CSCU

BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE
AGENDA
Monday, December 2, 2019 at 9:30 a.m.
61 Woodland Street, Hartford., CT – <u>Board Room (ground floor)</u>

1. Call to Order – Adopt Agenda

2. Approval of Minutes
   a. October 11, 2019 – *Page 1*

3. <u>Consent Items</u>
   a. Discontinuations
      i. Land Surveying – Certificate – Charter Oak State College – *Page 9*
      ii. Computer Services: Web Development – AS - Quinebaug Valley CC – *Page 13*
      iii. Microcomputer Software Applications – C2 Certificate - Quinebaug Valley CC – *Page 16*
      iv. Microcomputer Software Fundamentals - C2 Certificate - Quinebaug Valley CC – *Page 19*
      v. Associate Network Specialist - C2 Certificate - Quinebaug Valley CC – *Page 22*
      vi. Patient Care Technician - C2 Certificate - Quinebaug Valley CC – *Page 25*
      vii. Special Education - Graduate Certificate (Post-baccalaureate) – Central CT State University – *Page 28*

4. <u>Action Items</u>
   a. Accreditation of a Licensed Program
      i. Master's in Education in Literacy and Language Arts Program – MSED – Western CT State University – *Page 32*
      ii. Master's in Education – Special Education Program (K-12) – MSED – Western CT State University – *Page 38*

   b. Applications for Continued Accreditation
      i. Dance Education – BS – Central CT State University – *Page 44*
      ii. Accounting – MS – Central CT State University – *Page 53*
      iii. Biotechnology – AS – Capital CC – *Page 61*
      iv. Construction Management – AS – Capital CC – *Page 77*
      v. Construction Management – C2 Certificate – Capital CC – *Page 92*
      vi. Registered Medical Assisting – Certificate – Asnuntuck CC – *Page 106*

   c. Modifications
      i. Dental Hygiene – AS – Tunxis CC [significant modification of courses/course substitutions] – *Page 114*
      ii. Dance Education – BS – Central CT State University [significant modification of courses/course substitutions/adding a specialization] – *Page 132*

CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting – October 11, 2019
9:30 a.m. – 61 Woodland Street, Hartford

MINUTES

Regents Present:	Aviva Budd, Naomi Cohen, Del Cummings, William Lugo, Peter Rosa
Regents Absent:	Merle Harris
Staff Present:	Les Cropley, Jane Gates, Arthur Poole, Pat Ryiz
Other Attendees:	Missy Alexander (WCSU), Carmen Cid (ECSU), Matthew Ciscel (CCSU), Linda Dalessio (WCSU), David Dauwalder (CCSU), Marianne Fallon (CCSU), David Ferreira (NCCC), Mary Kenny (ECSU), Jeanette Lupinacci (WCSU), Mary Nielson (WCSU), Elsa Núñez (ECSU), Bozena Padykula (WCSU), Joan Palladino (WCSU), Ricardo Perez (ECSU), William Salka (ECSU)

The meeting was called to order at 9:30 a.m. by Regent Pete Rosa chairing the meeting for ASA Committee Chair Merle Harris.

Regent Rosa called for a motion to add an informational item to the BOR ASA Committee October 11, 2019 agenda, the New Academic Program Approval Transmittal Form. **On a motion by N. Cohen and seconded by A. Budd, a vote was taken and the meeting agenda was amended.**

1. Approval of Minutes
   a. September 6, 2019
   On a motion by N. Cohen and seconded by A. Budd, the minutes from the September 6, 2019 BOR ASA Committee meeting were approved.

2. <u>Consent Items</u>
   a. Discontinuations
      i. Human Services – AS – Northwestern CT CC
      ii. Plastics Technology – C2 Certificate – Quinebaug Valley CC
      iii. Technology Studies: Plastics Option – AS – Quinebaug Valley CC
   On a motion by N. Cohen and seconded by A. Budd to adopt the Consent Items, the consent items were unanimously approved.

1

3. Action Items
   a. Modifications
      i. Advanced Manufacturing Machine Technology – C3 Certificate – Naugatuck Valley CC [Significant modification of courses]

Regent Rosa called for a motion to approve the modification of the Naugatuck Valley CC Advanced Manufacturing Machine Technology C3 Certificate. The motion was moved by N. Cohen and seconded by A. Budd.

Dr. Lisa Dresdner, Dean of Academic Affairs, and, Conal Larkin, Associate Dean of Business and Professional Studies, presented the programs for Naugatuck Valley CC which seeks to modify the Advanced Manufacturing Machine Technology C3 Certificate curriculum to align with the three Advanced Manufacturing Technology Center (AMTC) programs at Asnuntuck CC, Housatonic CC, and, Quinebaug Valley CC. In addition, the modification is in response to NVCC's Advisory Board recommendations and student feedback, and, it will streamline credits in anticipation of the community college consolidation. Two courses are consolidated into a single course, Advanced Machine Technology, to replicate the jobs a graduate will actually do on a shop floor. In addition, a directed elective, requiring instructor approval, is added consisting of a course in CAD, Manufacturing or Quality Control. Regent Cohen noted that the program's expenditures exceed the revenues. Dean Dresdner noted that the Advanced Manufacturing Machine Technology program is one of the more expensive programs in the system; but, the program has 100% job placement. Regent Cohen asked Provost Gates to develop a budget comparison between NVCC's Advanced Manufacturing Machine Technology program and the same program at the other three AMTCs.

Regent Rosa called for a vote to approve the modifications and the vote was unanimous.

   ii. Fundamentals of Machine Technology – C2 Certificate – Naugatuck Valley CC [Significant modification of courses]

Regent Rosa called for a motion to approve the modification of the Naugatuck Valley CC Fundamentals of Machine Technology C2 Certificate. The motion was moved by A. Budd and seconded by N. Cohen.

Dean Dresdner noted that the reasons for the modification of the C2 certificate are the same as for the C3 certificate: to align the curriculum with the other three CSCU AMTCs, at the request of NVCC's Advisory Board, student feedback, to streamline work, and the relevance of the work for the students. The modified C2 certificate consists of not less than 16 credits and not more than 30. The modification results in a one-credit decrease. Four courses will be combined into a single course, Machine Technology Fundamentals, which replicates, for the student, a more realistic situation on a shop floor. Two non-credit courses were combined into one first semester course, Career Awareness and Development, to prepare students for internships in the 2nd semester.

Regent Rosa called for a vote to approve the modifications to the Naugatuck Valley CC C2 Certificate in Fundamentals of Machine Technology and the vote was unanimous.

iii. <u>Teaching English to Speakers of Other Languages (TESOL) – MS - CCSU [Change of Degree Title and Modification/Substitution of Courses]</u>

Regent Rosa called for a motion to approve the modifications to the Central CT State University MS in Teaching English to Speakers of Other Languages (TESOL), specifically, a change in name to Applied Linguistics, and a change in degree title from MS to MA. The motion was moved by A. Budd and seconded by N. Cohen.

Dr. Marianne Fallon, AVP Academic Affairs, and, Dr. Matthew Ciscel, Professor, English, presented for CCSU, which is requesting a name and degree title change to its MS in Teaching English to Speakers of Other Languages (TESOL). The resulting program will be the MA in Applied Linguistics which will reflect the changes in the profession. Dr. Fallon noted that the revised program will have two tracks: 1) The existing TESOL program, and, 2) The new Language and Policy Planning Track (LPP). Dr. Ciscel noted that the name change will better reflect the nature of the program which has its foundation in linguistics and psychological theory and will make the content of the program clearer to prospective students.

Questions/Comments from the Committee centered on:
 a) *The difference between TESOL and Applied Linguistics related to teacher certification. Is there a Bachelor's degree in TESOL for teachers?* Response: CCSU's program is the only one offered at a public university that provides initial teacher certification. Southern CT State University and Fairfield University have Master's degrees in TESOL which provide teacher training. There is no Bachelor's degree level in TESOL at CCSU. Teacher certification is attained at the Master's post baccalaureate level.
 b) *Enrollment – Will the program modifications improve enrollment?* Response: The Fall 2019 data shows an increase in enrollments in the program. The program modifications will improve the program enrollment.
 c) *Marketing Plan* – Response: CCSU received a grant and placed ads with professional organizations for the program.

Regent Rosa called for a vote to approve the modifications and the vote was unanimous.

iv. <u>Advanced Practice: Adult Gerontology Nurse Practitioner – MS Nursing - Western CSU [New option in existing program]</u>

Regent Rosa called for a motion to approve the modifications to the Western CT State University MS in Nursing Advanced Practice: Adult Gerontology Nurse Practitioner program, namely, the addition of an option, the Psychiatric Mental Health Nurse Practitioner. The motion was moved by N. Cohen and seconded by A. Budd.

Provost Missy Alexander, Dr. Joan Palladino, Interim Dean School of Professional Studies, Dr. Linda Dalessio, Assistant Professor, Nursing, Dr. Mary Nielson, Assistant Professor, Nursing, Dr. Jeanette Lupinacci, Chair, Nursing Department, and, Dr. Bozena Padykula, Associate Professor, Nursing, presented the program modification for Western CT State University which seeks to add a third degree option to its MS in Nursing Advanced Practice: Adult Gerontology Nurse Practitioner program. Provost Alexander stated that this additional option capitalizes on Western CT State University's growing expertise in mental health issues. She noted, also, two programs, the MS in Addiction Studies, approved by the BOR last year, and the MS in Counseling, both of which were

3

awarded HRSA grants, have increased enrollment. The new MS in Nursing Advanced Practice: Psychiatric Mental Health Nurse Practitioner option will support the Mental Health needs of CT and the surrounding region and will reposition qualified faculty from the RN to BSN program. Two extra three-credit courses were added to the new option, Psychopathology and Psychopharmacology, to meet the requirements of the accrediting body, the American Nursing Credentialing Center (ANCC). There is a shortage of nurse practitioners in the Psychiatric Mental Health area and, geographically, in western CT and eastern NY.

Regent Rosa called for a vote to approve the modifications and the vote was unanimous.

b. New Programs
   i. Doctor of Nursing Practice (DNP) – Doctorate – Western CSU

   Regent Rosa called for a motion to approve the new Western CT State University Doctor of Nursing Practice (DNP). The motion was moved by N. Cohen and seconded by A. Budd.

   Western CT CSU is seeking Licensure and Accreditation for the proposed new Doctor of Nursing Practice (DNP), a fully online forty-credit program in response to a change in requirements for Advanced Practice Nursing certification by the accrediting body, the American Association of Colleges of Nursing (AACN). A Doctor of Nursing Practice will be required to attain certification in the future. Western CSU currently has a Nursing Doctor of Education (Ed.D), in partnership with Southern CSU, to train Nursing faculty. The DNP is more clinically based than the Nursing Ed.D. DNP graduates work in hospitals or in healthcare settings. WCSU has already had interest in the DNP program from alumni who want the degree to get on par with other practitioners (e.g., Doctors of Medicine, Pharmacy, Physical Therapy, etc.).

   Questions/comments from the Committee centered on:
   a) *Will practicing APRN's be grandfathered in or will they have to take the DNP?* Response: We anticipate that practicing APRNs will be grandfathered in. The accrediting body will pick a date and grandfather in all APRNs before that date.
   b) *Why do none of the program faculty have doctorates in their specialty?* Response: All faculty in the program are licensed Nurse Practitioners and a number of them have Ed.D degrees. The faculty has the qualifications for the new program to be accredited.
   c) *Are other universities in the area offering the DNP degree?* Response: The following CT universities offer the DNP degree: Sacred Heart, Fairfield, St. Joseph's, Yale and UCONN.
   d) *Is there a salary advantage to getting the DNP degree?* Response: Yes. DNP graduates will command a higher salary based on their degree and years of experience.
   e) *What percentage of the degree is online?* Response: The program is totally online except for the clinical portions of the program.

   Regent Rosa called for a vote to approve the new Western CT State University Doctor of Nursing Practice (DNP) program and the vote was unanimous.

ii. Anthropology – BA – Eastern CSU

Regent Rosa called for a motion to approve the new Eastern CT State University BA in Anthropology. The motion was moved by N. Cohen and seconded by A. Budd. Provost William Salka, Dr. Carmen Cid, Dean School of Arts and Sciences, Dr. Ricardo Perez, Professor, Anthropology, and Dr. Mary Kenny, Professor, Anthropology, presented the program for ECSU which seeks Licensure and Accreditation for a new 120-credit BA in Anthropology program. The cost to offer the new program will be minimal as ECSU has three full-time Anthropology faculty, therefore no new resources are required. The new program will add two new courses in the first year and three new courses in the remainder of the program. The impetus for the new program was at the request of alumni and students currently in the minor who requested that ECSU create an Anthropology major. The new BA program will emphasize cultural anthropology and archeology. Questions/comments from the Committee centered on:

   a) *Will graduates from the ECSU BA in Anthropology go to UConn for the Master's in Anthropology?* Response: Yes. Many students, now, go on to UCONN for graduate degrees and more are expected to transfer when the BA in Anthropology is approved.
   b) *Are there 39 required credits in Anthropology in the program?* Response: Yes, between 39-42 credits are required in Anthropology.
   c) *Given that many Anthropology graduates go into the medical field, should there be a required course in Biology and other sciences?* Response: The Liberal Arts Core has two science courses. ECSU is keeping the required courses more general for students with non-biological and non-medical employment goals and interests.

Regent Rosa called for a vote to approve the new Eastern CT State University BA in Anthropology program and the vote was unanimous.

c. Academic Program Review

Arthur Poole, Director of Educational Opportunity, presented the Academic Program Review of 82 programs for the Academic Year 2018-2019 consisting of 5 tables which summarize the Academic Program Review's criteria: A. External Accreditation Status; B. External Review's Recommendations; C. Internal Review's Recommendations; D. Program Assessments (Student Learning Outcomes and General Education Competencies); and, E. Tabulation of Credentials Awarded (3-year averages). Regarding Table E, Director Poole noted that the Low Completer programs are highlighted in yellow and per the BOR Low Completer Policy, institutions are required to report on these programs to the Academic and Student Affairs Committee. Reports are due to the Provost at the end of November and will be presented to the Academic and Student Affairs Committee at its December 2 meeting. Discussion centered on how to read the data and the low completer process. Data on Table E (number of credentials awarded) is presented in three-year averages. The Low Completer programs will be submitted to the BOR ASA Committee in December with recommendations to continue, discontinue or combine the programs. Factors considered in program continuance are enrollments, the fiscal impact, and, an assessment of the Student Learning Objectives. The BOR ASA Committee can make decisions regarding the future of the program at the December meeting or defer its decision to a later time.

On a motion by A. Budd and seconded by N. Cohen to accept the Academic Program Review for the Academic Year 2018-2019, a vote was taken and unanimously approved.

5

d. BOR Policies
    i. <u>Animals on Campus</u>
    Regent Rosa called for a motion to approve the BOR Policy regarding Animals on Campus. The motion was moved by A. Budd and seconded by N. Cohen.
    Ms. Vita Litvin, Assistant Counsel, presented the policy. The need for a formal policy, previously a set of guidelines, arose from the increase in requests for service and emotional support animals on CSCU campuses. Federal and state laws protect individuals with documented or perceived disabilities from discrimination and require colleges and universities to make reasonable accommodations. This policy is a comprehensive approach in response to individual requests for reasonable accommodations involving animals. The policy defines the differences between Service Animals and Emotional Support Animals (ESA), defines the rights and responsibility of handlers, and, provides guidance to ensure that campuses act in compliance with the law by engaging in an interactive process with requesters to ensure full participation and equal access for individuals with disabilities.
    Questions/comments from the Committee centered on:
    a) *What is the scope of the problem? How many requests have there been for Service Animals or Emotional Support Animals?* Response: The misrepresentation of the need for Service/Emotional Support Animals is an issue. Pres. Elsa Núñez estimated that there are 10-20 requests for Service Animals/Emotional Support Animals per campus. She noted that the Policy for Animals on Campus is an important step forward for both the universities and colleges as well as for the people who require service animals/ESAs.
    b) *Licensed Medical Practitioner* - Pres. Núñez stated that defining the responsibilities of the animal's handler is important but the physician's (Licensed Medical Practitioner) responsibilities require more clarity. *How does University/College staff assess the Licensed Medical Practitioner's qualifications, area(s) of specialty, and/or expertise to approve student's request for an ESA?* Response: The Licensed Medical Practitioner has to be licensed to speak to the student's disability and the student's need for an ESA. The University/College representatives can probe further and ask the medical professional for more information to support the need for the requested accommodation (ESA) before approval is granted.
    A discussion ensued regarding the definition of the Licensed Medical Practitioner authorizing the ESA. Regent Budd stated that more specificity is needed in the definition to make it clearer that the practitioner is treating the student and is the one authorizing the ESA. Ms. Litvin read the definition of "a licensed medical practitioner" in the Staff Report (Pg. 97 of 117) and Pres. Nunez noted that the definition in the Staff Report should be consistent with the definition in the policy itself, specifically, the section on "…the nexus between the student's disability and the therapeutic relief of one or more symptoms of the student's disability provided by the ESA" should be highlighted (or come first in the definition). Regent Budd requested that the definition of the Licensed Medical Practitioner be consistent in the policy and repeated for emphasis each time it is used.
    c) *What is due process if the student's request for an ESA is rejected?* Response: There is an Appeal and Grievance Process (Section XI. of policy).
    d) *In a residence setting, what is the process if the roommate has a phobia or allergy to the ESA? Is the roommate notified in advance of the ESA?* Response: The

6

roommate will be notified of the ESA prior to moving in. The roommate can contact the Disabilities Services Coordinator who can make other housing accommodations.

e) *How/when is the faculty member notified that a service animal or an ESA, will be in class?* Response: Unlike Service Animals, ESAs are usually not allowed in class, except in cases of medical necessity. Faculty members should be notified prior to the start of class of a Service Animal in residence. This will alleviate "decisions on the spot" which can lead to problems. *How does a faculty member resolve a conflict between the person with the Service Animal and another student who may have issues with the presence of a Service Animal in class?* The faculty member should direct the student who has issues with the Service Animal to the campus Disability Services Coordinator who will work with the student to make reasonable accommodations for him/her.

f) *Should there be a hard deadline by which a student must notify the institution of his/her ESA?* Response: Each institution has its own policy and timeline for notification.

Regent Cohen emphasized the need to train CSCU faculty and staff on this policy to insure that everyone understands the policy and their responsibilities in the administration of it.

Regent Rosa stated that two votes will be taken: one on the modified amendment and the other on the BOR Policy on Animals on Campus itself.

Regent Rosa called for a vote on the revised amendment. Regent Budd stated that the term Licensed Medical Practitioner has a specific definition and when it is used in the policy it will be stated as "the" Licensed Medical Practitioner, to signify a specific practitioner, rather than "a" or "any" licensed medical practitioner, and that the designation Licensed Medical Practitioner will be capitalized. A vote was taken and the revised amendment was approved unanimously.

On a motion by A. Budd and seconded by N. Cohen, a vote was taken and the BOR Animals on Campus policy was approved unanimously.

ii. Opioid Overdose Prevention and Awareness

Regent Rosa called for a motion to approve the BOR Policy on Opioid Overdose Prevention and Awareness. The motion was moved by N. Cohen and seconded by A. Budd.

Ms. Ernestine Weaver, Counsel, presented the policy which is the result of CT Public Act 19-191 (Section 7), effective July 1, 2019, which addresses opioid use. The law requires that no later than January 1, 2020, the president of each institution will adopt the policy on how to treat opioid antagonists (Narcan) on his/her campus. Ms. Weaver listed the specific details that the Narcan policy must contain and she stated that the original policy was presented to the CSCU Council of Presidents (COP). The policy presented to the ASA Committee today, contains the revisions and recommendations of the COP. The Public Act directs each CT university and college president to develop a policy consistent with law. CSCU has added that each campus policy must contain an awareness campaign and

7

reporting requirements. Each institution must submit its policy to the CSCU Legal Affairs Dept. by November 24 which, in turn, will submit the individual campus policies to the Dept. of Consumer Protection. Ms. Weaver recommended that the individual campus policies not be submitted to the ASA Committee for information since these policies are required by law. The policy states the Board of Regents' intent to increase opioid awareness and the prevention of overdose-related deaths. In addition, the BOR endorses the addition of a prevention campaign and reporting requirements to the policy. **Regent Rosa called for a vote to approve the BOR Policy on Opioid Overdose Prevention and Awareness and the vote was unanimous.**

ADDED: New Academic Program Approval Transmittal Form (Information Item)
Provost Gates presented the New Academic Program Transmittal Form which will be used for new academic programs approved by the CSCU Academic Council. The transmittal form, a summary or shorter version of the full New Program Approval Form, will be included in the Academic and Student Affairs Committee agenda packet. The transmittal form will contain fiscal information on the proposed new program. Members of the ASA Committee and other internal stakeholders will have access to a secure share or folder on the Internet which will contain the full New Program Approval Forms submitted by the CSCU institutions. The intent of the New Academic Program Transmittal Form is to protect CSCU's academic intellectual properties prior to the launch of a new academic program. Some of CSCU's new programs have been replicated by private institutions prior to the programs' launch. Placement of the full new academic program approval documentation in the public domain is not required by the Freedom of Information (FOI) Act. After the program is approved by the BOR and after the program is launched, a full description of the program will be available on the institution's website and in course catalogues for students and the public.

On a motion by N. Cohen and seconded by A. Budd, the Committee voted unanimously to adjourn the meeting of the BOR Academic and Student Affairs Committee at 11:40 a.m.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

December 19, 2019

RESOLVED: That the Board of Regents for Higher Education approve the immediate
discontinuation of a program in Land Surveying (CIP Code: 15.1102 / OHE #
16816) leading to a Certificate at Charter Oak State College.

A True Copy:

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

ITEM

Discontinuation of a program in Land Surveying to a Certificate at Charter Oak State College

BACKGROUND

<u>Summary</u>

Due to low enrollment, the institution has determined this program should not be continued. This certificate was developed at the request of the CT Association of Land Surveyors in 2010. To date there has been only one person who has completed the certificate. It was designed to build off of courses at some of the community colleges and industry certifications. Charter Oak only developed one course. It has been confirmed with the CT. Association of Land Surveyors that there is no longer a need.

<u>Phase-Out/Teach-Out Strategy</u>

There are no students enrolled in this program and no new students will be admitted; thus, there is no need for a phase-out/teach-out strategy.

<u>Resources</u>

No resources are required for the discontinuation of this program.

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 discontinuation of this program.

12/02/2019 – BOR Academic & Student Affairs Committee
12/19/2019 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM

SECTION 1: GENERAL INFORMATION	
Institution: Charter Oak State College	Date of Submission to CSCU Office of the Provost: 10/17/2019

Discontinued Program: Certificate in Land Surveying   CIP: 151102   OHE#: 016816   BOR Accreditation Date: 2010
Phase Out /Teach Out Period Fall 2019   Expected Date of Program Termination Spring 2020

Program Characteristics
Name of Program: Land Surveying
Degree: Title of Award *(e.g. Master of Arts)*   **Certificate**
Degree Certificate: *(specify type and level)*
Stand-Alone Certificate: *(specify type and level)*
Modality of Program: On ground   **X** Online   Combined
Locality of Program: On Campus   Off Campus   Both

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

Institutional Contact for this Proposal: Shirley M. Adams	Title: Provost	Tel.: 860-515-3835 e-mail: sadams@charteroak.edu

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative
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. <u>Program discontinuation should not impact state priorities for workforce preparation</u>.

This certificate was developed at the request of the Ct. Association of Land Surveyors in 2010. To date there has been only one person who has completed the certificate. It was designed to build off of courses at some of the community colleges and industry certifications. Charter Oak only developed one course.

Phase Out/Teach Out Strategy
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 no students in the program. Confirmed with the CT. Association of Land Surveyors that there was no longer a need.

SECTION 3: RESOURCES

Close Out

What resources/costs would be employed and/or expended to discontinue program? What would be the total cost?

No cost to discontinue program.

SECTION 4: LESSONS LEARNED

(A debriefing exercise):

NOTE: Lessons Learned is <u>knowledge</u> or <u>understanding</u> gained from experience(s) that might be positive or negative, that might underscore strengths or weaknesses of an undertaking's preparation, design or implementation.

Are there lessons learned – experiences distilled from: (a) circumstances that precipitated this program discontinuation, (b) institutional or programmatic action(s) in the face of the referenced circumstances, (c) institutional or programmatic inaction(s) in the face of the referenced circumstances, and/or (d) some other occurrence(s); that can be **beneficially** shared with / taken into account by current and future programs?

The program was designed to meet a need expressed by Ct. Association of Land Surveyor's. It was a low cost risk for the college since the course that we needed to design was going to be done for no charge to the college. Therefore, the only expense was the cost of the instructional design time.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

December 19, 2019

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Computer Services: Web Development (CIP Code: 11.0301 / OHE # 17186) leading to an Associate of Science degree at Quinebaug Valley Connecticut Community College, with a phase out/teach out period ending Fall Semester 2019.

A True Copy:

_____

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

ITEM

Discontinuation of a program in Computer Services: Web Development leading to an Associate of Science degree at Quinebaug Valley Community College

BACKGROUND

Summary

Due to low enrollment, the institution has determined this program should not be continued. Insufficient enrollments in the program's courses lead to the cancellation of those courses. QVCC will continue to keep the Web Design certification as the workforce still requires this skillset; however, not at an A.S. degree.

Phase-Out/Teach-Out Strategy

Program Coordinator has identified students enrolled in the program and has provided each student with an individualized teach-out schedule. This includes identifying course substitutions and identification of courses offered at other Community Colleges. As of Spring 2019 there were 2 students enrolled in the program with both students expected to graduation end of Fall 2019 semester.

Resources

No resources are required for the discontinuation of this program.

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 discontinuation of this program.

12/02/2019 – BOR Academic & Student Affairs Committee
12/19/2019 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM

SECTION 1: GENERAL INFORMATION	
Institution: Quinebaug Valley Community College	Date of Submission to CSCU Office of the Provost: **10/17/2019**

Discontinued Program: CIP: **110301** OHE#: **017186** BOR Accreditation Date: **10/18/2012** Phase Out /Teach Out Period **Fall 2019** Expected Date of Program Termination **ASAP**	

Program Characteristics

Name of Program: **Computer Services: Web Development**

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

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

Stand-Alone Certificate: *(specify type and level)* **N/A**

Modality of Program: **X** On ground   Online   Combined
Locality of Program: **X** On Campus   Off Campus   Both

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* offering the Program: **Main Campus - Danielson**

Institutional Contact for this Proposal: Christopher Parden	Title: Associate Professor of Computer Services / Program Coordinator of Computer Services	Tel.: (860) 932-4913 e-mail: cparden@qvcc.edu

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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. <u>Program discontinuation should not impact state priorities for workforce preparation</u>.

Recommend discontinuation due to low student enrollment. With such low number, QVCC is unable to run courses required of this degree. Fall 2018 and Spring 2019 has 2 students enrolled in the degree. Both students are expected to graduate end of Fall 2019 semester. QVCC will continue to keep the Web Design certification as the workforce still requires this skillset; however, not at an A.S. degree.

Phase Out/Teach Out Strategy

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.)

Program Coordinator has identified students enrolled in the program and has provided each student with an individualized teach-out schedule. This includes identifying course substitutions and identification of courses offered at other Community Colleges. As of Spring 2019 there were 2 students enrolled in the program with both students expected to graduation end of Fall 2019 semester.

SECTION 3: RESOURCES

Close Out

What resources/costs would be employed and/or expended to discontinue program? What would be the total cost?

No resources or additional costs will be needed to discontinue this program.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

December 19, 2019

RESOLVED: That the Board of Regents for Higher Education approve the immediate
discontinuation of a program in Microcomputer Software Applications (CIP
Code: 11.0601 / OHE # 06819) leading to a Certificate at Quinebaug Valley
Connecticut Community College

A True Copy:

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

ITEM

Discontinuation of a program in Microcomputer Software Applications leading to a Certificate at Quinebaug Valley Connecticut Community College

BACKGROUND

<u>Summary</u>

The institution recommend discontinuation of this certification due to low student enrollment. The last semester this certification had student enrollment was Fall 2014, with a single student being enrolled. Today, the learning objectives of this certification are taught at either the High School or Middle School of K-12's. Additionally, skill sets of this certification are offered on the non-credit side of most Community Colleges.

<u>Phase-Out/Teach-Out Strategy</u>

There are no students enrolled in this program and no new students will be admitted; thus, there is no need for a phase-out/teach-out strategy.

<u>Resources</u>

No resources are required for the discontinuation of this program.

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 discontinuation of this program.

12/02/2019 – BOR Academic & Student Affairs Committee
12/19/2019 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM

SECTION 1: GENERAL INFORMATION	
Institution: Quinebaug Valley Community College	Date of Submission to CSCU Office of the Provost: **10/17/2019**

Discontinued Program: CIP: **110601**   OHE#: **006819**   BOR Accreditation Date: **01/25/1993**
Phase Out /Teach Out Period **N/A**   Expected Date of Program Termination **ASAP**

Program Characteristics
Name of Program: **Microcomputer Software Applications**
Degree: Title of Award *(e.g. Master of Arts)* **Certificate**
Degree Certificate: *(specify type and level)* **C2 – certificate of 15 to 30 units**
Stand-Alone Certificate: *(specify type and level)* **N/A**
Modality of Program: **X** On ground   Online   Combined
Locality of Program: **X** On Campus   Off Campus   Both

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* offering the Program: **Main Campus - Danielson**

Institutional Contact for this Proposal: Christopher Parden	Title: Associate Professor of Computer Services / Program Coordinator of Computer Services	Tel.: (860) 932-4913 e-mail: cparden@qvcc.edu

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative
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.

Recommend discontinuation of this certification due to low student enrollment. The last semester this certification had student enrollment was Fall 2014, with a single student being enrolled. Today, the learning objectives of this certification are taught at either the High School or Middle School of K-12's. Additionally, skill sets of this certification are offered on the non-credit side of most Community Colleges.

Phase Out/Teach Out Strategy
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 no students enrolled in this program. No need for a phase out/teach out strategy.

SECTION 3: RESOURCES

Close Out
What resources/costs would be employed and/or expended to discontinue program? What would be the total cost?

No resources or additional costs will be needed to discontinue this program.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

December 19, 2019

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a program in Microcomputer Software Fundamentals (CIP Code: 11.0601 / OHE # 02849) leading to a Certificate at Quinebaug Valley Connecticut Community College

A True Copy:

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

ITEM

Discontinuation of a program in Microcomputer Software Fundamentals leading to a Certificate at Quinebaug Valley Connecticut Community College

BACKGROUND

Summary

The institution recommend discontinuation of this certification due to low student enrollment. The last semester this certification had student enrollment was Fall 2014, with a single student being enrolled. Today, the learning objectives of this certification are taught at either the High School or Middle School of K-12's. Additionally, skill sets of this certification are offered on the non-credit side of most Community Colleges.

Phase-Out/Teach-Out Strategy

There are no students enrolled in this program and no new students will be admitted; thus, there is no need for a phase-out/teach-out strategy.

Resources

No resources are required for the discontinuation of this program.

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 discontinuation of this program.

12/02/2019 – BOR Academic & Student Affairs Committee
12/19/2019 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM

SECTION 1: GENERAL INFORMATION	
Institution: Quinebaug Valley Community College	Date of Submission to CSCU Office of the Provost: 10/17/2019

Discontinued Program: CIP: **110601** OHE#: **002849** BOR Accreditation Date: **01/25/1993**
Phase Out /Teach Out Period **N/A** Expected Date of Program Termination **ASAP**

Program Characteristics
Name of Program: **Microcomputer Software Fundamentals**
Degree: Title of Award *(e.g. Master of Arts)* **Certificate**
Degree Certificate: *(specify type and level)* **C2 – certificate of 15 to 30 units**
Stand-Alone Certificate: *(specify type and level)* **N/A**
Modality of Program: **X** On ground   Online   Combined
Locality of Program: **X** On Campus   Off Campus   Both

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* offering the Program: **Main Campus - Danielson**

Institutional Contact for this Proposal: Christopher Parden	Title: Associate Professor of Computer Services / Program Coordinator of Computer Services	Tel.: (860) 932-4913 e-mail: cparden@qvcc.edu

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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.

Recommend discontinuation of this certification due to low student enrollment. The last semester this certification had student enrollment was Fall 2014, with a single student being enrolled. Today, the learning objectives of this certification are taught at either the High School or Middle School of K-12's. Additionally, skill sets of this certification are offered on the non-credit side of most Community Colleges.

Phase Out/Teach Out Strategy

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 no students enrolled in this program. No need for a phase out/teach out strategy.

SECTION 3: RESOURCES

Close Out

What resources/costs would be employed and/or expended to discontinue program? What would be the total cost?

No resources or additional costs will be needed to discontinue this program.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

December 19, 2019

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a program in Associate Network Specialist (CIP Code: 11.0301 / OHE # 10598) leading to a Certificate at Quinebaug Valley Connecticut Community College

A True Copy:

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

ITEM

Discontinuation of a program in Associate Network Specialist leading to a Certificate at Quinebaug Valley Connecticut Community College

BACKGROUND

<u>Summary</u>

The institution recommend discontinuation of this certification due to low student enrollment. This certification has not had a student since Fall 2014 when a single student was enrolled. QVCC will continue to offer an A.S. degree in Computer Networking and a 30-credit certification in computer networking (Senior Network Specialist).

<u>Phase-Out/Teach-Out Strategy</u>

There are no students enrolled in this program and no new students will be admitted; thus, there is no need for a phase-out/teach-out strategy.

<u>Resources</u>

No resources are required for the discontinuation of this program.

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 discontinuation of this program.

12/02/2019 – BOR Academic & Student Affairs Committee
12/19/2019 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM

SECTION 1: GENERAL INFORMATION

Institution: Quinebaug Valley Community College	Date of Submission to CSCU Office of the Provost: **10/17/2019**

Discontinued Program: CIP: **110301**   OHE#: **010598** BOR Accreditation Date: **07/23/2001**
Phase Out /Teach Out Period **N/A**   Expected Date of Program Termination **ASAP**

Program Characteristics
Name of Program: **Associate Network Specialist**
Degree: Title of Award *(e.g. Master of Arts)*   **Certificate**
Degree Certificate: *(specify type and level)* **C2 – Certificate of 15 to 30 units**
Stand-Alone Certificate: *(specify type and level)* **N/A**
Modality of Program: **X** On ground   Online   Combined
Locality of Program: **X** On Campus   Off Campus   Both

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* offering the Program: **Main Campus - Danielson**

Institutional Contact for this Proposal: Christopher Parden	Title: Associate Professor of Computer Services / Program Coordinator of Computer Services	Tel.: (860) 932-4913 e-mail: cparden@qvcc.edu

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative
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.

Recommend discontinuation due to low student enrollment. This certification has not had a student since Fall 2014 where a single student was enrolled. QVCC will continue to offer an A.S. degree in Computer Networking and a 30-credit certification in computer networking (Senior Network Specialist).

Phase Out/Teach Out Strategy
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.)

No students are enrolled in this program. No Phase out/teach out strategy needed.

SECTION 3: RESOURCES

Close Out
What resources/costs would be employed and/or expended to discontinue program? What would be the total cost?

No resources or additional costs will be needed to discontinue this program.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

December 19, 2019

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a program in Patient Care Technician (CIP Code: 13.0101 / OHE # 12953) leading to a Certificate at Quinebaug Valley Connecticut Community College

A True Copy:

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

ITEM

Discontinuation of a program in Patient Care Technician leading to a Certificate at Quinebaug Valley Connecticut Community College

BACKGROUND

Summary

The institution recommend discontinuation of this certification due to low student enrollment. This certificate program no longer serves the need of the students, community, or College. This program has no student enrollment due to lack of interest.

Phase-Out/Teach-Out Strategy

There are no students enrolled in this program and no new students will be admitted; thus, there is no need for a phase-out/teach-out strategy.

Resources

No resources are required for the discontinuation of this program.

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 discontinuation of this program.

12/02/2019 – BOR Academic & Student Affairs Committee
12/19/2019 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM

SECTION 1: GENERAL INFORMATION	
Institution: **Quinebaug Valley Community College**	Date of Submission to CSCU Office of the Provost: **10/17/2019**

Discontinued Program: Patient Care Technician   CIP: **130101**   OHE#: **012953** BOR Accreditation Date: **05/19/2003**
Phase Out /Teach Out Period **N/A**   Expected Date of Program Termination **ASAP**

Program Characteristics
Name of Program: **Patient Care Technician**
Degree: Title of Award *(e.g. Master of Arts)* **Certificate**
Degree Certificate: *(specify type and level)* **C2 – Certificate of 15 to 30 units**
Stand-Alone Certificate: *(specify type and level)* **N/A**
Modality of Program: **X** On ground   Online   Combined
Locality of Program: **X** On Campus   Off Campus   Both

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* offering the Program: **Main Campus - Danielson**

Institutional Contact for this Proposal: Brian Clinton	Title: Associate Professor /Program Coordinator of Medical Assisting	Tel.: (860) 932-4057 e-mail: bclinton@qvcc.edu

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative
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. <u>Program discontinuation should not impact state priorities for workforce preparation</u>.

This certificate program no longer serves the need of the students, community, or College. This program has no student enrollment due to lack on interest. There is no relevant financial information available for this program.

Phase Out/Teach Out Strategy
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 no students enrolled in this certificate program, thus no teach out is necessary.

SECTION 3: RESOURCES

Close Out
What resources/costs would be employed and/or expended to discontinue program? What would be the total cost?

No resources or additional costs will be needed to discontinue this program.

<u>CT BOARD OF REGENTS FOR HIGHER EDUCATION</u>

RESOLUTION

concerning

Program Discontinuation

December 19, 2019

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Special Education (CIP Code: 13.1001 / OHE # 10180) leading to a Graduate Certificate at Central Connecticut State University, with a two-year phase-out/teach-out period ending Spring Semester 2021.

A True Copy:

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

ITEM

Discontinuation of a program in Special Education leading to a Graduate Certificate at Central Connecticut State University

BACKGROUND

Summary

The department has been encouraged by the University to end the post-baccalaureate program for various reasons including impending changes to financial aid for certificate programs. This post-baccalaureate program led to State of Connecticut special education teaching certification only, without a graduate degree. A master's degree is preferable to a certificate program because teachers with an MS command higher salaries in the state. A MS degree is also necessary for teachers to earn a professional educator certificate. The MS in Special Education has been in existence at the University since 1968.

Phase-Out/Teach-Out Strategy

There is one student currently enrolled in the program, all others have been migrated to the master's degree program. That student will be afforded to complete all program requirements since they are available through the master's degree program.

Resources

No resources are required for the discontinuation of this program.

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 discontinuation of this program.

12/02/2019 – BOR Academic & Student Affairs Committee
12/19/2019 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM

SECTION 1: GENERAL INFORMATION	
Institution: CCSU	Date of Submission to CSCU Office of the Provost: Sep 25 2019

Discontinued Program: Graduate Certification in Special Education CIP: 131001 OHE#: 10180 BOR Accreditation Date: Mar 06 2002
Phase Out /Teach Out Period   Expected Date of Program Termination Fall 2019

Program Characteristics
Name of Program: Graduate Certification in Special Education
Degree: Title of Award *(e.g. Master of Arts)* **No degree**
Degree Certificate: *(specify type and level)* **led to State of CT Special Education K-12 teaching credential**
Stand-Alone Certificate: *(specify type and level)*
Modality of Program: On ground   Online   X Combined
Locality of Program: X On Campus   Off Campus   Both

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* offering the Program: School of Education & Professional Studies

Institutional Contact for this Proposal: John Foshay	Title: Professor, Department Chair	Tel.: 860-832-2402 e-mail: foshayj@ccsu.edu

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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.

