ): <b>66 credits</b> Other:	<b>Modified Program Credit Distribution</b> # Cr in Program Core Courses: <b>30</b> # Cr of Electives in the Field: <b>36</b> # Cr of Free Electives: <b>0</b> # Cr Special Requirements ( <i>include internship, etc.</i> ): <b>0</b> <u>Total # Cr in the Program</u> ( <i>sum of all #Cr above</i> ): <b>66 credits</b> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: <b>66 credits</b>
If program modification is concurrent with discontinuation of related program(s), please list for such program(s): Program Discontinued: CIPDHE# (if available): Accreditation Date: Phase Out Period: Date of Program Termination:	
Institution's Unit ( <i>e.g. School of Business</i> ) and Location ( <i>e.g. main campus</i> ) Offering the Program: <b>Advanced Manufacturing Technology Center</b>	

<sup>1</sup> If creating a Certificate program from existing courses belonging to a previously approved baccalaureate/associate degree program, enter information such that program in the "Original Program" section.

Other Program Accreditation: If seeking specialized/professional/other accreditation, name of agency and intended year of review:

- If program prepares graduates eligibility to state/professional license, please identify:

*(As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)*

Institutional Contact for this Proposal: **F. Gulluni**

Title: **AMTC Director**

Tel.: **860-253-3189** e-mail:  
**fgulluni@acc.commmnet.edu**

**BOR REVIEW STATUS** *(For Office Use Only - please leave blank)*

BOR Sequence Number (to be assigned):

Approved 2010 CIP Code No. <sup>2</sup> (if applicable)

Title of CIP Code

Log of BOR Steps Towards Program Approval:

Nature and Resolution number for BOR Approval:

Date of Approval:

Conditions for Approval (if any)

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<sup>2</sup> Final CIP assignment will be done by BOR staff in consideration of suggested number (if provided) and in consultation with administrative offices at the institution and system proposing the program. For the final assignment, the 2010 CIP definitions will be used.

## SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION

*(Please Complete Sections as Applicable)*

**Background and Rationale** *(Please provide the context for and need for the proposed modification, and the relationship to the originally approved program).*

The above proposed revision to the Advanced Welding Associate Degree Program was designed to meet the current skill requirements of our regional labor market as expressed by our advisory committee and by the hiring requirements of the companies employing our graduates. The proposed Advanced Welding Associate Degree Program was also designed to meet the TAP requirements by lowering the total minimum degree requirements from 70 to 63 credits while focusing on the current skill requirements as demanded by the regional labor market for welders.

The proposed Advanced Welding Program reflects the market demand for welders with metal fabrication skills by adding **MFG 149 Introduction to Metal Fabrication** and by including **MFG 273 Welding Codes, Testing, and Certifications** and **MFG 270 Welding Automation & other Welding Processes** in the program mix.

The revised program mix provides the student the opportunity to matriculate in a program designed to offer the additional skills of Metal Fabrication & Welding Automation and provides an overview of industry certification standards required of welders, such as Aerospace AWS D17.1 code requirements.

The new program mix is accomplished by reducing blueprint reading by 2 credits (the elimination of MFG 124 Blueprint Reading I) and by the elimination of MFG 268 Welding V & MFG 269 Welding VI from the proposed Advance Welding certificate & degree programs. Welding V & VI are associated with costly exotic metals, thereby saving costs in supplies without affecting the welding skills of our students.

The proposed Advanced Welding Technology program eliminates the need for several certificates: Manufacturing Welding Technology Fundamentals, Advanced Manufacturing Welding Technology, and Manufacturing Welding Application Technology.

- How does the program make use of the strengths of the institution (*e.g. curriculum, faculty, resources*) and of its distinctive character and/or location?

**No changes are required of faculty and no additional resources are required.**

- Please describe any transfer agreements with other institutions under the BOR that will become instituted as a result of the approval of this program *(Please highlight details in the Quality Assessment portion of this application, as appropriate)*

**All current transfer agreements with the College of Technology will continue.**

- Please indicate what similar programs exist in other institutions within your constituent unit <sup>3</sup>, and how unnecessary duplication is being avoided **Additional centers were developed to meet industry needs.**
- Please provide a description/analysis of employment prospects for graduates of this proposed program

## Employment Prospects

### Welders, Cutters, Solderers, and Brazers

Employment growth reflects the need for welders in manufacturing because of the importance and versatility of welding as a manufacturing process. The basic skills of welding are similar across industries, so welders can easily shift from one industry to another, depending on where they are needed most. For example, welders who are laid off in the automotive manufacturing industry may be able to find work in the oil and gas industry.

The nation's aging infrastructure will require the expertise of welders, cutters, solderers, and brazers to help rebuild bridges, highways, and buildings. The construction of new power generation facilities and, specifically, pipelines transporting natural gas and oil will also result in new jobs.

Overall job prospects will vary with the worker's skill level. Job prospects should be good for welders trained in the latest technologies. However, welders who do not have up-to-date training may face strong competition for jobs. For all welders, job prospects should be better for those willing to relocate.

Employment projections data for welders, cutters, solderers, and brazers, 2014-24						
Occupational Title	SOC Code	Employment, 2014	Projected Employment, 2024	Change, 2014-24		Employment by Industry
				Percent	Numeric	
Welders, cutters, solderers, and brazers	51-4121	397,900	412,300	4	14,400	<a href="#">[XLSX]</a>

**The median annual wage for welders, cutters, solderers, and brazers was \$39,390 in May 2016.**

In May 2016, the median annual wages for welders, cutters, solderers, and brazers in the top industries in which they worked were as follows: Specialty Trade contractors \$42,900; Repair & Maintenance 39,340 & Manufacturing \$ 38,200.

Wages for welders, cutters, solderers, and brazers vary with the worker's experience and skill level, the industry, and the size of the company.

Most welders, cutters, solderers, and brazers work full time, and overtime is common. Many manufacturing firms have two or three 8- to 12-hour shifts each day, allowing the firm to continue production around the clock if needed. As a result, welders, cutters, solderers, and brazers may work evenings and weekends.

**SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program**

**Description of Modification** *(Please provide a summary of the modifications to curriculum, admissions or graduation requirements ,mode of delivery etc., and concisely describe how the institution will support these changes.*

**Current Program**

**Manufacturing Welding Technology  
Fundamentals Certificate (20 Credit Hours)**

MFG 105 Manufacturing Math II	3
MFG 124 Blueprint Reading I	2
MFG 128 Blueprint Reading for Welders	3
MFG 157 Welding I	3
MFG 257 Welding II	3
MFG 265 Welding III	3
MFG 266 Welding IV	<u>3</u>
<b>Total:</b>	<b>20</b>

**Advanced Manufacturing Welding  
Technology Certificate**

MFG 267 Metallurgy	3
MFG 268 Welding V	3
MFG 269 Welding VI	<u>3</u>
<b>Total:</b>	<b>9*</b>

**Manufacturing Welding Application  
Technology Certificate**

MFG 270 Welding Automation & other Welding Process	3
MFG 273 Welding Codes, Testing, and Certifications	3
QUA 114 Principles of Quality Control	<u>3</u>
<b>Total:</b>	<b>9*</b>

**Certificate Credit Totals:**

**\*Current Program: Fundamentals 20 credits &  
Advanced Welding 9 Credits/ or Welding Applications  
9 Credits for a total of 29 credits.**

**Proposed Program**

**Advanced Manufacturing Welding Technology  
(30 Credit Hours)**

**First Semester**

MFG 149 Introduction to Metal Fabrication	3
MFG 128 Blueprint Reading for Welders	3
MFG 157 Welding I	3
MFG 257 Welding II	3
MFG 267 Metallurgy	<u>3</u>
<b>Total:</b>	<b>15</b>