Our department was encouraged by the University to end the post-baccalaureate program for various reasons including impending changes to financial aid for certificate programs. The post-baccalaureate program led to State of CT special education teaching certification only, without a graduate degree. An MS is preferable to a certificate program because teachers with an MS command a higher salary in CT. An MS degree is also necessary for teachers to earn a professional educator certificate.

As certified special education teachers represent a shortage area in the state, students who wish to become certified special education teachers can enroll in CCSU's MS in Special Education, which has been in existence since 1968. Consequently, this discontinuation should not affect state workforce preparation.

Phase Out/Teach Out Strategy

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.)

We migrated the vast majority of students enrolled in the post-baccalaureate program into the Master's program that leads to certification as well as degree. This shift has not affected <u>overall enrollments</u>:

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
GradCert	62	62	59	18	1
MS	98	98	89	139	169
Total	160	160	148	157	170

Note: Data reflect student headcount.

As of Fall 2019, only one student remains in the post-baccalaureate program for reasons of personal preference. The courses this student needs to complete certification are available within the Master's program and are regularly offered in both Spring and Fall semesters.

SECTION 3: RESOURCES

Close Out

What resources/costs would be employed and/or expended to discontinue program? What would be the total cost?
No resources/costs are necessary to discontinue the program.

SECTION 4: LESSONS LEARNED

(A debriefing exercise):

NOTE: Lessons Learned is <u>knowledge</u> or <u>understanding</u> gained from experience(s) that might be positive or negative, that might underscore strengths or weaknesses of an undertaking's preparation, design or implementation.

Are there lessons learned – experiences distilled from: (a) circumstances that precipitated this program discontinuation, (b) institutional or programmatic action(s) in the face of the referenced circumstances, (c) institutional or programmatic inaction(s) in the face of the referenced circumstances, and/or (d) some other occurrence(s); that can be **beneficially** shared with / taken into account by current and future programs?

D) We believe that pursuing the MS is better for our students because they will enter the job market at a higher salary and they are poised to pursue the professional educator's certificate. Although pursuing the Master's may slightly delay their entry into the job market, the benefits of having the MS outweigh such delays.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Accreditation

December 19, 2019

RESOLVED: That the Board of Regents for Higher Education grant accreditation of a program in Literacy and Language Arts (CIP Code: 13.1315, OHE # 18721) leading to a Master of Science in Education degree, requiring 36 to 45 course credits delivered via a hybrid modality, at Western Connecticut State University; for a period of seven semesters, ending Spring 2023.

A True Copy:

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

ITEM

Accreditation of a Literacy and Language Arts Program leading to a Master of Science in Education degree at Western Connecticut State University

BACKGROUND

Summary

The MSED in Literacy and Language Arts program builds upon Western's strong partnerships with Danbury and Bethel school districts. The curriculum was co-designed with school partners to prepare teachers who will impact student learning in urban, diverse settings. Practicum experiences for this program are conducted by university faculty and school partners in collaboration to serve struggling readers. Working together in this way brings experts from the university and schools into a collaborative dialogue that is expected to lead to better prepared candidates.

Rationale

The program meets the professional development needs of public school teachers in the region. In addition to Danbury School District hosting informational sessions, Bethel, New Fairfield and Weston school districts have advertised the program among their teachers.

Resources

The program will continue to operate at deficit levels; however, the deficit will only be $288 during the 2020-21 academic year. In addition to a more robust advertising and recruitment plan, the institution is considering ways to reduce the program's administrative costs. Breakeven is expected for the program's fourth year.

RECOMMENDATION

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

12/02/2019 – BOR Academic & Student Affairs Committee
12/19/2019 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR ACCREDITATION OF A LICENSED PROGRAM

SECTION 1: GENERAL INFORMATION	
Institution: Western Connecticut State University	Date of Submission to CSCU Office of the Provost: 10/31/2019

Most Recent NECHE Institutional Accreditation Action and Date: **06/04/14**	

Program Characteristics	**Program Credit Distribution**
Name of Program: **Masters in Education (MSED) in Literacy and Language Arts Program**	# Cr in Program Core Courses: **36**
	# Cr of Electives in the Field: 0
Degree: **Masters of Science in Education (MSED)**	# Cr of Free Electives: 0
Date of Program Initiation: August 2017	# Cr Special Requirements* *(include internship, etc.):* **9**
Anticipated Date of First Graduation: June 2020	Total # Cr in the Program *(sum of all #Cr above)*: **36-45**
Modality of Program**: x Combined**	From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **9**
If "Combined", % of fully online courses? **40% hybrid**	
Locality of Program: **x On Campus** Total # Cr the Institution Requires to Award the Credential: **36-45**	

CIP Code No. **13.1315** Title of CIP Code **Reading Teacher Specialization** OHE# 18721	

Institution's Unit **Offering the Program: School of Professional Studies, Main Campus**	

Program Accreditation:	
• If seeking specialized/professional/other accreditation, name of agency and intended year of review: **CAEP 2021** • If program prepares graduates eligibility to state/professional license, please identify: **CT Remedial Reading Language Arts Specialist (# 102 certification) & CT Reading and Language Arts Consultant Certification** *(K-12)*	

Institutional Contact for this Proposal: Dr. Catherine O'Callaghan	Title: **Chair of Education & Education Psychology Department**	Tel.: **203-837-3267** e-mail: **ocallaghanc@wcsu.edu**

SECTION 2: UPDATE OF PROGRAM CHANGES (if any)
Curricular and Other Program Changes: The only change to the curriculum was to run ED 598 Standards, Mandates & Legal Issues in Education and ED 576 Learning, Coaching, and Reflective Practice as fully online courses.
Other Narrative Background to be Considered Since Approval:
The MSED in Literacy and Language Arts program builds upon the university's strong partnerships with Danbury and Bethel school districts. The curriculum was co-designed with our school partners to prepare teachers who will impact student learning in urban, diverse settings. Practicum experiences for this program are conducted by university faculty and school partners in collaboration to serve struggling readers. Working together in this way brings experts from the university and schools into a collaborative dialogue that is expected to lead to better prepared candidates.
Compliance with Special Requirements Given at the time of Program Approval The Department suspended enrollment in the MSED in Curriculum Option in Reading program that did not lead to certification. We have moved this through governance to close this program.

Details of Curriculum Changes for a Licensed Program

There have been no changes in the curriculum. Courses listed are for reference only.

Course Number and Name	Cr Hrs
Program Core Courses	
ED576 Learning, Coaching & Reflective Practice*	3
ED593 Standards, Mandates, & Legal Issues in Education*	3
ED517 Development of Reading in the Elementary Schools	3
ED535 Content Area Literacy: Dev. of Reading in the Secondary School	3
ED607 Language Development	3
ED608 Sociolinguistics & Literacy Learning	3
ED609 Assessments in Reading & Language Arts	3
ED610 Exploring Children & Adolescent Literature & Digital Literacies	3
ED611 Action Research in Literacy Leadership	3
ED548 Analysis of Reading Difficulties*	3
ED612 Practicum in Reading & Literacy K-5	3
ED613 Practicum in Reading & Literacy 6-12	3
Students may choose to exit at this point with an MSED : Reading Specialist	36
Cross Endorsement: Reading and Language Arts Consultant Program Leads to #097 certification	
ED614 Advanced Diagnosis and Remediation	3
ED615 Organization, Administration, and Evaluation of Reading Programs	3
ED616 Practicum in Reading and Language Arts Consulting	3
Total for full program	45

Other Narrative Background Since Licensure Approval: The Department has collaborated with Danbury School District to host information sessions in the district to recruit for the program. Bethel, New Fairfield, and Wilton School Districts also sent out e-blasts about the program to their teachers.

Learning Outcomes (L.O.): There were no changes to the Learning Outcomes.

ACTUAL Enrollment	Fall Term Year 1		Fall Term Year 2		Fall Term Year 3 (projected)	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	0	0	0	0		
New Students	0	4	0	5		6
Returning Students	0	0	0	4		5
ACTUAL Headcount Enrollment	0	4	0	9		11
PROJECTED FTE *(at Licensing)*	13		34		36	
ACTUAL FTE	2.6		6		7.3	
Size of First Credentialed Group	**No program completers yet**		**Date of Award of First Credential**			

SECTION THREE: FUTURE PROGRAM RESOURCES AND COST ESTIMATES

While our enrollment projections were not realized, we are evaluating our recruiting strategies and reducing costs of delivery where possible. We have moved administrative costs from the 4 FWL per semester to 2 per semester (four per year), because the lower enrollments are not sufficient to require the higher level of reassigned time. We may be able to reduce this further as we combine administrative duties across programs.
Due to various timing and budget issues, we launched without sufficient advertising of this program (and the two others opened at the same time.) The first year came from students already in our existing program. For year two, we worked with our partner school districts holding information nights to attract students. We are now developing a more robust advertising and recruiting plan for all SPS programs and will launch these in January 2020. This will expand our recruiting base, and we anticipate enrollment growth at that time.   Given the career options this degree provides for educators, we believe that we will have sufficient enrollment for breakeven by year four. Our budgetary projections put that number at 12 students. Our revised targets for year five onward are 15 per cohort, which is sufficient to support the program and the cost of ongoing recruiting efforts.

(Whole Dollars Only)

PROJECTED Program Revenue	2018-2019		2019-2020		2020-2021 (projected)	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (do not include internal transfers)		16,338		86,705		100,622
Program-Specific Fees						
Other Revenue (Annotate in narrative)						
Actual Program Revenue (actual for year one only)		16,388		86,705		100,622
Projected Revenue (at Licensing)		59,040		262,066		367,575
Difference: Actual		(42,652)		(175,365)		(266,953)

PROJECTED Program Expenditures*	Year 1		Year 2		Year 3	
All numbers reported in faculty workload (FWL) to represent proportion of time dedicated to this program.	Number	Amount	Number	Amount	Number	Amount
Administration (Chair or Coordinator)	6	12,236	4	8,157	4	8,606
Faculty (Full-time, total for program)*	3	7, 159	6	25,847	6	28,735
Faculty (Part-time, total for program)**	9	20,624	21	39,028	30	58,821
Support Staff						
Graduate Assistants						
Library Resources Program						
Equipment (List as needed)						
Other: Advertising and Recruiting***				1,000		1,000
Estimated Indirect Costs (e.g. student services, operations, maintenance)						
Total Annual Expenditures		40,019		75,003		95,664
Total Annual Revenues		16,388		86,705		95,376
Net Revenue		(23,681)		(16,851)		(288)

Please provide any necessary annotations below:
*Because FT faculty teach in multiple programs, we have calculated the cost of the credits in this program, not the cost of the full line.
**Although the proportion of part-time faculty looks high, in reality this is because our program runs through the summer, when our FT faculty are off contract. This is a benefit to the student, for timely degree completion, and financially beneficial because the cost of instruction can be delivered at the adjunct rates.
***This dollar amount is part of a larger budget of approximately 6,000 allotted to all graduate education programs.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Accreditation

December 19, 2019

RESOLVED: That the Board of Regents for Higher Education grant accreditation of a program in Special Education (CIP Code: 13.1001, OHE # 18722) leading to a Master of Science in Education degree, requiring 36 course credits delivered via a hybrid modality, at Western Connecticut State University; for a period of seven semesters, ending Spring 2023.

A True Copy:

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

ITEM

Accreditation of a Special Education Program leading to a Master of Science in Education degree at Western Connecticut State University

BACKGROUND

Summary

The MSED in Special Education program builds upon Western's strong partnerships with Danbury and Bethel school districts. The curriculum was co-designed with school partners to prepare teachers who will impact student learning in urban, diverse settings. Practicum experiences for this program are conducted by university faculty and school partners, in collaboration. Program candidates work with school districts' special education teachers to assist students with severe emotional and learning needs. Working together in this way brings experts from the university and schools into a collaborative dialogue that is expected to lead to better prepared candidates.

Rationale

The program meets the professional development needs of public school teachers in the region. In addition to Danbury School District hosting informational sessions, Bethel, New Fairfield and Weston school districts have advertised the program among their teachers. The State Department of Education has designated this field as a shortage area; a distinction that will increase the interests of potential candidates.

Resources

Although projected enrollment and program were not achieved in the program's first year; it is expected that revenue will exceed expenditures over the course of the next two years by $65,589.

RECOMMENDATION

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

12/02/2019 – BOR Academic & Student Affairs Committee
12/19/2019 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR ACCREDITATION OF A LICENSED PROGRAM

SECTION 1: GENERAL INFORMATION	
Institution: **Western Connecticut State University**	Date of Submission to CSCU Office of the Provost: October 31, 2019

Most Recent NECHE Institutional Accreditation Action and Date: **06/04/14**	

Program Characteristics Name of Program: **Master's in Education (MSED) Special Education Program (K-12)** Degree: **Master of Science in Education** Date of Program Initiation: **August 2017** Anticipated Date of First Graduation: **June 2020** Modality of Program: **x Combined** If "Combined", % of fully online courses? **40% hybrid** Locality of Program: **X On Campus** Total # Cr the Institution Requires to Award the Credential: **36**	**Program Credit Distribution** # Cr in Program Core Courses: **36** # Cr of Electives in the Field: **0** # Cr of Free Electives: **0** # Cr Special Requirements*:* **6** <u>Total # Cr in the Program</u> *(sum of all #Cr above)*: **36** From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **12**

CIP Code No. 13.1001 Title of CIP Code **Special Education and Teaching, General** OHE# 18722		

Institution's and Location: **School of Professional Studies, Main Campus**		

Program Accreditation:
   • If seeking specialized/professional/other accreditation, name of agency and intended year of review: **CAEP 2021**
If program prepares graduates eligibility to state/professional license, please identify: **Comprehensive Special**
   • **Education K-12 (# 165 certification)**		

Institutional Contact for this Proposal: Dr. Catherine O'Callaghan	Title: **Chair of Education & Ed Psych Department**	Tel.: **203-837-3267** e-mail: **ocallaghanc@wcsu.edu**

SECTION 2: UPDATE OF PROGRAM CHANGES (if any)		

Curricular and Other Program Changes:

The only change to the curriculum was to run ED 598 Standards, Mandates & Legal Issues in Education and ED 576 Learning, Coaching, and Reflective Practice as fully online courses.

Other Narrative Background to be Considered Since Approval

The Special Education (K-12) program builds upon the university's strong partnerships with Danbury and Bethel school districts. The curriculum was co-designed with our school partners to prepare teachers who will impact student learning in urban, diverse settings. Practicum experiences for this program are conducted by university faculty and school partners, in collaboration. In July 2019, program candidates worked with Danbury special educators to assist students with severe emotional and learning needs. Working together in this way brings experts from the university and schools into a collaborative dialogue that will lead to better-prepared candidates. These experiences are designed to benefit P-12 students and are conducted in Danbury schools or on the university campus.

Compliance with Special Requirements Given at the time of Program Approval :
The Department suspended the MSED in Curriculum option in Special Education that did not lead to certification.

Details of Curriculum Changes for a Licensed Program: There were no changes in the curriculum. Information provided as a point of reference only.

Course Number and Name	Cr Hrs
Program Core Courses	
ED576 Learning, Coaching, and Reflective Practice*	3
ED593 Standards, Mandates, and Legal Issues in Education*	3
ED525 Teaching Students with Learning Disabilities	3
ED545 Teaching Students with Emotional and Behavioral Disorders	3
ED548 Analysis of Reading Difficulties*	3
ED557 Technology in Special education	3
ED606 Teaching Students with Multiple and Severe Disabilities	3
ED617 Assessments in Special Education	3
ED618 Collaborative Program Planning	3
ED619 Theory and Practice in Bilingual Education*	3
Clinical Component	
ED620 Practicum in Teaching Special Education Students Grades K-5	3
ED621 Practicum in Teaching Adolescent Students with Special Needs Grades 6-12	3
Total	36
Pre-Requisites	
Admission to the program.	

Other Narrative Background Since Licensure Approval: The Department has collaborated with Danbury School District to host information sessions in the district to recruit for the program. Bethel, New Fairfield, and Wilton School Districts also sent out e-blasts about the program to their teachers.

Learning Outcomes (L.O.) There were no changes to the Learning Outcomes.

Enrollment and Credentialing Information

ACTUAL Enrollment	Fall Year 1 (Actual)		Fall Year 2 (Actual)		Fall Year 3 (Projected)	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	0	0	0	0		
New Students	0	8	0	5		8
Returning Students	0	0	0	8		5
ACTUAL Headcount Enrollment	0	8	0	13		13
PROJECTED FTE *(at Licensing)*	14		35		35	
ACTUAL FTE	5.3		8.6		8.6	
Size of First Credentialed Group	There are no program completers yet.		**Date of Award of First Credential**			

SECTION THREE: FUTURE PROGRAM RESOURCES AND COST ESTIMATES
For each of the programs launched in 2017, we have fallen below projected enrollment and revenues. We attribute this to two major factors; a lack of coordinated advertising and recruiting efforts and a clear preference for the part-time option. We have increased our recruiting efforts, both from within our programs (students completing undergraduate degrees in education) and with the local school districts with whom we have partnerships. To grow and thrive, we are developing an advertising and recruiting plan for all Education programs, which we will launch in January. This will broaden our reach beyond the local school districts. We anticipate positive results given the CT Department of Education has designated this as a shortage area. In addition, we have moved some of our courses online to meet the needs of the students enrolled. The preference for part-time is also a reflection of working adults seeking advanced credentials. For many, there is a need for hybrid and online opportunities.
We have been able to control costs because of our planned schedule of summer courses. Offering these in the summer allows students to have access to full-time faculty, but the cost of faculty is off contract and at a part-time faculty rate. In the academic year, full-time faculty have been teaching courses in the program that also serve the MAT and the Language and Literacy Certification, maximizing the number of students in the section. Finally, we are moving to reduce administrative costs, because the number enrolled does not warrant the reassigned time allotted at this time.
In our proposal, we projected the need for additional full-time faculty members. We will only move to hire if enrollment levels are sufficient to support the additional costs.
Despite the shortfall, it should be noted that we have managed to achieve a net positive revenue in year two and even minimal growth will help us support this and related programs effectively.

(Whole Dollars Only)

PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (do not include internal transfers)		16, 338		86,928		107,674
Program-Specific Fees (N/A)						
Other Revenue (N/A)						
Actual Program Revenue		16, 338		86,928		107,674
Projected Revenue (at Licensing)		59,040		277,462		342,732
Difference: Actual - Projected		(42,702)		(190,534)		(235,058)

PROJECTED Program Expenditures	Year 1		Year 2		Year 3	
All numbers reported in faculty workload (FWL) to represent proportion of time dedicated to this program.	Number	Amount	Number	Amount	Number	Amount
Administration (Chair or Coordinator)	4	7,513	6	12,188	4	8,572
Faculty (Full-time, total for program)*	3	7,159	3	6,572	3	6,933
Faculty (Part-time, total for program)**	9	23,245	27	38,022	30	52,727
Support Staff						
Graduate Assistants						
Library Resources Program						
Equipment (List as needed)						
Other: Recruiting and Advertising***				2,000		2,000
Estimated Indirect Costs:						
Total Annual Expenditures		37,917		58,781		70,232
Total Annual Revenues		16,338		86,928		107,674
Net Revenue		(21,579)		28,147		37,442

Please provide any necessary annotations below:

*Because FT faculty teach in multiple programs, we have calculated the cost of the credits in this program, not the cost of the full line.

**Although the proportion of part-time faculty looks high, in reality this is because our program runs through the summer, when our FT faculty are off contract. This is a benefit to the student, for timely degree completion, and financially beneficial because the cost of instruction can be delivered at the adjunct rates.

***This dollar amount is part of a larger budget of approximately 6,000 allotted to all graduate education programs.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Accreditation

December 19, 2019

RESOLVED: That the Board of Regents for Higher Education grant accreditation of a Dance Education program (CIP Code: 13.1324, OHE # 18177) leading to a Bachelor of Science degree, requiring 120 course credits delivered via an on ground modality, at Central Connecticut State University.

A True Copy:

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

ITEM
Continued Accreditation of a Dance Education program leading to a Bachelor of Science degree at Central Connecticut State University

BACKGROUND
Per the BOR's Academic Programming Approval policy, programs previously licensed and accredited by the Board must submit an Application for Continued Accreditation during its seventh semester if the institution elects to recommend its continuation.

PERFORMANCE INDICATORS

Student Enrollment
The department reports a **negative difference** between the projected Year 3 enrollment and actual Fall '19 FTE enrollments of 6.3 students.

Cost Effectiveness
The department reports a **negative difference** between total revenue generated by the program during its third year and total expenditures apportioned to the program of $12,410.

Learning Outcomes
Departmental faculty specified the assessment of the student learning outcomes but did not report the results. The learning outcomes were recently updated.

PROGRAM CHANGES
A Program Modification of the referenced program is submitted at the same timeframe as this Application.

EXPLANATORY & CORRECTIVE ACTION PLAN
The department is developing a 3-year marketing plan to improve enrollment. Special emphasis will be placed upon recruiting high school students who attend its high school festival. The proposed modification to add a specialization in entrepreneurship will appeal to students.
It is anticipated that increased enrollments will shrink then eliminate the differences between expenditures and revenue.

FUTURE PROGRAM RESOURCES
The department projects that the program's revenue will exceed its expenditures over the course of the next three years by $5,919.

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

12/02/2019 – BOR Academic & Student Affairs Committee
12/19/2019 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities System Office
APPLICATION FOR CONTINUED ACCREDITATION

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost: October 31, 2019

Most Recent NECHE Institutional Accreditation Action and Date: April 19, 2019

Program Characteristics

Name of Program: Dance Education K-12

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

Degree's Associated Certificate(s) **K-12 Teacher Certification in the Teacher Ed Specialization**

Stand-Alone Certificate: (*specify type and level*)

Semester Date Program was Initiated: **Fall 2016**

Year 3 – 7th Semester Date: **August, 26, 2019**

Date of First Graduation: **May 2017**

Modality of Program: **x** On ground   Online   Combined
If "Combined", % of fully online courses?

Locality of Program: **x** On Campus   Off Campus   Both

Program Credit Distribution

\# Credits in General Education:20

\# Credits in Program Core: 42

\# Credits of Teacher Education Specialization: 34

\# Credits of Proposed Entrepreneurship Specialization: 34

\# Credits of Related Requirements: 24

\# Cr Special Requirements (*include internship, etc.*): 12 **credits of student teaching in Teacher Ed Specialization**

Total # Cr in the Program (*sum of all #Cr above*): **120**

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **120**

Date of BOR Approval: October 15, 2015   CIP: 13.1324   OHE#: 18177

Institutional Contact for this Proposal: Dr. Kimberly Kostelis	Title: Dean, School of Education and Professional Studies	Tel.: 860-832-2101 e-mail: kimberly.kostelis@ccsu.edu

SECTION 2: PERFORMANCE INDICATORS

Student Enrollment

Projected full-time equivalent (FTE) enrollment for program's Year 3:   **20.6** (actual Fall 18 was 17.9)

Actual full-time equivalent (FTE) enrollment for program's 7th Semester: **14.3**

Difference: From projected to actual Fall 18: -2.7
From actual Fall 18 to actual Fall 19: -6.3

Cost Effectiveness

Total Revenue generated by program during its Year 3: $144,848*

*Includes Fall 18 and Spring 19 FT/PT tuition (with University General Fee less accident insurance), and registration fee for PT students.

Total Expenditures apportioned to program in its Year 3: $157,258

Difference: -$12,410

Learning Outcomes

Summarize assessment of student learning outcomes at end of program's Year 3:

LO #1: Proficient level of skill and dance technique
Performance Assessment
Dance Education students are currently assessed on dance skills and performance in order to track their performance over the course of the curriculum. The rubrics utilized in both the beginning and intermediate dance courses allow for a natural progression of evaluating students' skills and performance level that will hopefully showcase their progress in mastering the skill and performance abilities over a period of time.

LO #2: Understanding and application of anatomy and kinesiology for dancers
Laboratory Assignment Assessment
The laboratory assignments are assessed in Anatomy & Physiology I (EXS 207) and Kinesiology (EXS 216). The emphasis is placed on how the skill is taught and the skill cues used to ensure students understand and apply appropriate anatomy and kinesiology terminology within their teaching.

LO #3: The ability to plan and implement developmentally appropriate units of instruction in dance education
Unit Plan Assessment
The Unit Plan Assessment is completed in Dance Education Methods (DAN 477), approximately two semesters prior to student teaching. The unit plan structure reflects the unit's conceptual framework and the national dance education standards. The primary purpose of this assessment is for teacher candidates to plan a sequence of 3 to 5 lessons that include: analysis of contextual information, alignment with the national standards, scope and sequence that outlines in sequential order what will be covered and how skills will be taught within the unit, skill and content analysis to identify the skill cues, practice tasks and applications for each skill in the unit, teaching methodologies to assist students in developing skills and finally, assessment strategies that will be used to monitor student progress.

LO #4: The ability to demonstrate effective teaching strategies in the public-school setting at the elementary and secondary levels.
Student Teaching Assessment
The student teaching evaluation is designed to provide programs with information regarding the performance of the Teacher Candidates (TC's) in each of the specific certification areas. The final evaluation document is provided at the start of the student teaching semester to all members of the student teaching team (student, cooperating teacher, and university supervisor). Student performance is documented at each observation visit. The teaching observation form is directly aligned with the final evaluation. The student teaching evaluation is based on the Common Core of Teaching, and CT SEED. The Department of Dance Education program is currently working to develop additional assessment items that will specifically align with the national dance education standards. The comprehensive evaluation criteria focus on the following key components which include: class management, planning, instruction, assessment, communication, professionalism, diversity, and professional reflection.

SECTION 3: UPDATE OF PROGRAM CHANGES (if any)

Curricular and Other Program Changes (*Describe any changes since program was initiated, in curriculum, admission and/or completion requirements, program administration, faculty, and resources, or any other significant changes). If needed, provide details on curricular changes in the table below*).

We recently submitted a Program Modification to the BS in Dance Education which adds a Specialization in Entrepreneurship to allow students interested in dance two different career paths: teaching in a public school or pursuing a business-based

career in dance. The Teacher Education path remains the same as the original program, which now leads to Initial Teacher Certification upon graduation. No graduation requirements or admission requirements are changing for this path. The Entrepreneurship specialization appeals to students who are looking to pursue a business-based career in dance. The core consists of 42 credits and each specialization consists of 34 credits. All dance-related courses will be administered in an onground format. Business courses will be offered in onground and in hybrid formats. The new specialization has no additional admission requirements. Given that all of these courses are already offered and part of existing curricula, they are fully supported by the University.

Other Narrative Background to be Considered Since Approval (As needed, discuss other changes such as program need and demand, transfer agreements developed, etc.)
Not Applicable

Compliance with Special Requirements Given at the time of Program Approval (As applicable, please summarize how the program responded to requirements issued by the BOR, at the time it was licensed. Include any attachments as necessary.)
Not Applicable

Details of Curriculum Changes for a Licensed Program *(to be use as needed)*						
Course Number and Name [1]	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses (42 Credits)				**Teacher Education Specialization Requirements (34 Credits)**		
EXS 207 Anatomy & Physiology I in Exercise Science		BIO 111/121 or BMS 102	3	EDTE 314 Applied Educational Theory		3
EXS 216 Biomechanics		EXS 207 & PHYS 111	3	EDT315 Technology in Sec. Classroom		1
DAN 200 Dance Practicum			2	EDF 215 Education in a Multi-cultural Society		3
DAN 477 Dance Methods			3	EDSC 417 Elementary Student Teaching		6
DAN 299 Dance History			3	EDSC 419 Secondary Student Teaching		6
DAN 480 Dance Project			3	PE 299 Psycho-Social Aspects of		3
DAN 152 Beginner Ballet			2	PE 305 Evaluation of PE		3
DAN 252 Intermediate Ballet			2	PE 320 Motor Development		3
DAN 157 Beginner Jazz			1	PE 405 Elementary Methods		3
DAN 257 Intermediate Jazz			2	PE 406 Adapted PE		3
DAN 151 Beginning Modern Dance			2			
DAN 230 Afro-Caribbean Dance and Culture			2	**Entrepreneurship Specialization (34 Credits)**		
DAN 234 Ballroom Dance			1	**Entrepreneurship Specialization Requirements (11 Credits)**		
DAN 235 Movement for Performers			2	ENT 296 Main Street Business Ownership and Management		3
DAN 236 Principles of Choreography		DAN 235	2	ENT 350 Financing Entrepreneurial Ventures		3

---

[1] Make any detailed annotations for individual courses as needed to understand the curricular modifications taking place

DAN 272 Creative Dance in Education			2	MKT 295 Fundamentals of Marketing		3
DAN 377 Modern Dance & Theory		DAN 272	2	DAN 200 Dance Practicum		2
DAN 378 Contemporary Dance Technique		DAN 272	2	Entrepreneurship Specialization Business Electives (6 Credits)		
PE 416 Organization of Curriculum & Program Development		PE 406	3	ENT 330 Entrepreneurship and New Venture Creation		3
DAN 234 Ballroom Dance			1	ENT 355 Managing a Growing Business		3
				MKT 301 Creativity in Marketing		3
				MKT 306 Advertising and Promotion		3
				MKT 350 Social media Marketing		3
				MKT 359 Special Events Marketing		3
Core Related Requirements (24 Credits)				Entrepreneurship Specialization Elective Courses (17 Credits)		
BIO 111 or 121 or BMS 102			3	In consultation with faculty advisor for approval		
STAT 104 or 200 or 215			3			
PHYS 111			3			
PSY 136			3			
HIST 161 or 162			3			
COMM 115 or 140			3			
MUS 109			3			
ANTH 170			3			
Total Other Credits Required to Issue Modified Credential						0

Other Narrative Background Since Licensure Approval (As needed, consider other changes such as program need and demand, transfer agreements developed, etc.)

We have recently put forward a program modification proposal to add a 34-credit Entrepreneurship specialization to complement our existing teacher education specialization. The core requirements for both specializations are the same, and the proposed courses with the Entrepreneurship specialization are **bolded**.

Learning Outcomes - L.O. *(Discuss any significant changes in the Learning Outcomes and relevant curricular changes; if any)*

1. Learning Outcome # 1: Elements and Skills: Students will identify and perform movement elements and dance skills.
2. Learning Outcome #2: Choreography: Students will understand choreographic principles, processes, and structures.
3. Learning Outcome #3: Meaning: Students will understand how dance creates and communicates meaning.
4. Learning Outcome #4: Healthy Living: Students will analyze connections between dance and healthful living.
5. Learning Outcome #5: Connections: Students will make connections between dance, other disciplines and daily life.

The Learning Outcomes were updated this year to reflect what students will be able to do upon completion of the degree. They were also broadened to accommodate students who are pursuing our proposed specialization in Entrepreneurship. Faculty are in the process of developing a curriculum map between courses and these updated learning outcomes.

SECTION 4: EXPLANATORY & CORRECTIVE ACTION PLAN

Fiscal Impact – succinctly disclose the financial impact upon institution of negative *Difference* within Cost Effectiveness

The $12,410 loss does not substantially affect the bottom line of the institution's budget. We recognize that this is the only public alternative for a Bachelor's degree in Dance within the State of Connecticut. Further, we are hopeful that the addition of the Entrepreneurship specialization and intentional marketing will attract more students and increase revenue. Assuming current rates for tuition and salaries, enrollments of approximately 20 students per academic year can sustain the program.

Improvement Plan

If negative *Difference*(s) reported above for **Student Enrollment** and/or **Cost Effectiveness**, present plan(s) for corrective actions:

To improvement enrollment, we are developing a 3-year marketing plan in conjunction with Institutional Advancement, Enrollment Management, and Marketing and Communications. We anticipate spending approximately $5,000 per academic year. Given that our high school festival is so well attended, we will more intentionally recruit these potential students who have already demonstrated their interest in the field. We also have proposed the addition of a specialization in Entrepreneurship—the only program of its kind in CT—to appeal to students who want a solid dance foundation and the business background needed to run independent studios. Having a specialization in Entrepreneurship from an AASCB-accredited institution may also increase the marketability of graduates who pursue employment in the fitness and wellness industries.

Because of the relatively small class sizes of Dance Education classes and some upper division education classes, instructional costs will continue to be high. Further, administrative costs scale with the Faculty Director's salary, which is at the contractual maximum. Given that the program can absorb increases in enrollment without increasing the number of sections offered, enrollment increases should shrink differences between revenue and expenditures.

Curricular Change

If institution/program is not satisfied with the degree to which the Learning Outcomes have been achieved, what course of action is planned for improvement of teaching and learning:
 n/a

SECTION FIVE: FUTURE PROGRAM RESOURCES AND COST ESTIMATES

(For the next three years to be specified, please complete the Resources and Cost Estimates form below, and provide a narrative below regarding the financial sustainability of the program)

Resources and Costs Estimates Form
(Whole Dollars Only)

PROJECTED Program Revenue	2019-2020		2020-2021		2021-2022	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (do not include internal transfers)[1]	$123,875	$6,656	$183,335	$9,984	$237,840	$13,312
Program-Specific Fees						
Other Revenue (Annotate in narrative)						
Total Program Revenue	**$123,875**	**$6,656**	**$183,335**	**$9,984**	**$237,840**	**$13,312**

PROJECTED Program Expenditures*	2019-2020		2020-2021		2021-2022	
	Number	Amount	Number	Amount	Number	Amount
Administration (Chair or Coordinator)[2]	0.17	$29,574	0.17	$31,201	0.17	$31,201
Faculty (Full-time, total for program)[3]	0.64	$78,328	0.96	$139,365	1.10	$140,438
Faculty (Part-time, total for program)[4]	0.31	$17,353	0.59	$36,382	0.61	$37,515
Support Staff[5]	0.05	$4,117	0.05	$4,241	0.05	$4,368
Graduate Assistants						
Library Resources Program						
Equipment (List as needed)						
Other (e.g. student services)[6]		$5,000		$5,000		$5,000
Estimated Indirect Costs (e.g. student services, operations, maintenance)						
Total Annual Expenditures		**$134,373**		**$216,188**		**$218,522**

*Note: Capital outlay costs, institutional spending for research and services, etc. can be excluded.

Please provide any necessary annotations below:

[1]Tuition was estimated using the most conservative in-state rates and includes the University General Fee less accident insurance. Tuition was assumed to remain at the same rates over the next 3 years. Projected revenue was based on the following enrollment targets:

	2019-20	2020-21	2021-22
FT Students	12.5	18.5	24
PT Students	1	1.5	2

Headcounts reflect total number of students enrolled across the academic year. Decimals reflect expected enrollment differences between Fall and Spring semesters. We estimated that PT students would take 6 credits per semester.

[2] Between Fall 2016 and Fall 2019, a faculty member received 6 credits of release per year (25% of base salary) to coordinate the entire Dance Program, which extends beyond the Dance Education major. Approximately 66% of her time is devoted specifically to the Dance Education Major. The resultant expense is the equivalent of 16.7% of the faculty member's base salary plus 45% in estimated fringe. This practice may continue over the next 3 years. We estimate a 5.5% contractual increase in 2020-21, but no increase in 2021-22. We include 45% fringe.

[3] Full-time faculty costs were estimated from historical data. Expenses were scaled based on the fractional instructional load attributable to the proportion of enrolled Dance Education students. Contractual salary increases of approximately 5.5% were added for 2020-21, but not 2021-22. We include 45% fringe.

[4] Part-time faculty costs were estimated from historical data. Expenses were scaled based on the fractional instructional load attributable to the proportion of enrolled Dance Education students. Contractual salary increases of approximately 3.3% were added for 2020-21, but not 2021-22. We include 31% fringe.

[5] Support staff includes an administrative professional who spends approximately 5% of her time in direct support of the program. 31% fringe was added to salary. Increases reflect a potential 3% COLA.

[6] Other costs include $5000 in advertising each year for the next 3 years.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Accreditation

December 19, 2019

RESOLVED: That the Board of Regents for Higher Education grant accreditation of an Accounting program (CIP Code: 52.0301, OHE # 18549) leading to a Master of Science degree, requiring 30 course credits delivered via a hybrid modality, at Central Connecticut State University.

A True Copy:

_____

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

ITEM

Continued Accreditation of an Accounting program leading to a Master of Science degree at Central Connecticut State University

BACKGROUND

Per the BOR's Academic Programming Approval policy, programs previously licensed and accredited by the Board must submit an Application for Continued Accreditation during its seventh semester if the institution elects to recommend its continuation.

PERFORMANCE INDICATORS

Student Enrollment

The department reports a **negative difference** between the projected Fall '18 and actual Fall '19 FTE enrollments of 21.45 students, after actual Fall '18 FTE enrollment exceeded the projection by 4.75 FTE.

Cost Effectiveness

The department reports a **positive difference** between total revenue generated by the program during its third year and total expenditures apportioned to the program of $351,825.

Learning Outcomes

Departmental faculty identified weak student performances during the '17-'18 academic year among a few dimensions and decided upon corrective actions for the '18-'19 academic year whose the results are to be assessed during the Fall '19 semester.

PROGRAM CHANGES

Due to growing demands in the profession, the department added a specialization in Business Analytics through four elective courses – three are required and the forth to be selected from a group of three.

EXPLANATORY & CORRECTIVE ACTION PLAN

The department is developing a 3-year marketing plan to improve enrollment while acknowledging declining enrollments throughout the institution and the System. Above average licensure pass rates achieved by the program's students, and recent and planned hires to stabilize departmental faculty are factors that foster departmental optimism.

FUTURE PROGRAM RESOURCES

The institution/department projects that the program's revenue will exceed its expenditures over the course of the next three years by $555,795.

RECOMMENDATION

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

12/02/2019 – BOR Academic & Student Affairs Committee
12/19/2019 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities System Office
APPLICATION FOR CONTINUED ACCREDITATION

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost: September 30 2019

Most Recent NECHE Institutional Accreditation Action and Date: April 12, 2019

Program Characteristics

Name of Program: **Master of Science in Accounting**

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

  Degree's Associated Certificate(s) (if any)

Stand-Alone Certificate: *(specify type and level)*

Semester Date Program was Initiated: **Fall 2016**

Year 3 – 7th Semester Date: **August 26, 2019**

Date of First Graduation: **May 2017**

Modality of Program: On ground   Online **X** Combined
If "Combined", % of fully online courses?

Locality of Program: **X** On Campus   Off Campus   Both

Program Credit Distribution

Credits in General Education: **0**

Credits in Program Core: **18 Credits**

Credits of Electives in the Field: **12 Credits**

Credits of Other Electives: **n/a**

Cr Special Requirements *(include internship, etc.)*: **n/a**

Total # Cr in the Program *(sum of all #Cr above)*: **30**

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **n/a**

Date of BOR Approval: March 17, 2016   CIP: 52.0301   OHE#: 18549

Institutional Contact for this Proposal: Dr. Joseph Farhat	Title: Interim Dean, School of Business	Tel.: 860-832-3209 e-mail: josephfarhat@ccsu.edu

SECTION 2: PERFORMANCE INDICATORS

Student Enrollment

Projected full-time equivalent (FTE) enrollment for program's Year 3:   **43** (Actual Fall 18 was 47.75)

Actual full-time equivalent (FTE) enrollment for program's 7th Semester: **26.3**

Difference: From projected to actual Fall 18: +4.75
From actual Fall 18 to actual Fall 19: -21.45

Cost Effectiveness

Total Revenue generated by program during its Year 3: $709,579*

*Includes Fall18, Spring 19, and Summer 19 FT/PT tuition (with University General Fee), registration fee for PT students, program fee per term (excluding summer), and online fee per course where applicable.

Total Expenditures apportioned to program in its Year 3: $357,754

Difference: +$351,825

Learning Outcomes

Summarize assessment of student learning outcomes at end of program's Year 3:

In September 2018 the Accounting Department considered assessment results from our second academic year (AY 2017-2018), during which one or two course sections were offered for each of our learning outcomes. Based on data collected, we identified relatively weak student performance among a few specific dimensions and determined multiple alternative courses of action including consideration of the advantages and disadvantages of such courses of action for all stakeholders.

During that meeting we resolved to place a greater emphasis on identifying and analyzing multiple alternatives in case assignments throughout the curriculum. We also decided to encourage showing students examples of excellent work on similar assignments and an increased use of rubrics would help clarify expectations and increase student awareness of what

constitutes above acceptable performance.

During AY 2018-2019 we implemented a resolution to place a greater emphasis on identifying and analyzing multiple alternatives in assignments. This was done with regard to Learning Objective 2 – Inquiry and Analysis (AC 552 – Taxation of Business Entities). We also increased the level of rigor with regard to Learning Objective 3 - Quantitative Literacy (AC 545- Advanced Assurance Services) by making the assessment tool more comparable/realistic to a professional audit assignment. Improved information was collected for Learning Objective 4 – Ethical Reasoning (AC 550 – Financial Accounting Standards). No change in emphasis was made to the assessment tool in 2018-2019 regarding Learning Objective 1 – Accounting Knowledge (AC 507 – Advanced Accounting). The department will meet in the Fall 2019 semester to determine the changes that will be made regarding the results of this report.

SECTION 3: UPDATE OF PROGRAM CHANGES (if any)

Curricular and Other Program Changes *(Describe any changes since program was initiated, in curriculum, admission and/or completion requirements, program administration, faculty, and resources, or any other significant changes). If needed, provide details on curricular changes in the table below).*

In response to growing demand in the profession for accountants with business analytics expertise, the Accounting Department sought and gained University approval to offer the Masters of Science in Accounting with a specialization in Business Analytics beginning with the Fall 2019 semester. This specialization provides for the same six core/required courses with four electives in business analytics.

Including the following required courses:
- *BUS 538 Quantitative Analytics. (Pre-requisite for BUS 540 or BUS 544)* Application of statistical concepts including exploratory data analysis, probability theory, statistical inference, ANOVA, and regression. Students will learn how to apply appropriate modeling to fit the circumstances and interpret results. Computer software used for calculations will be introduced.
- *BUS 540 Business Intelligence ad Analytics.* Transforming enterprise-wide data into meaningful and useful information for business decision making, using business intelligence (BI) and business analytics (BA) tools and technologies. Examining industry use of BI/BA to achieve competitive edge.
- *BUS 544 Business Process Modeling.* Enterprise wide perspective on business processes. Modeling of business processes: analyzing, documenting, and assessing the efficiency and effectiveness of business processes. Improvement of business processes to minimize cost and maximize value creation.

Plus one of the following:
- *BUS 548 Business Decision Models.* Analyzing business data for managerial decision making and solving business problems. Topics include optimization (linear and non-linear models), queuing, Monte Carlo simulation, spreadsheet modeling *or*
- *BUS 546 Applications of Business Analytics.* Business application of data mining. Understanding the importance of data mining in business and how to make business decisions using data mining results. Study of companies creating value through data mining *or*
- *AC 546 Advanced Forensic Accounting.* In depth coverage of the most common fraud schemes including how they work, how they can be prevented, detected and investigated. Includes the use of digital analysis. Covers legal issues associated with fraud investigation and expert witnessing. This course already exists in the Master of Science in Accounting program.

All BUS 5XX courses above are offered by faculty in the Management Information Systems department of CCSU.

Other Narrative Background to be Considered Since Approval (As needed, discuss other changes such as program need and demand, transfer agreements developed, etc.)
Not Applicable

Compliance with Special Requirements Given at the time of Program Approval (As applicable, please summarize how the program responded to requirements issued by the BOR, at the time it was licensed. Include any attachments as necessary.)
Not Applicable

Details of Curriculum Changes for a Licensed Program *(to be use as needed)*						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				**Other Related/Special Requirements***		
None				None		
Core Course Prerequisites				**Elective Courses in the Field**		
None				BUS 538 Quantitative Analytics		
				BUS 540 Business Intelligence and Analytics		
				BUS 544 Business Process Modeling		
				BUS 548 Business Decision Models		
				BUS 546 Applications of Business Analytics		
				Total Other Credits Required to Issue Credential		

Other Narrative Background Since Licensure Approval (As needed, consider other changes such as program need and demand, transfer agreements developed, etc.)

Learning Outcomes - L.O. *(Discuss any significant changes in the Learning Outcomes and relevant curricular changes; if any)*

SECTION 4: EXPLANATORY & CORRECTIVE ACTION PLAN

Fiscal Impact – succinctly disclose the financial impact upon institution of negative *Difference* within Cost Effectiveness
n/a

Improvement Plan

If negative *Difference*(s) reported above for **Student Enrollment** and/or **Cost Effectiveness**, present plan(s) for corrective actions:

As evidenced by strong enrollments in AY17-18 and AY18-19, this program has demand and is sustainable. We are encouraged by the AASCB's recent site visit that complimented the Accounting Department on its above average CPA pass rate. Nevertheless, we saw a dramatic enrollment decrease in Fall 19. In addition to an overall enrollment decline at CCSU (and across CSUs), we surmise that lack of effective marketing and changes in leadership within the School of Business and faculty turnover within the Accounting Department could have contributed to the decline.

To improve enrollment, we are developing a 3-year marketing plan in conjunction with Institutional Advancement, Enrollment Management, and Marketing and Communications. Further, the School of Business and Department of Accounting are stabilizing personnel. Last year, Accounting hired five new tenure-track positions and are slated to hire three more this year. CCSU is hiring a full-time Director of Graduate Programs and an Assistant Dean, just hired a new Associate Dean, and will soon undertake a search for a new Dean.

Curricular Change

If institution/program is not satisfied with the degree to which the Learning Outcomes have been achieve, what course of action is planned for improvement of teaching and learning:
n/a

(For the next three years to be specified, please complete the Resources and Cost Estimates form below, and provide a narrative below regarding the financial sustainability of the program)

Resources and Costs Estimates Form
(Whole Dollars Only)

PROJECTED Program Revenue	2019-20		2020-21		2021-22	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (do not include internal transfers)[1]	$87,235	$337,619	$93,413	$383,789	$99,591	$414,569
Program-Specific Fees[2]	$1,375	$10,800	$1,500	$11,300	$1,625	$11,750
Other Revenue (Annotate in narrative)[3]	$0	$6,000	$0	$6,450	$0	$6,950
Total Program Revenue	**$88,610**	**$354,419**	**$94,913**	**$401,539**	**$101,216**	**$433,269**

PROJECTED Program Expenditures*	2019-20		2020-21		2021-22	
	Number	Amount	Number	Amount	Number	Amount
Administration (Chair or Coordinator)[4]	0.25	$32,557	0.25	$31,737	0.25	$32,689
Faculty (Full-time, total for program)[5]	1.31	$152,662	1.51	$209,041	1.61	$238,209
Faculty (Part-time, total for program)[6]	0.66	$30,386	0.76	$41,608	0.81	$47,413
Support Staff[7]	0.25	$22,923	0.25	$23,610	0.25	$24,298
Graduate Assistants[8]	0.50	$4,930	0.50	$4,930	0.50	$4,930
Library Resources Program						
Equipment (List as needed)						
Other (e.g. student services)						
Estimated Indirect Costs (e.g. student services, operations, maintenance)[9]		$7,250		$5,750		$3,250
Total Annual Expenditures		**$250,707**		**$316,675**		**$350,789**

*Note: Capital outlay costs, institutional spending for research and services, etc. can be excluded.

Please provide any necessary annotations below:

[1]Tuition was estimated using the most conservative in-state rates and includes intersession offerings. Tuition was assumed to remain at the same rates over the next 3 years. Projected revenue was based on the following enrollment targets:

	2019-20	2020-21	2021-22
FT Students	22	23	24
PT Students	325	340	350

Headcounts reflect total number of students enrolled each semester and intersession within an academic year.

[2]Program fees are $125 per term.

[3]Other revenue includes: (1) a per term Registration fee ($65) excluding FT students in Fall and Spring; (2) online course fee ($50 per course) where applicable.

[4]In Fall 2019, a professor received .25 of yearly load to coordinate the program. The School of Business is hiring a full-time Director of Graduate Programs which would spend .25 yearly load to coordinate the program. The faculty member's salary + estimated 45% fringe for 1/3rd of a year's work is $36,097; the new employee's expected salary + estimated 45% fringe for 2/3rd of a year's work is $3,852. Expenses for subsequent years reflect a potential 3% COLA increase.

[5]Full-time faculty costs were estimated from historical data. Expenses were scaled based on the fractional instructional load attributable to the proportion of enrolled MS Accounting students. Contractual salary increases of approximately 5.5% were added.

[6]Part-time faculty costs were estimated from historical data. Expenses were scaled based on the fractional instructional load attributable to the proportion of enrolled MS Accounting students. Contractual salary increases of approximately 3% were added.

[7]Support staff includes an administrative professional who will spend approximately .25 time to support the program. 45% fringe was added to salary. Increases reflect a potential 3% COLA increase.

[8]A full-time graduate assistant is split between the MS Accounting program and other School of Business duties. The student is expected to spend .5 of their time assisting faculty within the program. Expenses include a $4800 stipend (half of $9600) and a waived registration fee.

[9]Indirect costs include Quality Matters Training for faculty ($750 per year), Tableau training for faculty ($1,500 in AY2019-20), and $12,500 in advertising costs ($5,000 for AY19-20 and 20-21; $2,500 for AY 21-22).

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Accreditation

December 19, 2019

RESOLVED: That the Board of Regents for Higher Education grant accreditation of a Biotechnology program (CIP Code: 26.1201, OHE # 17700) leading to an Associate in Science degree, requiring 60 course credits delivered via an on ground modality, at Capital Community College for five semesters when a second Application for Continued Accreditation must be submitted in Spring 2022.

A True Copy:

_____

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

ITEM
Continued Accreditation of a Biotechnology program leading to an Associate in Science degree at Capital Community College

BACKGROUND
Per the BOR's Academic Programming Approval policy, programs previously licensed and accredited by the Board must submit an Application for Continued Accreditation during its seventh semester if the institution elects to recommend its continuation. Additionally, the Academic and Student Affairs Committee required select programs that received the BOR's retroactive accreditation in June 2019, to submit an Application for Continued Accreditation in Fall 2019.

PERFORMANCE INDICATORS

Student Enrollment
The institution reports a **negative difference** between the referenced program's projected for Year 3 and actual Fall '19 FTE enrollments of 14.6 students.

Cost Effectiveness
The institution reports a **positive difference** between total revenue generated by the program during the 2018-19 Year and total expenditures apportioned to the program of $8,500.

Learning Outcomes
The institution list assessments of each learning outcome but not their results; perhaps given the low number (4 since Spring 2015) of graduates.

PROGRAM CHANGES
During the normalization process, curricular changes reduced degree requirements from 62 to 60. Also, student are now allowed greater flexibility in selecting courses to meet their educational and career goals.

EXPLANATORY & CORRECTIVE ACTION PLAN

The institution proposes to execute a targeted marketing campaign to increase enrollment and to consolidate the referenced program with the program at Middlesex Community College. The consolidation plan for the two Biotechnology AS programs will create greater opportunity and flexibility for students to complete their degree requirements in a timely manner by aligning the course offerings on both campuses. The proposed consolidation maintains the Biotechnology AS degree at 60 credits, including the common General Education requirements, and allows program-specific courses to be offered at both CCC and MxCC. Moreover, the consolidation affords students the opportunity to complete some courses online, optimizes the expertise and laboratory equipment available on each campus to offer distinct specialized upper level courses, and increases the availability of more open science electives during alternate semesters at each campus.

FUTURE PROGRAM RESOURCES
The institution/department projects that the program's revenue will exceed its expenditures over the course of the next three years by $53,920.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents grant accreditation of this program. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation with the stipulation that accreditation be for five semesters and that the program be required to submit a second Application for Continued Accreditation in Spring 2022; given the greater than 50% negative differential in student enrollment.

12/02/2019 – BOR Academic & Student Affairs Committee
12/19/2019 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities System Office
APPLICATION FOR CONTINUED ACCREDITATION

SECTION 1: GENERAL INFORMATION

Institution: Capital Community College	Date of Submission to CSCU Office of the Provost: **Fall 2019**

Most Recent NECHE Institutional Accreditation Action and Date: **Continued Accreditation (10-years), 2016-17**

Program Characteristics	**Program Credit Distribution**
Name of Program: **Biotechnology**	# Credits in General Education: **25**
Degree: Title of Award *(e.g. Master of Arts)* **Associate in Science**	# Credits in Program Core: **16**
Degree's Associated Certificate(s) (if any)	# Credits of Electives in the Field: **12**
Stand-Alone Certificate: *(specify type and level)*	# Credits of Other Electives: **0**
Semester Date Program was Initiated: **Fall 2014**	# Cr Special Requirements *(include internship, etc.)*: **7**
Year 3 – 7th Semester Date: **Fall 2017**	
Date of First Graduation: **Spring 2015**	Total # Cr in the Program *(sum of all #Cr above)*: **60**
Modality of Program: **X** On ground Online Combined	From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **44**
If "Combined", % of fully online courses? n/a	
Locality of Program: **X** On Campus Off Campus Both	

Date of BOR Approval: **1/1/14**   CIP: **261201**   OHE#: **017700**

Institutional Contact for this Proposal: **Dr. Miah LaPierre Dreger, EdD**	Title: **Dean of Academic and Student Affairs**	Tel.: **860-906-5011** e-mail: **mlapierre-dreger@capitalcc.edu**

Note: In Spring 2019, a request for continued accreditation of this program was submitted to the BOR in tandem with other programs across the CSCU system due to expired licensures. After consideration of that joint proposal, the ASA Committee requested that a full proposal for continued accreditation of this program be submitted during Fall 2019. The following data reflects the current status of the program.

SECTION 2: PERFORMANCE INDICATORS

Student Enrollment

Projected full-time equivalent (FTE) enrollment for program's Year 3:   **22.8**
(Note: 2016-17 was Year 3)

Actual full-time equivalent (FTE) enrollment for program's most recent semester: **8.2**
(Note: Fall 2019 was the program's 11th semester)

Difference: **-14.6**

Cost Effectiveness

Total Revenue generated by program during its most recent year: **$42,000** *(Note: 2018-19 was Year 5)*

Total Expenditures apportioned to program in its most recent year: **$33,600** *(Note: 2018-19 was Year 5)*

Difference: **$8,500**

Learning Outcomes

Summarize assessment of student learning outcomes at end of program's Year 3:
(*Note: Information below pertains to the most recent Year 5, 2018-19*):

In addition to the acquisition of general education competencies, graduates that complete this program will be able to:

1. Apply standard operating procedures to conduct research experiments in a research laboratory setting with strict adherence to Good Laboratory Practices (GLP) and safety guidelines/procedures, including the maintenance of an accurate record of laboratory activities in a laboratory notebook. *(Assessments: BIO 130, BIO 230, BIO 296)*

2. Demonstrate proficiencies in the concepts of Cellular and Molecular Biology, Biochemistry, Microbiology, and Molecular Genetics to plan and conduct laboratory experiments. *(Assessments: BIO 265, CHE 121)*

3. Interpret basic knowledge of chemistry and mathematics for the preparation of solutions, buffers and culture media, as well as obtain accurate measurements using precision instrumentation. *(Assessments: BIO 130, BIO 265, CHE 121)*

4. Apply the knowledge and critical evaluation skills required to successfully create and functionally test a DNA construct and troubleshooting techniques, including DNA extraction and quantification, molecular cloning, polymerase chain reaction, agarose gel electrophoresis, and bacterial transformation, UV/VIS spectroscopy *(Assessments: BIO 130, BIO 296)*

5. Apply the knowledge, critical evaluation and skills necessary to perform technical procedures involved in the generation and purification of recombinant proteins, including protein isolation/purification, immunoblotting and ELISA. *(Assessments: BIO 230, BIO 296)*

6. Utilize computers for statistical analysis of data, to collect information from databases, and to document data in clear and concise technical reports. *(Assessments: BIO 130, BIO 230, BIO 296, MAT 167)*

7. Evaluate biotechnology techniques that are utilized in original scientific research literature and communicate their significance using the appropriate scientific terminology. *(Assessments: BIO 130, BIO 230, BIO 265)*

8. Demonstrate an understanding of the ethical principles of biotechnology research. *(Assessments: BIO 230)*

There have been 4 graduates of this program to date, the first was in Spring 2015.

SECTION 3: UPDATE OF PROGRAM CHANGES (if any)

Curricular and Other Program Changes *(Describe any changes since program was initiated, in curriculum, admission and/or completion requirements, program administration, faculty, and resources, or any other significant changes). If needed, provide details on curricular changes in the table below).*

Since the program was first available in Fall 2014, the following changes have been made to the program curriculum:

Reduction in total credits comprising the Biotechnology Degree Program from 62 to 60
Initially, the Biotechnology Degree Program included five program-specific courses: BIO 130 Basic Techniques in Biotechnology; BIO 230 Advanced Techniques in Biotechnology; BIO 202 Seminar in Biotechnology; BIO 265 Synthetic Biology; and BIO 296 Biotechnology Internship. In response to the Board of Regents credit normalization efforts to make all associate's degrees 60 credits, BIO 202 Seminar in Biotechnology was eliminated in Fall 2017. The learning outcomes for the BIO 202 course were incorporated into the other program-specific courses.

Students choose their life/physical science courses
The Biotechnology Degree Program includes five life/physical science courses totaling 20 credits. In Fall 2017, the Program was revised to allow students the freedom to choose three of the five life/physical sciences courses from a list of pre-approved science courses. Students are now able to select courses that are aligned with their educational and career interests.

Note: These changes are also detailed in the *"Details of Curriculum Changes for a Licensed Program"* section on page 5 below.

Other Narrative Background to be Considered Since Approval (As needed, discuss other changes such as program need and demand, transfer agreements developed, etc.)

Program Need Based on Regional and National Data, Market Data, and Industry Trends:

When this program was first developed in 2013, the prospects for employment in the biosciences sector was promising for students because the bioscience sector represented a strategic industry for CT's economic future, as evidenced by Governor Malloy's plan to revitalize the state's economy by expanding the life sciences cluster through significant public investments. At that time, a consortium of ConnSCU colleges received a US Department of Labor Employment and Training Administration Grant to fund the CT Health and Life Sciences (HL-SCI) Career Initiative to support the development of programs that trained veterans, Trade Adjustment Assistance (TAA)-impacted, dislocated and under-employed workers for jobs in the biomedical industry cluster. These grant funds supported the development of the curriculum for the Biotechnology Program at CCC. The Biotechnology Program was designed to not only meet the goals of the HL-SCI grant but also to provide skilled workers for this growing industry. Though industry growth projections have slowed since 2013, continued growth is still anticipated locally and nationally. As a part of the HL-SCI Grant, an MOU was executed to facilitate the sharing of technical expertise and resources between Jackson Laboratories and CCC, which has supported internship placement of CCC in genomic research labs and curriculum review of the Biotechnology Program. Additionally, CCC students and faculty have participated in professional development activities hosted by the Jackson Laboratories, namely the Biosciences Career Forum.

Governor Lamont recently announced the creation of a Workforce Council tasked with the review of the state's workforce development system. The Council aims to enhance the training and educational pipelines to ensure that Connecticut has a high quality, skilled workforce that is aligned with 21st Century needs through increasing the opportunities for work-based, credit-bearing and non-credit bearing learning such as internships, apprenticeships and project-based learning with workplace applications. These initiatives are critical to addressing systemic inequalities, improving access to training and higher education for communities that are disadvantaged, and strengthening our state economy. These efforts are anticipated to increase the recruitment and placement of students into STEM careers within the state.

Also, according to the *State of Connecticut Occupational Projections: 2016-2026* labor market data, there is projected overall growth in the biosciences sector. A focus on overall employment projections for Life, Physical and Social Sciences jobs reveals a range of 4.6% to 8.8% projected growth between 2016-2026.[1]

    Life, Physical, and Social Science Technicians, All Other – 8.5%
    Biological Technicians – 8.4%
    Environmental Science and Protection Technicians, Incl. Health – 8.8%
    Chemical Technicians – 7.2%
    Forensic Science Technician – 4.6%

According to the *Bureau of Labor Statistics, U.S. Department of Labor,* Occupational Outlook Handbook, for 2016-2026[2], there is a projected overall growth of employment of 10%.

    Agricultural and Food Science Technicians – 6%
    Biological Technicians – 10%
    Chemical Technicians – 4%
    Environmental Science and Protection Technicians – 12%

Of note, the projections for Biological techinician positions predicted by the U.S. Department of Labor and Connecticut's Department of Labor are much higher than the projections reported by the JobsEQ Chmura Economics and Analytics website.[3] According to the JobsEQ website, Life, Physical, and Social Science Technicians, All Other jobs in the region are anticipated to grow at an annual rate of 0.1% over the next seven years compared to 10% and 23% projected by the U.S. Department of Labor and the Connecticut Department of Labor, respectively. A closer analysis of specific occupations contained within this category, such as Agricultural and Food Science Technicians, Biological Technicians, Environmental Science and Protection Technicians, Including Health, Forest and Conservation Technicians, Life, Physical, and Social Science Technicians, All Other, revealed a projected annual growth of up to 0.4% over the next seven years. Although all of the data point toward a growing need for Biological technicians, additional data are needed to clarify the projections locally over the next seven to ten years. Anecdotal evidence based on conversations with industry-professionals and educators suggest that there is a growing need for well-trained technicians who possess a combination of hands-on technical skills, critical thinking skills, and applicable content knowledge.

Uniqueness or Relevance of the Biotechnology Program to the Region or Area:

In line with the College's Mission statement, the Biotechnology Program seeks to engage a diverse student population in a growing STEM field. As one of only two community colleges offering an AS degree in Biotechnology in the state, the program represents a unique opportunity for residents of the greater Hartford region. It is well-established that there is a dearth of under-represented minorities with degrees and employment in STEM fields. The Biotechnology Program at Capital seeks to address this deficit by offering our predominantly minority student population the opportunity to complete a STEM degree. In addition, students enrolled in the Biotechnology Program often participate in service activities in the community including outreach activities to local middle and high schools, as well as at the CT Science Center. This serves as a way to recruit more underserved populations into the STEM field simply by increasing the visibility and representation of these groups in STEM.

---

[1] Connecticut Labor Market Data, CT Department of Labor, *2016-2026 CT Occupational Projection*s, Life, Physical, and Social Science Occupations - Employment Projections (2016-2026), on the Internet at http://www1.ctdol.state.ct.us/lmi/projections2016/socialscience.asp (visited August 30, 2019)

[2] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-26 Edition*, Life, Physical, and Social Science Occupations on the Internet at https://www.bls.gov/ooh/life-physical-and-social-science/home.htm (visited on August 30, 2019)

[3] JobsEQ 3.0 Occupation Report, Occupation Report for Biological Technicians on the Internet at https://jobseq.eqsuite.com/analytics/occupation-report?_num=15697148013387 Connecticut (visited on September 28, 2019)

Articulation and Transfer Agreements

The Biotechnology Program is articulated with two state colleges, Central Connecticut State University and Eastern Connecticut State University, which demonstrates a commitment to preparing individuals for transfer education and careers. We are currently pursuing a transfer articulation agreement with Southern Connecticut State University (SCSU). Furthermore, the Biotechnology Program complements the Biology TAP Transfer Degree Option and the Chemistry TAP Transfer Degree Option. The upper level Biotechnology courses build upon the foundational concepts taught in the introductory biology and chemistry courses, and the 200-level Biotechnology courses serve as upper level biology electives for students who are enrolled in the Biology program.

Compliance with Special Requirements Given at the time of Program Approval (As applicable, please summarize how the program responded to requirements issued by the BOR, at the time it was licensed. Include any attachments as necessary.)

N/A - There were no special requirements issued by the BOR at the time of licensure.

Details of Curriculum Changes for a Licensed Program *(to be use as needed)*

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				**Other Related/Special Requirements***		
BIO 130 Basic Techniques in Biotechnology	1,3,4,6,7		4	CHE 121 General Chemistry	2,3	4
BIO 230 Advanced Techniques in Biotechnology	1, 5, 6, 7, 8	BIO 130 or BIO 121/CHE121	4	MAT 167 Principles of Statistics	6	3
BIO 265 Synthetic Biology	2, 3, 7	BIO 230 or BIO 121/CHE121	4			
BIO 296 Biotechnology Internship	1, 4, 5, 6	BIO 130, BIO 230, BIO 265	4			
~~BIO 202 Seminar in Biotechnology~~	6,7,8	~~BIO 130 or BIO 121~~	~~2~~			
		TOTAL	16		TOTAL:	7
Core Courses (General Education)				**Elective Courses in the Field**		
BIO 121 General Biology I			4	Science Elective	2	4
ENG 101 Composition			3	Science Elective	2	4
ENG 102 Literature and Composition			3	Science Elective	2	4
MAT 137 Intermediate Algebra (or higher)			3			
Fine Arts Elective (Aesthetic Dimension)			3			
Humanities Elective			3			
Social Science Elective (COM 173 recommended)			3			
Social Science Elective (Social Phenomena)			3			
		TOTAL:	25		TOTAL:	12
				Total Other Credits Required to Issue Credential		60

Other Narrative Background Since Licensure Approval (As needed, consider other changes such as program need and demand, transfer agreements developed, etc.)

No additional information in this area. *(See previous "Other Narrative Background" section on pages 3-5 for details.)*

Learning Outcomes - L.O. *(Discuss any significant changes in the Learning Outcomes and relevant curricular changes; if any)*

There have been no changes to the program learning outcomes since the time of licensure:

1. Apply standard operating procedures to conduct research experiments in a research laboratory setting with strict adherence to Good Laboratory Practices (GLP) and safety guidelines/procedures, including the maintenance of an accurate record of laboratory activities in a laboratory notebook.

2. Demonstrate proficiencies in the concepts of Cellular and Molecular Biology, Biochemistry, Microbiology, and Molecular Genetics to plan and conduct laboratory experiments.

3. Interpret basic knowledge of chemistry and mathematics for the preparation of solutions, buffers and culture media, as well as obtain accurate measurements using precision instrumentation.

4. Apply the knowledge and critical evaluation skills required to successfully create and functionally test a DNA construct and troubleshooting techniques, including DNA extraction and quantification, molecular cloning, polymerase chain reaction, agarose gel electrophoresis, and bacterial transformation, UV/VIS spectroscopy

5. Apply the knowledge, critical evaluation and skills necessary to perform technical procedures involved in the generation and purification of recombinant proteins, including protein isolation/purification, immunoblotting and ELISA.

6. Utilize computers for statistical analysis of data, to collect information from databases, and to document data in clear and concise technical reports.

7. Evaluate biotechnology techniques that are utilized in original scientific research literature and communicate their significance using the appropriate scientific terminology.

8. Demonstrate an understanding of the ethical principles of biotechnology research.

SECTION 4: EXPLANATORY & CORRECTIVE ACTION PLAN

Fiscal Impact – succinctly disclose the financial impact upon institution of negative *Difference* within Cost Effectiveness

The Biotechnology Program was initially supported by grant funds that covered all program expenses through Spring 2015. Since that time, Perkins grant funding has been used to cover expenses related to laboratory materials and equipment.

Although positive net gains were not realized in the 2016-17 academic year, the program has seen positive net gains for the prior two subsequent years totaling $21,353.

The current semester, Fall 2019, is the 11th semester since the program was first offered. Program enrollment in Fall 2019 increased to 8.2 from the year prior (7.1 FTE in Fall 2018).

Program enrollment and net revenue gains are expected to increase slightly over the next three years after implementation of new cost-cutting improvement plan strategies in partnership with Middlesex Community College starting in Academic Year 2019-20 *(see "Improvement Plan" section on pages 9-13 for details)*. Moreover, in recent years, Capital has seen a significant increase in the number of students who are declaring their major as the CSCU Biology TAP transfer degree (1 in Fall 2016, 22 in Fall 2017, 42 in Fall 2018). It is our anticipation that some of these students will switch their major to the Biotechnology degree after their academic advisor discusses the Biotechnology program and potential transfer and employment opportunities with them.

Table 1. Program enrollment trends and predictions.

Prior Enrollment Trends			Future Enrollment Projections		
Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
9.5 FTE	8.3 FTE	7.1 FTE	8.2 FTE	9.6 FTE	13.2 FTE

Based on conservative enrollment increase projections over the next three years and anticipated revenue and expense projections, we anticipate that the combined overall net gains for the Biotechnology degree program will total at least $53,920:

Table 2: Program projected net gains.

	3-Year Net Gain Projections			
	Y1 *(2019-20)*	Y2 *(2020-21)*	Y3 *(2021-22)*	TOTAL
Biotechnology AS Degree	$920	$14,756	$38,244	$53,920

Improvement Plan

If negative *Difference*(s) reported above for **Student Enrollment** and/or **Cost Effectiveness**, present plan(s) for corrective actions:

Understanding that this Biotechnology Program will likely continue to be a low completer for the near term, we have identified a variety of strategies to positively impact program recruitment, enrollment, and retention. Foremost among the strategies are a proposed program consolidation with Middlesex Community College (MxCC) and targeted marketing strategies. Thus, the institution recommends approval for continued accreditation with the following improvement plan:

Proposed Biotechnology Program Consolidation Between CCC and MxCC

During the 2016-17 academic year, the Program Coordinators at CCC and MxCC collaborated to propose a consolidation plan for the two Biotechnology AS programs to create greater opportunity and flexibility for students to complete their degree requirements in a timely manner by aligning the course offerings on both campuses. The proposed consolidation maintains the Biotechnology AS degree at 60 credits, including the common General Education requirements, and allows program-specific courses to be offered at both CCC and MxCC. Moreover, the consolidation affords students the opportunity to complete some courses online, optimizes the expertise and laboratory equipment available on each campus to offer distinct specialized upper level courses, and increases the availability of more open science electives during alternate semesters at each campus *(see Table 3 below)*.

Table 3: Proposed Consolidated Program Alignment.

Capital CC (Current)		Middlesex CC (Current)		Consolidated (Proposed)	
ENG 101	3	ENG 101	3	ENG 101	3
ENG 102	3	ENG 202 or COM 173	3	ENG 102	3
MAT 137 or higher	3	MAT 173	4	MAT 137, 172 or 173	3/4
MAT 167 Stats	3	MAT 167 Stats	3	MAT 167 Stats	3
Fine Arts	3	Aesthetic Dimension	3	MxCC Aesthetic Dimension CCC Fine Arts	3
Humanities	3	BIO 109 Principles of Biotech	3	MxCC Social Phenomena CCC Humanities Elective	3
Social Science	3	Social Phenomena	3	MxCC Social Phenomena CCC Social Science	3
Social Science	3	CSC 101 Computers	3	Oral Communication Elective (COM 173)	3
CHE 121	4	CHE 121	4	CHE 121	4
BIO 121	4	BIO 121	4	BIO 121	4
BIO 230	4	CHE 250 Instrumentation	4	CHE*250 Instrumentation or BIO 230 Advanced Techniques in Biotechnology	4
Science Elective	4	CHE 122	4	Science Elective (MxCC CHE*122) (CCC CHE*122)	4
Science Elective	4	BIO 263 Genetics	4	Science Elective (MxCC BIO*263)	4
Science Elective	4	BIO 235 Microbiology	4	Science Elective (BIO*235)	4
BIO 130 Basic Tech in Biotech	4	BIO 222 Molecular	4	BIO*130 or BIO*222	4
BIO 265 Synthetic Biology	4	CHE 220 BIOCHEM	4	BIO*265 or CHE*220	4
BIO 296 Biotech Internship	4	BIO 296 Biotech Internship	3	BIO 296 Biotech Internship or BIO 109 Principles of Biotechnology (online option) or BIO XXX Introduction to Bioinformatics (online option)	3/4
Total	60		60		60

CCC Science Electives: *(see next page)*

BIO*122 General Biology II; BIO*235 Microbiology; BIO*260 Biochemistry; BIO*263 Molecular Genetics; BIO*299 Biotechnology Internship II; CHE*112 Principles of Organic and Biochemistry: CHE*122 General Chemistry II; CHE*213/213L Principles of Organic Chemistry I; CHE*214/215 Principles of Organic Chemistry II; PHY*121 General Physics I; PHY*122 General Physics II

Note: BIO XXX Information to Bioinformatics course will be developed in partnership between CCC and MxCC during the 2019-20 Academic year, therefore a course description is not yet available.

Predicted Benefits of Program Consolidation

The aforementioned program consolidation seeks to enhance the Biotechnology Program offered at both campuses. The most recent Academic Program Review of the Biotechnology Programs at MxCC (submitted April 2017) identified three main areas to target to enhance enrollment, which Capital plans to target as well:

- Recruitment – Marketing strategies should be enhanced to increase the profile of the program and to attract more students to the program.

- Accommodating Nontraditional Student Schedules – The upper level program-specific courses are only offered during the daytime. The lack of program-specific course offering during evening hours likely limits the number of nontraditional students who are able to take these courses.

- Insufficient Laboratory Space – There is very limited space available for laboratory courses. The lack of laboratory space negatively impacts course scheduling, often limiting courses to either daytime or evening scheduling options

The Program Coordinators are collaborating to ensure that program-specific courses are strategically scheduled to maximize the resources of each campus, and to ensure that the two programs are not in direct competition for student enrollment. They meet to discuss which Biotech courses will be offered and whether the courses should be offered at MxCC or CCC. The Program Coordinators project increased enrollment and fewer course cancellations due to low enrollment. Moreover, the proposed consolidated program will also include two new online course options. These optional online courses will offer students some flexibility to complete program-specific courses. Most importantly, the Program consolidation allows students the choice to take required courses during the day or evening. As stated above, the Academic Program Review of the MxCC Biotech Program revealed that many nontraditional students were struggling to complete program-specific courses because they are only offered during the daytime. Consolidation would allow both campuses to stagger course offerings, affording nontraditional students the flexibility to take Biotech courses in the evening on one campus while traditional students could enroll in day classes. Furthermore, the addition of online course offerings will easily be accessible to students from either campus.

The Program Coordinators anticipate that the costs associated with the purchase of laboratory reagents and equipment maintenance will be reduced because both campuses will be able to focus their resources on a reduced number of upper level program-specific courses which require specialized reagents, laboratory support staff time, and advanced instrumentation. These efficiencies will free up resources which could be used to increase the enrollment in introductory Biotechnology courses and other required science courses.

Program Coordinators will develop a recruiting plan, and will work with Admissions and Marketing staff at each campus to promote the consolidated Biotech Program. Additionally, Program Coordinators will develop a guided pathway plan for Biotech students.

CCC is an urban campus in Hartford which is easily accessible via the newly created Hartford Line commuter rail service and the newly constructed CTFastrak regional bus rapid transit system. MxCC is a suburban campus which is ideally poised to take advantage of the proximity of Biotechnology industries along the shoreline, surrounding New Haven, in Meriden and Farmington. Collaboration will allow Program Coordinators to combine resources while targeting their respective service areas.

Additionally, Biotechnology students are required to complete an internship. Program coordinators have worked hard to establish relationships with the dynamic and ever-changing local biosciences sector in CT. They will be able to pool their resources and offer local employers with unique requirements greater access to highly trained students who meet their needs.

Expanded Marketing and Program Outreach

For several years, Capital has struggled to implement adequate and robust marketing strategies to promote the institution's academic programming options, however under new leadership at the college, funding and resources have been increased to develop stronger program marketing and outreach efforts. In addition to this increased support, a new Marketing Team is in the process of being developed. A new part-time marketing staff member was added in Fall 2018 and a new Director of Marketing is anticipated to start in January 2020.

Once this new marketing team is finalized, the program coordinator will work with the new Marketing Director to develop robust marketing strategies to promote the program to a wider audience than is presently reached.

Additionally, as part of the proposed program consolidation, CCC and MxCC plan to pool their limited resources for marketing of the Biotechnology program to a broader audience. Furthermore, the Program Coordinators will collaborate for student recruitment, including outreach to regional high schools, participation in high school partnerships, and on-ground STEM activities.

Equity and Diversity in STEM Education

Given the student population that is served by CCC, the College is uniquely placed to serve as an entry-point for underrepresented minorities and females into the STEM pipeline. In support of these efforts, CCC is pursuing grant funding through the National Science Foundation S-STEM Scholars Program to increase the enrollment, retention, and persistence of academically talented low-income, underrepresented minority students in STEM degree programs. Two of the main aims of the Capital STEM Scholars Program are to enhance recruitment and enrollment through the development of an engaging STEM community that exposes students in the Greater Hartford region to STEM educational and career pathways, and to improve the time-to-degree completion of students in selected STEM degree programs by providing financial support for full-time enrollment.

The Capital STEM Scholars Program will award 75 students a scholarship to cover tuition and fees plus a book stipend. To be eligible, students must enroll full-time in Biotechnology or other selected STEM degree programs. Scholars will be mentored by STEM faculty, engage in a STEM Learning Community, and be required to participate in co-curricular activities that foster personal and career development. Scholars will gain extensive insight into educational pathways, research opportunities and careers in STEM. Faculty will broaden outreach activities to provide hands-on STEM experiences to middle and high school students in the Greater Hartford region. Additionally, faculty will leverage existing relationship with industry partners to revise STEM courses to be in line with industry-specific skills and credentials as appropriate.

Continued Program Need:

Industry labor market projections indicate continued program need. *(See the "Program Need" data in the "Other Narrative Background" section on pages 3-4 for details.)*

Additional Program Alignment with Industry Needs:

Annual meetings with the Program's Advisory Committee ensure that program curriculum is aligned with current industry-specific requirements. Members of this committee include industry leaders within the biosciences sector, research scientists, professors, high school teachers, and CCC students. The Advisory Committee meets to discuss the alignment of the curriculum and internships with industry-specific requirements.

Contribution to Economic Development/Workforce

The bioscience sector represents a strategic industry for economic development in Connecticut, as evidenced by significant public investments. There are a variety of national and regional initiatives aimed at developing skilled workers in the biomedical industry to meet the projected employment demands.

The Biotechnology Program was designed to not only meet the goals of the Federally-funded CT Health and Life Sciences Career Initiative (HL-SCI) grant, including training skilled workers for this growing industry, but also establishing a successful transfer pathway into baccalaurate degree programs.

Furthermore, as was described in Section 3 *(see page 4),* the Biotechnology Program represents a unique opportunity for residents of the greater Hartford region and seeks to address the deficit of under-represented minorities with degrees and employement in STEM fields.

Achievements of Students and Graduates of the Program

Students and graduates have gained employment in the biosciences sector in entry-level roles as Agricultural and Food Science Technicians, Chemical Technicians, and Environmental Science Technicians. Additionally, students have transferred into four-year institutions to complete their baccalaurate degrees in Biomedical Sciences (Biotechnology Option), Engineering, and Biology. Of note, students were also selected to present their research projects at regional and national conferences.