**Second Semester**

MFG 105 Manufacturing Math II	3
MFG 265 Welding III	3
MFG 266 Welding IV	3
MFG 270 Welding Automation & Other Welding Processes	3

MFG 273 Welding Codes, Testing, and certifications	<u>3</u>
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**Total: 15**

**General Education Requirements**

**Current Program**

**41 Gen Ed. Credits**

**Total AS Degree Credits 70**

**Proposed Program**

**36 Gen. Ed. Credits**

**Total AS Degree Credits 66**

**Changes made to meet TAP requirements and to be consonant with Gen Ed. Requirements of the Machine Technology program include the following: Eng. 202 Technical Writing 3 credits removed from Gen. Ed. Requirements; Social and Behavioral Science Electives reduced from 6 to 3 Credits; Directive Elective 3 Credits removed; and MAT 123 Elementary Statistics 3 Credits is replaced by MAT 186 Pre-calculus 4 Credits.**

## GENERAL EDUCATION REQUIREMENTS

Humanities:		
Number	Title	Credits
COM* 173	Public Speaking	3
+ENG* 101	Composition	3
ENG 202	Technical Writing	3
Fine Arts Elective:		
Number	Title	Credits
Choose one course from: ART*, COM* 166, DAN*, DGA* 111, 128, ENG* 206, 207, 213, 263, 264, 281, 282, 285, 289, MUS*, THR*		3-4
Social and Behavioral Sciences:		
Number	Title	Credits
Choose one course from: HIS* or ECN*		3
Choose one course from: PSY* or SOC*		3
Choose one course from: GEO, POL, or HIS		3
Math and Science:		
Number	Title	Credits
MAT 167	Principles of Statistics	3
+MAT* 186	Precalculus	4
+CHE* 111	Concepts of Chemistry	4
+PHY* 110	Introductory Physics	4
Minimum Total:		66

+ Prerequisite required

**Description of Resources Needed** *(As appropriate please summarize faculty and administrative resources, library holdings, specialized equipment, etc. Details to be provided in the next section, as appropriate)*

No additional resources are needed

**Other Considerations**

None

Curriculum Details for a Program Modification *(to be use as appropriate for specific modification request)*<sup>4</sup>

<sup>4</sup> Details of course changes for Community College institutions should be provided with enough detail to introduce necessary changes in the centralized programmatic database for that system.

Course Number and Name <sup>5</sup>	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Courses				Other Related/Special Requirements		
<b>MFG 149 Introduction to Metal Fabrication</b>			<b>3</b>	None		
<b>MFG 128 Blueprint Reading for Welders</b>			<b>3</b>			
<b>MFG 157 Welding I</b>			<b>3</b>			
<b>MFG 257 Welding II</b>			<b>3</b>			
<b>MFG 267 Metallurgy</b>			<b>3</b>			
<b>Total Credit Hours Semester 1</b>			<b>15</b>			
				Elective Courses in the Field		
<b>MFG 265 Welding III</b>			<b>3</b>	None		
<b>MFG 266 Welding IV</b>			<b>3</b>			
<b>MFG 273 Welding Codes, Testing, and Certifications</b>			<b>3</b>			
<b>MFG 270 Welding Automation &amp; other Welding Processes</b>			<b>3</b>			
<b>MFG 105 Manufacturing Math II</b>			<b>3</b>			
<b>Total Credit Hours Semester 2</b>			<b>15</b>			
<b>Total Other Credits Required to Issue Modified Credential</b>						

**Learning Outcomes - L.O. (Please list up to seven of the most important student learning outcomes for the program, and any changes introduced)**

1. Function safely in a welding environment.
2. Apply successfully Blueprint Reading and its applications in Welding Technology.
3. Utilize efficiently and effectively components of SMAW, TIG, MIG, and oxyfuel welding equipment.
4. Demonstrate successfully the techniques of annealing and normalizing and their effects upon the properties and structure of metals.
5. Make quality welds in 1F, 2F, and 1G positions using the *short circuit gas metal ARC welding method*.
6. Make an acceptable V-grooved butt welded joint on pipe in *1G and 2G positions*.
7. Apply successfully Metal Fabrication layout, blueprint, and manual & automated equipment skills.

### SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

Two-Year Cost Effectiveness and Availability of Adequate Resources

*(Please provide attach a Pro-Forma Budget for the modification of program in the format provided)*

**This modification requires no new or additional resources.**

### SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

Two-Year Cost Effectiveness and Availability of Adequate Resources

*(Please provide attach a Pro-Forma Budget for the modification of program in the format provided)*

**This modification requires no new or additional resources.**

<sup>5</sup> Make any detail annotations for individual courses as needed to understand the curricular modifications taking place

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Institutional Accreditation for

Three Rivers Community College

March 8, 2018

RESOLVED: That the Connecticut Board of Regents for Higher Education accept NEASC actions of November 16, 2017 regarding the regional accreditation of Three Rivers Community College and grant continued state accreditation of Three Rivers Community College until September 30, 2023

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

**ITEM**

Institutional Accreditation of Three Rivers Community College

**RECOMMENDED MOTION FOR FULL BOARD**

**RESOLVED:** That the Board of Regents for Higher Education accept NEASC actions regarding the regional accreditation of Three Rivers Community and grant state accreditation of Three Rivers Community College from October 1, 2018 to September 30, 2023

**BACKGROUND**

Public institutions of higher learning in Connecticut require accreditation by the Board of Regents for Higher Education in order to operate and award degrees (C.G.S. 10a-34(a)). The Board shall accept regional or, where appropriate, national accreditation, in satisfaction of the requirements for accreditation unless Board finds cause not to rely upon such accreditation (C.G.S. 10a-34(d)).

**RATIONALE**

Three Rivers Community College was last accredited by the Board of Regents for Higher Education in September 19, 2013 until September 30, 2018, following the acceptance of the college's ten-year comprehensive evaluation by the New England Association of Schools and Colleges (NEASC) Commission on Higher Education, the institution's regional accreditor.

NEASC continued its regional accreditation of Three Rivers Community College at its November 16, 2017 meeting where it accepted the institution's interim (fifth-year) report, finding responded to the concerns raised by the Commission in its letters of October 10, 2014, November 17, 2015 and July 12, 2017 and addressed each of the nine standards of the NEASC's *Standards for Accreditation*.

In issuing its evaluation, NEASC commended the college for a "comprehensive and well-written interim report that highlights the College's achievements over the past five years." Notable achievements are:

- implementation of the Transfer and Articulation Policy
- a growing dual enrollment program
- wise use of vital resources to further the institution's mission
- usage of interim report to inform institution's 2017-2020 Strategic Plan
- usage of data for continuous institutional improvement

The Commission scheduled Three Rivers Community College's ten-year comprehensive evaluation for Fall 2022. In doing so, the Commission requires Three Rivers to develop an evaluative report in advance of that evaluation that give emphasis to the institution's success in:

1. evaluating the effectiveness of the institution's internal governance structure;
2. ensuring disability services are sufficient to support programs offered in all delivery formats;
3. ensuring that financial resources are sufficient to support the institution's mission;

4. improving retention and graduation rates for all categories of students;
5. ensuring that the institution's website provide accurate and consistent information to both internal and external constituencies;

The Commission expressed its appreciation for the institution's cooperation with its effort to provide public assurance of the quality of higher education and its hope that the evaluative process has contributed to institutional improvement.