CCC students were awarded paid internships in research laboratories at UConn Health Center Farmington. The first two students successfully completed their internships during Summer 2019. These students made such a positive impression on their supervisors, that the Program Coordinator is collaborating on future grant opportunities to fund similar projects and co-curricular professional development activities.

Projected Increases in Enrollees and Completers:

As was explained in the "Fiscal Impact" section *(see page 7)*, Program enrollment is expected to increase in the 2019-20 academic year since the FTE 7.1 in Fall 2018 to 8.2 in Fall 2019 with additional increases expected to reach 9.6 FTE in Fall 2020 and 13.2 FTE in Fall 2021 after implementation of improvement plan strategies *(see Table 4 for enrollment details).*

Furthermore, program completion is also expected to increase as the program continues to grow:

Table 4: Program completer trends and projections.

Prior Completion Trends			Future Completion Projections		
2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
0	0	1	4	5	6

Thus, based on conservative enrollment increase projections over the next three years and anticipated revenue and expense projections, we anticipate that the combined overall net gains for the Biotechnology degree program will total at least $53,920 *(see Table 2 for details).*

<u>*Other Reflections of Program Quality*</u>

Given the small class sizes and state-of-the-art equipment available at CCC, students receive one-on-one training and gain hands-on experience using cutting-edge technologies in-line with industry standards. At the heart of the curriculum for the core Biotechnology courses are project-oriented guided inquiry experiments that foster critical thinking skills and self-efficacy.

In support of these skill areas, the Program Coordinator (and Associate Professor) has been selected to participate in a variety of Federally-funded national initiatives aimed at increasing the diversity of students and workforce training/development in the STEM field.

The Program Coordinator earned her PhD and completed her post-doctoral training at R1 institutions. Her research in the areas of microbiology, immunology, cancer biology, genetics and genomics has been published in high-impact, peer-reviewed scientific journals, and she has written reviews and book chapters. Over her almost 20 years of experience in the biomedical sciences field, in both academic and industry settings, she has trained high school, undergraduate, medical, and graduate students.

In addition to her extensive research experience, the Program Coordinator has collaborated with faculty across the country to develop STEM curriculum and the incorporation of course-based undergraduate research experiences. Recently, she was nominated for the National Association of Biology Teachers (NABT) Two-Year College Teaching Award. Her expertise in the STEM field is further evidenced by her selection to serve as a reviewer for National Science Foundation (NSF) grants in Advanced Technical Education, and her appointment to the NSF College of Reviewers for Undergraduate Education.

Curricular Change

If institution/program is not satisfied with the degree to which the Learning Outcomes have been achieve, what course of action is planned for improvement of teaching and learning:

Capital Community College is satisfied with the degree to which the learning outcomes have been achieved in this program. Nonetheless, program faculty will continue to engage in continuous improvement efforts to enhance their instruction through professional development, Center for Teaching (CFT) workshops, industry certification training events, and other opportunities for learning best practices that many enhance program teaching and learning.

SECTION FIVE: FUTURE PROGRAM RESOURCES AND COST ESTIMATES

(For the next three years to be specified, please complete the Resources and Cost Estimates form below, and provide a narrative below regarding the financial sustainability of the program)

Resources and Costs Estimates Form
(Whole Dollars Only)

PROJECTED Program Revenue	Year 1 (2019-20)		Year 2 (2020-21)		Year 3 (2021-22)	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (do not include internal transfers)	31,872	3,984	40,840	8,168	58,604	10,460
Program-Specific Fees	6,560	820	8,200	1,640	11,480	2,050
Other Revenue (Annotate in narrative)	4,576	608	5,860	1,248	8,400	1,600
Total Program Revenue	$43,008	$5,412	$54,900	$11,056	$78,484	$14,110
	$48,420		$65,956		$92,594	

PROJECTED Program Expenditures*	Year 1		Year 2		Year 3	
	Number	Amount	Number	Amount	Number	Amount
Administration (Chair or Coordinator) *(includes salary plus fringe)*	0.5 FTE	$47,250	0.5 FTE	$50,750	0.5 FTE	$53,900
Faculty (Full-time, total for program)	0	0	0	0	0	0
Faculty (Part-time, total for program)	0	0	0	0	0	0
Support Staff *(Lab setup assistance)*	0	0	0	0	0	0
Graduate Assistants	0	0	0	0	0	0
Library Resources Program	0	0	0	0	0	0
Equipment (List as needed)	0	0	0	0	0	0
Other (*Marketing*)	0	$250	0	$450	0	$450
Estimated Indirect Costs (e.g. student services, operations, maintenance)	0	0	0	0	0	0
Total Annual Expenditures		$47,500		$51,200		$54,350

*Note: Capital outlay costs, institutional spending for research and services, etc. can be excluded.

Please provide any necessary annotations below:

Based on conservative enrollment increase projections over the next three years and anticipated revenue and expense projections, the total projected net earnings over the next three years for the Biotechnology AS degree program will total at least $53,920 ($920 in 2019-20, $14,756 in 2020-21, and $38,244 in 2021-22).

Additional expenses relating to laboratory materials and equipment are funded by Perkins grant funding.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Accreditation

December 19, 2019

RESOLVED: That the Board of Regents for Higher Education grant accreditation of a Construction Management program (CIP Code: 52.2001, OHE # 17183) leading to an Associate in Science degree, requiring 60 course credits delivered via an on ground modality, at Capital Community College.

A True Copy:

_____

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

ITEM
Continued Accreditation of a Construction Management program leading to an Associate in Science degree at Capital Community College

BACKGROUND
Per the BOR's Academic Programming Approval policy, programs previously licensed and accredited by the Board must submit an Application for Continued Accreditation during its seventh semester if the institution elects to recommend its continuation. Additionally, the Academic and Student Affairs Committee required select programs that received the BOR's retroactive accreditation in June 2019, to submit an Application for Continued Accreditation in Fall 2019.

PERFORMANCE INDICATORS

Student Enrollment
The institution reports a **negative difference** between the referenced program's projected for Year 3 and actual Fall '19 FTE enrollments of 0.5 students.

Cost Effectiveness
The institution reports a **positive difference** between total revenue generated by the program during the 2018-19 Year and total expenditures apportioned to the program of $13,124.

Learning Outcomes
The institution presents students' licensure/certification passage rates of 100% on a number of industry exams as evidence of students achieving the program's learning outcomes.

PROGRAM CHANGES
The program has made a number of curricular changes since its initiation to enhance student learning and ensure full transferability to the baccalaureate program at Central Connecticut State University.

EXPLANATORY & CORRECTIVE ACTION PLAN
The institution expects enrollment in both the degree program and the feeder certificate to increase by small margins in the next several years. Recent developments including the identification of the program's certificate as a requirement of state's apprenticeship and national certification requirements will prompt additional enrollments.

FUTURE PROGRAM RESOURCES
The institution/department projects that the program's revenue will exceed its expenditures over the course of the next three years by $80,962.

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

12/02/2019 – BOR Academic & Student Affairs Committee
12/19/2019 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities System Office
APPLICATION FOR CONTINUED ACCREDITATION

SECTION 1: GENERAL INFORMATION

Institution: Capital Community College	Date of Submission to CSCU Office of the Provost: **Fall 2019**

Most Recent NECHE Institutional Accreditation Action and Date: **Continued Accreditation 2016-17 (10-year)**

Program Characteristics

Name of Program: **Construction Management**

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

  Degree's Associated Certificate(s) (if any)

Stand-Alone Certificate: *(specify type and level)*

Semester Date Program was Initiated: **Fall 2013**

Year 3 – 7th Semester Date: **Fall 2016**

Date of First Graduation: **Spring 2015**

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

If "Combined", % of fully online courses?

Locality of Program: **X** On Campus   Off Campus   Both

Program Credit Distribution

Credits in General Education: **29**

Credits in Program Core: **21**

Credits of Electives in the Field: **0**

Credits of Other Electives: **10**

Cr Special Requirements *(include internship, etc.):* **0**

Total # Cr in the Program *(sum of all #Cr above)*: **60**

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **45**

Date of BOR Approval: **10/18/12**   CIP: **522001**   OHE#: **017183**

Institutional Contact for this Proposal: **Dr. Miah LaPierre Dreger, EdD**	Title: **Dean of Academic and Student Affairs**	Tel.: **860-906-5011** e-mail: **mlapierre-dreger@capitalcc.edu**

Note: In Spring 2019, a request for continued accreditation of this program was submitted to the BOR in tandem with other programs across the CSCU system due to expired licensures. After consideration of that joint proposal, the ASA Committee requested that a full proposal for continued accreditation of this program be submitted during Fall 2019. The following data reflects the current status of the program.

SECTION 2: PERFORMANCE INDICATORS

Student Enrollment

Projected full-time equivalent (FTE) enrollment for the Construction Management AS (parent) degree's Year 3: **19.6**
(Note: 2015-16 was Year 3)

Actual full-time equivalent (FTE) enrollment for Construction Management AS (parent) degree's most recent semester: **19.1**
(Note: Fall 2019 was the AS parent degree's 13th semester)

Difference: **-0.5**

Cost Effectiveness

Total Revenue generated by AS (parent) degree during its most recent year: **$91,809** *(Note: 2018-19 was Year 6)*

Total Expenditures apportioned to AS (parent) degree in its most recent year: **$78,685** *(Note: 2018-19 was Year 6)*

Difference (Net Gains): **$13,124**

Learning Outcomes

Summarize assessment of student learning outcomes at end of program's Year 3:
(Note: Information below pertains to the most current Year 6, 2018-19)

Capstone activities in identified course work are designed to assess student learning of the learning outcomes listed below. In addition to the acquisition of general education competencies, graduates that complete this program will be able to:

1. Interpret and effectively utilize construction and construction-related documents including reference materials, contracts and specifications. *(Assessments: CTC140, CTC 220, CTC222, CTC224, CTC229, CTC234, ARC221, ARC240, ACC115, CSA105)*

2. Demonstrate understanding of and conduct quantity take-off processes using manual mathematical models/techniques and take-off software. *(Assessments: CTC140, CTC220, CTC229, CTC234)*

3. Estimate construction costs for bidding and other purposes and assess the appropriateness of various construction methods, materials and environmental systems in specific situations. *(Assessments: CTC220, CTC229, CTC234, ARC221, ARC240)*

4. Demonstrate understanding of the theory and use of construction tools and/or equipment, including those related to surveying, testing and measurement. *(Assessments: CTC140, CTC222, CTC224, ARC240)*

5. Demonstrate manual and computer drafting skills. *(Assessments: CTC140, CTC222, CTC224, CAD112/113, CSA105)*

6. Display the knowledge and skills required in the planning and management of a construction project including use of software. *(Assessments: CTC140, CTC220, CTC222, CTC224, CTC229, CTC234, ARC221, ARC240, CAD112/113, ACC115, CSA105, BMG202)*

7. Identify and resolve problems related to all aspects of construction management. *(Assessments: CTC140, CTC220, CTC222, CTC224, CTC229, CTC234, ARC221, ARC240, CAD112/113, ACC115, BMG202)*

Assessment of student learning outcomes has also been demonstrated through student completion of numerous industry certification exams:

Table 1: Passage rates of completers on licensure/certification exams (as of August 2019):

Licensure/Certification Exam	Passage Rate	# Students who attempted exam
ProCore Certification: Project Manager (Core Tools)	100%	20
ProCore Certification: Project Manager (Project Management)	100%	20
ProCore Certification: Project Manager (Quality & Safety)	100%	20
ProCore Certification: Project Manager (Financial Management)	100%	15
ProCore Certification: Project Manager (Resource Management)	100%	20
ProCore Certification: Architect	100%	20
ProCore Certification: Engineer	100%	15
ProCore Certification: Subcontractor	100%	12
ProCore Certification: Superintendent	100%	30
ProCore Certification: Student	100%	10

So far, there have been 8 graduates of this Construction Management (parent) AS degree (the first was in Spring 2015) and an additional 26 graduates of the related Construction Management Certificate (the first was in Spring 2017). Many of the certificate graduates will likely pursue the parent degree as well.

SECTION 3: UPDATE OF PROGRAM CHANGES (if any)

Curricular and Other Program Changes *(Describe any changes since program was initiated, in curriculum, admission and/or completion requirements, program administration, faculty, and resources, or any other significant changes). If needed, provide details on curricular changes in the table below).*

Since the time of licensure, the following changes have been made to this program to enhance student learning and ensure full transferability to Construction Management baccalaureate program at Central Connecticut State University:

- MAT185 Trigonometry was replaced with MAT184 Trigonometry with Embedded Algebra. This change was necessary since the original course required MAT 137 Intermediate Algebra as a pre-requisite even though it was not included in the degree plan. The college developed the MAT 184 course to incorporate Algebra concepts. This change increased the math course credits from (3) to (4).

- CHE121 General Chemistry 1 was replaced with CHE111 Concepts of Chemistry. This change was made after feedback from the CCC Construction Management Industry Advisory Council indicated that this was a more appropriate chemistry science requirement for this program.

- CTC160 Surveying was replaced with ARC221 Contracts and Specifications. This change was made after feedback from the CCC Construction Management Industry Advisory Council indicated that Construction Project Managers do not require skills for surveying a job site but would benefit from a strong understanding of project contracts and specifications instead.

- CTC224 Heavy/Highway Construction Practices was added as an OR course option that students could select in lieu of the required CTC222 Building Construction Systems. This change enabled students to choose between "vertical" construction systems (Buildings) or "horizontal" construction systems (Heavy/Highway).

- CTC234 Heavy/Highway Construction Estimating was added as an OR course option that students could select in lieu of the required CTC 229 Building Construction Estimating. This change enabled students to choose between "vertical" construction estimating (Buildings) or "horizontal" construction estimating (Heavy/Highway).

- ECN101 Principles of Macroeconomics was removed from the program. This change reduced the total program credit hours from (63) to (60) to be in compliance with the BOR normalization policy.

Note: These changes are also detailed in the "Details of Curriculum Changes for a Licensed Program" section on page 6 below.

Other Narrative Background to be Considered Since Approval (As needed, discuss other changes such as program need and demand, transfer agreements developed, etc.)

Program Need Based on Regional and National Data, Market Data, and Industry Trends:

According to the *Bureau of Labor Statistics, U.S. Department of Labor,* Occupational Outlook Handbook, numerous positions within the national Construction Industry will increase faster than average over the next 10 years:

Table 2: 10-year National Occupational Outlook, September 2019:

Occupation	10-Year Anticipated Growth
Civil Engineering Technicians (Heavy/Highway Inspectors)[1]	5%
Construction and Building Inspectors[2]	7%
Cost Estimators[3]	9%
Construction Managers[4]	10%

Similarly, according to the *CT Department of Labor, 2016 - 2026 State of Connecticut Occupational Projections,* numerous positions within the local CT Construction Industry are projected to increase over the next 10 years:

Table 3: 10-year CT Occupational Outlook (2016-18):

Occupation	10-Year Anticipated Growth
Civil Engineering Technicians (Heavy/Highway Inspectors)[5]	10%
Construction and Building Inspectors[6]	7%
Cost Estimators[7]	8.3%
Construction Managers[8]	8%

Likewise, data from JobsEQ, Occupation Snapshot in Connecticut, 2019q2[9], also indicates that these positions are projected to increase somewhat in CT over the next 10 years, though the projections appear to be lower than those provided by the U.S. Department of Labor and the CT Department of Labor.

---

[1] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2018-28 Edition*, Civil Engineering Technicians Occupation on the Internet at https://www.bls.gov/ooh/architecture-and-engineering/civil-engineering-technicians.htm (Retrieved September 2019)

[2] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2018-28 Edition*, Construction and Building Inspectors Occupation on the Internet at https://www.bls.gov/ooh/construction-and-extraction/construction-and-building-inspectors.htm (Retrieved September 2019)

[3] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2018-28 Edition*, Cost Estimator Occupation on the Internet at https://www.bls.gov/ooh/business-and-financial/cost-estimators.htm (Retrieved September 2019)

[4] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2018-28 Edition*, Construction Management Occupation on the Internet at https://www.bls.gov/ooh/management/construction-managers.htm (Retrieved September 2019)

[5] CT Department of Labor, *2016 - 2026 State of Connecticut Occupational Projections*, Civil Engineering Technicians Occupation on the Internet at https://www1.ctdol.state.ct.us/lmi/projections2016/architecture.asp (Retrieved September 2019)

[6] CT Department of Labor, *2016 - 2026 State of Connecticut Occupational Projections*, Construction and Building Inspectors Occupation on the Internet at https://www1.ctdol.state.ct.us/lmi/projections2016/construction.asp (Retrieved September 2019)

[7] CT Department of Labor, *2016 - 2026 State of Connecticut Occupational Projections*, Cost Estimator Occupation on the Internet at https://www1.ctdol.state.ct.us/lmi/projections2016/business.asp (Retrieved September 2019)

[8] CT Department of Labor, *2016 - 2026 State of Connecticut Occupational Projections*, Construction Management Occupation on the Internet at https://www1.ctdol.state.ct.us/lmi/projections2016/management.asp (Retrieved September 2019)

[9] JobsEQ Chmura Economics and Analytics, Occupation *Snapshot in Connecticut, 2019q2,* All Occupations on the Internet at https://jobseq.eqsuite.com/analytics/occupation-snapshot (Retrieved September 2019)

Additionally, as of mid-September 2019, there were over 1,100 job postings listed on *Indeed.com* relating to current construction management-related positions in the State of Connecticut:

Table 4: Connecticut Job Postings (September 2019): [10]

Occupation	CT Job Postings
Civil Engineering Technicians (Heavy/Highway Inspectors)	24
Construction Inspectors	69
Building Inspectors	48
Cost Estimators (Construction)	101
Construction Managers	874

Also, for the period between September 2019 and February 2020, the Connecticut Department of Transportation (CONNDOT) is advertising a schedule of Municipal Projects with an estimated contract value of up to $84,000,000 and State DOT Projects with an estimated contract value of up to $330,000,000 that will require construction management-related services throughout the state.[11]

Recently, Governor Lamont announced the creation of a new Workforce Council tasked with the review of the state's workforce development system. In particular, to improve opportunities for work-based, credit-bearing and non-credit bearing learning such as internships, apprenticeships and project-based learning with workplace applications. Governor Lamont argued that improving the state's workforce system is critical to addressing systemic inequalities, improving access to training and higher education for communities that are disadvantaged, and strengthening our state economy.

Transferability and Uniqueness to the Region:

Capital Community College is the only college in the CSCU system that offers a Construction Management AS degree and therefore, provides a unique opportunity for residents of the greater Hartford region. Three Rivers Community College offers a Construction Management Certificate and a Construction Technology AAS degree. Norwalk Community College offers a Construction Technology Career Program AS degree.

The Construction Management AS degree at Capital is 100% transferrable to the Bachelor of Science in Construction Management at Central Connecticut State University.

Program Addresses Equity and Diversity Issues in the Construction Industry:

In line with the College's Mission statement, the Construction Management Program seeks to engage a diverse student population in a growing industry-related field. It is well-established that there is a dearth of under-represented minorities with degrees and employment in the construction industry. The CM Program at Capital seeks to address this deficit by offering our predominantly minority student population the opportunity to complete a CM degree. Moreover, while the construction industry has traditionally been dominated by males, 28% of the students enrolled in the CM Program at Capital during Fall 2019 were female.

Compliance with Special Requirements Given at the time of Program Approval (As applicable, please summarize how the program responded to requirements issued by the BOR, at the time it was licensed. Include any attachments as necessary.)

There were no special requirements issued by the BOR at the time of licensure.

---

[10] Indeed.com, *Job Postings,* on the Internet at https://www.indeed.com/jobs?q=construction+management&l=Connecticut (Retrieved September 2019)

[11] CONNDOT, *Advertising of Projects,* on the Internet at https://portal.ct.gov/DOT/Department-Bureaus/Finance/Capital-Services---Programming-and-Scheduling (Retrieved September 2019)

Details of Curriculum Changes for a Licensed Program *(to be use as needed)*						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				**Other Related/Special Requirements***		
CTC 140 Const. Graphics/Quantity Take-Off	1,2,4,5,6,7		3	CSA 105 Intro. to Software Applications	1,5,6	3
CAD 112/113 Computer-Aided Drafting	5,6,7		3	ACC 115 Principles of Financial Accounting	1,6,7	4
ARC 240 Environmental Systems	1,3,4,6,7		3	BMG 202 Principles of Management	6,7	3
~~CTC 160 Surveying~~ *Changed to:* ***ARC 221 Contracts and Specifications***	~~4~~ **1,3,6,7**	~~ENG 101, MAT 185~~	~~4~~ **3**			
CTC 222 Building Construction Systems *OR added:* ***CTC 224 Heavy/Highway Construction Practices***	1,4,5,6,7	ENG 101	3			
CTC 229 Building Construction Estimating *OR added:* ***CTC 234 Heavy/Highway Construction Estimating***	1,2,3,6,7	CTC 140, ENG 101 MAT 137 or higher, CTC 222 or CTC224	3			
CTC 220 Construction Project Management	1,2,3,6,7	CTC 140, CSA 105, ENG 101, MAT 137	3			
		TOTAL:	21		TOTAL:	10
Core Courses (General Education)				**Elective Courses in the Field**		
ENG 101 – English Composition			3	N/A		
ENG 102 – Literature and Composition			3			
~~MAT 185 – Trigonometric Functions~~ *Changed to:* ***MAT 184 – Trigonometry with Embedded Algebra***			~~3~~ **4**			
Art/Humanities Elective			3			
Arts/humanities Elective			3			
History Elective			3			
~~CHE 121 – General Chemistry I~~ *Changed to* ***CHE 111 – Concepts of Chemistry***			~~4~~ **4**			
PSY 111 – General Psychology			3			
ECN 102 – Principles of Microeconomics			3			
~~ECN 101 – Principles of Macroeconomics~~ *Dropped for normalization compliance (63 → 60 total cr.)*			~~3~~			
				Total Other Credits Required to Issue Credential:		**60**

Other Narrative Background Since Licensure Approval (As needed, consider other changes such as program need and demand, transfer agreements developed, etc.)

No additional information in this area. *(See previous "Other Narrative Background" section on pages 4-5 for details.)*

Learning Outcomes - L.O. *(Discuss any significant changes in the Learning Outcomes and relevant curricular changes; if any)*

There have been no changes to the program learning outcomes since the time of licensure:

1. Interpret and effectively utilize construction and construction-related documents including reference materials, contracts and specifications.

2. Demonstrate understanding of and conduct quantity take-off processes using manual mathematical models/techniques and take-off software.

3. Estimate construction costs for bidding and other purposes and assess the appropriateness of various construction methods, materials and environmental systems in specific situations.

4. Demonstrate understanding of the theory and use of construction tools and/or equipment, including those related to surveying, testing and measurement.

5. Demonstrate manual and computer drafting skills.

6. Display the knowledge and skills required in the planning and management of a construction project including use of software.

7. Identify and resolve problems related to all aspects of construction management.

SECTION 4: EXPLANATORY & CORRECTIVE ACTION PLAN

Fiscal Impact – succinctly disclose the financial impact upon institution of negative *Difference* within Cost Effectiveness

Although the FTE for the Construction Management parent degree program was only 8.6 in the program's 7th semester (Fall 2016), the program has grown steadily each year since and had 19.1 FTE in the program's 11th semester (Fall 2019). This current FTE has more than doubled since the program's 7th semester.

Additionally, there are numerous students at the college who are working on the related certificate associated with this CM degree who will likely pursue the full associate degree in the future (26 certificate graduates so far since Spring 2017). In total, the entire CM program (including the parent degree and related certificate) had a combined FTE of 19.5 in Fall 2019.

The CM program was initially supported by grant funds that covered all program expenses through Spring 2016. Although the program did not have positive net gains in the 2016-17 academic year, in the two subsequent years, the net gains increased steadily. In the 2017-18 academic year, the net gains were $3,943 overall for the entire CM program and in the 2018-19 academic year these gains increased to $14,000 overall.

These gains are expected to increase in the 2019-20 academic year since the combined CM program FTE (including parent degree and related certificate) increased from 17.2 in Fall 2018 to 19.5 in Fall 2019 with additional enrollment increases anticipated in the coming semesters *(see Table 5)* due to new industry certification requirements *(see "Improvement Plan" section on page 9 for details)* and increasing local and regional employment prospects *(see "Other Narrative Background" section on pages 4-5 for details)*.

Table 5: CM program enrollment trends and projections.

Prior Enrollment Trends			Future Enrollment Projections		
CM parent degree only			*CM parent degree only*		
Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
8.6 FTE	14.5 FTE	16.2 FTE	19.1 FTE	19.6 FTE	21.2 FTE
CM parent degree and certificate combined			*CM parent degree and certificate combined*		
Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
8.6 FTE	14.9 FTE	17.2 FTE	19.5 FTE	22.0 FTE	24.8 FTE

Based on conservative enrollment increase projections over the next three years and anticipated revenue and expense projections, we anticipate that the combined overall net gains for the Construction Management program (including parent degree and related certificate) will total more than $96,500:

Table 6: CM program projected net gains.

	3-Year Net Gain Projections			
	Y1 *(2019-20)*	Y2 *(2020-21)*	Y3 *(2021-22)*	TOTAL
CM Parent Degree Only	$7,170	$30,680	$43,112	$80,962
Entire CM Program *(Certificate and Parent Degree)*	$7,930	$36,742	$51,904	$96,576

Improvement Plan

If negative *Difference*(s) reported above for **Student Enrollment** and/or **Cost Effectiveness**, present plan(s) for corrective actions:

The institution recognizes that the CM (parent) AS degree is still a low completer, however the program is still relatively new and the related certificate exceeds the low completer threshold; thus, we recommend approval for continued accreditation with the following improvement plan:

<u>New Local and National Policy Changes</u>

As students progress through the CM program, they will continue to have the opportunity to successfully complete a variety of *ProCore* certifications which enable them to increase their desirability with potential employers. Currently, ten *ProCore* certifications are available with an additional 4-6 anticipated in 2020.

Beginning in Spring 2020, graduates of the CM program will also be encouraged to sit for the nationally recognized *Construction Manager-in-Training (CMiT)* certification exam. This certification will enable graduates to pursue employment as construction project managers and is a stacked credential leading toward the full *Certified Construction Manager (CCM)* certification after completion of at least four years of on-the-job experience. (The Connecticut Department of Transportation requires that all state-awarded construction contract holders have a CCM on their project team.)

In addition, new policy changes at the local and national level will also lead to increased enrollment in the CM program over the next few years:

- The CT Department of Labor has initially approved Capital's CM certificate as the required academic credential for two new CT state apprenticeship programs:
    - *Construction Manager-in-Training (CMiT) Apprentice*
    - *Inspector-in-Training (IiT) Apprentice*

    Final approval is anticipated in Fall 2019. These apprenticeship programs are strong models for interagency partnerships with direct support from CT Department of Transportation, CT Department of Administrative Services, City of Hartford Department of Public Works, and Connecticut chapters of several industry associations as well as numerous engineering and construction management firms.

- The CT Department of Transportation (CONNDOT) will be revising their "Consultants Pamphlet" (given to consulting engineers) to include the *Inspector-in-Training (IiT) Apprentice* as an approved project team member on CONNDOT-funded construction projects. This revision is anticipated in 2020.

- The Construction Management Association of America (CMAA) has approved Capital's CM certificate as the minimum higher education credential for the national *CMiT* certification. This approval was finalized in Spring 2019.

- Capital's CM certificate (plus 6 months of on-the-job experience) prepares graduates to take the National Institute for Certification in Engineering Technologies (NICET) *"Level I – Highway Construction Inspector"* certification exam.

- Capital's CM AS parent degree (plus the NICET *"Level I"* certification and 12 additional months of on-the-job experience) prepares graduates to take the NICET "*Level II – Highway Construction Inspector"* certification exam. This is especially important since the CT Department of Transportation will soon require an associate degree and the NICET *Level II* certification for CT in-house heavy highway inspectors.

Continued Program Need:

Industry labor market projections indicate continued program need. *(See the "Program Need" data in the "Other Narrative Background" section on pages 4-5 for details.)*

Additional Program Alignment with Industry Needs:

Bi-Annual meetings with the program's CM Industry Advisory Council ensure that program curriculum is aligned with current industry-specific requirements. Members of this advisory council include various top leaders within local and state municipalities, local government, CM firms and employers, subcontractors, and current Capital students.

The program also has numerous partnerships with local and regional employers, construction and engineering firms, and Connecticut chapters of national industry organizations. These partnerships have significantly increased exposure for Capital's CM program and have strengthened employment pipelines for graduates. Additional partnerships will continue to be developed as the program expands.

Contribution to Economic Development/Workforce

So far, there have been a total of 34 graduates of the Construction Management program (including the parent degree and related certificate). Many of these graduates have successfully obtained employment with industry leaders throughout the region. Examples include: The Whiting-Turner Contracting Company, Empire Paving, Tilcon Connecticut Inc., Pratt & Whitney, A.I. Engineers, Inc., CB Richard Ellis Group, and JCJ Architecture.

Additionally, as was explained in "Section 3" *(see page 5)*, Capital offers the only Construction Management associate degree within the CSCU system. Furthermore, this program is 100% transferrable into the Bachelor of Science in Construction Management at Central Connecticut State University.

These employment and transfer pipelines will continue to be developed and strengthened as the program expands.

Projected Increases in Enrollees and Completers:

As was explained in the "Fiscal Impact" section *(see page 8)*, CM program enrollment is expected to increase in the 2019-20 academic year since the combined FTE (including parent degree and certificate) increased from 17.2 in Fall 2018 to 19.5 in Fall 2019 with additional increases expected to reach 22.0 FTE in Fall 2020 and 24.8 FTE in Fall 2021 due to new industry certification requirements and increasing local and regional employment prospects *(see Table 5 for enrollment details)*. Furthermore, program completion is also expected to increase as the program continues to grow:

Table 7: CM program completer trends and projections.

Prior Completion Trends			Future Completion Projections		
CM parent degree only			*CM parent degree only*		
2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
1	4	2	6	8	10
CM parent degree and certificate combined			*CM parent degree and certificate combined*		
2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
6	11	16	18	22	26

Thus, based on conservative enrollment increase projections over the next three years and anticipated revenue and expense projections, we anticipate that the combined overall net gains for the Construction Management program (including parent degree and related certificate) will total more than $96,500 *(see Table 6 for details).*

Quality Faculty Support and Instructional Facilities:

The program's quality is also a reflection of the highly qualified program faculty. In particular, the program's coordinator (and full-time faculty member) is a Certified Associate Constructor, has more than 30 years of in-the-field experience, and was awarded the *CT Associated General Contractors Construction Supervisor of the Year* award and the *Outstanding Achievements as a Graduate of the CCSU Construction Management Program* award. Also, the coordinator was recently selected by the Deputy Commissioner of the CT Department of Administrative Services, Construction Services Division as the industry subject matter expert to sit on their committee for selecting the next software platform for future construction project management.

The program is also supported by a well-qualified adjunct faculty member. As the program continues to expand, additional adjunct instructors will continue to be identified.

Instructional classrooms and lab facilities that are currently available are sufficient to support the CM program. Nevertheless, the college is in the process of developing a 5-year master plan for campus improvement which includes plans to develop an expanded instructional suite for the Construction Management and Architectural Engineering Technology programs.

Expanded Marketing and Program Outreach

For several years, Capital has struggled to implement adequate and robust marketing strategies to promote the institution's academic programming options, however under new leadership at the college, funding and resources have been increased to develop stronger program marketing and outreach efforts. In addition to this increased support, a new Marketing Team is in the process of being developed. A new part-time marketing staff member was added in Fall 2018 and a new Director of Marketing is anticipated to start in January 2020.

Once this new marketing team is finalized, the program coordinator will work with the new Marketing Director to develop robust marketing strategies to promote the program to a wider audience than is presently reached.

The coordinator will also continue to expand outreach to local high schools to promote the program since this population has been largely untapped to date.

Furthermore, the coordinator will continue to encourage more CM students to become members of various CT Chapters of construction industry associations. These memberships expose students directly to industry partners and provide robust opportunities to engage in networking and employment.

Curricular Change
If institution/program is not satisfied with the degree to which the Learning Outcomes have been achieve, what course of action is planned for improvement of teaching and learning:

Capital Community College is satisfied with the degree to which the learning outcomes have been achieved in this program. Nonetheless, program faculty will continue to engage in continuous improvement efforts to enhance their instruction through professional development, Center for Teaching (CFT) workshops, industry certification training events, and other opportunities

for learning best practices that many enhance program teaching and learning.

SECTION FIVE: FUTURE PROGRAM RESOURCES AND COST ESTIMATES

(For the next three years to be specified, please complete the Resources and Cost Estimates form below, and provide a narrative below regarding the financial sustainability of the program)

Resources and Costs Estimates Form
(Whole Dollars Only)

PROJECTED Program Revenue	Year 1 (2019-20)		Year 2 (2020-21)		Year 3 (2021-22)	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (do not include internal transfers)	35,856	45,816	44,924	55,134	50,232	60,668
Program-Specific Fees	3,240	3,312	3,960	3,888	4,320	4,176
Other Revenue (Annotate in narrative)	5,148	6,992	6,446	8,424	7,200	9,280
Total Program Revenue	$44,244	$56,120	$55,330	$67,446	$61,752	$74,124
	$100,364		$122,776		$135,876	

PROJECTED Program Expenditures*	Year 1		Year 2		Year 3	
	Number	Amount	Number	Amount	Number	Amount
Administration (Chair or Coordinator) *(Includes salary plus fringe)*	0.98 FTE	$82,320	0.90 FTE	$80,640	0.85 FTE	$80,920
Faculty (Full-time, total for program)	0	0	0	0	0	0
Faculty (Part-time, total for program)	2 PTL	10,524	2 PTL	11,106	2 PTL	11,494
Support Staff	0	0	0	0	0	0
Graduate Assistants	0	0	0	0	0	0
Library Resources Program	0	0	0	0	0	0
Equipment (List as needed)	0	0	0	0	0	0
Other (*Marketing*)	0	$350	0	$350	0	$350
Estimated Indirect Costs (e.g. student services, operations, maintenance)	0	0	0	0	0	0
Total Annual Expenditures		$93,194		$92,096		$92,764

*Note: Capital outlay costs, institutional spending for research and services, etc. can be excluded.

Please provide any necessary annotations below:

Based on conservative enrollment increase projections over the next three years and anticipated revenue and expense projections, the total projected net earnings over the next three years for the Construction Management parent AS degree will total at least $80,962.

The combined projected net earnings for the CM program overall, including parent degree and related certificate, will total at least $96,576.

Additional expenses relating to laboratory materials and equipment are funded by Perkins grant funding.

All licensing fees for specialized software programs used in this program have been waived by the various software companies.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Accreditation

December 19, 2019

RESOLVED: That the Board of Regents for Higher Education grant accreditation of a Construction Management program (CIP Code: 52.2001, OHE # 18550) leading to a Certificate, requiring 28-29 course credits delivered via an on ground modality, at Capital Community College.

A True Copy:

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

ITEM

Continued Accreditation of a Construction Management program leading to a Certificate at Capital Community College

BACKGROUND

Per the BOR's Academic Programming Approval policy, programs previously licensed and accredited by the Board must submit an Application for Continued Accreditation during its seventh semester if the institution elects to recommend its continuation. Additionally, the Academic and Student Affairs Committee required select programs that received the BOR's retroactive accreditation in June 2019, to submit an Application for Continued Accreditation in Fall 2019.

PERFORMANCE INDICATORS

Student Enrollment

The institution reports a **negative difference** between the referenced program's projected for Year 3 and actual Fall '19 FTE enrollments of 14.4 students.

NOTE: This Certificate is a stacked and latticed feeder pipeline for the Construction Management A.S. (parent) degree and most students are included in the FTE for the parent program instead. In total, the entire CM program (including parent degree and related certificate) had a combined FTE of 19.5 in Fall 2019.

Cost Effectiveness

The institution reports a **positive difference** between total revenue generated by the program during the 2018-19 Year and total expenditures apportioned to the program of $876.

Learning Outcomes

The institution presents students' licensure/certification passage rates of 100% on a number of industry exams as evidence of students achieving the program's learning outcomes.

PROGRAM CHANGES

The program has made a number of curricular changes since its initiation to enhance student learning and ensure full transferability to the parent degree program and subsequently to the baccalaureate program at Central Connecticut State University.

EXPLANATORY & CORRECTIVE ACTION PLAN

The institution expects enrollment in both the degree program and the feeder certificate to increase by small margins in the next several years. Recent developments including the identification of the program's certificate as a requirement of state's apprenticeship and national certification requirements will prompt additional enrollments.

FUTURE PROGRAM RESOURCES

The institution/department projects that the program's revenue will exceed its expenditures over the course of the next three years by $15,614.

RECOMMENDATION

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

12/02/2019 – BOR Academic & Student Affairs Committee
12/19/2019 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities System Office
APPLICATION FOR CONTINUED ACCREDITATION

SECTION 1: GENERAL INFORMATION

Institution: Capital Community College	Date of Submission to CSCU Office of the Provost: **Fall 2019**

Most Recent NECHE Institutional Accreditation Action and Date: **Continued Accreditation 2016-17 (10-year)**

Program Characteristics

Name of Program: **Construction Management**

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

  Degree's Associated Certificate(s) (if any) **Construction Management Certificate**

Stand-Alone Certificate: *(specify type and level)* **C2, certificate of 15 to 30 units**

Semester Date Program was Initiated: **Fall 2016**

Year 3 – 7th Semester Date: **Fall 2019**

Date of First Graduation: **Spring 2017**

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

If "Combined", % of fully online courses?

Locality of Program: **X** On Campus   Off Campus   Both

Program Credit Distribution

Credits in General Education: **6-7**

Credits in Program Core: **12**

Credits of Electives in the Field: **3**

Credits of Other Electives: **0**

Cr Special Requirements *(include internship, etc.):* **7**

Total # Cr in the Program *(sum of all #Cr above)*: **28-29**

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **28-29**

Date of BOR Approval: **5/10/16**   CIP: **522001**   OHE#: **018550**

Institutional Contact for this Proposal: **Dr. Miah LaPierre Dreger, EdD**	Title: **Dean of Academic and Student Affairs**	Tel.: **860-906-5011** e-mail: **mlapierre-dreger@capitalcc.edu**

Note: In Spring 2019, a request for continued accreditation of this program was submitted to the BOR in tandem with other programs across the CSCU system due to expired licensures. After consideration of that joint proposal, the ASA Committee requested that a full proposal for continued accreditation of this program be submitted during Fall 2019. The following data reflects the current status of the program.

SECTION 2: PERFORMANCE INDICATORS

Student Enrollment

Projected full-time equivalent (FTE) enrollment for the Construction Management certificate's Year 3: **14.8**
  (Note: 2018-19 was Year 3)

Actual full-time equivalent (FTE) enrollment for Construction Management certificate's most recent semester: **0.4**
  (Note: Fall 2019 was the certificate's 7th semester)

Difference: **-14.4**

Note: Even though the CM certificate FTE was 0.4 in Fall 2019, there have already been 26 graduates of this certificate since Spring 2017. This is because this certificate is a stacked and latticed feeder pipeline for the Construction Management A.S. (parent) degree and most students are included in the FTE for the parent program instead. In total, the entire CM program (including parent degree and related certificate) had a combined FTE of 19.5 in Fall 2019.

Cost Effectiveness

Total Revenue generated by the Construction Management certificate during its Year 3: **$5,580** *(Note: Year 3 was 2018-19)*

Total Expenditures apportioned to the Construction Management certificate in its Year 3: **$4,704** *(Note: Year 3 was 2018-19)*

Difference: **$876**

Note: This certificate is a stacked and latticed feeder pipeline for the Construction Management A.S. parent degree program. In total, the entire CM program (including parent degree and related certificate) had a total revenue of $97,389 and a total expense of $83,389 during the 2018-2019 academic year, resulting in a difference of $14,000 net gain overall. These gains are expected to increase in 2019-20 since the combined program FTE increased from 17.2 in Fall 2018 to 19.5 in Fall 2019 with additional enrollment increases anticipated in future semesters due to new industry certification requirements and increasing local/regional employment prospects.

Learning Outcomes

Summarize assessment of student learning outcomes at end of program's Year 3:
(*Note: Information below pertains to the most current Year 3, 2018-19*)

Capstone activities in identified course work are designed to assess student learning of the learning outcomes listed below. In addition to the acquisition of general education competencies, graduates that complete this program will be able to:

1. Interpret and effectively utilize construction and construction-related documents including reference materials, contracts and specifications. *(Assessments: CTC140, CTC222, CTC224, CTC229, CTC234, ARC240, ACC115, CSA105)*

2. Demonstrate understanding of and conduct quantity take-off processes using manual mathematical models/techniques and take-off software. *(Assessments: CTC140, CTC229, CTC234)*

3. Estimate construction costs for bidding and other purposes and assess the appropriateness of various construction methods, materials and environmental systems in specific situations. *(Assessments: CTC229, CTC234, ARC240)*

4. Demonstrate understanding of the theory and use of construction tools and/or equipment, including those related to surveying, testing and measurement. *(Assessments: CTC140, CTC222, CTC224, ARC240)*

5. Demonstrate manual and computer drafting skills. *(Assessments: CTC140, CTC222, CTC224, CSA105)*

6. Display the knowledge and skills required in the planning and management of a construction project including use of software. *(Assessments: CTC140, CTC222, CTC224, CTC229, CTC234, ARC240, ACC115, CSA105)*

7. Identify and resolve problems related to all aspects of construction management. (*Assessments*: CTC140, CTC222, CTC224, CTC229, CTC234, ARC240, ACC115)

Assessment of student learning outcomes in the CM certificate has also been demonstrated through student completion of numerous industry certification exams:

Table 1: Passage rates of completers on licensure/certification exams (as of August 2019):

Licensure/Certification Exam	Passage Rate	# Students who attempted exam
ProCore Certification: Project Manager (Core Tools)	100%	20
ProCore Certification: Student	100%	10

There have also been 26 graduates of this certificate to date, the first was in Spring 2017.

SECTION 3: UPDATE OF PROGRAM CHANGES (if any)

Curricular and Other Program Changes *(Describe any changes since program was initiated, in curriculum, admission and/or completion requirements, program administration, faculty, and resources, or any other significant changes). If needed, provide details on curricular changes in the table below).*

Since the time of licensure, the following changes have been made to this certificate program to enhance student learning and ensure full transferability to the Construction Management AS parent degree at Capital Community College:

- CTC224 Heavy/Highway Construction Practices was added as an OR course option that students could select in lieu of the required CTC222 Building Construction Systems. This change enabled students to choose between "vertical" construction systems (Buildings) or "horizontal" construction systems (Heavy/Highway).

- CTC234 Heavy/Highway Construction Estimating was added as an OR course option that students could select in lieu of the required CTC 229 Building Construction Estimating. This change enabled students to choose between "vertical" construction estimating (Buildings) or "horizontal" construction estimating (Heavy/Highway).

Note: These changes are also detailed in the "Details of Curriculum Changes for a Licensed Program" section on page 5 below.

Other Narrative Background to be Considered Since Approval (As needed, discuss other changes such as program need and demand, transfer agreements developed, etc.)

Transferability and Uniqueness to the Region:

Capital Community College and Three Rivers Community College offer a Construction Management certificate; however, Capital is the only school in the CSCU system that offers a Construction Management AS degree. Moreover, the CM certificate at Capital is a stacked and latticed feeder pipeline for the A.S. (parent) degree at Capital which is then 100% transferrable to the Bachelor of Science in Construction Management at Central Connecticut State University, therefore, the certificate helps lead students toward jobs in a variety of construction management-related areas and levels.

In addition to the CM programs listed above, Three Rivers Community College also offers a Construction Technology AAS degree and Norwalk Community College offers a Construction Technology Career Program AS degree.

Program Addresses Equity and Diversity Issues in the Construction Industry:

In line with the College's Mission statement, the Construction Management Program seeks to engage a diverse student population in a growing industry-related field. It is well-established that there is a dearth of under-represented minorities with degrees and employment in the construction industry. The CM Program at Capital seeks to address this deficit by offering our predominantly minority student population the opportunity to complete a CM degree. Moreover, while the construction industry has traditionally been dominated by males, 28% of the students enrolled in the CM Program at Capital during Fall 2019 were female.

Program Need Based on Regional and National Data, Market Data, and Industry Trends:

According to the *Bureau of Labor Statistics, U.S. Department of Labor,* Occupational Outlook Handbook, numerous positions within the national Construction Industry will increase faster than average over the next 10 years:

Table 2: 10-year National Occupational Outlook, September 2019:

Occupation	10-Year Anticipated Growth
Civil Engineering Technicians (Heavy/Highway Inspectors)[1]	5%
Construction and Building Inspectors[2]	7%
Cost Estimators[3]	9%
Construction Managers[4]	10%

Similarly, according to the *CT Department of Labor, 2016 - 2026 State of Connecticut Occupational Projections,* numerous positions within the local CT Construction Industry are projected to increase over the next 10 years:

Table 3: 10-year CT Occupational Outlook (2016-18):

Occupation	10-Year Anticipated Growth
Civil Engineering Technicians (Heavy/Highway Inspectors)[5]	10%
Construction and Building Inspectors[6]	7%
Cost Estimators[7]	8.3%
Construction Managers[8]	8%

Likewise, data from JobsEQ, Occupation Snapshot in Connecticut, 2019q2[9], also indicates that these positions are projected to increase somewhat in CT over the next 10 years, though the projections appear to be lower than those provided by the U.S. Department of Labor and the CT Department of Labor.

Additionally, as of mid-September 2019, there were over 1,100 job postings listed on *Indeed.com* relating to current construction management-related positions in the State of Connecticut:

Table 4: Connecticut Job Postings (September 2019): [10]

Occupation	CT Job Postings
Civil Engineering Technicians (Heavy/Highway Inspectors)	24

---

[1] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2018-28 Edition*, Civil Engineering Technicians Occupation on the Internet at https://www.bls.gov/ooh/architecture-and-engineering/civil-engineering-technicians.htm (Retrieved September 2019)

[2] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2018-28 Edition*, Construction and Building Inspectors Occupation on the Internet at https://www.bls.gov/ooh/construction-and-extraction/construction-and-building-inspectors.htm (Retrieved September 2019)

[3] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2018-28 Edition*, Cost Estimator Occupation on the Internet at https://www.bls.gov/ooh/business-and-financial/cost-estimators.htm (Retrieved September 2019)

[4] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2018-28 Edition*, Construction Management Occupation on the Internet at https://www.bls.gov/ooh/management/construction-managers.htm (Retrieved September 2019)

[5] CT Department of Labor, *2016 - 2026 State of Connecticut Occupational Projections*, Civil Engineering Technicians Occupation on the Internet at https://www1.ctdol.state.ct.us/lmi/projections2016/architecture.asp (Retrieved September 2019)

[6] CT Department of Labor, *2016 - 2026 State of Connecticut Occupational Projections*, Construction and Building Inspectors Occupation on the Internet at https://www1.ctdol.state.ct.us/lmi/projections2016/construction.asp (Retrieved September 2019)

[7] CT Department of Labor, *2016 - 2026 State of Connecticut Occupational Projections*, Cost Estimator Occupation on the Internet at https://www1.ctdol.state.ct.us/lmi/projections2016/business.asp (Retrieved September 2019)

[8] CT Department of Labor, *2016 - 2026 State of Connecticut Occupational Projections*, Construction Management Occupation on the Internet at https://www1.ctdol.state.ct.us/lmi/projections2016/management.asp (Retrieved September 2019)

[9] JobsEQ Chmura Economics and Analytics, Occupation *Snapshot in Connecticut, 2019q2,* All Occupations on the Internet at https://jobseq.eqsuite.com/analytics/occupation-snapshot (Retrieved September 2019)

[10] Indeed.com, *Job Postings,* on the Internet at https://www.indeed.com/jobs?q=construction+management&l=Connecticut (Retrieved September 2019)

Construction Inspectors	69
Building Inspectors	48
Cost Estimators (Construction)	101
Construction Managers	874

Also, for the period between September 2019 and February 2020, the Connecticut Department of Transportation (CONNDOT) is advertising a schedule of Municipal Projects with an estimated contract value of up to $84,000,000 and State DOT Projects with an estimated contract value of up to $330,000,000 that will require construction management-related services throughout the state.[11]

Recently, Governor Lamont announced the creation of a new Workforce Council tasked with the review of the state's workforce development system. In particular, to improve opportunities for work-based, credit-bearing and non-credit bearing learning such as internships, apprenticeships and project-based learning with workplace applications. Governor Lamont argued that improving the state's workforce system is critical to addressing systemic inequalities, improving access to training and higher education for communities that are disadvantaged, and strengthening our state economy.

Compliance with Special Requirements Given at the time of Program Approval (As applicable, please summarize how the program responded to requirements issued by the BOR, at the time it was licensed. Include any attachments as necessary.)

There were no special requirements issued by the BOR at the time of licensure.

Details of Curriculum Changes for a Licensed Program *(to be use as needed)*						
Course Number and Name	**L.O. #**	**Pre-Requisite**	**Cr Hrs**	**Course Number and Name**	**L.O. #**	**Cr Hrs**
Program Core Courses				**Other Related/Special Requirements***		
CTC 140 Const. Graphics/Quantity Take-Off	1,2,4, 5,6,7		3	CSA 105 Intro. to Software Applications	1,5,6	3
ARC 240 Environmental Systems	1,3,4, 6,7		3	ACC 115 Principles of Financial Accounting	1,6,7	4
CTC 222 Building Construction Systems **OR added: CTC 224 Heavy/Highway Construction Practices**	1,4,5, 6,7	ENG 101	3			
CTC 229 Building Construction Estimating **OR added: CTC 234 Heavy/Highway Construction Estimating**	1,2,3, 6,7	CTC 140, ENG 101 MAT 137 or higher, CTC 222 or CTC224	3			
		TOTAL:	12		TOTAL:	7
Core Courses (General Education)				**Elective Courses in the Field**		
ENG 101 – English Composition			3	Technical Elective		3
Math Elective			3/4			
		TOTAL:	6/7		TOTAL:	3
				Total Other Credits Required to Issue Credential:		28/29

---

[11] CONNDOT, *Advertising of Projects,* on the Internet at https://portal.ct.gov/DOT/Department-Bureaus/Finance/Capital-Services---Programming-and-Scheduling (Retrieved September 2019)

Other Narrative Background Since Licensure Approval (As needed, consider other changes such as program need and demand, transfer agreements developed, etc.)

No additional information in this area. *(See previous "Other Narrative Background" section on pages 3-5 for details.)*

Learning Outcomes - L.O. *(Discuss any significant changes in the Learning Outcomes and relevant curricular changes; if any)*

There have been no changes to the program learning outcomes since the time of licensure:

1. Interpret and effectively utilize construction and construction-related documents including reference materials, contracts and specifications.

2. Demonstrate understanding of and conduct quantity take-off processes using manual mathematical models/techniques and take-off software.

3. Estimate construction costs for bidding and other purposes and assess the appropriateness of various construction methods, materials and environmental systems in specific situations.

4. Demonstrate understanding of the theory and use of construction tools and/or equipment, including those related to surveying, testing and measurement.

5. Demonstrate manual and computer drafting skills.

6. Display the knowledge and skills required in the planning and management of a construction project including use of software.

7. Identify and resolve problems related to all aspects of construction management.

SECTION 4: EXPLANATORY & CORRECTIVE ACTION PLAN

Fiscal Impact – succinctly disclose the financial impact upon institution of negative *Difference* within Cost Effectiveness

This certificate is a stacked and latticed feeder pipeline for the Construction Management A.S. (parent) degree program. All of the courses in this certificate are required in the full degree program, therefore there are no additional expenses incurred to the institution by continuing this certificate, regardless of FTE count. Additionally, this certificate provides an opportunity for students to obtain a certificate-level CM credential while working toward their full CM associate degree, thereby aiding them in their employment pursuits while still in college.

Although the official FTE for this certificate was 0.4 in Fall 2019, there are numerous students at the college who are working on both the certificate and degree concurrently and are included in the FTE count for the A.S. (parent) degree rather than the certificate. Evidence of this is demonstrated by the fact that even though the annual certificate program FTE never exceeded 1.0, the number of graduates ranged from 5 to 14 per year, totaling 26 graduates since the program first started:

Table 5: CM certificate enrollment and graduation trends.

	Prior Enrollment and Graduation Trends *CM certificate only*		
	Fall 2016	Fall 2027	Fall 2018
Enrollment Total	0.0 FTE	0.5 FTE	1.0 FTE
Graduation Total	5	7	14

In total, the entire CM program (including the parent degree and this related certificate) has grown steadily each year since its inception and had a combined FTE of 19.5 in Fall 2019.

The CM program was initially supported by grant funds that covered all program expenses through Spring 2016. Although the program did not have positive net gains in the 2016-17 academic year, in the two subsequent years, the net gains increased steadily. In the 2017-18 academic year, the net gains were $250 for the certificate and $3,943 overall (including parent degree and related certificate) and increased to $876 for the certificate and $14,000 overall in the 2018-19 academic year.

These gains are expected to increase in the 2019-20 academic year since the combined CM program FTE (including parent degree and related certificate) increased from 17.2 in Fall 2018 to 19.5 in Fall 2019 with additional enrollment increases anticipated in the coming semesters *(see Table 6)* due to new industry certification requirements *(see "Improvement Plan" section on pages 8-9 for details)* and increasing local and regional employment prospects *(see "Other Narrative Background" section on pages 3-5 for details)*.

Table 6: CM program enrollment trends and projections.

Prior Enrollment Trends			Future Enrollment Projections		
CM certificate only			*CM certificate only*		
Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
0.0 FTE	0.5 FTE	1.0 FTE	0.4 FTE	2.4 FTE	3.6 FTE
CM parent degree and certificate combined			*CM parent degree and certificate combined*		
Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
8.6 FTE	14.9 FTE	17.2 FTE	19.5 FTE	22.0 FTE	24.8 FTE

Based on conservative enrollment increase projections over the next three years and anticipated revenue and expense projections, we anticipate that the combined overall net gains for the Construction Management program (including parent degree and related certificate) will total more than $96,500:

Table 7: CM program projected net gains.

	3-Year Net Gain Projections			
	Y1 *(2019-20)*	Y2 *(2020-21)*	Y3 *(2021-22)*	TOTAL
CM Certificate Only	$760	$6,062	$8,792	$15,614
Entire CM Program *(Certificate and Parent Degree)*	$7,930	$36,742	$51,904	$96,576

Improvement Plan

If negative *Difference*(s) reported above for **Student Enrollment** and/or **Cost Effectiveness**, present plan(s) for corrective actions:

While the CM certificate has had 26 graduates during its first three years (exceeding the low completer threshold), the institution recognizes that the CM (parent) AS degree is still below the low completer threshold; thus, we recommend approval for continued accreditation with the following improvement plan:

<u>New Local and National Policy Changes</u>

As students progress through the CM program, they will continue to have the opportunity to successfully complete a variety of *ProCore* certifications which enable them to increase their desirability with potential employers. Currently, two *ProCore* certifications are available for students in the CM certificate program with an additional 1-2 more anticipated in 2020.

Beginning in Spring 2020, graduates of the CM program will also be encouraged to sit for the nationally recognized *Construction Manager-in-Training (CMiT)* certification exam. This certification will enable graduates to pursue employment as construction project managers and is a stacked credential leading toward the full *Certified Construction Manager (CCM)* certification after completion of at least four years of on-the-job experience. (The Connecticut Department of Transportation requires that all state-awarded construction contract holders have a CCM on their project team.)

In addition, new policy changes at the local and national level will also lead to increased enrollment in the CM program over the next few years:

- The CT Department of Labor has initially approved Capital's CM certificate as the required academic credential for two new CT state apprenticeship programs:
  - *Construction Manager-in-Training (CMiT) Apprentice*
  - *Inspector-in-Training (IiT) Apprentice*

  Final approval is anticipated in Fall 2019. These apprenticeship programs are strong models for interagency partnerships with direct support from CT Department of Transportation, CT Department of Administrative Services, City of Hartford Department of Public Works, and Connecticut chapters of several industry associations as well as numerous engineering and construction management firms.

- The CT Department of Transportation (CONNDOT) will be revising their "Consultants Pamphlet" (given to consulting engineers) to include the *Inspector-in-Training (IiT) Apprentice* as an approved project team member on CONNDOT-funded construction projects. This revision is anticipated in 2020.

- The Construction Management Association of America (CMAA) has approved Capital's CM certificate as the minimum higher education credential for the national *CMiT* certification. This approval was finalized in Spring 2019.

- Capital's CM certificate (plus 6 months of on-the-job experience) prepares graduates to take the National Institute for Certification in Engineering Technologies (NICET) *"Level I – Highway Construction Inspector"* certification exam.

- Capital's CM AS parent degree (plus the NICET *"Level I"* certification and 12 additional months of on-the-job experience) prepares graduates to take the NICET "*Level II – Highway Construction Inspector"* certification exam. This is especially important since the CT Department of Transportation will soon require an associate degree and the NICET *Level II* certification for CT in-house heavy highway inspectors.

Continued Program Need:

Industry labor market projections indicate continued program need. *(See the "Program Need" data in the "Other Narrative Background" section on pages 3-5 for details.)*

Additional Program Alignment with Industry Needs:

Bi-Annual meetings with the program's CM Industry Advisory Council ensure that program curriculum is aligned with current industry-specific requirements. Members of this advisory council include various top leaders within local and state municipalities, local government, CM firms and employers, subcontractors, and current Capital students.

The program also has numerous partnerships with local and regional employers, construction and engineering firms, and Connecticut chapters of national industry organizations. These partnerships have significantly increased exposure for Capital's CM program and have strengthened employment pipelines for graduates. Additional partnerships will continue to be developed as the program expands.

Contribution to Economic Development/Workforce

So far, there have been a total of 26 graduates in the CM certificate and 34 graduates of the CM program overall (including the parent degree and related certificate). Many of these graduates have successfully obtained employment with industry leaders throughout the region. Examples include: The Whiting-Turner Contracting Company, Empire Paving, Tilcon Connecticut Inc., Pratt & Whitney, A.I. Engineers, Inc., CB Richard Ellis Group, and JCJ Architecture.

Additionally, as was explained in "Section 3" *(see page 3)*, the CM certificate is fully stacked and latticed into the AS (parent) degree at Capital which is the only Construction Management associate degree within the CSCU system. Furthermore, the parent program is 100% transferrable into the Bachelor of Science in Construction Management at CCSU.

These employment and transfer pipelines will continue to be developed and strengthened as the program expands.

Projected Increases in Enrollees and Completers:

As was explained in the "Fiscal Impact" section *(see pages 7-8)*, CM program enrollment is expected to increase in the 2019-20 academic year since the combined FTE (including parent degree and certificate) increased from 17.2 in Fall 2018 to 19.5 in Fall 2019 with additional increases expected to reach 22.0 FTE in Fall 2020 and 24.8 FTE in Fall 2021 due to new industry certification requirements and increasing local and regional employment prospects *(see Table 6 for enrollment details)*.

Furthermore, program completion is also expected to increase as the program continues to grow:

Table 8: CM program completer trends and projections.

Prior Completion Trends			Future Completion Projections		
CM certificate only			*CM certificate only*		
2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
5	7	14	12	14	16
CM parent degree and certificate combined			*CM parent degree and certificate combined*		
2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
6	11	16	18	22	26

Thus, based on conservative enrollment increase projections over the next three years and anticipated revenue and expense projections, we anticipate that the combined overall net gains for the Construction Management program (including parent degree and related certificate) will total more than $96,500 *(see Table 7 for details)*.

Quality Faculty Support and Instructional Facilities:

The program's quality is also a reflection of the highly qualified program faculty. In particular, the program's coordinator (and full-time faculty member) is a Certified Associate Constructor, has more than 30 years of in-the-field experience, and was awarded the *CT Associated General Contractors Construction Supervisor of the Year* award and the *Outstanding Achievements as a Graduate of the CCSU Construction Management Program* award. Also, the coordinator was recently selected by the Deputy Commissioner of the CT Department of Administrative Services, Construction Services Division as the industry subject matter expert to sit on their committee for selecting the next software platform for future construction project management.

The program is also supported by a well-qualified adjunct faculty member. As the program continues to expand, additional adjunct instructors will continue to be identified.

Instructional classrooms and lab facilities that are currently available are sufficient to support the CM program. Nevertheless, the college is in the process of developing a 5-year master plan for campus improvement which includes plans to develop an expanded instructional suite for the Construction Management and Architectural Engineering Technology programs.

Expanded Marketing and Program Outreach

For several years, Capital has struggled to implement adequate and robust marketing strategies to promote the institution's academic programming options, however under new leadership at the college, funding and resources have been increased to develop stronger program marketing and outreach efforts. In addition to this increased support, a new Marketing Team is in the process of being developed. A new part-time marketing staff member was added in Fall 2018 and a new Director of Marketing is anticipated to start in January 2020.

Once this new marketing team is finalized, the program coordinator will work with the new Marketing Director to develop robust marketing strategies to promote the program to a wider audience than is presently reached.

The coordinator will also continue to expand outreach to local high schools to promote the program since this population has been largely untapped to date.

Furthermore, the coordinator will continue to encourage more CM students to become members of various CT Chapters of construction industry associations. These memberships expose students directly to industry partners and provide robust opportunities to engage in networking and employment.

Curricular Change

If institution/program is not satisfied with the degree to which the Learning Outcomes have been achieve, what course of action is planned for improvement of teaching and learning:

Capital Community College is satisfied with the degree to which the learning outcomes have been achieved in this program. Nonetheless, program faculty will continue to engage in continuous improvement efforts to enhance their instruction through professional development, Center for Teaching (CFT) workshops, industry certification training events, and other opportunities for learning best practices that many enhance program teaching and learning.

SECTION FIVE: FUTURE PROGRAM RESOURCES AND COST ESTIMATES

(For the next three years to be specified, please complete the Resources and Cost Estimates form below, and provide a narrative below regarding the financial sustainability of the program)

Resources and Costs Estimates Form
(Whole Dollars Only)

PROJECTED Program Revenue	Year 1 (2019-20)		Year 2 (2020-21)		Year 3 (2021-22)	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (do not include internal transfers)	-	1,992	4,084	8,168	8,372	10,460
Program-Specific Fees	-	144	360	576	720	720
Other Revenue (Annotate in narrative)	-	304	586	1,248	1,200	1,600
Total Program Revenue	-	$2,400	$5,030	$9,992	$10,292	$12,780
	$2,440		$15,022		$23,072	

PROJECTED Program Expenditures*	Year 1		Year 2		Year 3	
	Number	Amount	Number	Amount	Number	Amount
Administration (Chair or Coordinator) *(Includes salary plus fringe)*	0.02 FTE	$1,680	0.10 FTE	$8,960	0.15 FTE	$14,280
Faculty (Full-time, total for program)	0	0	0	0	0	0
Faculty (Part-time, total for program)	0	0	0	0	0	0
Support Staff	0	0	0	0	0	0
Graduate Assistants	0	0	0	0	0	0
Library Resources Program	0	0	0	0	0	0
Equipment (List as needed)	0	0	0	0	0	0
Other (*Marketing included in parent degree costs*)	0	0	0	0	0	0
Estimated Indirect Costs (e.g. student services, operations, maintenance)	0	0	0	0	0	0
Total Annual Expenditures		$1,680		$8,960		$14,280

*Note: Capital outlay costs, institutional spending for research and services, etc. can be excluded.

Please provide any necessary annotations below:

Based on conservative enrollment increase projections over the next three years and anticipated revenue and expense projections, the total projected net earnings over the next three years for the Construction Management parent AS degree will total at least $15,614.

The combined projected net earnings for the CM program overall, including parent degree and related certificate, will total at least $96,576.

Additional expenses relating to laboratory materials and equipment are funded by Perkins grant funding.

All licensing fees for specialized software programs used in this program have been waived by the various software companies.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Accreditation

December 19, 2019

RESOLVED: That the Board of Regents for Higher Education grant accreditation of a Registered Medical Assisting program (CIP Code: 51.0801, OHE # 18544) leading to a Certificate, requiring 38 course credits delivered via an on ground modality, at Asnuntuck Community College for five semesters when a second Application for Continued Accreditation must be submitted in Spring 2022.

A True Copy:

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

ITEM
Continued Accreditation of a Registered Medical Assisting program leading to a Certificate at Asnuntuck Community College

BACKGROUND
Per the BOR's Academic Programming Approval policy, programs previously licensed and accredited by the Board must submit an Application for Continued Accreditation during its seventh semester if the institution elects to recommend its continuation.

PERFORMANCE INDICATORS

Student Enrollment
The department reports a **negative difference** between the projected Year 3 enrollment and actual Fall '19 FTE enrollments of 16.5 students.

Cost Effectiveness
The department reports a **negative difference** between total revenue generated by the program during its third year and total expenditures apportioned to the program of $27,849.

Learning Outcomes
The institution reports that the program's learning outcomes have been successfully assessed. A total of 20 program graduates achieved a 100% pass rate on the national certification exam over a three year period; and that 95% of the graduates were employed as registered medical assistants.

PROGRAM CHANGES
No changes have been implemented.

EXPLANATORY & CORRECTIVE ACTION PLAN
The institution reports the referenced program shares faculty and course enrollment with other allied health certificate programs. Additionally, students are enrolling in the Registered Medical Assisting degree program, not matriculating in the certificate program but planning to acquire the certificate while pursuing the degree; thus, deflating the actual enrollment in the Certificate program. It is expected that over time, given the demand for registered medical assistants, enrollments in both programs will grow and a positive revenue stream will be generated.

FUTURE PROGRAM RESOURCES
The department projects that the program's expenditures will exceed its revenue over the course of the next three years by $385,691.

RECOMMENDATION
Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents grant accreditation of this program. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation with the stipulation that accreditation be for five semesters and the requirement that the institution/department submit a second Application for Continued Accreditation in Spring 2022; given the greater than 50% negative differential in student enrollment, and the substantial and continuing deficits.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities System Office
APPLICATION FOR *CONTINUED ACCREDITATION*

SECTION 1: GENERAL INFORMATION

Institution: Asnuntuck Community College	Date of Submission to CSCU Office of the Provost: **9/30/2019**

Most Recent NECHE Institutional Accreditation Action and Date: **10 Year Comprehensive Evaluation in 2015 (April 5, 2016)**; Second Chance Pell Program locations (October 22, 2018)

Program Characteristics
Name of Program: **Registered Medical Assisting**
Degree: Title of Award *(e.g. Master of Arts)*
  Degree's Associated Certificate(s) (if any)
Stand-Alone Certificate: *(specify type and level)* **Certificate**
Semester Date Program was Initiated: **Fall 2016**
Year 3 – 7th Semester Date: **Fall 2019**
Date of First Graduation: **Spring 2017**
Modality of Program: **X** On ground   Online   Combined
If "Combined", % of fully online courses?
Locality of Program: **X** On Campus   Off Campus   Both

Program Credit Distribution
Credits in General Education: **0**
Credits in Program Core: **34**
Credits of Electives in the Field: **0**
Credits of Other Electives: **0**
Cr Special Requirements *(include internship, etc.)*: **4**

Total # Cr in the Program *(sum of all #Cr above)*: **38**
From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **38**

Date of BOR Approval: **June 16, 2016**   CIP: **51.0801**   OHE#: **18544**

Institutional Contact for this Proposal: Teresa Foley, PhD	Title: Interim Dean of Academic Affairs	Tel.: 860-253-3137 e-mail: tfoley@acc.commnet.edu

SECTION 2: PERFORMANCE INDICATORS

Student Enrollment
Projected full-time equivalent (FTE) enrollment for program's Year 3:   22
Actual full-time equivalent (FTE) enrollment for program's 7th Semester: *5.47*
                                                    Difference: -16.53

Cost Effectiveness
Total Revenue generated by program during its Year 3: $252,504
Total Expenditures apportioned to program in its Year 3: $280,353
                                                    Difference: ($27,849)

Learning Outcomes
Summarize assessment of student learning outcomes at end of program's Year 3:

The Registered Medical Assistant Certificate program prepares students to sit for a voluntary national certification exam sponsored by the American Medial Technologists (AMT). The AMT is a nationally and internationally recognized certification agency for allied health professionals. Upon passing the national exam, students are able to work in any state and perform all duties required of a registered medical assistant under the direct supervision of a physician.

The learning outcomes proposed for the Registered Medical Assistant (RMA) Certificate program at Asnuntuck Community College have been assessed successfully as stated. Most of the proposed outcomes were assessed by written testing which reflected the scope of knowledge needed to move through the program. The final course taken in the last semester of the program is MED*280: Medical Assistant Externship. The students must qualify for externship by earning grades of C- or higher in all of

the required courses in the certificate program.

The clinical based outcomes relating to direct patient care are assessed by written testing, clinical testing, and clinical competency. The passing score for a written clinical test is 70% and 85% on a clinical exam or a clinical competency. Clinical exams and clinical competencies are assessed by rubric checklists. A critical thinking component has been added to the clinical based outcomes, which enables the student to be assessed on responses to real life situations that they may encounter in healthcare.

The outcome stating that the students will earn certification as an RMA by passing a national certification exam administered by the American Medical Technologists upon program completion is assessed by review of student pass rate. Data collected from the American Medical Technologists from the Spring of 2017 to the Summer of 2019, indicates that 20 students from ACC having taken and passed the exam resulting in a 100% pass rate. In 2017, the national pass rate stated by the American Medical Technologists was 81% showing that Asnuntuck students pass rate surpassed the national average. Further review of these same 20 students reveals that 19 of the 20 students earning national certification secured employment as a medical assistant resulting in a 95% employment rate in this same time frame. In November 2019 local employers will be coming to ACC to participate in job recruitment events and to interview students for employment opportunities

SECTION 3: UPDATE OF PROGRAM CHANGES (if any)

Curricular and Other Program Changes *(Describe any changes since program was initiated, in curriculum, admission and/or completion requirements, program administration, faculty, and resources, or any other significant changes). If needed, provide details on curricular changes in the table below).*

No curriculum changes have been made to the program's curriculum since it was approved by the BOR in 2016. One online course option (MED*170: Law & Ethics for Health Careers) has been added as an optional course format, although the course is also offered in the traditional on-ground format. The online course format provides students with an option related to whether they take the course in a traditional on-ground format or online format.

One temporary full-time instructor was hired due to the Allied Health Program Coordinator's 6-credit release that did not allow for full-time faculty coverage for teaching and advising students. The temporary full-time instructor was brought over to Academic Affairs from the Continuing Education division of Asnuntuck.

Other Narrative Background to be Considered Since Approval (As needed, discuss other changes such as program need and demand, transfer agreements developed, etc.)

There have been no changes in the industry or the employment market.

Compliance with Special Requirements Given at the time of Program Approval (As applicable, please summarize how the program responded to requirements issued by the BOR, at the time it was licensed. Include any attachments as necessary.)

None

Details of Curriculum Changes for a Licensed Program *(to be use as needed)*						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				**Other Related/Special Requirements***		
Core Course Prerequisites				**Elective Courses in the Field**		
				Total Other Credits Required to Issue Credential		

Other Narrative Background Since Licensure Approval (As needed, consider other changes such as program need and demand, transfer agreements developed, etc.)

Learning Outcomes - L.O. *(Discuss any significant changes in the Learning Outcomes and relevant curricular changes; if any)*

None

SECTION 4: EXPLANATORY & CORRECTIVE ACTION PLAN

Fiscal Impact – succinctly disclose the financial impact upon institution of negative *Difference* within Cost Effectiveness

The Registered Medical Assisting (RMA) program migrated from noncredit to credit in the Fall of 2016, thus the calculation of revenues and expenditures is hard to assess early on in the credit program. Certain courses included credit and noncredit students in order to teach out the program for noncredit students.

Currently there are two full-time faculty members teaching in the RMA program who are helping to foster growth and development of the program. The Allied Health Program Coordinator has two 3-credit course releases to manage the program per the bargaining unit, which then requires the employment of two additional adjuncts to teach sections of courses. This Coordinator position incurs an additional cost not seen with most departments.

RMA shares faculty with the certificates of Certified Phlebotomy Technician, Certified Administrative Medical Office Skills Certificate, Health Information Management Technician Certificate, and Massage Therapy A.S. These three certificates and the Massage Therapy A.S. were approved by the BOR in 2018, and they have several courses that overlap with RMA. As a result, the RMA course enrollments are beginning to increase. When looking at the financial projections in Section 5 of this report the size of the deficit over the next three years is projected to decrease. In addition, the reporting of the number of

RMA Certificate students only includes students who declare the RMA Certificate as their "primary program." This leaves out students who declare RMA A.S. as their "primary program" and the RMA Certificate as their "secondary program." This is despite the fact that some of the RMA A.S. degree students also obtain the RMA Certificate. Thus the enrollment in both the RMA Certificate and A.S. degree programs need to be viewed together in order to get a clear sense of the size of the RMA program overall. Viewing both programs together also results in a positive revenue stream for the program in time.

Overall, the graduates from these certificates and programs are highly employable and successfully complete national exams at 100%. Both the RMA Certificate and A.S. degree programs have grown in enrollment over the past years and should continue to grow. Finally, increased and targeted marketing will continue to be done for the RMA program overall to attract more students.

Improvement Plan

If negative *Difference*(s) reported above for **Student Enrollment** and/or **Cost Effectiveness**, present plan(s) for corrective actions:

One of the administrative issues discovered through this examination of the RMA Certificate program is that the vast majority of students matriculate into the RMA A.S. degree program as their "primary program" and the RMA Certificate as their "secondary program." The Certificate and A.S. degree programs were designed in a stackable sequence so that students would matriculate into both programs, information in Banner indicates that the vast majority of the A.S. degree students are not matriculated into the related Certificate program (see table below).

Registered Medical Assistant Program Enrollment

RMA Certificate Program

MJ92	Full-time FTE	Part-time FTE	Total FTE	Headcount
Fall 2016	0	2.13	2.13	4
Spring 2017	0.87	2.27	3.13	5
Fall 2017	2.8	1.67	4.47	6
Spring 2018	2.8	1.33	4.13	6
Fall 2018	0	1.13	1.13	2
Spring 2019	3.67	0.67	4.33	5
Fall 2019	2.8	2.67	5.47	8

RMA A.S. Degree Program

MA37	Full-time FTE	Part-time FTE	Total FTE	Headcount
Fall 2018	25.13	18.47	43.60	59
Spring 2019	35.53	20.13	55.67	76
Fall 2019	22.20	26.67	48.87	70

RMA A.S. Degree Program + RMA Certificate Program

MA37+MJ92	Full-time FTE	Part-time FTE	Total FTE	Headcount
Fall 2018	25.13	19.60	44.73	61
Spring 2019	39.20	20.80	60.00	81
Fall 2019	25.00	29.34	54.34	78

When the number of graduates in the RMA Certificate and A.S. degree programs are compiled there are a total of 54 students who have earned a RMA Certificate since Spring 2017 and 8 students have earned an RMA A.S. degree. Five students have earned both the RMA Certificate and A.S. degree during this time period.

Semester	RMA Certificate (MJ92)	RMA A.S. Degree (MA37)
Spring 2017	3	0
Summer 2017	8	0
Fall 2017	5	0
Spring 2018	11	3
Summer 2018	4	1
Fall 2018	11	1
Spring 2019	7	2
Summer 2019	5	1
Total	**54**	**8**

Curricular Change

If institution/program is not satisfied with the degree to which the Learning Outcomes have been achieve, what course of action is planned for improvement of teaching and learning:

We are satisfied with the degree to which students are able to achieve the program's Learning Outcomes

SECTION FIVE: FUTURE PROGRAM RESOURCES AND COST ESTIMATES
(For the next three years to be specified, please complete the Resources and Cost Estimates form below, and provide a narrative below regarding the financial sustainability of the program)

PROJECTED Program Revenue	Year 1 (2020-2021)		Year 2 (2021-2022)		Year 3 (2022-2023)	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (do not include internal transfers)	20,343	20,343	90,363	55,608	161,322	91,182
Program-Specific Fees						
Other Revenue (Annotate in narrative)						
Total Program Revenue	20,343	20,343	90,363	55,608	161,322	91,182

PROJECTED Program Expenditures*	Year 1 (2020-2021)		Year 2 (2021-2022)		Year 3 (2022-2023)	
	Number of Sections	Amount	Number of Sections	Amount	Number of Sections	Amount
Administration (Chair or Coordinator)						
Faculty (Full-time, total for program)						
Faculty (Part-time, total for program)	26	152,598	26	161,037	26	169,911
Support Staff						
Graduate Assistants						
Library Resources Program						
Equipment (List as needed)						
Other (e.g. student services) (i.e., fringe**)	26	99,189	26	104,675	26	110,442
Estimated Indirect Costs (e.g. student services, operations, maintenance)						
Total Annual Expenditures	26	251,787	26	265,712	26	280,353

Balance (i.e., revenue minus expenses) = Year 1 (2020-2021) = ($211,101); Year 2 (2021-2022) = ($119,741); Year 3 (2022-2023) = ($27,849)

*Note: Capital outlay costs, institutional spending for research and services, etc. can be excluded.

Please provide any necessary annotations below:

**Fringe for adjuncts teaching in the RMA Certificate program was added under the expenditure category of "Other" to account for the full cost of adjuncts teaching in the program.

The nature of the RMA Certificate program is such that students typically take two full semesters of courses and then an externship experience during the Summer or Winter term. Thus, the full cost and revenue of the program needs to be determined based on three full-terms of course work rather than a traditional Fall and Spring academic year. With this in mind, examination of the financial balance (i.e., revenue minus expenses) of the program is such that in projection of the next three years of the program results in a loss of (211,101) in year 1 (2020-2021), a loss of (119,741) in year 2 (2021-2022), and a loss of (27,849) in year 3 (2022-2023). Thus, the size of the loss is projected to significantly decrease over time.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Modification

December 19, 2019

RESOLVED: That the Board of Regents for Higher Education approve the modification of a
degree program – Dental Hygiene (CIP Code: 51.0602 / OHE # 01744) leading to
an Associate of Science degree at Tunxis Community College.

A True Copy:

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

ITEM

Program modification of program in Dental Hygiene leading to an Associate of Science degree at Tunxis Community College

BACKGROUND

Summary

The proposed changes address the following four concerns for the Dental Hygiene program:
- To provide a second option for entry into the program
- To address a national movement to transition 2-year Dental Hygiene programs to 3-year programs, more accurately reflecting the prerequisites required. This dovetails with a national movement towards transitioning community college Associate level degrees to community college Bachelor's level degrees for entry into the field.
- To redesign the curriculum in order to provide better outcomes for students. This will remedy an issue that has been problematic since the program was redesigned to accommodate credit normalization.
- To represent more accurately revenue derived from pre-requisite courses taken at Tunxis as a direct result of students who are seeking entry to the Dental Hygiene program.

In addition to the existing selective admissions process, the institution proposes adding a direct admissions option based on successful completion of the program pre-requisite requirements.