02/15/18 – Academic and Student Affairs Committee

03/08/18 – Board of Regents



OFFICE OF BOARD AFFAIRS

FEB - 1 2018

CONNECTICUT BOARD OF REGENTS  
FOR HIGHER EDUCATION

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.  
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

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Manchester Community College (NH)

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University of Massachusetts Boston

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Worcester Polytechnic Institute

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**Vice President of the Commission**  
TALA KHUDAIRI  
tkhudairi@neasc.org

January 25, 2018

Ms. Erin Fitzgerald  
CT Board of Regents  
61 Woodland Street  
Hartford, CT 06105

Dear Ms. Fitzgerald:

Enclosed for you is a copy of the Commission on Institutions of Higher Education's letter of January 18, 2018 to President Jukoski notifying her of the action taken by the Commission at its November, 2017 meeting. It is being sent to you in keeping with the Commission's policy to routinely inform board chairs of such actions.

Sincerely,

  
Barbara E. Brittingham

BEB/sjp

Enclosure

cc: President Jukoski



Founded in 1885

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.  
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

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**Vice President of the Commission**  
TALA KHUDAIRI  
tkhudairi@neasc.org

January 18, 2018

Dr. Mary Ellen Jukoski  
President  
Three Rivers Community College  
574 New London Turnpike  
Norwich, CT 06360

Dear President Jukoski:

I am pleased to inform you that at its meeting on November 16, 2017, the Commission on Institutions of Higher Education considered the interim (fifth-year) report submitted by Three Rivers Community College and voted to take the following action:

that the interim (fifth-year) report submitted by Three Rivers Community College be accepted;

that the site visit scheduled for Spring 2018 to assess implementation of the Second Chance Pell program be confirmed;

that the comprehensive evaluation scheduled for Fall 2022 be confirmed;

that, in addition to the information included in all self-studies, the self-study prepared in advance of the Fall 2022 evaluation give emphasis to the institution's success in:

- 1) evaluating the effectiveness of the institution's internal governance structure;
- 2) ensuring disability services are sufficient to support programs offered in all delivery formats;
- 3) ensuring that financial resources are sufficient to support the institution's mission;
- 4) improving retention and graduation rates for all categories of students;
- 5) ensuring that the institution's websites provide accurate and consistent information to both internal and external constituencies;

that the Commission notes the proposal by the President of the Connecticut State Colleges and Universities system to merge the current twelve community colleges into a single institution and informs Three Rivers Community College that the advancement of those or similar plans may result in changes to the scheduled monitoring of the College.

The Commission gives the following reasons for its action.

The interim (fifth-year) report submitted by Three Rivers Community College was accepted because it responded to the concerns raised by the Commission in its letters of October 10, 2014, November 17, 2015, and July 12, 2017, and addressed each of the nine standards, including a reflective essay for Standard 8: *Educational Effectiveness* on student learning and success.

The Commission commends Three Rivers Community College (TRCC) for a comprehensive and well-written interim report that highlights the College's achievements over the past five years. Notable is the implementation of the Transfer and Articulation Policy that allows students to transfer from the state's public community colleges to the state's public universities in a timely and seamless manner, and the College's dual enrollment programs that have increased in enrollment from 347 students in AY2012 to 528 students in AY2016. The report assures, and we note with approval, that high school faculty who teach in dual enrollment programs hold appropriate credentials and are evaluated by College faculty liaisons from each department. In addition, the report confirms the institution's compliance with the *Standards for Accreditation*. The campus community embraces the institution's mission as "an accessible, affordable, and culturally diverse community college" and, although TRCC candidly acknowledges that planning has been difficult in the current budgetary climate, the College uses its "vital resources" wisely to further the institution's mission and ensure that the educational goals of its students are met. We also note with favor that the interim report will be used to inform the development of the College's 2017-2020 Strategic Plan; appropriate structures are in place to assure academic oversight; faculty and staff are well-qualified; and data are increasingly used as a means of continuous institutional improvement as evidenced by TRCC's use of enrollment and completion data to inform decision-making. Finally, we are gratified to learn that the College recently built two "21st Century" classrooms that provide a flexible, dynamic environment that promotes student engagement in active learning.

In its thoughtful reflective essay, Three Rivers Community College documents the progress it is making to implement strategies designed to increase the success of its students. Of note is the College's significant investment in the national Guided Pathways for Success initiative that promotes the use of tactics including structured schedules, clearly defined areas of interest, proactive advising/early alert mechanisms, and academic roadmaps to increase student retention and success. According to the essay, student assessment "begins with their application to the College." New students are introduced to TRCC's requirements and expectations through the orientation process, and a thorough evaluation (e.g., Accuplacer test scores, high school transcripts, SAT or ACT scores, AP scores) is conducted to ensure that students are appropriately placed into first-semester courses. Advising Days are offered during the registration period to increase student access to advisors and faculty, and workshops on topics including study skills, goal setting, career building, time management, test taking skills, and critical thinking are available to all students. In addition, a distance learning assessment was recently implemented. We are further gratified to learn that TRCC uses assessment results from program reviews (including general education), distance learning courses, and surveys (e.g., alumni surveys; CCSSE/SENSE surveys), as well as data available through the U.S. Department of Labor, to inform planning, decision-making, and resource allocation. We appreciate TRCC's candid recognition that the "assessment of student learning has been a process of continuous improvement at Three Rivers," and the work it has accomplished to strengthen assessment activities has positioned the College to "continue to improve its educational offerings into the future."

The site visit scheduled for Spring 2018 to assess implementation of the Second Chance Pell program is confirmed. We refer you to our letter of January 12, 2017 that specifies matters to be addressed in the report prepared in advance of the evaluation.

The scheduling of a comprehensive evaluation in Fall 2022 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive evaluation at least once every ten years. The items the Commission asks to be given special emphasis within the self-study prepared for the comprehensive evaluation are five matters related to our standards on *Organization and Governance*; *Students*; *Institutional Resources*; *Educational Effectiveness*; and *Integrity, Transparency, and Public Disclosure*.

According to the interim report, Three Rivers Community College implemented a new governance structure in Fall 2016 comprising the President of the College, the Cabinet, and the College Congress. The Governance Charter outlines “specific, clear-cut policies for proposals and decision-making” and, since implementing the new structure, communication between all divisions within the TRCC community has been “clear and open.” We appreciate the College’s candid assessment that, while the new governance structure is projected to help to streamline processes at the College, “it is not fully known how it will impact planning and evaluation.” We look forward, in the self-study prepared for the Fall 2022 comprehensive evaluation, to receiving information pertaining to TRCC’s success as it relates to evaluating the effectiveness of the institution’s internal governance structure as evidence that “[t]he institution’s internal governance provides for the appropriate participation of its constituencies, promotes communications, and effectively advances the quality of the institution” (3.13). We are further informed by our standard on *Organization and Governance*:

The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. Faculty have a substantive voice in matters of educational programs, faculty personnel, and other aspects of institutional policy that relate to their areas of responsibility and expertise (3.15).

Through its system of board and internal governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations (3.17).

The effectiveness of the institution’s organizational structure and system of governance is improved through periodic and systematic review (3.19).

As documented in the report, students with disabilities in distance education courses work directly with faculty to determine necessary accommodations, and “in most cases faculty members provide additional time for assignments and assessments within the learning management system.” While we recognize that guidance is available to faculty members through the Counseling and Student Development and Educational Technology departments, we are concerned that faculty may not be sufficiently equipped to establish appropriate accommodations for students with disabilities, whether they are teaching online or in a face-to-face format. We therefore ask that the Fall 2022 self-study address this matter as evidence that “[t]he institution offers an array of student services, including physical and mental health services, appropriate to its mission and the needs and goals of its students” (5.9). We also remind you here of our standard on *Students*:

The institution systematically identifies the characteristics and needs of its student population and then makes provision for responding to them. The institution’s student services are guided by a philosophy that reflects the institution’s mission and special character, is circulated widely and reviewed periodically, and provides the basis on which services to students can be evaluated (5.8).