The proposed curricular changes would position the program to offer a Bachelor degree or prepare its students for entry into a Bachelor degree program.

The curricular redesign would afford students the opportunity to complete three of the four years of course credits (93 credits) toward a Bachelor's degree.

The institution proposes a more adequate accounting of tuition and other revenue generated to the college directly as a result of its Dental Hygiene program.

Resources

The institution expects the program's projected expenditures to exceed projected revenue over the course of the next three years by $1.2 million.

RECOMMENDATION

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

12/02/2019 – BOR Academic & Student Affairs Committee
12/19/2019 – Board of Regents

SECTION 1: GENERAL INFORMATION

Institution: Tunxis Community College	Date of Submission to CSCU Office of the Provost: Sept. 24, 2019

Most Recent NECHE Institutional Accreditation Action and Date: Acceptance of Report, Sept. 21, 2018

Original **Program Characteristics**	**Original** **Program Credit Distribution**
CIP Code No. 510602 Title of CIP Code Dental Hygiene /Hygienist Name of Program: Dental Hygiene Degree: Title of Award *(e.g. Master of Arts)* Associate's Degree Stand-Alone Certificate: *(specify type and level)* N/A Date Program was Initiated: 1976 OHE#: 001744 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Locality of Program: X On Campus Off Campus Both	# Credits in General Education: 15 # Credits in Program Core Courses: 53 # Credits of Electives in the Field: 0 # Credits of Free Electives: 0 # Cr Special Requirements *(include internship, etc.):* 0 Clinical hours/credits are already established in the program <u>Total # Cr in the Program</u> *(sum of all #Cr above)*: 68 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **15**

Type of Program Modification Approval Being Sought (mark all that apply):

X Significant 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
 	
*Significant is defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program.

Modified **Program Characteristics**	**Modified** **Program Credit Distribution**
Name of Program: Dental Hygiene Degree: Title of Award *(e.g. Master of Arts)* Associate's Degree Certificate[1]: *(specify type and level)* Program Initiation Date: 1976 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Locality of Program: X On Campus Off Campus Both	# Credits in General Education: 35 # Credits in Program Core Courses: 58 # Credits of Electives in the Field: 0 # Credits of Free Electives: 0 # Cr Special Requirements *(include internship, etc.):* 0 <u>Total # Cr in the Program</u> *(sum of all #Cr above)*: 93 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **25**

---

[1] If creating a Stand-Alone Certificate program from existing courses belonging to a previously approved baccalaureate/associate degree program, enter information about that program in the "Original Program" section.

Total Number of courses and course credits to be modified by this application: **25**
If program modification is concurrent with discontinuation of related program(s), list information for such program(s): Program Discontinued: CIP: OHE#:   Accreditation Date: Phase Out Period   Date of Program Termination
Other Program Accreditation: - If seeking specialized/professional/other accreditation, name of agency and intended year of review: Commission on Dental Accreditation. Next review January 2020   - If program prepares graduates eligibility to state/professional license, please identify: Department of Public Health licensure in Dental Hygiene   *(As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)*
Institutional Contact for this Proposal: Amy Feest Title: Interim Academic Dean Tel.: 860-773-1631   e- mail: afeest@tunxis.edu **Institution's Unit** *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: Dental Hygiene Program, Main Campus

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 proposed changes address four concerns for the Dental Hygiene program. Each is explained in more detail below:

1. To provide a second option for entry into Tunxis' selective admissions Dental Hygiene program
2. To address a national movement to transition 2-year Dental Hygiene programs to 3-year programs, more accurately reflecting the prerequisites required. This dovetails with a national movement towards transitioning community college Associate level degrees to community college Bachelor's level degrees for entry into the field.
3. To redesign the curriculum in order to provide better outcomes for students. This will remedy an issue that has been problematic since the program was redesigned to accommodate credit normalization.
4. To represent more accurately revenue derived from pre-requisite courses taken at Tunxis as a direct result of students who are seeking entry to the Dental Hygiene program.

Creating Two Pathways to Admissions

This proposal offers students the opportunity to choose from two different entry points into the Dental Hygiene degree program. As a result, this pathway will offer an opportunity to increase enrollment for Tunxis.

Selective Admissions Program - Currently, students have one pathway into the program – completing all credits of prerequisite requirements to apply for selective admission into the Dental Hygiene program. These courses include Concepts of Chemistry, Composition, Anatomy, and Physiology I, and college-level mathematics. The science courses must be completed within five years of applying to the program. Students also must complete Anatomy and Physiology II and Microbiology before the start of the program.

New Proposed Direct Admissions Option - The new Pre-Dental Hygiene pathway will focus on prerequisites of the program and offer students a direct entry into the Dental Hygiene curriculum based on successful completion of the Pre-Dental Hygiene requirements within two semesters plus one summer session. It is also much more transparent to students for all prerequisites required. This pathway will allow high school graduates a direct track into the Dental Hygiene program, which currently does not exist. The admission criteria for this new pathway will include a minimum SAT score in both math (570) and reading (25), letters of recommendation, and a minimum high school GPA (TBD).

For students seeking entry into our Dental Hygiene program who successfully complete some of the prerequisites but who are not successful at meeting all of the requirements, some will track into our one-year Dental Assisting program. After completing the Assisting program students can choose to reapply to the Dental Hygiene program, and many are successful at this path. Also, students who complete the prerequisites but do not successfully enter the Dental Hygiene program will find that they had the

prerequisites for other health-focused degree programs.

Marketing for this new pathway will continue at the high school level, including New Britain High School Healthcare Academy, Bristol high school college readiness day, Waterbury STEM fair, Hartford health career fair, and more. We are anticipating that this new pathway will continue or increase the diverse student population the dental hygiene program current attracts. This academic year, 30% of our first year class self-reports as a member of a minority class; 23% of our second year class self-reports as a member of a minority class.

Preparing the Dental Hygiene Program for Future Bachelor's Degree Offering

This local modification sets Tunxis' Dental Hygiene program on a course for potential national change in the future. The American Dental Hygiene Association (ADHA) reported in 2017 that 35 of 50 states have baccalaureate degrees as a Dental Hygiene entry-level degree. The ADHA policy manual, last updated on June 25, 2018, stated the ADHA's intent to create the baccalaureate degree as the entry level for dental hygiene. This policy states, "the American Dental Hygienists' Association declares its intent to establish the baccalaureate degree as the minimum entry level for Dental Hygiene practice in the future and to develop the theoretical base for Dental Hygiene practice." Most associate degree Dental Hygiene programs are at least three years in length due to prerequisites to enter the program.

The movement for the baccalaureate degree as an entry degree for Dental Hygiene has been a focus for many years. Currently, 26 states allow two-year colleges to either become four-year institutions or a two-year institution that can declare a baccalaureate degree. The change to the national movement will not come from CODA, but the American Dental Hygiene Association which is explained a little further down. The specific date has not been given at this time. We realize that once a national decision has been made, it would require both an eventual change in the BOR policy and legislative change. Our Dental Hygiene faculty have already started conversations with legislators to educate them on this possible future change.

As the only Dental Hygiene program within the CSCU system, this change will also prepare Tunxis to address an impending modification to include an additional level of practice for a dental professional. This past legislative session, Connecticut lawmakers passed the Dental Therapists bill, which will allow registered dental hygienists to perform specific therapeutic services above their current scope of practice but under the general supervision of a licensed dentist. The curriculum is still be developed and the dental therapist will be additional one to two years of coursework and clinical hours, leading to either an additional certificate or a bachelor's degree.

Redesign to Reflect Accurate Program Content

This redesign is to realign appropriate courses, disclose all prerequisite courses, and add credits to allow a full-time load each semester while giving credit for contact hours for clinical courses. Many courses that were part of the Dental Hygiene curriculum have become prerequisites due to advancement with technology, expansion in the scope of practice and knowledge. The American Dental Education Association also reports that 84 credits are the average amount of credits needed to complete an Associate's Degree in Dental Hygiene. A 2014 CSCU Board of Regents credit normalization policy (#14-111) required a decrease in the number of credits in the Tunxis Dental Hygiene Program to a 53-credit program consisting of 4 semesters plus a winter session program. Prospective Tunxis Dental

Hygiene students must have 11 prerequisite credits and an additional eight credits earned prior to the start of the program. Therefore, Dental Hygiene students have acquired at least 68 credits upon graduation which is below the national average of credits for Dental Hygiene programs. Prior to 2015, Dental Hygiene students completed 22 pre-requisite credits and 62 program credits, for a total of 84 credits.

A More Accurate Accounting of Tuition and Revenue

It is recommended to provide the appropriate level of credits for each Dental Hygiene course not only for the benefit of students but also for the accounting of tuition generated to the college directly as a result of its Dental Hygiene program. Feedback from our science faculty indicates the majority of students seeking entry into Tunxis Dental Hygiene program complete their pre-requisite courses at Tunxis. We also anticipate that students having a direct-entry pre-dental option will increase the number of students coming to Tunxis to complete the prerequisite classes, again directly impacting the revenue brought into the college from this proposal.

As applicable, please describe:

- How does the program address CT workforce needs and/or the wellbeing of CT society/ communities? (Succinctly present as much factual evidence and evaluation of stated needs as possible) - The majority of Tunxis Dental Hygiene graduates live and work in Connecticut providing Dental Hygiene services in private practice and public health settings. The Tunxis Dental Hygiene clinical experiences/learning service occur throughout the state including but not limited to Federally Qualified Health Centers (FQHC), CT Department of Corrections, Community Health Centers, and Hartford Public Schools. Tunxis Dental Hygiene educational assistants and graduates work in these FQHCs, dental hospital-based clinics, community health centers, public school settings, and senior living communities. Additionally, our Dental Hygiene students have begun a Recruit a Smile initiative which provides free dental assessments for veterans in our community.

- 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? - Tunxis Community College is the only state-funded college in Connecticut to offer a degree in Dental Hygiene; private schools that offer the Dental Hygiene program are the University of Bridgeport, the University of New Haven, and Goodwin College. The Tunxis program was the second accredited Dental Hygiene program in Connecticut and graduated its first class in 1978. Tunxis also offers a one year Dental Assisting Certificate, which further establishes the college as an expert in dental education in Connecticut. The program began and continues its affiliation with the University of Connecticut, School of Dental Medicine. The program started with clinical education solely at the School of Dental Medicine, and over the years clinical training has expanded to multiple sites executing the mission of community colleges to meet the needs of the community, in this case explicitly to meet the oral health needs of underserved populations.

- Please describe any transfer agreements with CSCU institutions 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) - There are no Dental Hygiene Bachelor's degree programs in the CSCU system. Our students may transfer to Charter Oak State College for a degree in Health Studies. No other CSU institution has a completion degree for Dental Hygiene and efforts to articulate with other programs have not been successful to date. The New England Board of Higher

Education offers a tuition break for New England residents to enroll at out-of-state public higher education institutions. Currently, three institutions provide Connecticut residents a tuition break to obtain a baccalaureate degree in Dental Hygiene since Connecticut does not have a public higher education institution offering a baccalaureate degree. The "Tuition Break Bachelor's Programs" for Connecticut Residents offers a baccalaureate degree at Rhode Island College, Vermont Tech (Vermont Technical College) and the University of Maine at Augusta. Both Rhode Island College and Vermont Tech began as two-year institutions and progressed to offering baccalaureate degrees. Tunxis Dental Hygiene Program does have an articulation agreement with Vermont Tech as well as several other Dental Hygiene Degree Completion Programs. If our long-term goal of becoming a bachelor's granting institution, we would look to develop an articulation with the University of Connecticut School of Dental Medicine to keep our students in Connecticut.

- Please indicate what similar programs exist in other institutions within the CSCU System, and how unnecessary duplication is being avoided - This program is the only Dental Hygiene program within the CSCU System

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

- According to the Bureau of Labor statistics, there is a projected 18% growth in CT with around 310 job openings through 2026.
  - Median wages (2018) $35.97 hourly, $74,820 annual
  - Employment (2016) 208,000 employees
  - Projected growth
    - (USA) (2016-2026) Much faster than average (20%)
    - (CT) (2016-2026) Much faster than average (18%)
  - Projected job openings
    - (USA) (2016-2026) 17,500
    - (CT) (2016-2026) 310

Present side-by-side listing of curricular modification: (From Original to Modified)

Prereq Courses Before Credit Normalization	Credits	Current Prerequisite Courses - After Credit Normalization	Credits	Proposed First Year Pre-Dental Hygiene Program Courses	Credits
				General Biology I (*1)	4
				First Year Experience (*2)	3
				General Psychology (*3)	3
				Nutrition AHP (*4)	3
Anatomy & Physiology I	4	Anatomy & Physiology I	4	Anatomy & Physiology I	4
Anatomy & Physiology II	4	Anatomy & Physiology II	4	Anatomy & Physiology II	4

Concepts of Chemistry	4	Concepts of Chemistry-(prereq for A&P I)	0	Concepts of Chemistry	4
Composition	3	Composition	3	Composition	3
Microbiology	4	Microbiology	4	Microbiology	4
Intermediate Algebra	3	SAT math scores 550-570 or Intermediate Algebra	0	Intermediate Algebra (*5)	3
Total Prerequisite courses	22	Total Prerequisite courses	15	Year One Pre-Dental Hygiene Program	35

Dental Hygiene Program Courses Before Credit Normalization	Credits	Current Dental Hygiene Program Courses - After Credit Normalization	Credits	Proposed Dental Hygiene Program Courses	Credits
Nutrition for Allied Health Professionals	3	Nutrition for Allied Health Professionals	3		
Fundamentals of Dental Hygiene Theory	3	Fundamentals of Dental Hygiene Theory	3	Fundamentals of Dental Hygiene Theory	3
Fundamentals of Dental Hygiene Clinic	1	Fundamentals of Dental Hygiene Clinic	1	Fundamentals of Dental Hygiene Clinic (*6)	2
Diagnostic Radiography for the Dental Hygienist	3	Diagnostic Radiography for the Dental Hygienist	3	Diagnostic Radiography for the Dental Hygienist (*7)	4
Histology & Oral Anatomy for the Dental Hygienist	4	Histology & Oral Anatomy for the Dental Hygienist	3	Histology & Oral Anatomy for the Dental Hygienist (*8)	4
Standards, Ethics & Jurisprudence for the Dental Hygiene	2	Standards, Ethics & Jurisprudence for the Dental Hygiene	2	Standards, Ethics & Jurisprudence for the DH	2
Dental Materials for the Dental Hygienist	2	Dental Materials for the Dental Hygienist	2	Dental Materials for the Dental Hygienist	2
Oral Medicine & Pathology	2	Oral Medicine & Pathology	2	Oral Medicine & Pathology	2
Dental Hygiene II Theory	2	Dental Hygiene II Theory	2	Dental Hygiene II Theory (*9)	3
Dental Hygiene II Clinic	2	Dental Hygiene II Clinic	2	Dental Hygiene II Clinic (*10)	3
Pharmacology	3	Pharmacology	3	Pharmacology	3
Pain Control and Local Anesthesia for the Dental Hygiene	3	Pain Control	2	Pain Control and Local Anesthesia for the DH (*15)	3
Public Speaking	3	Public Speaking	3	Public Speaking	3
Dental Hygiene III Theory	3	Dental Hygiene III Theory	3	Dental Hygiene III Theory	3
Dental Hygiene III	3	Dental Hygiene III Clinic	2	Dental Hygiene III	4

Clinic				Clinic (*11)	
Periodontics	2	Periodontics	2	Periodontics	2
Community Oral Health I	3	Community Oral Health I	2	Community Oral Health I (*13)	3
Dental Hygiene Research Seminar I	1	Dental Hygiene Research Seminar	1		
Dental Hygiene IV Theory	2	Dental Hygiene IV Theory	2	Dental Hygiene IV Theory (*12)	2
Dental Hygiene IV Clinic	3	Dental Hygiene IV Clinic	2	Dental Hygiene Clinic IV (*14)	4
Community Oral Health II	3	Community Oral Health II	2	Community Oral Health II (*13)	3
General Psychology	3	General Psychology	3		
Principles of Sociology	3	Principles of Sociology	3	Principles of Sociology	3
Fine Arts Elective	3				
Total AS Degree	**62**	**Total AS Degree**	**53**	**Proposed 2-year Dental Hygiene AS Degree Total**	**58**
Before Credit Normalization Total Prereqs and Dental Hygiene AS Degree	**84**	**After Credit Normalization/Current Total Prereqs and Dental Hygiene AS Degree**	**68**	**Proposed 3-year Dental Hygiene AS Degree Total**	**93**

(*1) Prerequisite course to A&P I

(*2) Proposed to increase student success

(*3) Moved to first year course to allow full-time load

(*4) Moved to first year course to allow full-time load

(*5) Moved to first year course, many students do not meet the present requirement of acceptable SAT scores

(*6) Students complete 6 hours per week of clinical hours in Dental Hygiene clinic. Increase is proposed to reflect student clinical hours.

(*7) Students complete 2 plus hours in hybrid course in addition to 3 hours of lab. Increase is proposed to reflect student contact hours.

(*8) Students complete 3 hours in lecture and 2 hours in seminar. Increase is proposed to reflect student contact hours.

(*9) Students complete 2 hours in lecture and 1 hour in seminar. Increase is proposed to reflect student contact hours.

(*10) Students complete 10 hours in patient care clinic each week. Increase is proposed to reflect student contact hours.

(*11) Students complete 14 hours on average per week in patient care. Increase is proposed to reflect student contact hours.

(*12) Students complete 14 hours on average per week in patient care. Increase is proposed to reflect student contact hours.

(*13) Students complete 2 hours lecture, and 4 hours of community learning experiences each week. Increase is proposed to reflect student contact hours.

(*13) Research course content will be absorbed into community oral health I and II. Research will be eliminated as a stand-alone course.

(*14) Students complete 14 hours of patient care per week. Increase is proposed to reflect student contact hours.

(*15) Students complete 30 hours in lecture and 15 hours in clinic. Increases in credit is to reflect student contact hours.

PROPOSED NEW DIRECT ENTRY PROGRAM BY SEMESTER

First Summer
BIO 121   General Biology I   4
ENG 101   Composition   3

First Fall Semester
CSS 101   First Year Experience 3
CHE 111   Concepts of Chemistry   4
MAT 137   Intermediate Algebra   3
BIO 211   Anatomy & Physiology I   4

First Spring Semester
BIO235   Microbiology   4
HLT 201   Nutrition AHP   3
PSY 111   General Psychology   3
BIO 212   Anatomy & Physiology   4

Total Prerequisite credits: 35

Fall Semester
DHY 209   Fundamentals of Dental Hygiene Theory   3
DHY 220   Fundamentals of Dental Hygiene Clinic   2
DHY 212   Diagnostic Radiography for the Dental Hygienist   4
DHY 228   Histology & Oral Anatomy for the Dental Hygienist   4

Total first semester credits: 13

Spring Semester
DHY 207 Standards, Ethics & Jurisprudence for the DH   2
DHY 225 Dental Materials for the Dental Hygienist   2
DHY 233Oral Medicine & Pathology   2
DHY 239 DH II Theory   3
DHY 240 DH II Clinic   3

Total second semester credits: 12

Summer
DHY 264   Pharmacology   3
DHY 275   Pain Control and Local Anesthesia for the DH   3

Total Summer credits: 6

Fall Semester
DHY 259 Dental Hygiene III Theory   3
DHY260 Dental Hygiene III Clinic   4
DHY262 Periodontics   2
DHY 267 Community Oral Health I   3

Total third semester credits: 12

Winter

SOC 101 Sociology   3

Total Winter session credits: 3

Spring Semester
DHY 279 Dental Hygiene IV Theory   2
DHY 280 Dental Hygiene Clinic IV   4
DHY 287 Community Oral Health II   3
COM 173 Public Speaking   3

Total fourth semester credits: 12

Total dental hygiene program credits: **58**

Description of Related Modification *(Provide a summary of other changes necessitated by curricular modification such as admissions or graduation requirements, mode of delivery etc., and concisely describe how the institution will support these changes.)*
None

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)*
This proposal will not require any additional resources but rather is a new way to use existing resources to both provide a second pathway into the Dental Hygiene program and to help better address the costs of running the program. These resources include state-of-the art simulated dental clinic and dental lab facilities on campus, as well as current opportunities for students to participate in community outreach service learning projects on the local, national and international level.

Other Considerations

As a signature program for Tunxis Community College, the current Dental Hygiene program is marketed extensively by the college on our website, on social media, and at all recruiting events. The addition of this new direct pathway for high school students, we anticipate that we will have even more opportunities to entice high school students directly into the program and will continue with all high school recruiting events described on page 3 (Creating Two Pathways to Admissions).

Currently, on average we have approximately 75 applications, and accept 30 per class. We anticipate, with the closing of Lincoln College of New England (and their dental hygiene program) we will see an increase in applications this coming academic year. Additionally, students who are not accepted into the program often will choose to track into our one year Dental Assisting program, and reapply to our Hygiene program the following year.

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	Fall Term, Year _2017___		Fall Term, Year 2018____		Fall Term, Year _2019___	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	12	0	8	0	11	5
New Students	2	0	0	0	0	0
Returning Students	24	13	29	16	22	14
ACTUAL Headcount Enrollment	38	13	37	16	33	19
Fall FTE accounted for by Program Majors	31.7	6.7	32	10.7	28.7	11.7
Size of Credentialed Group(s) for Given Year	23		17		21	

Curriculum Details for a Program Modification *(to be used as appropriate for specific modification request)[1]*						
Course Number and Name [2]	**L.O. #**	**Pre-Requisite**	**Cr Hrs**	**Course Number and Name**	**L.O. #**	**Cr Hrs**
Program Core Courses				**Other Related/Special Requirements**		
DHY*209 - Fundamentals of Dental Hygiene Theory	1	See below *	3	N/A		
DHY*210 - Fundamentals of Dental Hygiene Clinic	1		2			
DHY*212 - Diagnostic Radiography for the Dental Hygienist			4			
DHY*228 - Histology & Oral			4			

Anatomy for the Dental Hygienist							
DHY*207 - Standards, Ethics & Jurisprudence for the Dental Hygienist			2				
DHY*225 - Dental Materials for the Dental Hygienist			2				
DHY*233 - Oral Medicine & Pathology			2				
DHY*239 - Dental Hygiene II Theory	1		3				
DHY*240 - Dental Hygiene II Clinic	2		3				
DHY*264 - Pharmacology	1		3				
DHY*275 - Pain Control and Local Anesthesia for the Dental Hygiene			3				
COM*173 - Public Speaking			3				
DHY*259 - Dental Hygiene III Theory	1		3				
DHY*260 - Dental Hygiene III Clinic	2		4				
DHY*262 - Periodontics			2				
DHY*267 - Community Oral Health I			3				
DHY*279 - Dental Hygiene IV Theory	3		2				
DHY*280 - Dental Hygiene Clinic IV	2		4				
DHY*287 - Community Oral Health II	3		3				
SOC*101 - Principles of Sociology			3				
				Elective Courses in the Field			
				N/A			
Total Other Credits Required to Issue Modified Credential						0	

*Prerequisites for all core dental hygiene classes:

General Biology I
First Year Experience
General Psychology
Nutrition AHP
Anatomy & Physiology I
Anatomy & Physiology II
Concepts of Chemistry
Composition
Microbiology
Intermediate Algebra

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

Program Outcomes as approved by The Commission on Dental Accreditation:
1. **Teamwork -** Effectively engages in interpersonal activities and teamwork.
2. **Dental Hygiene Process of Care** - Provides care to all clients without regard to economic, social, cultural religious of health status. This is based upon an individualized human need, evidenced based system which includes assessment, diagnosis, planning, implementation, education and evaluation.
3. **Health Promotion -** Develops, implements and evaluates health promotion strategies directed toward helping individuals as well as diverse populations achieve oral wellness as well as overall health and awareness.

Additionally, the following are assessed as Tunxis' General Education Abilities:
1. **Aesthetic Dimensions** - Students will understand the diverse nature, meanings, and functions of creative endeavors through the study and practice of literature, music, the theatrical and visual arts, and related forms of expression.
2. **Critical Analysis/Logical Thinking** - Students will be able to organize, interpret, and evaluate evidence and ideas within and across disciplines; draw reasoned inferences and defensible conclusions; and solve problems and make decisions based on analytical processes.
3. **Ethical Dimensions** - Students will identify ethical principles that guide individual and collective actions and apply those principles to the analysis of contemporary social and political problems.
4. **Historical Knowledge** - Students will study the interrelatedness of various realms of human experience from multiple historical perspectives.
5. **Information Literacy/Continuing Learning** - Students will be able to use traditional and digital technology to access, evaluate, and apply information to the needs or questions confronting them throughout their academic, professional, and personal lives.
6. **Oral Communication** - Students will be prepared to develop oral messages of varying lengths and styles that communicate effectively and appropriately across a variety of settings.
7. **Quantitative Reasoning** - Students will learn to recognize, understand, and use the quantitative elements they encounter in various aspects of their lives. Students will develop a habit of mind that uses quantitative skills to solve problems and make informed decisions.
8. **Scientific Knowledge** - Students will gain a broad base of scientific knowledge and methodologies in the natural sciences. This will enable them to develop scientific literacy, the knowledge and understanding of scientific concepts and processes essential for personal decision making and understanding scientific issues.
9. **Scientific Reasoning** - Students will become familiar with science as a method of inquiry. Students will develop a habit of mind that uses quantitative skills to solve problems and make informed decisions.
10. **Social Phenomena** - Students will develop an increased understanding of the influences that shape a person's, or group's attitudes, beliefs, emotions, symbols, and actions, and how these systems of influence are created, maintained, and altered by individual, familial, group, situational or cultural means.

11. **Written Communication** - Students will be prepared to develop written texts of varying lengths and styles that communicate effectively and appropriately across a variety of settings.

SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

Cost Effectiveness and Availability of Adequate Resources

(Please complete the Pro-Forma Budget – Projected Revenues and Expenditures on the following page. Provide any necessary annotations for the Pro-Forma Budget and other commentary regarding the cost effectiveness and availability of adequate resources for the proposed modification below:

The low student to faculty clinical ratio requirements of our CODA accreditation, along with the negotiated rates for our clinical faculty, do not allow for this program to ever become revenue producing nor break-even. Increasing the number of students admitted into our program currently would only exacerbate the cost.

Tunxis Community College assumes additional operating costs via a contracted agreement with UConn Health Center to support students in both its Dental Hygiene and Dental Assisting programs. The agreement primarily details the manner with which Tunxis can utilize UConn dental facilities, secure programmatic supplies, and leverage instructional resources offered by the university health center. The agreement costs approximately $109,000 per year.

However, as the only Dental Hygiene program in Connecticut, and one whose reputation has elevated Tunxis and the Community Colleges as a whole, we also realize that this is a program that the CSCU system has expressed a desire to retain despite its budgetary challenges.

An alternative approach could be realized by requesting additional program-specific funding, either via statute or as part of the BOR allocation process. An annual budgetary supplement of $500,000 designed to support the Dental Hygiene program would allow for operating funding currently used to cover that program's annual operating deficit to be strategically redeployed throughout the college.

We would like to note that the pro-forma budget below does not allow us to include as revenue a portion of the college's state appropriation in addition to an allowance for both general and operating fringe revenue. For FY20, those three revenue streams project to cover 65.5% of Tunxis' overall personnel costs. If we apply that percentage to the personnel costs associated with the dental program (i.e. the $1.84M), it translates to approximately $1.23M in additional "revenue" available to subsidize operational costs. That, combined with tuition and fees collected as part of running the program, produces a negligible operating deficit of $46,516 over three years (i.e. $15,505 per year).

Year:	1st year			2nd year			3rd year			Total
Semester:	Summer	Fall	Spring	Fall	Spring	Summer	Fall	Winter	Spring	
# of Credits	7	14	14	13	12	6	12	3	12	93.00
Estimated # of Students	40	30	30	30	30	30	30	30	30	
Revenue:										
Tuition/Fees *based on FY20 costs	55,760.00	68,340.00	68,340.00	68,340.00	68,340.00	8,364.00	68,340.00	41,820.00	68,340.00	515,984.00
Allied Health Program Fees		14,610.00	14,610.00	14,610.00	14,610.00		14,610.00		14,610.00	87,660.00
Total Tuition and Fees	55,760.00	82,950.00	82,950.00	82,950.00	82,950.00	8,364.00	82,950.00	41,820.00	82,950.00	603,644.00
Expenditures:										
Faculty Salary/Fringes	14,211.00	90,789.00	90,789.00	284,828.00	284,828.00	14,211.00	284,828.00	14,211.00	284,828.00	1,363,523.00
Clinical Instruction				124,853.00	124,853.00		124,853.00		124,853.00	499,412.00
PTL				5,397.00	5,397.00		5,397.00		5,397.00	21,588.00
Total Instruction cost	14,211.00	90,789.00	90,789.00	415,078.00	415,078.00	14,211.00	415,078.00	14,211.00	415,078.00	1,884,523.00
										(1,280,879.00)

*Note: Capital outlay costs, institutional spending for research and services, etc. can be excluded.

This PRO FORMA Budget provides reasonable assurance that the proposed program modification can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in narrative on page 4 of Application.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Modification

December 19, 2019

RESOLVED: That the Board of Regents for Higher Education approve the modification of a
degree program – Dance Education (CIP Code: 13.1324 / OHE # 18177) leading
to a Bachelor of Science degree; specifically the addition of a specialization in
Entrepreneurship at Central Connecticut State University.

A True Copy:

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

ITEM

Program modification of program in Dance Education leading to a Bachelor of Science degree; specifically the addition of a specialization in Entrepreneurship at Central Connecticut State University

BACKGROUND

Summary

The original Dance Education major consists of a core of dance education major and teacher specialization courses designed to enable initial PK-12 certification for students wishing to teach in public and/or private schools. CCSU proposes adding a Specialization in Entrepreneurship for those students who are looking to pursue a business-based dance career. There is an increasing interest and need for a business preparation program that addresses marketing and business skills for those seeking employment and ownership of a business in the area of dance education (i.e., dance studios, dance director within small/large corporations, community centers, etc.). Therefore, CCSU is requesting a modification to the current Dance Education program to include a second specialization in Entrepreneurship in Dance Education. Current Dance Education students consistently request business courses to enhance their preparation in dance. This modification is to ensure Dance Education majors are appropriately prepared to enter the business workforce in Dance Education; this change by no means impacts students who wish to pursue the PK-12 Initial Teacher Certification program in Dance Education.

Resources

The institution expects the program's projected revenue to exceed projected expenditures in each of its first three years and to accumulate a small profit of $2,229 during that time.

RECOMMENDATION

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

12/02/2019 – BOR Academic & Student Affairs Committee
12/19/2019 – Board of Regents

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost: October 23, 2019

Most Recent NEASC Institutional Accreditation Action and Date: April 13, 2019

Original Program Characteristics	Original Program Credit Distribution
CIP Code No. 131324 Title of CIP Code Dance Education	# Cr in Program Core Courses: **61**
Name of Program: **Dance Education**	# Cr of Electives in the Field: **32**
Degree: Title of Award *(e.g. Master of Arts)* **BS**	# Cr of Free Electives: **15**
Certificate: *(specify type and level)* **Dance Education PK-12**	# Cr Special Requirements *(include internship, etc.)*: **12**
Date Program was Initiated: **Fall 2016**	Total # Cr in the Program *(sum of all #Cr above)*: **120**
Modality of Program: **X On ground** Online Combined If "Combined", % of fully online courses?	From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **120**
Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: **120**	

Type of Program Modification Approval Being Sought (mark all that apply):

    Licensure and Accreditation (specify whether New Certificate, Minor, Option, Concentration, or Other)

X Significant Modification of Courses/Course Substitutions* **Add 34-credit specialization in Entrepreneurship**

    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

Modified Program Characteristics	Modified Program Credit Distribution
Name of Program: **Dance Education**	# Cr in Program Core Courses: **42**
Degree: Title of Award *(e.g. Master of Arts)* **BS**	# Cr in each Specialization: **34**
Certificate[1]: *(specify type and level)*	# Cr in Core Related Requirements: **24**
Program Initiation Date: **Spring 2020**	# Cr of General Education/Free Electives: **20**
Modality of Program: **X On ground** Online Combined If "Combined", % of fully online courses?	# Cr Special Requirements *(include internship, etc.)*:
Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*:	Total # Cr in the Program *(sum of all #Cr above)*: **120**
Other: **Adding a Specialization in Entrepreneurship**	From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **120**

*****Significant** is defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program.

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

Notes regarding Application:

Log of Steps Toward Approval:

Date of Approval:

Date for Inclusion in BOR-ASA Meeting Package:

Comments:

---

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM

Conditions for Approval (if any)

SECTION 1: GENERAL INFORMATION   (continued)

If program modification is concurrent with discontinuation of related program(s), please list for such program(s):

Program Discontinued: CIP: OHE#:   Accreditation Date:

Phase Out Period   Date of Program Termination

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: **School of Education and Professional Studies, Central Connecticut State University**

Other Program Accreditation:
- If seeking specialized/professional/other accreditation, name of agency and intended year of review: **State review /accreditation in alignment with NDA standards, NDEO standards, and CT state dance standards.**
- If program prepares graduates eligibility to state/professional license, please identify: **Connecticut Dance Teacher Initial Certification, approved by CSDE, April 2019**

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

Institutional Contact for this Proposal: **Dr. Kimberly Kostelis, Dean; Professor Catherine Fellows, Dance Director**

Tel.: 860-832- 2101   e- mail: Kimberly.Kostelis@ccsu.edu; fellowsc@ccsu.edu

SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION
(Please Complete Sections as Applicable)

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

The original Dance Education major consists of a core of dance education major and teacher specialization courses designed to enable initial PK-12 certification for students wishing to teach in public and/or private schools. We are adding a Specialization in Entrepreneurship for those students who are looking to pursue a business-based dance career.

As applicable, please describe:

How does the program address CT workforce needs and/or the wellbeing of CT society/communities? (*Succinctly present as much factual evidence and evaluation of stated needs as possible)*

Connecticut Dance Teacher Certification was approved on July 1, 2008. At that point, the Connecticut State Department of Education appointed Central Connecticut State University to host this dance teacher certification. Currently, CCSU services all those students who are interested in becoming a certified teacher in CT in Dance Education. Additionally, the Connecticut State Department of Education approved initial Teacher Certification in Dance Education at CCSU on April 4, 2019.

With the addition of our current Dance Education major approved by the BOR for licensure in October 2015 and accredited in October 2017, our enrollment has expanded and met our projected goals in half the projected time. In Fall 2019, we have 14 full-time students and 1 part-time student enrolled. This growth has occurred using existing resources with little to no marketing efforts. With the arrival of a new Associate Vice-President of Enrollment Management, we are hoping to better market this major and especially the new proposed specialization in Entrepreneurship.

There is an increasing interest and need for a business preparation program that addresses marketing and business skills for those seeking employment and ownership of a business in the area of dance education (i.e., dance studios, dance director within small/large corporations, community centers, etc.). Our recent High School

Dance Festival at CCSU was attended by 175 high school students, many of whom stated that they aspired to be small business owners.

Therefore, we are requesting a modification to the current Dance Education program to include a second specialization in Entrepreneurship in Dance Education. Current Dance Education students consistently request business courses to enhance their preparation in dance. This modification is to ensure our Dance Education majors are appropriately prepared to enter the business workforce in Dance Education; this change by no means impacts students who wish to pursue the PK-12 Initial Teacher Certification program in Dance Education.

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?**

The majority of courses within the Entrepreneurship in Dance Education Specialization consists of existing marketing, accounting, and entrepreneurship courses offered by the School of Business, which is AACSB accredited. Central Connecticut State University will be the only university in Connecticut where a student can major in Dance Education and receive a business specialization by an AACSB-accredited faculty.

The Dance Education program at Central Connecticut State University makes full use of the Welte Stage, one of the finest performing arts resources in the state. CCSU and the Dance Education program hosts various dance performances including nationally acclaimed modern/ballet companies (e.g., Jennifer Muller/*The Works*, Paul Taylor 2, Martha Graham Junior Company, Hubbard Street of Chicago). These opportunities are made affordable to the Greater Hartford/ New Britain communities and provide entertainment, educational programs, and conferences, thus elevating educational programs in the performing arts for a diverse demographic. Welte also allows our students to perform with and learn from these renowned individuals. Use of the Welte Auditorium enables the development of a relationship between the university and the community and widens the ground base for dance education and the performing arts not only on campus, but throughout New England.

In addition to the Welte Stage us, we have a brand-new, state-of-the-art Dance Education Center (DEC). The DEC was created in an existing building across from Welte Stage. The DEC is attractive and spacious, consisting of a laboratory used for all dance classes, rehearsals, studio performances as well as other program classes (Mindfulness in Health and Healthcare) and campus activities (Moment to Moment Meditation and Karate club). The DEC is equivalent in square footage to four dance studios and equipped with a high-quality sound system and flooring. There is also a teaching station with a retractable screen used for teaching and rehearsals. The ceilings are high with large windows to allow for natural lighting. Additionally, outside the DEC is an expansive courtyard, beautifully landscaped to allow for outdoor performances and a peaceful sitting area for students.

The Dance Education program engages in community outreach by going into school systems, retirement facilities, and the New Britain Museum. Students and instructors also participate in local and regional collegiate dance festivals. The most recent and largest community outreach activities included the Connecticut High School Dance Festival held at CCSU in Fall 2012, Spring 2014, Spring 2016, Fall 2018, and ~~upcoming in~~ Fall 2019. This statewide festival, the first of its kind to be held in New England, involves attending a full day of classes and an evening dance gala. The festival is opened to high school faculty, high school students, and invited professional guests throughout the tristate area. Nationally acclaimed dance professionals, educators, and performers teach over 20 master classes in a variety of dance forms. The high school dance festival provides each individual high school student the opportunity to experience professional dance classes. The dance festival is an opportunity for high school students to fit in and belong in a non-traditional major, and it creates an outlet for the non-traditional student. This festival has recently partnered with the most prestigious National Dance Education Organization (NDEO); thus, hosting this

event on multiple occasions has elevated CCSU's program and facilities to the national stage.

Please describe any transfer agreements with CSCU institutions 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)*

We accept all applicable general education coursework that is required in the Dance Education major. We also determine transfer credits on an individual basis after review of the course description and syllabus. Currently, we have an articulation agreement with Naugatuck Valley Community College and we will continue to work with other community colleges to examine the transferability of dance courses, as well as general education courses, to develop articulation agreements and encourage transfer students from other CCCs.

Please indicate what similar programs exist in other institutions within the CSCU System, and how unnecessary duplication is being avoided.

To the best of our knowledge, this is the only Entrepreneurship in Dance Specialization offered in the country. Geographically, CCSU offers prospective students in the Central Connecticut area an opportunity to study dance education at a state school, which is more affordable than private institutions in the area. Additionally, CCSU is the only college or university in Connecticut that offers a degree in Dance Education.

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

With the rapid growth of private dance studios, fitness facilities, and other community-based facilities throughout New England and beyond, dance teachers with business knowledge and skills could be highly employable. As a result, this program modification will improve the quality of teaching, as well as the effectiveness of handling the marketing and managerial side of the business. It is our hope that the Enterpreneurship specialization in Dance Education provides our students the skills to not only teach dance at the highest level, but run a successful business. Our students are our best recruitment tool – positioning our CCSU Dance Education successfully throughout the community in multiple contexts could potentially influence young, and especially first-generation dancers to pursue a college education.