We acknowledge that Three Rivers Community College has become increasingly dependent upon tuition and fees as state appropriations have become more limited (TRCC receives about 62% of its \$34 million in operating revenue from the State of Connecticut), and these financial challenges have had an impact on the College in significant ways: staffing has been reduced; administrative departments have been restructured; and the College has had to “find ways to streamline its workflow

while continuing to meet student needs.” We are therefore gratified to learn that TRCC has maintained a positive unrestricted net asset position over the past five years (\$6.5 million in FY2016) which “gives the College the flexibility to respond to unforeseen financial challenges should they develop in the future.” TRCC further recognizes the need to be “fiscally responsible and nimble” to maintain academic quality in spite of projected declines in tuition revenue from enrollment and decreased state funding. In keeping with our standard on *Institutional Resources*, the Fall 2022 self-study will provide TRCC with an opportunity to demonstrate that its financial resources are sufficient to support the institution’s mission:

The institution preserves and enhances available financial resources sufficient to support its mission. It manages its financial resources and allocates them in a way that reflects its mission and purposes. It demonstrates the ability to respond to financial emergencies and unforeseen circumstances (7.4).

The institution is financially stable. Ostensible financial stability is not achieved at the expense of educational quality. Its stability and viability are not unduly dependent upon vulnerable financial resources or an historically narrow base of support (7.5).

The institution establishes and implements its budget after appropriate consultation with relevant constituencies in accord with realistic overall planning that provides for the appropriate integration of academic, student service, fiscal, development, information, technology, and physical resource priorities to advance its educational objectives (7.13).

The institution’s financial planning, including contingency planning, is integrated with overall planning and evaluation processes. The institution demonstrates its ability to analyze its financial condition and understand the opportunities and constraints that will influence its financial condition and acts accordingly. It reallocates resources as necessary to achieve its purposes and objectives. The institution implements a realistic plan for addressing issues raised by the existence of any operating deficit (7.14).

The data forms included with the interim report confirm IPEDs retention rates ranging from a low of 58% (AY2015 and AY2017) to a high of 63% (AY2016), and an increase in IPEDS graduation rates from 13% in AY2014 to 15% in AY2017. We further understand that six-year graduation rates for first-time, full-time students increased from 20% to 24% between AY2016 and AY2017; six-year graduation rates for first-time, part-time students during this same period, however, were less robust, increasing from 9% to 11%. We acknowledge that as focused retention efforts continue to take root, the College expects retention and graduation rates to improve, and the institution has set a retention-rate goal of 60% and a graduation-rate goal of 16% in AY2018. The Commission recognizes that achieving these goals will require the institution’s sustained attention over time; hence, we ask that the Fall 2022 self-study include an update on the institution’s success in improving retention and graduation rates for all categories of students. Our standard on *Educational Effectiveness* will inform this section of the self-study.

The institution defines measures of student success and levels of achievement appropriate to its mission, modalities and locations of instruction, and student body, including any specifically recruited populations. These measures include rates of progression, retention, transfer, and graduation; default and loan repayment rates; licensure passage rates; and employment (8.6).

The results of assessment and quantitative measures of student success are a demonstrable factor in the institution’s efforts to improve the learning opportunities and results for students (8.8).

We note with favor that TRCC has created a new “living, breathing” website that “undergoes continuous review, updates and improvements.” The College also provides access to its “old” website through a password-protected “extranet” accessible to current students, faculty, and staff, which we understand will “eventually be streamlined and reflect the look of the new site.” As guided by our

standard on *Integrity, Transparency, and Public Disclosure*, we look forward to receiving assurance, through the Fall 2022 self-study, that the institution's websites provide accurate and consistent information to both internal and external constituencies:

The information published by the institution on its website is readily accessible and sufficient to allow students and prospective students to make informed decisions about their education. The institution's public website includes the information specified elsewhere in this Standard (9.18-9.27) (9.12.)

Through a systematic process of periodic review, the institution ensures that its print and digital publications are complete, accurate, available, readily accessible, and current. The results of the review are used for improvement (9.17).


The Commission notes the proposal by the President of the Connecticut State Colleges and Universities system to merge the current twelve community colleges into a single institution and informs Three Rivers Community College that the advancement of those or similar plans may result in changes to the scheduled monitoring of the College.

The Commission expressed appreciation for the report submitted by Three Rivers Community College and hopes the evaluation process has contributed to institutional improvement. It appreciates your cooperation in the effort to provide public assurance of the quality of higher education in New England.

You are encouraged to share this letter with all of the institution's constituencies. It is Commission policy to inform the chairperson of the institution's governing board of action on its accreditation status. In a few days we will be sending a copy of this letter to Ms. Erin Fitzgerald. The institution is free to release information about the report and the Commission's action to others, in accordance with the enclosed policy on Public Disclosure of Information about Affiliated Institutions.

If you have any questions about the Commission's action, please contact Barbara Brittingham, President of the Commission.

Sincerely,

  
David P. Angel

DPA/sjp

Enclosures

cc: Ms. Erin Fitzgerald

## **CT BOARD OF REGENTS FOR HIGHER EDUCATION**

### **RESOLUTION**

concerning

Decision Support System

March 8, 2018

**RESOLVED:** That the Board of Regents for Connecticut State Colleges & Universities directs the System Office to design, develop, implement and manage a data-driven Decision Support System (DSS) that will support strategic assessment and planning for all CSCU institutions. Key components of the Decision Support System include, but are not limited to, the adoption and implementation of common data standards, the creation and maintenance of a data warehouse and the selection and implementation of a common interface for the Connecticut State Colleges & Universities (CSCU). The DSS will serve the data needs of the CSCU System Office, each Connecticut State University, the Connecticut Community College and Charter Oak State College through the inclusion and utilization of information that is valuable for improving student outcomes, the development of quality education programs, the efficient use of resources, and the support of CSCU goals and institutional missions.

To improve student outcomes, DSS will glean data-driven insights from all aspects of students' experiences and perspectives for decision-making to optimize students' motivation, specifically their engagement with the learning process and persistence in pursuit of a credential.

Additionally, DSS will be employed in ongoing assessments of high-impact practices and other research-based curricular strategies to advance student success; playing an instrumental role in the continuous quality improvement of teaching and learning at CSCU institutions.

Development of the DSS will be guided by these principles:

- **Official source for reporting.** A CSCU data warehouse will be the data source for official reporting to state, federal and regulatory bodies
- **Comparable data.** Standardized definitions for data elements and calculated metrics will be developed to meet business needs.
- **Process to define Common Data Standards.** There will be a distinct process for the creation and implementation of common data definitions in order to manage administrative and data mining costs over time.

- **Collaboration.** Decisions about the data in the warehouse will be made collaboratively with input from leadership and users to ensure that the information available through the Decision Support System will support decision making at the system, institution, region and branch levels.
- **Value for departments.** Data will inform and support decision making by staff in operational departments at the System Office and in all CSCU institutions.
- **Prioritized development.** Development of the components of the Decision Support System may be staged according to the availability of resources and the priorities of CSCU Executive Leadership.
- **Access.** The Decision Support System will include a common user interface and data mining application that supports collaboration across institutions, ad hoc query development as well as access to reports and queries by non-technical staff.
- **Executive Support.** Support of the development of the Decision Support System will be a part of the goals of institution presidents.
- **Staff Support.** Due to the importance, complexity and breadth of the development of the Decision Support System, CSCU will dedicate adequate staff and resources to its development and daily maintenance and operation.
- **Administration.** A joint leadership committee that includes the Chief Academic Officer shall be responsible for the design, implementation, operation and compliance functions of the Information Support System for all CSCU.

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

**ITEM**

Proposal to establish a Decision Support System

**RECOMMENDED MOTION FOR FULL BOARD**

**RESOLVED:** That the Board of Regents for Higher Education fund the establishment of a Decision Support System within the Office of Research & System Effectiveness

**BACKGROUND**

The CSCU System's Office of Research & System Effectiveness (ORSE) combines the more traditional institutional research role with higher education policy analysis and development. Its mission includes the collection of data, timely analysis, distribution, and presentation of this information for use in assessment and planning; and providing pertinent information for use in decision-making and policy formulation.

In pursuit of its mission ORSE recognizes the pressing need at both the System and institutional levels for more instructive information on how best to retain and graduate the students enrolled in CSCU institutions. Accordingly, ORSE proposes the establishment of a System-wide Decision Support System (DSS) – a mechanism for gathering, analyzing and distribution pertinent information via user-friendly access to an enterprise-wide data warehouse that aggregates comparable information from each CSCU institution.

The proposed DDS would play a major instrumental role in maximizing CSCU's ability to meet each of the Board's Five System Goals. The ultimate beneficiaries of DSS would be CSCU students – “the explicit purpose of DSS is to enhance the ability of our institutions to serve students as they progress through their education and into the workforce.”

Supporting documents, Proposal Introduction and Draft Scope are attached.

**RATIONALE**

State statues requires the Board of Regents to “request and receive, or be provided electronic access to data, report, and other information from the constituent units of the state system of higher education that is necessary for the board to carry out its responsibilities...” To that end the Board of Regents has established a Databases and Studies Policy consistent with state statutory requirements to “develop and maintain a central higher education information system and establish definitions and data requirements for the state system of higher education.” Thus, this Board Policy “authorizes the System President, or his or her designee, to collect, in a manner consistent with state and federal laws and regulations, any and all educational, financial and other records from institutions governed by the Board and maintain these records securely in a central higher education system.”

**RECOMMENDATION**

It is the recommendation of the System's Provost and Senior Vice President for Academic and Students Affairs that the Board of Regents give favorable consideration to the establishment of the proposed Decision Support System.

11/18/16 – BOR-Academic and Student Affairs Committee

12/08/16 – Board of Regents

Log	CSCU Decision Support System Policy	Number	Date
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## CSCU Decision Support System

### Background

Faced with decreasing financial support from the state of Connecticut and a shrinking college-age demographic, the Connecticut State Colleges and Universities system (CSCU) needs better information on how best to retain and graduate the students it already enrolls. An important mechanism for gathering, analyzing, distributing this information is a system-wide Decision Support System (DSS). This DSS would include, but may not be limited to, user-friendly access to an enterprise-wide data warehouse that aggregates comparable information from each CSCU institution.

In order for the DSS to provide timely and comparable information, the collected data will need to be standardized. That is, all CSCU institutions must operate with the same definitions for the collected data. Currently, the CSCU institutions share neither comparable kinds of data nor definitions for that data. Collation of that non-standardized data requires extensive and expensive maintenance, with an end-product that is inadequate for responsive and accurate decision making.

This DSS will provide the BOR and the individual institutions with standardized data for implementing best practices that retain students, improve quality, and increase system efficiencies. Focusing on retention, quality, and efficiency will reap more stable enrollment patterns than trying to market to a dwindling cadre of traditional students. In order to improve quality while increasing efficiency for faculty, staff and students, the CSCU institutions will require accurate, comparable information for identifying needs, implementing best practices, and monitoring improvement. Moreover, by requiring that all CSCU institutions collaborate to develop an enterprise wide data warehouse that utilizes standardized data definitions and is accessible through the same data mining tool (such as WebFocus), the BOR will be able to reduce the cost of maintaining and mining data.

In order to support retention and operate effectively and efficiently, CSCU needs

- **Data about all aspects of student experience.** In order to understand not only why our CSCU students succeed and why they do not, but also how our institutions contribute to those successes and failures, CSCU needs comparable day-to-day and term-to-term information about individuals and cohorts from all institutions. This information should be standardized and collected from the students' first point of contact with the system and through their completion and re-engagement as alumni.
- **Data about operational matters.** In order to provide programming that meets student needs across the system, we need to be able to look at how the campuses and institutions operate and manage their education programs. For example, there may be improvements and efficiencies in cross-institution course scheduling. It would be valuable to have data about facility usage, faculty load, the administration of financial aid, student-support services, as well as financial reporting.
- **Data access diffused throughout the organization.** In order to respond to the rapidly changing higher education landscape (both regionally and locally), campus administrators need easy access to the data required for programming, scheduling, and planning decisions. Data in the warehouse must be accessible to users whatever their level of need and authorization. This access must be interactive and exportable. Users must have more than static reports. Instead, they must be able to ask questions of the data and drill down for more granular information. For these reasons, DSS must connect to the warehouse through a well-built interface whose design draws on extensive input and collaboration from its campus users.

- **Data that facilitates partnerships across institutions and sectors.** As CSCU continues to manage decreasing enrollments and state funding, and as we continue to seek better ways to serve our students and communities, there will be more opportunities for meaningful partnerships across campuses and institutions. Data must be available to support these partnerships. Note: Using data to facilitate partnerships and identify best practices across institutions is not intended to be a precursor to further consolidation; rather, it is a mechanism for working efficiently and smartly for the benefit of students.

## Resolution

That the Board of Regents for Connecticut State Colleges & Universities directs the System Office to design, develop, implement and manage a data-driven Decision Support System (DSS) that will support strategic assessment and planning for all CSCU institutions. Key components of the Decision Support System include, but are not limited to, the adoption and implementation of common data standards, the creation and maintenance of a data warehouse and the selection and implementation of a common interface for the Connecticut State Colleges & Universities (CSCU). The DSS will serve the data needs of the CSCU System Office, each Connecticut State University, the Connecticut Community College and Charter Oak State College through the inclusion and utilization of information that is valuable for improving student outcomes, the development of quality education programs, the efficient use of resources, and the support of CSCU goals and institutional missions.

To improve student outcomes, DSS will glean data-driven insights from all aspects of students' experiences and perspectives for decision-making to optimize students' motivation, specifically their engagement with the learning process and persistence in pursuit of a credential. Additionally, DSS will be employed in ongoing assessments of high-impact practices and other research-based curricular strategies to advance student success; playing an instrumental role in the continuous quality improvement of teaching and learning at CSCU institutions.

Development of the DSS will be guided by these principles:

- **Official source for reporting.** A CSCU data warehouse will be the data source for official reporting to state, federal and regulatory bodies
- **Comparable data.** Standardized definitions for data elements and calculated metrics will be developed to meet business needs.
- **Process to define Common Data Standards.** There will be a distinct process for the creation and implementation of common data definitions in order to manage administrative and data mining costs over time.
- **Collaboration.** Decisions about the data in the warehouse will be made collaboratively with input from leadership and users to ensure that the information available through the Decision Support System will support decision making at the system, institution, region and branch levels.
- **Value for departments.** Data will inform and support decision making by staff in operational departments at the System Office and in all CSCU institutions.
- **Prioritized development.** Development of the components of the Decision Support System may be staged according to the availability of resources and the priorities of CSCU Executive Leadership.
- **Access.** The Decision Support System will include a common user interface and data mining application that supports collaboration across institutions, ad hoc query development as well as access to reports and queries by non-technical staff.
- **Executive Support.** Support of the development of the Decision Support System will be a part of the goals of institution presidents.