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 original Dance Education major is being modified to allow students interested in dance two different career paths: teaching in a public school or pursuing a business-based career in dance. The Teacher Education path remains the same as the original program, which now leads to Initial Teacher Certification upon graduation. No graduation requirements or admission requirements are changing for this path. The original program is being divided into a Dance Education Core, common to both paths, with two specializations: Teacher Education (leading to PK-12 licensure) and Entrepreneurship for those students who are looking to pursue a business-based career in dance. The core consists of 42 credits and each specialization consists of 34 credits. All dance-related courses will be administered in an onground format. Business courses will be offered in onground and in hybrid formats. The new specialization has no additional admission requirements. Given that all of these courses are already offered and part of existing curricula, they are fully supported by the University.

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)*

All descriptions of resources are included in the annotated pro forma budget below.

Other Considerations
The Teacher Education Specialization leads to PK-12 Initial Educator Certification. The 2nd Specialization is intended for students to work/own in private dance studios, fitness facilities and other community based facilities

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	Fall Term, Year 2016		Fall Term, Year 2017		Fall Term, Year 2018	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	0	0	0	0	0	0
New Students	2	0	6	1	7	0
Returning Students	4	1	10	0	11	0
ACTUAL Headcount Enrollment	6	1	16	1	18	0
Fall FTE accounted for by Program Majors	7.1		16.7		17.9	
Size of Credentialed Group(s) for Given Year			1		3	

Curriculum Details for a Program Modification *(to be used as appropriate for specific modification request)[2]*

Course Number and Name [3]	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses (42 Credits)				**Teacher Education Specialization Requirements (34 Credits)**		
EXS 207 Anatomy & Physiology I in Exercise Science		BIO 111/121 or BMS 102	3	EDTE 314 Applied Educational Theory		3
EXS 216 Biomechanics		EXS 207 & PHYS 111	3	EDT315 Technology in Sec. Classroom		1
DAN 200 Dance Practicum			2	EDF 215 Education in a Multi-cultural Society		3
DAN 477 Dance Methods			3	EDSC 417 Elementary Student Teaching		6
DAN 299 Dance History			3	EDSC 419 Secondary Student Teaching		6
DAN 480 Dance Project			3	PE 299 Psycho-Social Aspects of		3
DAN 152 Beginner Ballet			2	PE 305 Evaluation of PE		3
DAN 252 Intermediate Ballet			2	PE 320 Motor Development		3
DAN 157 Beginner Jazz			1	PE 405 Elementary Methods		3
DAN 257 Intermediate Jazz			2	PE 406 Adapted PE		3
DAN 151 Beginning Modern Dance			2			

---

[2] **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.**

[3] Make any detailed annotations for individual courses as needed to understand the curricular modifications taking place

DAN 230 Afro-Caribbean Dance and Culture			2	**Entrepreneurship Specialization (34 Credits)**
DAN 234 Ballroom Dance			1	**Entrepreneurship Specialization Requirements (11 Credits)**
DAN 235 Movement For Performers			2	ENT 296 Main Street Business Ownership and Management — 3
DAN 236 Principles of Choreography	DAN 235		2	ENT 350 Financing Entrepreneurial Ventures — 3
DAN 272 Creative Dance in Education			2	MKT 295 Fundamentals of Marketing — 3
DAN 377 Modern Dance & Theory	DAN 272		2	DAN 200 Dance Practicum — 2
DAN 378 Contemporary Dance Technique	DAN 272		2	**Entrepreneurship Specialization Business Electives (6 Credits)**
PE 416 Organization of Curriculum & Program Development	PE 406		3	ENT 330 Entrepreneurship and New Venture Creation — 3
DAN 234 Ballroom Dance			1	ENT 355 Managing a Growing Business — 3
				MKT 301 Creativity in Marketing — 3
				MKT 306 Advertising and Promotion — 3
				MKT 350 Social media Marketing — 3
				MKT 359 Special Events Marketing — 3
Core Related Requirements (24 Credits)				**Entrepreneurship Specialization Elective Courses (17 Credits)**
BIO 111 or 121 or BMS 102			3	In consultation with faculty advisor for approval
STAT 104 or 200 or 215			3	
PHYS 111			3	
PSY 136			3	
HIST 161 or 162			3	
COMM 115 or 140			3	
MUS 109			3	
ANTH 170			3	
Total Other Credits Required to Issue Modified Credential				0

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

1. Learning Outcome # 1: Elements and Skills: Students will identify and perform movement elements and dance skills.
2. Learning Outcome #2: Choreography: Students will understand choreographic principles, processes, and structures.
3. Learning Outcome #3: Meaning: Students will understand how dance creates and communicates meaning.
4. Learning Outcome #4: Healthy Living: Students will analyze connections between dance and healthful living.
5. Learning Outcome #5: Connections: Students will make connections between dance, other disciplines and daily life.

SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

Two-Year Cost Effectiveness and Availability of Adequate Resources

(Please complete the Pro-Forma Budget – Projected Revenues and Expenditures on the following page. Provide any necessary annotations for the Pro-Forma Budget and other commentary regarding the cost effectiveness and availability of

adequate resources for the proposed modification below:

[1]Projected revenue is based on the following expected enrollments:

	Spring 2020	Spring 2021	Spring 2022
Full Time	11	16	22
Part Time	1	1	2

These enrollments reflect full-time enrollment to the program. Within the specialization, we expect 1 FT student enrolled in Spring 2020, 4 FT by Spring 2021 and 9 FT and 1 PT by Spring 2022.

[2]Tuition reflects 2019-20 current tuition costs for in-state CT residents ($4870 per semester for full-time; $545 per credit for part-time), which includes tuition and, for full-time students, the University general fee less accident insurance. No other online or fees are included; no tuition increases for 2019-22 are assumed. We estimate that our part-time students will take, on average, 6 credits each semester. Values reflect the incremental increase in tuition with the expected enrollment growth described above.

[3]A full-time faculty member receives 3 credits of reassignment per semester to coordinate the entire Dance Program, which extends beyond the Dance Education major. Approximately 66% of her time is devoted specifically to the Dance Education Major. The resultant expense is the equivalent of 8.3% of the faculty member's base salary plus 45% in estimated fringe. Further, the increase from Spring 2020 to Spring 2021 reflects the expected 5.5% contractual increase as reflected in Articles 12.3 and 12.4 of the AAUP Contract.

[4]To estimate instructional expense, we calculated the cost of each student credit hour (SCH) for core and elective courses within the specialization for Fall 2018 and Spring 2019. For FT faculty, the cost per SCH was: (1/24ths of the base salary * 1.45 fringe * faculty load credit for the course) / student enrollment / number of student credits. For PT faculty, the cost per SCH was: (rate per faculty load credit * 1.31 fringe * faculty load credit for the course) / student enrollment / number of student credits. The median cost per SCH for was $212 for full-time faculty and $100 for part-time faculty. Based on anticipated enrollments, we estimate 513, 738, and 1026 SCH respectively for Spring 2020, 2021, and 2022. The Dance Education core and electives are 72 credits, or 63% of the total number of credits students would take within the program. Multiplying the total anticipated SCH by .63 gives us 323, 465, and 646 SCH across the next 3 years. The percentage of SCH taught by full-time faculty within Dance Education is 72%. Thus, the full-time instructional expense for Spring 2020 was: the median cost per SCH * SCH expected within Dance Education * .72. To reflect contractual salary increases that took effect this year, we multiplied that total (which was based on Fall 2019 salaries) by 1.05. Estimated part-time instructional expense for Spring 2020 was: the median cost per SCH * SCH expected within Dance Education * .28 * 1.037. Given the modest increases in enrollment even within the specialization, current course offerings should absorb enrollment increases without further expense. Spring 2021 expenses are adjusted for expected contractual increases of approximately 5.5% for FT and 3.7% for PT faculty. Spring 2022 instructional costs are not adjusted.

[5]The Department Secretary clerically supports the operations of the Dance Education BS. We estimate that 5% of her time is spent in direct support. The estimates below include 5% of base salary and 45% fringe. Increases reflect a 3.5% COLA for 2021, and no adjustment for 2022.

[6]Marketing for the program will be approximately $2,500 per semester and will involve submitting a press release; advertising on radio, video, digital, and/or print platforms; and developing a program brochure, posters, and/or flyers.

PRO FORMA Budget - Projected Revenues and Expenditures
(Whole Dollars Only)

PROJECTED Program Revenue[1]	Spring 2020	Spring 2021	Spring 2022
Tuition (do not include internal transfers)[2]	$ 56,840	$ 81,190	$ 113,680
Program-Specific Fees			
Other Revenue (Annotate in narrative)			
Total Estimated Program Revenue	$ 56,840	$ 81,190	$ 113,680

PROJECTED Program Expenditures*	Spring 2020	Spring 2021	Spring 2022
Administration (Chair or Coordinator) [3]	$ 14,523	$ 15,322	$ 15,322
Faculty (Full-time, total for program) [4]	$ 51,933	$ 54,789	$ 54,789
Faculty (Part-time, total for program) [4]	$ 9,428	$ 9,777	$ 9,777
Support Staff[5]	$ 2,059	$ 2,131	$ 2,131
Library Resources Program			
Equipment (List as needed)			
Other (e.g. student services)[6]	$ 2,500	$ 2,500	$ 2,500
Estimated Indirect Costs (e.g. student services, operations, maintenance)			
Total Estimated Program Expenditures	$ 80,443	$ 84,519	$ 84,519

*Note: Capital outlay costs, institutional spending for research and services, etc. can be excluded.

This PRO FORMA Budget provides reasonable assurance that the proposed program modification can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in narrative on page 4 of Application.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

December 19, 2019

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Advanced ESL Proficiency (CIP Code: 13.1401) leading to a Certificate, requiring 21 to 24 course credits delivered via an online, on ground and/or combined modalities, at Quinebaug Valley Community College; and grant its accreditation for a period of seven semesters beginning with its initiation.

A True Copy:

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

ITEM

Establishment of a new program leading to a Certificate in Advanced ESL Proficiency at Quinebaug Valley Community College

BACKGROUND

Summary

English Language Learner (ELL) students within the English as a Second Language (ESL) program at QVCC are currently enrolled in a number of degree and certificate programs. As ELL students achieve English proficiency, the ESL certificate packages the ESL courses currently available into a certificate which can be part of a stackable pathway to all available certificates and Associate degrees at the college.

Rationale

Becoming proficient in English opens opportunities for employment and promotion. As of 2018, the Bureau of Labor statistics reported the unemployment rate in Windham, CT at 4.5%. Although this is a low percentage, it is still the highest in Connecticut and higher than the national average at 3.7%. Many of the ELL students at QVCC are employed in low paying entry level jobs with little chance of advancement due to not having enough proficiency in English. In addition, ELL students often need to have more than one job in order to make ends meet.

QVCC offers a variety of Certificates and Degrees which students can choose from to improve their standard of living. In addition, an ESL Certificate would give ELL students a credential that can be used to justify being promoted at their current employment or in certain cases when immigrants choose to return to their country of origin, to obtain employment in settings where English is required.

Resources

Projected revenue for the proposed program exceeds projected expenditures in totality for the first three years of the program. It is anticipated that the program will generated approximately $38,131 by the end of year three.

RECOMMENDATION

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

12/02/2019 – BOR Academic & Student Affairs Committee
12/19/2019 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

NEW ACADEMIC PROGRAM APPROVAL

Institution:	Quinebaug Valley Community College
Department/Division:	
Name of Program:	Advanced English As a Second Language (ESL) Proficiency
Title of Credential:	Certificate
Total Course Credits Required:	21 to 24
Instructional Modality:	On ground, Online & Hybrid
Locality of Program:	Main Campus
Anticipated Program Initiation Date:	Spring 2020
Anticipated Date of First Graduation:	Spring 2021

Need/Demand for Program:

English Language Learner (ELL) students within the English as a Second Language (ESL) program at QVCC are currently enrolled in a number of degree and certificate programs. As ELL students achieve English proficiency, the ESL certificate packages the ESL courses currently available into a certificate which can be part of a stackable pathway to all available certificates and Associate degrees at the college.

Projected Enrollment	Year 1					
	Fall Semester		**Spring Semester**		**Summer Terms**	
	FT	**PT**	**FT**	**PT**	**FT**	**PT**
New Students (first time matriculating)	1	8	0	5	0	0
Internal Transfers (from other programs)	0	0	0	0	0	0
Continuing Students	1	9	1	8	0	0
Headcount Enrollment	2	17	1	13	0	0
Total FTE	2	5.7	1	4.3	0	0

PRO FORMA Budget - Projected Revenues and Expenditures

(Whole Dollars Only)

PROJECTED Program Revenue	Year 1	Year 2	Year 3
Tuition	$41,837	$54,245	$76,010
Program-Specific Fees			
Other Revenue			
Total Estimated Program Revenue	**$41,837**	**$54,245**	**$76,010**

PROJECTED Program Expenditures	Year 1	Year 2	Year 3
Administration (Chair or Coordinator)	$16,105	$16,908	$17,713
Faculty (Full-time, total for program)			
Faculty (Part-time, total for program)	$26,310	$27,765	$29,160
Support Staff			
Library Resources Program			
Equipment			
Other (e.g. student services)			
Estimated Indirect Costs (e.g. student services, operations, maintenance)			
Total Estimated Program Expenditures	**$42,415**	**$44,675**	**$46,873**

November 13, 2019

To Whom It May Concern:

I am writing to express my support for the Advanced English as a Second Language Proficiency Certificate at QVCC. As the provider of Adult Education services to our northeastern residents, one of our program mandates is to provide English Language instruction to foreign-born adult learners in our communities. Our locally funded programs begin with basic literacy and support student language acquisition through the intermediate level. However, in order to fully integrate into our community and secure financially rewarding careers, these learners need to continue developing their English proficiency.

Therefore, upon completion of our program of study, we encourage our students to continue their education at QVCC. For our ELL students, this means moving into advanced ESL classes that will allow them to access professional careers and advanced education. By bundling the highest level ESL courses with Composition and Public Speaking in order to create a stackable certificate, QVCC is recognizing the milestone of this achievement and providing students with an endorsement that could lead to promotion in employment and entrance into training programs.

We welcome the addition of this stackable certificate as an educational opportunity for our learners and an employment credential for our community.

Sincerely,

Kristin Hempel
Associate Director, Adult and Community Programs

Your Custom Safety Netting Company

November 19th, 2019

To Whom It May Concern,

On behalf of InCord in support of the ESL certificate proposal to the Board of Regents. As an employer who has seen one of our own employees, Estela Hernández, become proficient in English since she began in the ESL program offered at Quinebaug Valley Community College (QVCC). I truly believe having mastery of Spanish and English and a certificate will continue to open doors for our employees. In the case of Estela, she was chosen to be one of the trainers for our production program due to her mastery in both languages and trains all new hires in production procedures in her area. Presently, about forty percent of our workforce is Spanish speaking. Obtaining an ESL certificate will continue to give Estela opportunities for advancement and the confidence of knowing her credentials are making a difference.

Sincerely,

Paulina Martinez
Human Resources Manager

Direct 860-531-1075 • pmartinez@incord.com

americanjobcenter
EAST

November 20, 2019

To whom it may concern:

I am writing in support of QVCC's application to the BOR to offer an Advanced Proficiency ESL Certificate. As the Business Services Representative working at the American Job Center (AJC) in Willimantic, my primary role is to assist employers in our 41-town Eastern CT region with their hiring and training needs. Much of my work is concentrated in two areas of high employment demand in our area: manufacturing and healthcare.

In the Willimantic area in particular, we have a large Spanish-speaking population. Many of the employers in the area also have a large Spanish-speaking clientele and hence, require proficient and well-trained bilingual employees. Very often, the job seekers that utilize the services of the AJC do not have the requisite level of English-speaking skills required to successfully find employment in higher paying jobs and are limited to finding employment in entry level positions that do not provide a living wage, nor do they offer any chance for promotion.

Quinebaug's plans for this Advanced Proficiency ESL Certificate would provide many of our residents (and job seekers) with the skills they need to find better paying careers. This is particularly true for the healthcare and manufacturing industries.

As an example, Nordson EFD, a growing manufacturer in Norwich, is seeing their hiring levels hampered by not being able to hire 2nd and 3rd shift bilingual Managers/Supervisors. Consequently, many of the entry level Spanish-speaking job seekers are not able to gain employment with this expanding company since their Spanish-speaking supervisors are mainly working on 1st shift. QVCC's Advanced Proficiency ESL Certificate would benefit Nordson with finding qualified supervisors for 2nd and 3rd shift, which would have the secondary benefit of helping those with lower skills find employment there as well.

The same is true of many of the positions in healthcare. Many of the Spanish-speaking residents in our area find themselves limited to lower paying jobs such as Certified Nursing Assistant and Home Companions. This certificate could greatly help them prepare for high paying positions as Medical Assistants, Scribes, Medical Receptionists, etc.

This stackable certificate would have a tremendous impact on improving the prospects for a large number of people in the Eastern CT region. I sincerely hope the BOR will vote favorably for the addition of this Advanced Proficiency ESL Certificate at Quinebaug Valley Community College.

Respectfully submitted,

Linda Riquier

Business Services Rep
  American Job Center - Willimantic
  Tyler Square, 1320 Main St., Willimantic, CT 06226
  860-455-1555 • lriquier@qvcc.edu

To Whom It May Concern:

I am writing regarding Yasmin Garcia and her ESL program training at QVCC.

Yasmin has been working under my supervision in the Quality Department as a Quality inspector for approximately 1 year. Before that she trained in my department under my supervision as a backup quality inspector in 2017. I have known her for approximately 3 years. I believe I am in the perfect position to evaluate Yasmin's strengths and weaknesses, and with those in mind, I can easily recommend her for your proposed certificate without reservation.

She has shown significant improvement in her communication skills relative to her daily responsibilities as a QA inspector at Nordsonefd. Her advancement in her ability to communicate with a mostly English-speaking staff has proven valuable. Due to the nature of her responsibilities, detailed technical communication are key to being effective in her position.

You will have no regrets in giving her the opportunity to continue with her education to improve her quality of life for herself and for her family. Do not hesitate to contact me with any further questions.

Sincerely,

Linda Barbeau

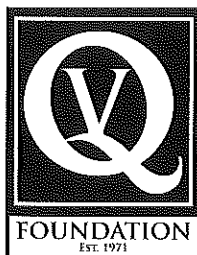Quality Supervisor

Nordson
EFD

10 Connecticut Ave
Norwich, CT 06360
Linda.Barbeau@nordsonefd.com
www.nordsonefd.com

11/19/2019

Connecticut Board of Regents for Higher Education
Mark Ojakian, president
61 Woodland Street
Hartford, CT 06105

Dear President Ojakian,

On behalf of the Quinebaug Valley Community College Foundation, I write to heartily endorse Professor Elkin Espitia-Loazia's proposal for the Advanced Proficiency English as a Second Language (ESL) Certificate.

This year, QVCC's ESL students hail from the Philippines, India, Latin America, Poland, Ukraine, Albania and China. Languages spoken are Spanish, Chinese, Ukrainian, Polish, Portuguese, and Albanian. This diverse group of individuals all share a unifying desire to improve their own lives through education, the lives of their families and that of their new communities too. They have won thousands of dollars in Foundation scholarships for their academic achievements, despite language and other barriers they face daily. The reason the Foundation first became involved with supporting this specific student group was when we learned of the financial aid challenges they alone faced. Moreover, the majority of these students work full-time while taking ESL classes. Because of their English language deficit, there is very little room for professional advancement-even for students with advanced degrees from other nations. For this reason, the Foundation purchased a virtual language lab so that students can improve their proficiency in and out of class. The QVCC Foundation is not alone in recognizing the unique needs and the incredible talents of our ESL students. In particular, the Liberty Bank Foundation has been a stalwart advocate for many years.

We believe that this certificate is truly a "win-win" for both students and employers. This tangible credential is important for confidence "I am successful in English. I can be successful in progressing from ESL to main stream courses." In addition, it provides concrete documentation for new employment or advancement opportunities in existing jobs. Ultimately, we believe that this credential will help our community college students and our state as employers continually advertise for bilingual employees. We believe our ESL students, armed with this certificate, will be better positioned to be leaders in Connecticut's workforce.

Thank you for your willingness to consider this certificate. We know our students and our state will benefit from it.

Monique C.K. Wolanin
Director of Institutional Advancement

Quinebaug Valley Community College Foundation
742 Upper Maple Street, Danielson, CT 06239
www.qvcc.edu/foundation • 860-932-4174

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

December 19, 2019

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Data Analytics (CIP Code: 27.0304) leading to a Certificate, requiring 16 course credits delivered via an on ground modality, at Three Rivers Community College; and grant its accreditation for a period of seven semesters beginning with its initiation.

A True Copy:

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

ITEM

Establishment of a new program leading to a Certificate in Data Analytics Three Rivers Community College

BACKGROUND

Summary

The Data Analytics certificate provides exposure to essential elements of data analysis including data sources, programming languages, statistical principles, computing and analytics, graphics, and data science applications. This certificate will afford students more opportunities in the job market by providing them with skills which are highly sought by employers in many industries. While current jobs require a bachelor's degree, new jobs are being created at the associate's degree level of entry as well. This certificate will offer both employees with little higher education or with Bachelor's degrees the specific skills to work with many forms of data.

Rationale

With this program, the institution seeks professionals in business, marketing, information systems, information technology, etc. to use this learning opportunity as a way to enhance their existing career path. These include people that manage logistics, product development, marketing, business analysis/intelligence/analytics, bioinformatics, etc. Jobs that require Data Analytics include by title: IT Systems Analyst, Healthcare Data Analyst, Operations Analyst, Data Scientist, Data Engineer, Quantitative Analyst, Data Analytics Consultant, Digital Marketing manager, Project Manager, Transportation Logistics Specialist, and Statistician. According to the State of Connecticut Department of Labor, the above jobs are some among the fastest growing jobs in the State of Connecticut.

Resources

Projected revenue for the proposed program exceeds projected expenditures in totality for the first three years of the program. It is anticipated that the program will generated approximately $385,860 by the end of year three.

RECOMMENDATION

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

12/02/2019 – BOR Academic & Student Affairs Committee
12/19/2019 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

NEW ACADEMIC PROGRAM APPROVAL

Institution:	Three Rivers Community College
Department/Division:	Math and Science
Name of Program:	Data Analytics
Title of Credential:	Certificate
Total Course Credits Required:	16
Instructional Modality:	On ground
Locality of Program:	Main Campus
Anticipated Program Initiation Date:	Fall 2020
Anticipated Date of First Graduation:	Spring 2021

Need/Demand for Program:

The Data Analytics certificate provides exposure to essential elements of data analysis including data sources, programming languages, statistical principles, computing and analytics, graphics, and data science applications. This certificate will afford students more opportunities in the job market by providing them with skills which are highly sought by employers in many industries. While current jobs require a bachelor's degree, new jobs are being created at the associate's degree level of entry as well. This certificate will offer both employees with little higher education or with Bachelor's degrees the specific skills to work with many forms of data.

Projected Enrollment	Year 1					
	Fall Semester		**Spring Semester**		**Summer Terms**	
	FT	**PT**	**FT**	**PT**	**FT**	**PT**
New Students (first time matriculating)	0	10	0	0	0	0
Internal Transfers (from other programs)	0	0	0	0	0	0
Continuing Students	0	0	0	10	0	0
Headcount Enrollment	0	10	0	10	0	0
Total FTE	0	3.3	0	3.3	0	0

PRO FORMA Budget - Projected Revenues and Expenditures

(Whole Dollars Only)

PROJECTED Program Revenue	Year 1	Year 2	Year 3
Tuition	$29,340	$63,570	$83,130
Program-Specific Fees			
Other Revenue	$35,970	$77,935	$101,915
Total Estimated Program Revenue	**$65,310**	**$141,505**	**$185,045**

PROJECTED Program Expenditures*	Year 1	Year 2	Year 3
Administration (Chair or Coordinator)	$2,000	$2,000	$2,000
Faculty (Full-time, total for program)			
Faculty (Part-time, total for program)			
Support Staff			
Library Resources Program			
Equipment			
Other (e.g. student services)			
Estimated Indirect Costs (e.g. student services, operations, maintenance)			
Total Estimated Program Expenditures	**$2,000**	**$2,000**	**$2,000**

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Institutional Accreditation for

Central Connecticut State University

December 19, 2019

RESOLVED: That the Connecticut Board of Regents for Higher Education accept NECHE actions of May 22, 2019 regarding the regional accreditation of Central Connecticut State University and grant continued state accreditation of Central Connecticut State University until November 2024.

A True Copy:

_____

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

ITEM
Institutional Accreditation of Central Connecticut State University

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
The Board of Regents last accredited Central Connecticut State University on June 25, 2015
when it accepted the New England Association of Schools & Colleges (NEASC) granting
continued accreditation of Central after reviewing its fifth-year interim report.

In accepting the institution's ten-year Fall 2018 comprehensive evaluation, the successor to
NEASC – the New England Commission of Higher Education (NECHE) continued its regional
accreditation of Central Connecticut State University at its May 22, 2019 meeting. The
Commission expressed its appreciation for the institution's preparation of a candid and
comprehensive self-study. The Commission complimented Central on its governance process,
significant gains in assessment of student learning outcomes, increase in institutional research
capacity, new building construction and renovation, and expansion of graduate programs in
engineering.

The Commission scheduled Central Connecticut State University's next ten-year comprehensive
evaluation for Fall 2028, and an interim report in Fall 2023 for its consideration. In this interim
report, the University is expected to update its progress in:

1. completing the strategic planning process and beginning to implement its strategic goals;
2. achieving its enrollment goals;
3. documenting compliance with Title IV and Title IX requirements with attention to
   ensuring that staffing is sufficient to comply with Title IX requirements

Additionally, NECHE request that Central report on its success in clarifying expectations and
demonstrating outcomes related to the Board of Regents' shared services and "Student First"
initiatives.

The Commission hopes that the evaluative process has contributed to institutional improvement,
and appreciates Central's cooperation with its effort to provide public assurance of the quality of
higher education in New England.

RECOMMENDATION
It is the recommendation of the System's Provost and Senior Vice President for Academic and
Students Affairs that the Board of Regents accept the action of the New England Commission of
Higher Education in accepting the comprehensive evaluation submitted by Central Connecticut
State University and grant the State of Connecticut's accreditation of Central Connecticut State
University through November 2024.

12/02/19 – Academic and Student Affairs Committee
12/19/19 – Board of Regents

May 31, 2019

Mr. Matt Fleury
Board Chair
Connecticut Board of Regents
61 Woodland Street
Hartford, CT 06105

Dear Mr. Fleury:

Enclosed for you is a copy of the New England Commission of Higher Education's letter of May 22, 2019 to President Toro notifying her of the action taken by the Commission at its April, 2019 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 Toro

NECHE

New England Commission
of Higher Education

May 22, 2019

Dr. Zulma Toro
President
Central Connecticut State University
1615 Stanley Street
New Britain, CT 06050-4010

Dear President Toro:

I am pleased to inform you that at its meeting on April 12, 2019, the New England Commission of Higher Education took the following action with respect to Central Connecticut State University:

> that Central Connecticut State University be continued in accreditation;
>
> that the information regarding implementation of the Doctor of Nurse Anesthesia Program be accepted and inclusion of the program within the institution's accreditation be confirmed;
>
> that the University submit a report for consideration in Fall 2020 that gives emphasis to the institution's success in:
>
> 1. completing the strategic planning process and beginning to implement its strategic plan;
>
> 2. achieving its enrollment goals;
>
> 3. documenting compliance with Title IV and Title IX requirements with attention to ensuring that staffing is sufficient to comply with Title IX requirements;
>
> that the University submit an interim report for consideration in Fall 2023;
>
> that, in addition to the information included in all interim reports, the University address the matters specified for attention in the Fall 2020 report, as well as its success in clarifying expectations and demonstrating outcomes related to the Board of Regents' shared services and "Students First" initiatives;
>
> that the next comprehensive evaluation be scheduled for Fall 2028.

3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514
Toll Free: 855-886-3272 I Tel: 781-425-7785 I Fax: 781-425-1001
www.neche.org

The Commission gives the following reasons for its action.

Central Connecticut State University is continued in accreditation because the Commission finds the institution to be substantially in compliance with the *Standards for Accreditation.*

The Commission joins the visiting team in commending Central Connecticut State University (CCSU) for preparing a comprehensive and candid self-study that highlights the institution's many accomplishments over the last decade and documents the ways in which the University is achieving its mission. The visiting team verified that University governance processes are clear: the roles and responsibilities of the committees are differentiated and understood; stakeholders feel included; and faculty have a voice in decision-making. CCSU has also made significant gains in student learning outcomes assessment over the last few years; we are particularly gratified to learn of the faculty-driven structure that is in place for evaluating student learning, as well as the enthusiasm with which faculty and staff embrace continuous improvement through evaluation and assessment. We are further encouraged to note that the University has increased its institutional research capacity by establishing a new full-time position in the Office of Institutional Research and Assessment (OIRA). While the position is currently filled temporarily, a search is underway to hire a well-qualified staff member who will "help coordinate assessment activities," thus allowing the Director of OIRA "to devote more time to activities related to institutional effectiveness." Additional evidence of the institution's commitment to its mission is the $254 million (funded by the State of Connecticut) used to construct new academic and student services spaces and renovate a number of facilities, including the library and science center; we also understand that plans are underway to establish a new engineering building in support of the institution's strategic plans to expand its graduate programs in engineering. With Central Connecticut State University's long history of educating teachers in Connecticut and its vision for increasing its programs to meet the needs of contemporary learners, combined with the leadership of a capable president and the dedication of its qualified faculty and staff, the University is poised to address its challenges and continue achieving its mission well into the future.

The Commission further appreciates receiving an update regarding the implementation of CCSU's Doctor of Nurse Anesthesia Program (DNAP), the University's second doctoral-level program, that was launched in Fall 2017. We understand that the DNAP has two specialization tracks: (1) a three-year entry-level program for licensed registered nurses with a bachelor's degree to become certified registered nurse anesthetists; and (2) a two-year, part-time, Advanced DNAP program for Certified Registered Nurse Anesthetists (CRNAs) with master's degrees allowing them to expand their backgrounds in biology and anesthesia-specific areas. The visiting team confirmed that the DNAP, offered in collaboration with the Nurse Anesthesia Program of Hartford and the Yale New Haven Hospital School of Nurse Anesthesia Programs, was accredited by the Council on Accreditation of Nurse Anesthesia Programs in 2015 for a ten-year period. The DNAP is supported by seven full-time, appropriately credentialed faculty members and 11 part-time faculty members who are either CRNA's or anesthesiologists, and we appreciate CCSU's candid acknowledgment that the University will need to hire more faculty as the program grows. Finally, we note positively that CCSU has updated its information resources (e.g., journal and book offerings) to support the DNAP, plans are in place to add online resources, and students have access to "excellent" resources at the clinical sites. Lastly, we are especially gratified to learn that DNAP students reported to the visiting team that they are happy with the program.

The items the institution is asked to report on in Fall 2020 are related to our standards on *Planning and Evaluation; Students;* and *Integrity, Transparency, and Public Disclosure.*

The visiting team confirmed that CCSU is developing its new strategic plan, and we particularly note with approval that this is a highly participatory process that engages members of the campus

community at all levels. It is also noteworthy that, since the time of the visit, the University has developed a framework for the plan that includes project and communication plans, as well as a timeline for completion in December 2019. We ask that the report submitted for consideration in Fall 2020 include an update on the institution's progress in completing the strategic planning process and implementing the plan as evidence that "[t]he institution has a demonstrable record of success in implementing the results of its planning" (2.5).

The team further confirmed during its visit that CCSU's overall headcount enrollment in Fall 2018 was 11,822 students, down from 12,233 students in 2008: undergraduate enrollment was down 3.6% to 9,546 students, and graduate enrollment was down 2.2% to 2,276 students. We therefore appreciate CCSU's candid acknowledgment that its plan to increase its overall headcount enrollment to 15,000 students by Fall 2023 is ambitious. To achieve this goal, CCSU has implemented a "multi-pronged" approach aimed at transitioning its enrollment profile toward adult learners and graduate students, expanding online options, developing new programs in high demand disciplines (e.g., engineering), and implementing a "more aggressive" marketing campaign. To further support this goal, the University has created a new Associate Vice President for Enrollment Management position, established a faculty liaison position to facilitate communication between students and academic departments, and submitted a first-year experience model to the faculty senate for consideration and recommendations. As evidence that "the institution sets and achieves realistic goals to enroll students who are broadly representative of the population the institution wishes to serve" (*Students*, Statement of the Standard), we look forward, in Fall 2020, to receiving an update on the University's success in achieving its enrollment goals. We remind you, also, of our standard on *Planning and Evaluation* (cited above).

Through the report of the visiting team, we understand that it is the perception of some members of the campus community that Title IX investigations of employees may be somewhat unsatisfactory due to limited staffing of this area. We therefore appreciate learning that CCSU has established a Task Force on Sexual Misconduct and Campus Climate that is examining programmatic initiatives currently in place to prevent sexual misconduct and also exploring best practices to improve the handling of such complaints. In particular, the University is seeking a vendor to examine the Office of Diversity and Equity and the Department of Human Resources to identify opportunities to improve functionality and foster a more inclusive culture at the University. Additional evidence that CCSU is committed to adhering to federal and state regulations is the institution's compliance with additional requirements related to Title IV funding associated with being placed on Provisional Certification Status in March 2017. In addition to implementing a corrective action plan to address one "non-repeat finding," and preparing documents for recertification in September 2019, CCSU is making "critical investments to address opportunities for improvement." For example, a division of Enrollment Management has been established, the University is "actively working" to fill vacant positions in the Financial Aid office, and, as noted above, a new cabinet-level position, Associate Vice President for Enrollment Management, has been established to "provide a more focused layer of supervision for the Office of Financial Aid." To demonstrate that "[t]he institution observes the spirit as well as the letter of applicable legal requirements" (9.4), we ask that the University assure the Commission, in the Fall 2020 report, that it is in compliance with Title IV and Title IX requirements, with attention to ensuring that staffing is sufficient to comply with Title IX requirements. Our standard on *Students* is also relevant here:

> Student financial aid is provided through a well-organized program. Awards are based on the equitable application of clear and publicized criteria (5.13).

> Through a systematic program, the institution regularly provides students before borrowing with clear and timely information about cost, debt, and repayment (5.14).

Commission policy requires an interim (fifth-year) report of all institutions on a decennial evaluation cycle. Its purpose is to provide the Commission an opportunity to appraise the institution's current status in keeping with the Policy on Periodic Review. In addition to the information included in all interim reports, the University is asked, in Fall 2023, to address the matters specified for attention in the Fall 2020 report. The Commission recognizes that these matters do not lend themselves to rapid resolution and will require the institution's sustained attention; hence, we ask that further information be provided in the interim report. We also ask that the University address a matter related to our standard on *Organization and Governance*.

The Commission shares the concerns expressed to the visiting team by members of the campus community related to the Board of Regents' (BOR) shared services and "Students First" initiatives. Particularly troubling is that a comprehensive plan detailing the consolidation of university services and documenting the potential impact of "Students First" on the campus planning process was not available at the time of the visit. For example, CCSU is waiting for clarification from the BOR as to "how much effort/time IR personnel [at CCSU] will be expected to put towards the Functional Groups, how much the Functional Groups will be able to support CCSU priorities in return, and how prioritization of projects will be determined." While we appreciate that the BOR candidly acknowledges "the four-year campuses [in the Connecticut State System] have campus-specific needs, such as institutional research, that cannot be met by a fully centralized entity," we also support the assessment of the team that, without receiving clear expectations and guidance from the BOR, it will be difficult for CCSU to establish the impact the Connecticut State System's shared services and "Students First" initiatives will have on setting the University's strategic priorities. We therefore note favorably that CCSU "should have finalized the metrics, collected the data, and be well into the interpretation [of the impact of the shared services and "Students First" initiative on CCSU] before July 1, 2019 when the Functional Groups are fully implemented." Through the Fall 2023 interim report, we look forward to receiving an update on the University's success in clarifying expectations and demonstrating outcomes related to the Board of Regents' shared services and "Students First" initiatives. We are informed here by our standard on *Organization and Governance:*

> In multi-campus systems organized under a single governing board, the division of responsibility and authority between the system office and the institution is clear. Where system and campus boards share governance responsibilities or dimensions of authority, system policies and procedures are clearly defined and equitably administered (3.6).

The scheduling of a comprehensive evaluation in Fall 2028 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive evaluation at least once every ten years.

You will note that the Commission has specified no length or term of accreditation. Accreditation is a continuing relationship that is reconsidered when necessary. Thus, while the Commission has indicated the timing of the next comprehensive evaluation, the schedule should not be unduly emphasized because it is subject to change.

The Commission expressed appreciation for the self-study prepared by Central Connecticut State University and for the report submitted by the visiting team. The Commission also welcomed the opportunity to meet with you, Yvonne Kirby, Director of Institutional Research and Assessment, and Jacqueline Maloney, team chair, during its deliberations.

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 and the head of the system of action on its accreditation status. In a few days we will be sending a copy of this letter to Mr. Matt Fleury and Mr. Mark E. Ojakian. The institution is free to release information
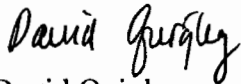
about the evaluation and the Commission's action to others, in accordance with the enclosed policy on Public Disclosure of Information about Affiliated Institutions.

The Commission hopes that the evaluation process has contributed to institutional improvement. It appreciates your cooperation with the effort to provide public assurance of the quality of higher education in New England.

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

Sincerely,

David Quigley

David Quigley

DQ/jm

Enclosure

cc: Mr. Matt Fleury
     Mr. Mark E. Ojakian
     Visiting Team

Office of the President

November 25, 2019

Mr. Mark Ojakian
President, Board of Regents for Higher Education
Connecticut State Colleges and Universities
61 Woodland Street
Hartford, CT 06105-2237

Dear Mr. Ojakian:

The following is my recommendation for Tenure for a candidate reviewed in Fall 2019.

TENURE

Mr. David Vrooman (Library)

Please let me know if you have any questions.

Sincerely,

Dr. Elsa Núñez
President

Cc: William Salka, Provost and Vice President for Academic Affairs

EMN/agi

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

SECTION 1: GENERAL INFORMATION

Institution:	Date of Submission to CSCU Office of the Provost:

Most Recent NECHE Institutional Accreditation Action and Date:

Original Program Characteristics
CIP Code No. 51.2706   Title of CIP Code Medical Informatics
Name of Program: Health Informatics
Degree: Title of Award *(e.g. Master of Arts)* **Master of Science**
Stand-Alone Certificate: *(specify type and level)*
Date Program was Initiated: Fall 2018   OHE#: 16963
Modality of Program: On ground **X** Online   Combined
        If "Combined", % of fully online courses?
Locality of Program: On Campus   Off Campus   Both

Original Program Credit Distribution
Credits in General Education:
Credits in Program Core Courses: 30
Credits of Electives in the Field:
Credits of Free Electives:
Cr Special Requirements *(include internship, etc.):* 3 capstone
Total # Cr in the Program *(sum of all #Cr above)*: **33**
From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **0**

Modified Program Characteristics
Name of Program: Health Informatics
Degree: Title of Award *(e.g. Master of Arts)* **Master of Science**
Certificate[1]: *(specify type and level)*
Program Initiation Date: Spring 2020
Modality of Program: On ground **X** Online   Combined
        If "Combined", % of fully online courses?
Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: 33
Other:

Modified Program Credit Distribution
Credits in General Education:
Credits in Program Core Courses: 30
Credits of Electives in the Field:
Credits of Free Electives:
Cr Special Requirements *(include internship, etc.):* 3 capstone
Total # Cr in the Program *(sum of all #Cr above)*: **33**
From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **3 Advanced Finance from M.S. HCA Program**

If program modification is concurrent with discontinuation of related program(s), list information for such program(s):
Program Discontinued: CIP: OHE#:   Accreditation Date:
Phase Out Period   Date of Program Termination

Rationale for Modification

Although the program was approved in 2018, we delayed the start until fall 2020. In 2019, we hired the program director, Brooke Palkie, Ed.D, RHIA. She has completed a review of the program to bring it into alignment with current accreditation standards. As a result of her review, we are recommending the following modifications.