- **Staff Support.** Due to the importance, complexity and breadth of the development of the Decision Support System, CSU will dedicate adequate staff and resources to its development and daily maintenance and operation.
- **Administration.** A joint leadership committee that includes the Chief Academic Officer shall be responsible for the design, implementation, operation and compliance functions of the Information Support System for all CSU.

### **Authority**

In accordance with Section 10a-6(d) of the Connecticut General Statutes, the Board of Regents is required to request and receive, or be provided electronic access to data, report, and other information from the constituent units of the state system of higher education that is necessary for the board to carry out its responsibilities pursuant to Section 10a-6 of the Connecticut General Statutes. In addition, Board Policy 1.6, Databases and Studies Policy (13-031, dated 2013-03-21) establishes a policy consistent with Section 10a-6(d) to develop and maintain a central higher education information system and establish definitions and data requirements for the state system of higher education. It authorizes the System President, or his or her designee, to collect, in a manner consistent with state and federal laws and regulations, any and all educational, financial and other records from institutions governed by the board and maintain these records securely in a central higher education system.

# Connecticut State Colleges & Universities System

## **Decision Support System** *Draft Scope*



## Intended Audience

The intended audience for this report is inclusive of CSCU leadership and staff who wish to have access to data that is comparable across the system in order to support planning and programmatic decision making for improving student outcomes while also working more efficiently with fewer resources.

## The Situation

Higher Education is in transition in Connecticut and across the nation. This reality forces CSCU to know more and to do more with fewer resources across the spectrum of our services. System office and institution leadership and staff within CSCU must have greater awareness about how CSCU affects student experiences and outcomes. This awareness must then be used to improve programs and policies to maximize CSCU's ability to meet system goals as outlined by the Board of Regents (BOR). Developing ways to meet BOR goals of: increasing student success in the first year, graduating more students with knowledge and skills to achieve their life and career goals, maximizing access to higher education, and eliminating achievement disparities between different demographic groups is challenging work and should not be based on anecdotal information. Rather, decisions about improvements in policy and programs need to be grounded in data.

Unfortunately, CSCU currently lacks the data source it needs so that staff at all levels can fully support their students, their institutions, and the CSCU system as it evolves. Representatives of CSCU institutions and system office staff have expressed a concern that CSCU does not have a data system that contains comparable information about the seventeen institutions. The six different student information systems within CSCU do not link to each other, and they embody different campus policies and procedures; therefore, many data points and metrics are not equivalent. In addition, there is a great need to look at data about students and business processes over time, but the current student information systems and reports do not enable longitudinal analysis that is critical for understanding trends.

In order for CSCU leadership to support and advocate for the system as a whole, the system must be able to access and utilize comparable, consistent, high quality data about the institutions and the entire system. Likewise, in order for institution leadership to ensure that the unique mission and needs of their respective campuses are understood and accounted for, campus staff need to access and utilize the same accurate data. Most importantly, in order for CSCU staff to work efficiently, to collaborate, to identify best practices, to monitor program changes, and to improve student outcomes, staff across CSCU need access to relevant useful data.

The proposed solution is for CSCU to develop a Decision Support System that incorporates infrastructure that will support distributed access to and use of data for planning and improvement across the system. This infrastructure will include, but is not limited to common data standards, a data warehouse and a user interface that makes information accessible. The Decision Support System will serve the needs of the CSCU System Office, each Connecticut State University, the Connecticut Community College in its consolidated form, and Charter Oak State College.

## The Proposal

CSCU will design, develop, implement, and manage a data driven Decision Support System (DSS) that will support strategic assessment and planning. Key components of the DSS include, but do not need to be limited to, the design and implementation of a data warehouse that utilizes common data standards and is accessible via a user-friendly interface. The Decision Support System will serve the data needs of the CSCU System Office, each Connecticut State University, the Connecticut Community College and Charter Oak State College through the inclusion and utilization of information that is valuable for improving student outcomes, the development of quality education programs, the efficient use of resources and the support of CSCU Board goals and institutional missions.

Development of the Decision Support System will be guided by these principles:

- **Official source for reporting:** A CSCU data warehouse will be the source for official reporting to state, federal and regulatory bodies.
- **Comparable data:** Data fields and calculated metrics will be comparable across all institutions and based on a set of common data standards.
- **Process to define Common Data Standards:** There will be a distinct process for the creation of common data definitions and their implementation in order to manage administrative and data mining costs over time.
- **Collaboration:** Decisions about the data in the warehouse will be made collaboratively with input from leadership and users to ensure that the information available through the Decision Support System will support decision making at the system, institution, region and branch levels.
- **Value for departments:** Data will support decision making by staff in operational departments at the System Office and in all CSCU institutions.
- **Prioritized development:** Development of the components of the Decision Support System may be staged according to the availability of resources and the priorities of CSCU Executive Leadership.
- **Access:** The Decision Support System will include a user interface that allows ad hoc query development as well as access to reports and queries by non-technical staff.
- **Executive Support:** Support of the development of the Decision Support System will be a part of the goals of institution presidents.
- **Staff Support:** Due to the importance, complexity and breadth of the development of the Decision Support System, CSCU will dedicate adequate staff and resources to its development and daily maintenance and operation.
- **Administration:** A joint leadership committee that includes the Chief Academic Officer, Chief Data Officer and the Chief Information Office shall be responsible for the design, implementation, operations and compliance functions of the Decision Support System for all CSCU.

## Benefit to Students

Much of the language in this document attends to the administrative and technical issues related to the need for and development of a Decision Support System; however, the ultimate benefit is for students. CSCU needs a Decision Support System so that staff can make evidence based decisions that will lead to improved student experiences and outcomes across our campuses. By using the data to understand patterns of student performance, we will be able to highlight gaps and best practices. With comparable knowledge about where things are working well, staff should be able to identify solutions to fill gaps and replicate or build upon best practices. For example, we may discover that two or three campuses have higher retention rates of students in STEM programs from fall to fall than other campuses. This information would lead to a discussion and possible enhancement of programming at the remaining campuses. The explicit purpose of the Decision Support System is to enhance the ability of our institutions to serve students as they progress through their education and into the workforce.

## Goals

### Common Data Standards

- **Create CSCU standard data definitions**  
The standards will consider the existing definitions utilized by the community colleges, the state universities and Charter Oak State College. **Note:** There is an outstanding question about the extent to which data standards will be implemented through conversion of data in source systems, which would require process changes at points of data entry and utilization across campuses, or whether the common data standards will be achieved by mapping to common reporting categories which requires ongoing maintenance to manage changes over time.
- **Clear documentation**  
Documentation that is both thorough and detailed is essential for supporting the development of common reports. System office staff must be able to access and utilize comparable, consistent, high quality data about the institutions and the system as a whole. Likewise, institution leadership needs access to comparable data to understand and monitor progress toward the unique missions of their respective campuses.
- **Collaborative decision making with compromise**  
Over the years, institutions have developed different policies, procedures and priorities for their campuses that create variation in how data are captured, stored and utilized. In order to ensure we develop common data standards for the CSCU system, representative staff from different departments on different campuses will be engaged in the process so that compromises can be made while important distinctions are maintained.
- **Empowerment**  
Common data element definitions will not be useful to anyone unless they are utilized to support increased understanding about the system as a whole, about each individual campus, and about cohorts of students and faculty alike. As we strive to improve education programming and policies for students in Connecticut, a goal for this initiative is not only to engage stakeholders in the process of developing the standards but also to foster trust in the standards themselves so that the standards become a valuable and motivating resource for CSCU in the years ahead.

## Data Warehouse

The complete “CSCU Data Warehouse Scope Findings & Requirements” report defines the scope for a CSCU data warehouse. The scope includes high level business requirements from which all other aspects of the project should be driven; however, these requirements are broad. The requirements help us understand what kind of house CSCU needs, what type of rooms it needs and about how many people need to live and work in the house. Further interviews and documentation will be needed to clarify the details so that the data warehouse can be built.

## User Interface

Without an approachable user interface, data in a data warehouse will be useful only to staff with significant technical skill. These skilled individuals, sometimes referred to as Power Users, can write their own code to query source data sets. In order to the CSCU Decision Support System to be valuable, a user interface must be developed that will enable users in a variety of departments and levels of skills to access information necessary for program development and improvement. The following requirements for the User Interface were documented during the data warehouse scope development process and are included in the “CSCU Data Warehouse Scope Findings & Requirements” report.

- **WebFOCUS:** While the Data Warehouse should be accessible through multiple business intelligence tools (such as SAS and Tableau), the primary interface for CSCU staff will be WebFOCUS, already purchased for the system, unless a suitable alternative is discovered.
- **Pre-defined Reports:** Users will have access to a set of pre-defined reports.
- **Drill down:** Ability to drill down to individual student level data for all measures/metrics/indicators - dependent on role or security level.
- **Aggregate:** Ability to aggregate data by any related parameter such as but not limited to student characteristics, course characteristics, program characteristics, term/date, institution characteristics, sector and total system.
- **Types of reports:** Ability to produce canned/pre-developed reports, custom/ad-hoc reports, dashboards/scorecards, various charts and graphs
- **Replicate:** Create reports that are easily replicated for different cohorts, timeframes and student characteristics
- **Ad hoc query:** Power users can create ad hoc queries to access data as needed.
- **Reports without SQL or programming:** Ability to develop queries and access reports via graphic user interface.

## A starting place

In general, Decision Support Systems can support as many content areas as an organization needs. Given anticipated limited resources available to CSCU these years, the CSCU Decision Support System must begin with a content area that will provide immediate support to a broad number of users across the system. Based upon feedback from the Data Warehouse Scope Advisory Council, the Data Warehouse Scope Steering Committee and the current importance of Critical Success Factors and

Student Success Key Performance Indicators, the initial subject area for development will be **Student Course Registration** Information.

Student Course Registration is an inventory of all students and their course sections registered for at the student, Banner Course Record Number (CRN), and term part level. It contains measures such as: Faculty Credit Hour Production and Teaching Load, Student Credit Hours Attempted, Student Credit Hours Earned, Student Credit Hours Not Earned, Student Quality Points, Student GPA Calculated, Student Unduplicated Headcount, Student FTE, Course Count, Section Count, Seat Used Count, Seat Unused Count, Seat Fill Rate and Dropped and Added Classes. A Point-in-Time (PIT) version of Student Course Registration is possible which would support longitudinal analysis of enrollment patterns over time.

With Student Course Registration information in a Decision Support System, CSCU would have access to data to answer questions that include the current CSCU Student Success Key Performance indicators (KPIs) developed for the Guided Pathways Initiative and many of the Community College Critical Success Factors (CSFs) including but not limited to these examples:

- Percent of students who have enrolled in 'X' number of credits within 'Y' period of time
- Percent of students who have enrolled 'X' number of credits within 'Y' period of time
- Percent of students who received a 'X' grade in 'Y' course in 'Z' time frame
- Percent of students who completed 'X' type of course with 'Y' GPA

Additional examples of questions that could be addressed with the implementation of a Student Course Registration module in a Decision Support System include these and others.

- Is credit hour production similar across departments?
- What are the student unduplicated headcounts, credit hours, seat count, and student FTE by department? How have these changed over time?
- What mix of student courses creates the best student outcome?
- What is the registered credit hours 45 days before the term opens this year compared to the same time period last year? A point-in-time (PIT) analysis.
- Did our honors students re-enroll?
- What courses are filling and at what rate?
- What are the most often dropped courses and when does the drop happen?
- Is there a pattern of drops by student profile?

With the implementation of additional subject areas such as Enrollment, Retention, Degrees Awarded, CSCU will have increasing access to valuable information for planning and program development. Subject areas beyond Student Course Registration will be implemented based upon priorities set by CSCU leadership and the project implementation team.

## Expected Process

### Technical

The standard process for developing a decision support system is both staged and iterative. Work will be staged so that it begins in one or more priority areas and then proceeds to the next priority level.

The work process will also be iterative in that the steps of discovery, design, development, implementation and training are repeated as needed across subject areas. By utilizing a specific implementation methodology called 'Agile,' the steps of requirements and solutions development will be completed in this iterative manner by cross-functional teams in collaboration with users. This ensures that the solutions developed match what is needed. In this manner, the creation of the Decision Support System will evolve over time as need demands and resources allow.

## **Governance**

More important than the technical process for implementing a Decision Support System will be project governance. Success depends on strong leadership and a process for decision making that is inclusive yet enables swift progress.

As the scope for the Decision Support System was being developed, the concern about who will be able to see what data was foremost in stakeholders minds, and will need to be addressed for successful implementation. While there may be greater access to data across the community colleges as they are consolidated, there will still need to be limits to what data staff in different departments can access. For example, there are special restrictions around the use of financial aid data that will need to be honored. Decisions will also need to address staff at the state universities. Back office functions are being integrated across CSCU which indicates that there may be value in allowing some additional cross institution accessibility. As the Decision Support System is designed, guidelines will also need to be developed for determining who should have access to the DSS, as well as the depth and breadth of said access.

## **Critical Success factors**

As much as CSCU needs a Decision Support System and there is great desire to have a functioning system implemented quickly, there are critical success factors that must be acknowledged and addressed for success to be realized.

The CSCU stakeholders who were involved in the data warehouse scoping initiative expressed a number of key factors for a successful implementation. They noted that the warehouse must provide consistent data elements and metrics so that different individuals can easily obtain the same accurate information for each institution. There must be a high degree of flexibility with queries, and users must be able to access data easily and longitudinally. Complete documentation and thorough training of all staff who will have access to data are particularly crucial. Once implemented, the data warehouse should be easy to maintain and improve, but most importantly, the data warehouse needs to help institutions improve student outcomes and enable system office to understand and convey success stories for the CSCU system.

From the project management perspective, CSCU leaders must also understand the following critical success factors. If each of these issues are not managed well, the initiative as a whole may fail.

- 1) Leadership must be aware and manage the significant number of system-wide initiatives that currently require staff time and have a realistic expectation for what can be accomplished by the same staff members. Initiatives to keep in mind include, but are not limited to: the integration of back-office teams across the CSCU system; the consolidation of the community colleges and all administrative and student facing processes; the Banner Modernization and Standardization

project; the design and implementation of the Common Chart of Accounts, the upgrade of Banner to version 9; the implementation of the Protective Enclave; the implementation of Degree Works and the Student Educational Planner, along with the reconfiguration necessary with the consolidation; TAP, Guided Pathways and other projects.

- 2) Work on design and development of a Decision Support System must be sequenced with other connected initiatives. For example, the Banner System that will support the consolidated community college needs to be in place before data will be available for extraction into the Decision Support System. Likewise, if Charter Oak State College transforms its student information system from Jenzabar to Banner, that conversion would need to occur before Charter Oak data would be extracted as well. In addition, while the technical implementation must be appropriately sequenced, much of the process work that needs to occur for the community college consolidation needs to be integrated. For example, as staff develop new operational procedures for a consolidated community college, conversations that affect processes for capturing or utilizing data must be connected to discussions about common data standards. Without integrating and sequencing the work appropriately, we risk structural failure.
- 3) Resources must be available to obtain expertise to guide CSCU through the creation and documentation of standard data definitions for components of the Decision Support System so that the process for developing the standards integrates with the design and implementation of the data warehouse and user interface.
- 4) There are no staff members within the CSCU system office that have expertise in enterprise data warehouse development; therefore, significant resources must be available to obtain expertise to drive technical development of the Decision Support System.
- 5) Staff resources must be available to assist CSCU with the implementation of a business intelligence and/or reporting tool as the user interface for the data warehouse. While it is likely that we can leverage Web FOCUS, already purchased for the system, technical expertise will be required to create the user interface so that it provides the right level of access for users with varying business needs across the system. Resources must also include in depth training.
- 6) CSCU needs a method for resolving identities and maintaining a master person record for individuals served across the system so that CSCU can understand how resources are used and services are leveraged by individuals who touch more than one campus.
- 7) Once built and validated, the Decision Support System must be the source for official reporting on data that it contains. If additional sources are allowed for official reports, the value of the system will erode.

## **Connecticut State Colleges and Universities**

Office of Research and System Effectiveness  
39 Woodland Street  
Hartford Connecticut 06095

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM - 01/20/12**

**SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION<sup>1</sup>**

<b>Institution:</b> Southern Connecticut State University	<b>Date of Submission to BOR Office:</b> Dec. 19, 2017
<b>Most Recent NEASC Institutional Accreditation Action and Date:</b> 5 <sup>th</sup> Year Interim Report accepted February 2017	
<b>Characteristics of Below-Threshold Offering</b> <b>Name of Offering:</b> Drone Applications <b>Type of Offering (e.g. Grad Certificate, Minor, Option)</b> Minor <b>Anticipated Initiation Date:</b> Fall 2018 <b>Anticipated Date of First Completion (if applicable):</b> Spring 2021 <b>Modality of Program:</b> x On ground    Online    Combined If "Combined", % of fully online courses?	<b>Credit Distribution of the Offering</b> <b># Cr in Core Courses:</b> 12 <b># Cr of Electives:</b> 6 <b># Cr of Other:</b> 0 <b># Cr Special Requirements (e.g. internship):</b> 0 <b>Total # Cr the Institution Requires to Award the minor</b> 18
<b>Suggested CIP Code No. (if applicable)</b> 45.0702	
<b>Title of CIP Code</b> Geographic Information Science and Cartography    CIP Year: 2000    or 2010 X	
<b>Institution's Unit (e.g. School of Business) and Location (e.g. main campus)</b> Offering the Program: Southern Connecticut State University School of Arts & Sciences, main campus	
<b>Description of Offering, Context and Justification</b> <i>(Please provide a concise description of the proposed offering and learning objectives, including a list a list of courses if necessary for clarity. In one paragraph, please address need and anticipated benefits of the offering)</i> <p>The Drone Applications minor will prepare students for jobs in various industries that use unmanned aerial systems (µUAS/drones). Those industries include journalism, environmental sciences, agriculture, public safety, real estate, insurance and more. This minor teaches the legal, ethical and practical applications of drones in journalism and environmental sciences. This minor takes a practical applications approach to using drones, focusing on the use of drones within industries, while incorporating the technical skills needed to operate and maintain the machines, and to safely use/pilot them in the national airspace. The minor will prepare students to take the FAA µUAS/drone pilot certification exam by including sessions covering aeronautical knowledge, aerodynamics and meteorology. With a rapidly shifting regulatory environment and constant technological innovation pushing drones more deeply into everyday industry, it is estimated that drones used for business applications will add some 4,000 jobs to Connecticut's workforce and \$500 million in new state revenue in the next eight years.</p>	
<b>Cost Effectiveness and Availability of Adequate Resources</b> <i>(As applicable, please provide a one paragraph narrative addressing resources, financial aspects of the program and how it will be sustained)</i> <p>The Journalism Department at Southern currently owns five drones for 15 students in the courses, and we plan with the assistance of capital funding to purchase an additional five drones in the next two years. We have secured permission from SCSU's Learning Technologies committee to install flight simulation software and controllers on five of the 22 computers in the Mac computer class in Morrill Hall, home of the Journalism Department, and plan to purchase five more in the next two years. The software manufacturer will automatically update the software for free after the initial purchase.</p>	
<b>Institutional Contact for this Proposal:</b> Dr. Robert Prezant	<b>Title:</b> Provost and VP for Academic Affairs <b>Tel.:</b> 203-392-5350 <b>e-mail:</b> prezantr1@southernct.edu

**BOR REVIEW STATUS** *(For Office Use Only - please leave blank)*

**BOR Sequence Number (to be assigned):**

**Approved 2010 CIP Code No. (if applicable)** <sup>2</sup>

**Title of CIP Code**

<sup>1</sup> This information report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council and included in the BOR-Academic and Student Affairs Committee meetings. Most CSUS and COSC cases will only require the completion of Section 1. **All Community College programs require the completion of detailed course information in Section 2.**

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**

*BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM - 01/20/12*

Log of BOR Steps:

Date for Inclusion in BOR-ASA Meeting Package:

Comments

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<sup>2</sup> If needed, CIP assignment will be done by BOR staff in consideration of suggested number and in consultation with academic offices at the institution and system proposing the program. For the final assignment, the 2010 CIP definitions will be used.

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM - 01/20/12**

**SECTION 2: DETAILS OF NEW OFFERING (Community Colleges)**

**Curriculum**

*(Please provide details of the courses for the proposed offering. Mark any new courses with an asterisk \* and attach descriptions. Mark any courses that are delivered fully online with a double asterisk \*\*. Please modify this format as needed for each case)*

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
<b>Core Courses</b>				<b>Other Requirements</b>		
JRN/GEO 170 –Basic Drone Technology*		None	3	Select two courses from the following:		
JRN 370 – Drone Journalism*		JRN 170	3	GEO 270 – Maps and Map Making Technology		3
GEO 360 – Introduction to GIS		None	3	GEO 460 – GIS II		3
GEO 370 – Remote Sensing		GEO 270	3	GEO 461 – Advanced Spatial Analysis for Environmental and Biophysical Applications		3
Or						
JRN 470 – Advanced Drone Journalism*		JRN 370	3	GEO 470 – Field Techniques		3
				JRN 225 – Multimedia Journalism		3
				JRN 270 – Photojournalism		3
				JRN 306 – Digital News Design		3
				JRN 311 – Television News		3
				JRN 497 – Journalism Internship		3
<b>Prerequisites</b>						
<b>Total Other Credits Required to Issue Credential</b>					<b>0</b>	

**Other Details**

**Learning Outcomes - L.O.** *(Please list up to three of the most important student learning outcomes for the offering and concisely describe assessment methodologies to be used in measuring the outcomes. If the program will seek external accreditation or qualifies the completer to opt for a professional/occupational license, please frame outcomes in attention to such requirements.)*

1. Identify and explain the safety, ethical and legal implications of drone flights on various industries.
2. Demonstrate (in simulation and in real flight) how to safely and effectively pilot  $\mu$ UAS/drones for journalistic and/or environmental/geographic science applications (mapping/modeling).
3. Understand the aeronautical knowledge, aerodynamics and meteorology required to successfully complete the FAA  $\mu$ UAS/drone pilot certification exam.