Modification: Remove courses from MS HI Program: (1) Legal and Ethical Issues in Healthcare and (2) Information Governance and replace with Advanced Data Analytics and Advanced Health Care Finance (which is also in our HCA Master's degree)

Health Informatics (HI) and Health Information Management (HIM) are distinct disciplines. Although both fields revolve around the use of technology in healthcare and require professionals that share some

common skillsets and job responsibilities, there are many differences between the two.

The key factor that distinguishes HI from HIM is the level of interaction with data and technology. HIM typically focuses on the information technology needed to store and retrieve patient data accurately and securely and the management of the people and processes. HI focuses more on utilizing data, data analytics, and technology to improve patient care delivery.

The 'Legal and Ethical Issues in Healthcare' course and 'Information Governance' course, as currently incorporated in the MS HI Program, are critical components of healthcare that should be incorporated into HIM and even HCA curriculum. These topics are also covered within the M.S. HI curriculum through 'Health Care Information Systems' and other courses throughout the program and the content coverage is sufficient for the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) accreditation, and based on American Medical Informatics Association (AMIA) competencies, should we decide to seek program accreditation.   Information Governance is an HIM function that governs the technology and information that stores and retrieves patient information and organizational data. This includes incorporating privacy and security laws and the management of the people and processes to make these tasks successful. The MS HI Program incorporates 'Health Care Information Security Systems' as a current course. This would be overlapping in terms security measures and would meet the security competencies of the program.

In keeping with the differentiation identified above and the identified accreditation standards, the MS HI program needs to further enhance the learning competencies of health analytics. In terms of a single, three-credit course, the 'Healthcare Data Analytics' course would provide enough time to introduce and review the technologies and strategies, which include the fundamental concepts and methods. There is not enough time to incorporate introductory and advanced learning competencies into one, eight-week course. A second Advanced Data Analytics course would provide further integration of theoretical models to clinical practice, which in turn allows for new knowledge of data use (i.e. biostatistics). Therefore, the modification removes the Information Governance course from the program and replaces this course with an Advanced Data Analytics course.

Additionally, the recommendation is to remove Legal and Ethical Issues in Healthcare and replace this course with the current M.S. HCA Advanced Healthcare Finance course. This will not be a newly developed course as it is being developed within the M.S. HCA Program. It would be a course that crosses over both programs.

The National Strategic Framework for Health Informatics now includes finance. This strategy has been driven by the changes in our healthcare system structure to move away from the fee-for-service model once and for all. One prime example is the prospective payment system, which bundles payments for a single episode of care. More recently is the creation of Accountable Care Organizations (ACOs) with the intent of better patient care coordination. This is identified through measures or metrics based data. Finally, the Value-Based Care model (VBP) is now the driving factor in Medicare hospital reimbursements. This is a more intricate approach and varied in the types of metric or measurement data. However, the common denominators with the current and future financial structures for healthcare include both measuring the cost and quality of care through care coordination. With the mandate by the US Government (effective 2015) to convert all healthcare facilities to be paperless, technology is the

driving force for the coordination of care. Coordination of care is promoted through interoperability, which requires the electronic accessibility of heath information and data. The ONC and CMS have laid a roadmap of regulations to help the nation achieve interoperability. The goals set are to send, receive, find, and use priority data domains to improve health care quality and outcomes while reducing costs. It is this measurement data that will also drive data analysis for healthcare reimbursement. Health Informatics professionals must be trained in the necessary competencies to lead the charge in the transition of healthcare reimbursement based on these new mandates.

Description of Resources Needed *(As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.)*
No changes to resources needed.

Institutional Contact for this Proposal: Shirley M. Adams   Title: Provost   Tel.: 860-515-3836   e- mail: sadams@charteroak.edu
Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program:

SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Current Program Core Courses				Two replacement courses		
5XXHealth Care Informatics and Technology	1		3			
5XX Research methods in Health Care	2		3			
5XX Legal and Ethical Issues in Healthcare	1, 3		3	Replace Legal and Ethical Issues in Healthcare with **6XX Advanced Data Analytics** (New)	2, 6	3
5XX Clinical Information Database Management	2, 6		3			
5XX Advanced Medical Vocabularies and Classification Systems	1, 8		3			
5XX Healthcare Information Governance	2, 4, 6		3	Replace Healthcare Information Governance with **5XX Advanced Healthcare Finance** (Course from M.S. HCA Program)	2, 6	3
6XX Systems Design and Software Development	6, 7, 8		3			
5XX Health Care Data Analytics	2, 6		3			
6XX Health Care Information Security Systems	3, 4, 5		3			
6XXInformation Technology Project Management	7		3			
6XX Capstone: Healthcare, Assessment, Evaluation and Research	1, 2, 3, 4, 5, 6, 7, 8		3			
Core Course Prerequisites				Elective Courses in the Field		
Total Other Credits Required to Issue Modified Credential – *total of six credits that are changed but not added or deleted. Changes do not change total number of credits to program.*						6

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

Update ,but not replace, learning outcome #6

1. Update learning outcome #6 from "Maximize the use of technology (i.e.) spreadsheets and databases) used for data analysis and information governance" to the updated #6 Learning Outcome: "Compile, conduct and create new information based the use of technology and datasets through data analytics"

2.

3.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost: October 23, 2019

Most Recent NECHE Institutional Accreditation Action and Date: April 13, 2019

<table>
<tr>
<td>

Original Program Characteristics
CIP Code No. 23.0101   Title of CIP Code English Language and Literature General
Name of Program: English
Degree: Title of Award (*e.g. Master of Arts*)   **Master of Arts**
Stand-Alone Certificate: (*specify type and level*)
Date Program was Initiated: Jan 01 1976   OHE#: 00080
Modality of Program: X On ground   Online   Combined
        If "Combined", % of fully online courses?
Locality of Program: X On Campus   Off Campus   Both

</td>
<td>

Original Program Credit Distribution
Credits in General Education: n/a
Credits in Program Core Courses: 18 or 21
Credits of Electives in the Field: 9 or 12
Credits of Free Electives: 0
Cr Special Requirements (*include internship, etc.*): n/a
<u>Total # Cr in the Program</u> (*sum of all #Cr above*): 30
From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **30**

</td>
</tr>
<tr>
<td>

Modified Program Characteristics
Name of Program: English
Degree: Title of Award (*e.g. Master of Arts*)   **Master of Arts**
Certificate[1]: (*specify type and level*)
Program Initiation Date: Fall 2019
Modality of Program: On ground   Online   X Combined
        If "Combined", % of fully online courses? 30
Total # Cr the Institution Requires to Award the Credential (*i.e. include program credits, GenEd, other*): 30
Other: **Addition of a Hybrid Track for Teachers**

</td>
<td>

Modified Program Credit Distribution Within Track
Credits in General Education: n/a
Credits in Program Core Courses: 12
Credits of Electives in the Field: 18
Credits of Free Electives: 0
Cr Special Requirements (*include internship, etc.*): n/a
<u>Total # Cr in the Program</u> (*sum of all #Cr above*): 30
From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **30**

</td>
</tr>
</table>

If program modification is concurrent with discontinuation of related program(s), list information for such program(s):
Program Discontinued: CIP: OHE#:   Accreditation Date:
Phase Out Period   Date of Program Termination

Rationale for Modification

Rationale: The Online-Hybrid Track for Teachers is designed to appeal to current teachers, those who plan to seek a teaching certification, or anyone seeking engagement with literary works that are regarded as "canonical" or otherwise influential in American culture. Three of the core courses are offered in an online format, hence the "hybrid" offering. Through discussion, secondary criticism, oral presentations, and written essays, the courses seek to deepen students' knowledge of texts taught frequently in secondary schools. In addition, students augment their skills in close reading and critical argument, and they explore the literary-historical and cultural issues involved in canon formation. Electives offer opportunity to focus on a particular genre, historical period, or method, and the special project involves research and explication of a critical controversy surrounding an identified literary text or group of texts.

Demand: Central and the other CSUs, UCONN, and a number of private colleges and universities in CT

continue to graduate students certified to teach. These new educators find jobs, or occasional work, and must complete a master's degree/30 hrs. graduate coursework to advance from their initial certificate to a provisional and professional credential. New teachers have generally comprised the majority of our master's candidates, though the curriculum remains one focused on traditional scholarly research. The new track is intended to offer skills and knowledge better aligned with the professional needs of practicing teachers, and is scheduled to fit the contours of the public-school year.

Description of Resources Needed *(As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.)*

When courses in the core of the proposed track were offered in Summer 2019, enrollment was near capacity. Total cost of summer courses was $26,382 (salary for 3 faculty + 48% fringe); revenue was $61,650. If enrollment grows, one or two additional sections of summer core courses and/or electives may need to be offered at an estimated cost of up to $18,082 (salary + 48% fringe). Faculty teaching the online sections may pursue Quality Matters training, which CCSU supports. Estimated cost is $300 per QM course; two courses per year would be $600. There are no additional administrative costs, library holdings, or specialized equipment needs above what is already required by the program.

Total expected cost for implementing the modification on a yearly basis is estimated to be up to $45,364, well below expected revenues.

Institutional Contact for this Proposal: Dr. Aimee Pozorski, Department of English   Title: Professor, Director of Graduate Studies in English   Tel.: 860-832-2773   e- mail: pozorskia@ccsu.edu

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: Ammon College of Liberal Arts and Social Sciences, main campus

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				**Other Related/Special Requirements**		
ENG 509: American Canons and Cultures	1, 2, & 3	Program acceptance	3			
ENG 510: British Canons and Cultures	1, 2, & 3	Program acceptance	3			
ENG 511: World Canons and Cultures	1, 2, & 3	Program acceptance	3			
ENG 595: Special Project (Online Hybrid Capstone)	1 & 3	24 credits earned toward degree	3			
Core Course Prerequisites				**Elective Courses in the Field**		
As indicated above, there are no prerequisites for the first three core courses beyond admission to the program itself.				Six classes chosen from the traditional, on-ground English MA offered during the fall and spring semesters.	1, 2, & 3	18
Total Other Credits Required to Issue Modified Credential						

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

1.Students will construct a sound argument, supporting effectively and appropriately a valid claim about the material addressed;

2. Discuss effectively the literary aspects of a prose work or works, such as tone, point of view, characterization, imagery, etc.;

3. Employ technical language and appropriate literary terminology in service of a clear, effective treatment of material discussed;

SECTION 1: GENERAL INFORMATION

Institution: NCCC	Date of Submission to CSCU Office of the Provost: 10/2019

Most Recent NECHE Institutional Accreditation Action and Date: Good standing, November 2013

Original Program Characteristics	Original Program Credit Distribution
CIP Code No. 510808 Title of CIP Code Veterinary/Animal Health Technology/Technician and Veterinary Assistant Name of Program: Veterinary Technology Degree: Title of Award *(e.g. Master of Arts)* **A.S.** Stand-Alone Certificate: *(specify type and level)* Date Program was Initiated: 1995 OHE#: Modality of Program: x On ground Online Combined If "Combined", % of fully online courses? Locality of Program: x On Campus Off Campus Both	# Credits in General Education: 12 # Credits in Program Core Courses: 56 # Credits of Electives in the Field: 0 # Credits of Free Electives: 0 # Cr Special Requirements *(include internship, etc.):* 0 <u>Total # Cr in the Program</u> *(sum of all #Cr above)*: 68 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **68**

Modified Program Characteristics	Modified Program Credit Distribution
Name of Program: **Veterinary Technology** Degree: Title of Award *(e.g. Master of Arts)* **A.S.** Certificate[1]: *(specify type and level)* Program Initiation Date: 2019-20 academic year Modality of Program: x 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)*: 68 Other:	# Credits in General Education: 12 # Credits in Program Core Courses: 54 # Credits of Electives in the Field: 0 # Credits of Free Electives: 0 # Cr Special Requirements *(include internship, etc.):* 0 <u>Total # Cr in the Program</u> *(sum of all #Cr above)*: 66 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **65**

If program modification is concurrent with discontinuation of related program(s), list information for such program(s):
Program Discontinued: CIP: OHE#:   Accreditation Date:
Phase Out Period   Date of Program Termination

Rationale for Modification
Two modifications have been proposed:
1. Replacing the 3-credit MED125 (Medical Terminology) with a 1-credit VET125 (Veterinary Medical Terminology) accomplishes three things: it allows us to better serve our students by providing information more directly applicable to their field; it decreases the number of credits required to complete the program; and it moves us towards program alignment for consolidation, as VET125 is already part of the program at NCC and all veterinary technology programs have agreed to make this change going forward.
2. Eliminating the CSA105 pre-requisite requirement for the program further decreases the number of credits required to complete the program and should have little to no impact on our students as the software they are required to learn for the field is already integrated into the curriculum.

Description of Resources Needed *(As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.)*

Existing faculty will be able to teach this course as a fifth course.

Institutional Contact for this Proposal: Adriane Cavanna   Title: Program Coordinator   Tel.: 860-738-6485
 e- mail: acavanna@nwcc.edu

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

SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
VET 125 Veterinary Medical Terminology	1	Elig. for ENG101W	1			
VET 100 Introduction to Animal Care	1,2	Program admission	2			
VET 101 Introduction to Veterinary Technology	1,2,3	Program Admission	3			
VET 201 Veterinary Anatomy and Physiology I	1	Program Admission	4			
VET 102 Vet Office Management and Communication	2,3	Program Admission	3			
VET 151 Small Animal Veterinary Technology	1,2,3	VET100 and VET101	4			
VET 205 Veterinary Lab Procedures	1,2	VET 125, VET 201 and VET 202 (last may be concurrent	3			
VET 202 Veterinary Anatomy and Physiology II	1	VET 201	4			
VET 250 Principles of Pharmacology – Vet Tech	1,2,3	VET125 and VET101	3			
PSY 111 General Psychology	2	ENG101 or 101W	3			
VET 280 Veterinary Technology Externship	1,2,3	VET 125, 100, 101, 151 and 151L.	1			
VET 152 Large Animal Veterinary Technology	1,2	VET100 and VET101	4			
VET 212 Principles of Imaging	1,2,3	VET151, VET201, VET 202 and VET 280	1			
VET 230 Veterinary Anesthesia and Surgical Nursing	1,2,3	VET151, VET 201, VET 202, VET 205, VET 250, VET 280	4			

VET 240 Periodontology and Oral Radiology	1,2,3	VET 151, VET 250, VET 280	2			
BIO 235 Microbiology	1,2,3	BIO 121, CHE 111, ENG 101 or 101W	4			
VET 220 Animal Pathology	1,2,3	VET151, VET152, VET 205, VET 212, VET 230, VET 240	3			
VET 238 Parasitology	1,2	VET 151 and VET 205 (last may be concurrent)	3			
VET 281 Veterinary Technology Externship II	2,3	VET205, VET 212, VET 230, VET 240	2			
Core Course Prerequisites				**Elective Courses in the Field**		
BIO 121 General Biology			4			
CHE 111 Concepts of Chemistry			4			
MAT 137 Intermediate Algebra			3			
(Note all VET course prerequisites must have been completed with a C or better)						
Total Other Credits Required to Issue Modified Credential						

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

1. Demonstrate a solid understanding of the wide variety of knowledge needed within the career, including anatomy and physiology, laboratory procedures, medical and surgical nursing skills, and clinical pathology.
2. Demonstrate the entry-level skills and the knowledge applicable for a wide variety of careers, including employment at veterinary clinics, zoos, wildlife rehabilitation centers, research facilities, pharmaceutical sales, and drug and feed manufacturing companies.
3. Demonstrate analytical problem-solving and decision-making skills applicable to the role of the veterinary technician in the field of animal healthcare.

<u>**CSCU Student Success Key Performance Indicators:**</u>
<u>**2018 Community Colleges Report**</u>
November 5, 2019

This is the second annual CSCU report on Student Success Key Performance Indicators (KPI).

The CSCU Board of Regents have determined that this report will be disseminated each year to the faculty, staff, and administrators of all CSCU community colleges. The report is presented jointly by the CSCU Student Success Center and the CSCU Office of Research and System Effectiveness.

Why This Report?

Community colleges are measured by long-term indicators such as three-year completion rates. When we focus solely on these long-term measures, it is difficult to determine in the near term whether our educational innovations are effective.

Colleges commonly turn to short-term measures, such as semester-to-semester persistence, to measure the effectiveness of innovations. These indicators provide timely feedback, but they do not always correlate with long-term completion rates. This report focuses on short-term KPIs that have been demonstrated nationally to correlate with completion.

What's New This Year?

Two KPIs have been added this year: KPI 22, which is the percentage of students who earned zero credits <u>of any kind</u> in the first term, and KPI 23, the percentage of students who earned zero <u>college-level</u> credits in the first term.

We have also added KPI definitions and descriptions at the end of the report for those who are seeking additional information on how the data was gathered.

How to Promote Equity Through Data

The CSCU system has partnered with Achieving the Dream to help our institutions understand how their programs and services can be used to build capacity, accountability, and sustainability in pursuit of reduced disparity in degree and credential attainment when disaggregated by race, ethnicity, and gender.

Using Student Success KPIs to support data discovery in partnership with Achieving the Dream will:

- Help colleges use their campus, regional, and statewide data to evaluate, improve, and scale services and programs.
- Leverage data evidence to cultivate scaled solutions aimed at reducing disparate student success outcomes for our students.
- Ensure that every student receives the support and services needed to attain their personal degree and career goals.

The CSCU Student Success Center hopes that this will prompt conversations between you and your colleagues about how policy and practice could be modified to change this data in your area, across your college, and in our system. For more information, please visit www.ct.edu/gp and www.ct.edu/studentsuccess.

System Student Success Key Performance Indicators (KPI)

		Cohort					
		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
KPI 01: Percentage of students who have earned 15 or more college-level credits after year one (fall, winter, spring, summer)	Percent	34%	36%	35%	35%	36%	35%
KPI 02: Percentage of students who have earned 24 or more college-level credits after year one (fall, winter, spring, summer)	Percent	12%	14%	13%	13%	15%	13%
KPI 03: Percentage of students who have earned 30 or more college-level credits after year one (fall, winter, spring, summer)	Percent	4%	4%	4%	4%	5%	5%
KPI 04: Percentage of students who have passed (C or better) college-level math in year one (fall, winter, spring, summer)	Percent	27%	29%	28%	27%	26%	26%
KPI 05: Percentage of students who have passed (C or better) college-level English in year one (fall, winter, spring, summer)	Percent	41%	45%	45%	44%	43%	41%
KPI 06: Percentage of students who have passed (C or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	20%	22%	22%	21%	21%	20%
KPI 07: Percentage of students who have completed (D- or better) college-level math in year one (fall, winter, spring, summer)	Percent	33%	35%	35%	33%	32%	32%
KPI 08: Percentage of students who have completed (D- or better) college-level English in year one (fall, winter, spring, summer)	Percent	47%	51%	51%	49%	49%	46%
KPI 09: Percentage of students who have completed (D- or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	25%	29%	28%	27%	27%	25%
KPI 10: Percentage of students who have earned 6 or more college-level credits in first term (fall)	Percent	48%	51%	51%	51%	51%	50%
KPI 11: Percentage of students who have earned 12 or more college-level credits in first term (fall)	Percent	15%	17%	17%	17%	18%	17%
KPI 12: Percentage of students who persisted from term one to term two (fall to spring)	Percent	76%	78%	75%	75%	74%	72%
KPI 13: Average rate of college-level course passing (C or above) in students' first academic year (fall, winter, spring, summer)	Percent	64%	63%	63%	63%	63%	61%
KPI 14: Average rate of college-level course completion (D- or above) in students' first academic year (fall, winter, spring, summer)	Percent	75%	74%	74%	74%	73%	71%
KPI 15: Percentage of students who have attempted 12 or more credits, including developmental, in the first term (fall)	Percent	58%	58%	57%	55%	56%	54%
KPI 16: Percentage of students who have attempted 15 or more credits, including developmental, in the first term (fall)	Percent	10%	13%	13%	14%	14%	14%
KPI 17: Percentage of students who have attempted 30 or more credits, including developmental, in the first year (fall, winter, spring, summer)	Percent	8%	9%	9%	9%	10%	10%
KPI 18: Average number of credits attempted in the first term (fall)	Average	10.4	10.5	10.5	10.3	10.4	10.3
KPI 19: Average number of credits earned in the first term (fall)	Average	7.6	7.7	7.6	7.5	7.4	7.1
KPI 20: Average number of credits attempted in the first year (fall, winter, spring, summer)	Average	18.6	19	18.6	18.4	18.5	18.3
KPI 21: Average number of credits earned in the first year (fall, winter, spring, summer)	Average	13.8	13.9	13.5	13.5	13.4	12.9
KPI 22: Percentage of students who earned zero credits of any kind in the first term (fall)	Percent	12%	13%	14%	13%	14%	16%
KPI 23: Percentage of students who earned zero college-level credits in the first term (fall)	Percent	27%	25%	26%	24%	25%	26%
N	Count	10,689	9,901	9,508	9,404	9,359	8,551

Cohort: New degree seeking students.
Generated by the Office of Research and System Effectiveness on   October 22, 2019 at 10:00 AM
SAS program file: KPIs macro v14 20191022.sas

Capital East Region Student Success Key Performance Indicators (KPI)

		Capital East1					
		Fall 2013	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
KPI 01: Percentage of students who have earned 15 or more college-level credits after year one (fall, winter, spring, summer)	Percent	33%	36%	35%	34%	34%	33%
KPI 02: Percentage of students who have earned 24 or more college-level credits after year one (fall, winter, spring, summer)	Percent	13%	15%	14%	14%	15%	13%
KPI 03: Percentage of students who have earned 30 or more college-level credits after year one (fall, winter, spring, summer)	Percent	4%	4%	4%	5%	5%	5%
KPI 04: Percentage of students who have passed (C or better) college-level math in year one (fall, winter, spring, summer)	Percent	29%	32%	32%	31%	28%	28%
KPI 05: Percentage of students who have passed (C or better) college-level English in year one (fall, winter, spring, summer)	Percent	41%	45%	45%	44%	43%	40%
KPI 06: Percentage of students who have passed (C or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	21%	25%	25%	24%	22%	22%
KPI 07: Percentage of students who have completed (D- or better) college-level math in year one (fall, winter, spring, summer)	Percent	34%	38%	39%	36%	33%	34%
KPI 08: Percentage of students who have completed (D- or better) college-level English in year one (fall, winter, spring, summer)	Percent	47%	51%	51%	50%	48%	46%
KPI 09: Percentage of students who have completed (D- or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	27%	31%	31%	29%	27%	26%
KPI 10: Percentage of students who have earned 6 or more college-level credits in first term (fall)	Percent	51%	52%	52%	50%	50%	49%
KPI 11: Percentage of students who have earned 12 or more college-level credits in first term (fall)	Percent	17%	19%	19%	17%	18%	17%
KPI 12: Percentage of students who persisted from term one to term two (fall to spring)	Percent	75%	76%	76%	75%	72%	70%
KPI 13: Average rate of college-level course passing (C or above) in students' first academic year (fall, winter, spring, summer)	Percent	63%	63%	63%	63%	62%	60%
KPI 14: Average rate of college-level course completion (D- or above) in students' first academic year (fall, winter, spring, summer)	Percent	73%	74%	73%	74%	72%	70%
KPI 15: Percentage of students who have attempted 12 or more credits, including developmental, in the first term (fall)	Percent	56%	55%	56%	50%	50%	50%
KPI 16: Percentage of students who have attempted 15 or more credits, including developmental, in the first term (fall)	Percent	10%	13%	13%	13%	13%	16%
KPI 17: Percentage of students who have attempted 30 or more credits, including developmental, in the first year (fall, winter, spring, summer)	Percent	7%	8%	9%	9%	11%	10%
KPI 18: Average number of credits attempted in the first term (fall)	Average	10	10.1	10.1	9.7	9.7	9.9
KPI 19: Average number of credits earned in the first term (fall)	Average	7.2	7.3	7.4	7.1	7	6.7
KPI 20: Average number of credits attempted in the first year (fall, winter, spring, summer)	Average	17.9	18.2	18.1	17.4	17.6	17.4
KPI 21: Average number of credits earned in the first year (fall, winter, spring, summer)	Average	13.1	13.4	13.3	13	12.7	12.2
KPI 22: Percentage of students who earned zero credits of any kind in the first term (fall)	Percent	13%	14%	14%	15%	16%	18%
KPI 23: Percentage of students who earned zero college-level credits in the first term (fall)	Percent	26%	26%	25%	27%	27%	27%
N	Count	4,257	3,939	3,442	3,330	3,357	3,173

1Capital East (Manchester, Middlesex, Three Rivers, Quinebaug Valley, Capital)

Generated by the Office of Research and System Effectiveness on   October 22, 2019 at 10:00 AM

SAS program file: KPIs macro v14 20191022.sas

North West Region Student Success Key Performance Indicators (KPI)

		North West[1]					
		Fall 2013	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
KPI 01: Percentage of students who have earned 15 or more college-level credits after year one (fall, winter, spring, summer)	Percent	37%	39%	38%	35%	40%	37%
KPI 02: Percentage of students who have earned 24 or more college-level credits after year one (fall, winter, spring, summer)	Percent	13%	15%	14%	14%	17%	16%
KPI 03: Percentage of students who have earned 30 or more college-level credits after year one (fall, winter, spring, summer)	Percent	4%	4%	5%	4%	5%	6%
KPI 04: Percentage of students who have passed (C or better) college-level math in year one (fall, winter, spring, summer)	Percent	27%	29%	27%	24%	28%	25%
KPI 05: Percentage of students who have passed (C or better) college-level English in year one (fall, winter, spring, summer)	Percent	38%	44%	45%	43%	44%	41%
KPI 06: Percentage of students who have passed (C or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	19%	22%	21%	20%	22%	20%
KPI 07: Percentage of students who have completed (D- or better) college-level math in year one (fall, winter, spring, summer)	Percent	33%	35%	34%	31%	34%	32%
KPI 08: Percentage of students who have completed (D- or better) college-level English in year one (fall, winter, spring, summer)	Percent	44%	49%	51%	49%	50%	46%
KPI 09: Percentage of students who have completed (D- or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	25%	28%	28%	26%	28%	26%
KPI 10: Percentage of students who have earned 6 or more college-level credits in first term (fall)	Percent	50%	55%	54%	56%	57%	53%
KPI 11: Percentage of students who have earned 12 or more college-level credits in first term (fall)	Percent	16%	17%	17%	17%	21%	19%
KPI 12: Percentage of students who persisted from term one to term two (fall to spring)	Percent	76%	78%	74%	75%	76%	74%
KPI 13: Average rate of college-level course passing (C or above) in students' first academic year (fall, winter, spring, summer)	Percent	65%	64%	64%	63%	65%	61%
KPI 14: Average rate of college-level course completion (D- or above) in students' first academic year (fall, winter, spring, summer)	Percent	75%	74%	74%	74%	75%	72%
KPI 15: Percentage of students who have attempted 12 or more credits, including developmental, in the first term (fall)	Percent	63%	61%	60%	57%	63%	63%
KPI 16: Percentage of students who have attempted 15 or more credits, including developmental, in the first term (fall)	Percent	11%	13%	12%	10%	13%	16%
KPI 17: Percentage of students who have attempted 30 or more credits, including developmental, in the first year (fall, winter, spring, summer)	Percent	9%	10%	10%	8%	10%	12%
KPI 18: Average number of credits attempted in the first term (fall)	Average	10.9	10.8	10.7	10.5	11.1	11.1
KPI 19: Average number of credits earned in the first term (fall)	Average	8.1	8.1	7.9	7.7	8	7.6
KPI 20: Average number of credits attempted in the first year (fall, winter, spring, summer)	Average	19.3	19.6	19.1	18.7	19.7	19.6
KPI 21: Average number of credits earned in the first year (fall, winter, spring, summer)	Average	14.5	14.6	14.1	13.7	14.5	13.7
KPI 22: Percentage of students who earned zero credits of any kind in the first term (fall)	Percent	11%	11%	12%	11%	12%	14%
KPI 23: Percentage of students who earned zero college-level credits in the first term (fall)	Percent	23%	20%	21%	19%	19%	22%
N	Count	2,890	2,774	2,813	2,806	2,737	2,556

[1]North West (Northwestern CT, Naugatuck Valley, Tunxis, Asnuntuck)
Generated by the Office of Research and System Effectiveness on   October 22, 2019 at 10:00 AM
SAS program file: KPIs macro v14 20191022.sas

Shoreline West Region Student Success Key Performance Indicators (KPI)

		Shoreline West[1]					
		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
KPI 01: Percentage of students who have earned 15 or more college-level credits after year one (fall, winter, spring, summer)	Percent	32%	34%	33%	36%	33%	33%
KPI 02: Percentage of students who have earned 24 or more college-level credits after year one (fall, winter, spring, summer)	Percent	11%	11%	12%	13%	12%	11%
KPI 03: Percentage of students who have earned 30 or more college-level credits after year one (fall, winter, spring, summer)	Percent	3%	3%	3%	4%	4%	4%
KPI 04: Percentage of students who have passed (C or better) college-level math in year one (fall, winter, spring, summer)	Percent	25%	25%	25%	26%	24%	24%
KPI 05: Percentage of students who have passed (C or better) college-level English in year one (fall, winter, spring, summer)	Percent	44%	47%	46%	44%	44%	42%
KPI 06: Percentage of students who have passed (C or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	20%	20%	20%	21%	19%	19%
KPI 07: Percentage of students who have completed (D- or better) college-level math in year one (fall, winter, spring, summer)	Percent	30%	32%	31%	32%	30%	30%
KPI 08: Percentage of students who have completed (D- or better) college-level English in year one (fall, winter, spring, summer)	Percent	48%	53%	51%	49%	49%	48%
KPI 09: Percentage of students who have completed (D- or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	25%	26%	25%	26%	24%	24%
KPI 10: Percentage of students who have earned 6 or more college-level credits in first term (fall)	Percent	42%	47%	47%	49%	49%	48%
KPI 11: Percentage of students who have earned 12 or more college-level credits in first term (fall)	Percent	12%	14%	15%	17%	16%	14%
KPI 12: Percentage of students who persisted from term one to term two (fall to spring)	Percent	77%	79%	75%	76%	75%	74%
KPI 13: Average rate of college-level course passing (C or above) in students' first academic year (fall, winter, spring, summer)	Percent	66%	64%	63%	63%	62%	63%
KPI 14: Average rate of college-level course completion (D- or above) in students' first academic year (fall, winter, spring, summer)	Percent	76%	74%	74%	74%	72%	73%
KPI 15: Percentage of students who have attempted 12 or more credits, including developmental, in the first term (fall)	Percent	57%	60%	56%	57%	56%	52%
KPI 16: Percentage of students who have attempted 15 or more credits, including developmental, in the first term (fall)	Percent	10%	14%	15%	18%	15%	12%
KPI 17: Percentage of students who have attempted 30 or more credits, including developmental, in the first year (fall, winter, spring, summer)	Percent	8%	8%	9%	10%	9%	9%
KPI 18: Average number of credits attempted in the first term (fall)	Average	10.4	10.8	10.5	10.7	10.5	10.1
KPI 19: Average number of credits earned in the first term (fall)	Average	7.7	7.8	7.5	7.7	7.3	7.1
KPI 20: Average number of credits attempted in the first year (fall, winter, spring, summer)	Average	18.8	19.3	18.7	19.1	18.6	18.3
KPI 21: Average number of credits earned in the first year (fall, winter, spring, summer)	Average	13.9	13.9	13.3	13.8	13.1	13
KPI 22: Percentage of students who earned zero credits of any kind in the first term (fall)	Percent	11%	12%	15%	14%	15%	16%
KPI 23: Percentage of students who earned zero college-level credits in the first term (fall)	Percent	33%	29%	31%	27%	27%	29%
N	Count	3,546	3,190	3,256	3,272	3,272	2,824

[1]Shoreline West (Housatonic, Gateway, Norwalk)
Generated by the Office of Research and System Effectiveness on   October 22, 2019 at 10:00 AM
SAS program file: KPIs macro v14 20191022.sas

Asnuntuck Student Success Key Performance Indicators (KPI)

		Asnuntuck					
		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
KPI 01: Percentage of students who have earned 15 or more college-level credits after year one (fall, winter, spring, summer)	Percent	58%	54%	50%	31%	44%	46%
KPI 02: Percentage of students who have earned 24 or more college-level credits after year one (fall, winter, spring, summer)	Percent	28%	29%	28%	18%	28%	28%
KPI 03: Percentage of students who have earned 30 or more college-level credits after year one (fall, winter, spring, summer)	Percent	13%	14%	13%	11%	14%	15%
KPI 04: Percentage of students who have passed (C or better) college-level math in year one (fall, winter, spring, summer)	Percent	23%	23%	24%	13%	15%	15%
KPI 05: Percentage of students who have passed (C or better) college-level English in year one (fall, winter, spring, summer)	Percent	37%	43%	41%	32%	27%	34%
KPI 06: Percentage of students who have passed (C or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	19%	21%	19%	11%	13%	12%
KPI 07: Percentage of students who have completed (D- or better) college-level math in year one (fall, winter, spring, summer)	Percent	29%	28%	30%	16%	17%	20%
KPI 08: Percentage of students who have completed (D- or better) college-level English in year one (fall, winter, spring, summer)	Percent	41%	46%	45%	35%	28%	36%
KPI 09: Percentage of students who have completed (D- or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	24%	26%	24%	13%	14%	16%
KPI 10: Percentage of students who have earned 6 or more college-level credits in first term (fall)	Percent	66%	62%	64%	68%	54%	69%
KPI 11: Percentage of students who have earned 12 or more college-level credits in first term (fall)	Percent	37%	38%	33%	21%	32%	34%
KPI 12: Percentage of students who persisted from term one to term two (fall to spring)	Percent	72%	78%	79%	73%	74%	73%
KPI 13: Average rate of college-level course passing (C or above) in students' first academic year (fall, winter, spring, summer)	Percent	75%	72%	72%	71%	72%	70%
KPI 14: Average rate of college-level course completion (D- or above) in students' first academic year (fall, winter, spring, summer)	Percent	84%	80%	80%	79%	80%	77%
KPI 15: Percentage of students who have attempted 12 or more credits, including developmental, in the first term (fall)	Percent	76%	72%	68%	42%	63%	62%
KPI 16: Percentage of students who have attempted 15 or more credits, including developmental, in the first term (fall)	Percent	31%	34%	28%	21%	33%	34%
KPI 17: Percentage of students who have attempted 30 or more credits, including developmental, in the first year (fall, winter, spring, summer)	Percent	20%	24%	21%	16%	20%	24%
KPI 18: Average number of credits attempted in the first term (fall)	Average	12.2	11.8	11.5	9.2	11.1	11.1
KPI 19: Average number of credits earned in the first term (fall)	Average	9.9	9.5	9.1	7.1	8.3	8.4
KPI 20: Average number of credits attempted in the first year (fall, winter, spring, summer)	Average	21.8	21.8	21.4	16.7	20.3	20.1
KPI 21: Average number of credits earned in the first year (fall, winter, spring, summer)	Average	18	17.4	17	13.3	15.8	15.4
KPI 22: Percentage of students who earned zero credits of any kind in the first term (fall)	Percent	9%	10%	11%	11%	12%	12%
KPI 23: Percentage of students who earned zero college-level credits in the first term (fall)	Percent	17%	19%	16%	14%	15%	15%
N	Count	298	302	325	510	313	327

Generated by the Office of Research and System Effectiveness on   October 22, 2019 at 10:00 AM

SAS program file: KPIs macro v14 20191022.sas

Capital Student Success Key Performance Indicators (KPI)

		Capital					
		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
KPI 01: Percentage of students who have earned 15 or more college-level credits after year one (fall, winter, spring, summer)	Percent	23%	21%	27%	21%	25%	26%
KPI 02: Percentage of students who have earned 24 or more college-level credits after year one (fall, winter, spring, summer)	Percent	6%	5%	8%	6%	7%	6%
KPI 03: Percentage of students who have earned 30 or more college-level credits after year one (fall, winter, spring, summer)	Percent	1%	1%	1%	1%	2%	2%
KPI 04: Percentage of students who have passed (C or better) college-level math in year one (fall, winter, spring, summer)	Percent	18%	21%	25%	20%	21%	28%
KPI 05: Percentage of students who have passed (C or better) college-level English in year one (fall, winter, spring, summer)	Percent	31%	33%	35%	27%	32%	33%
KPI 06: Percentage of students who have passed (C or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	13%	15%	17%	13%	16%	20%
KPI 07: Percentage of students who have completed (D- or better) college-level math in year one (fall, winter, spring, summer)	Percent	22%	26%	30%	24%	29%	33%
KPI 08: Percentage of students who have completed (D- or better) college-level English in year one (fall, winter, spring, summer)	Percent	34%	39%	40%	32%	37%	38%
KPI 09: Percentage of students who have completed (D- or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	17%	19%	20%	17%	22%	23%
KPI 10: Percentage of students who have earned 6 or more college-level credits in first term (fall)	Percent	38%	38%	44%	37%	41%	47%
KPI 11: Percentage of students who have earned 12 or more college-level credits in first term (fall)	Percent	6%	8%	9%	6%	8%	8%
KPI 12: Percentage of students who persisted from term one to term two (fall to spring)	Percent	77%	74%	78%	77%	75%	75%
KPI 13: Average rate of college-level course passing (C or above) in students' first academic year (fall, winter, spring, summer)	Percent	59%	54%	61%	56%	53%	56%
KPI 14: Average rate of college-level course completion (D- or above) in students' first academic year (fall, winter, spring, summer)	Percent	67%	63%	69%	66%	62%	64%
KPI 15: Percentage of students who have attempted 12 or more credits, including developmental, in the first term (fall)	Percent	45%	39%	40%	33%	31%	34%
KPI 16: Percentage of students who have attempted 15 or more credits, including developmental, in the first term (fall)	Percent	4%	8%	7%	8%	4%	5%
KPI 17: Percentage of students who have attempted 30 or more credits, including developmental, in the first year (fall, winter, spring, summer)	Percent	4%	4%	5%	2%	4%	5%
KPI 18: Average number of credits attempted in the first term (fall)	Average	9.4	9.1	8.8	8.4	8.4	8.8
KPI 19: Average number of credits earned in the first term (fall)	Average	6.6	6.2	6.6	6	6.1	6.4
KPI 20: Average number of credits attempted in the first year (fall, winter, spring, summer)	Average	16.8	16.1	16.1	15	15.4	16
KPI 21: Average number of credits earned in the first year (fall, winter, spring, summer)	Average	11.7	10.8	12	10.7	11.1	11.7
KPI 22: Percentage of students who earned zero credits of any kind in the first term (fall)	Percent	13%	18%	14%	15%	17%	14%
KPI 23: Percentage of students who earned zero college-level credits in the first term (fall)	Percent	34%	37%	36%	43%	39%	29%
N	Count	660	624	538	492	513	469

Generated by the Office of Research and System Effectiveness on   October 22, 2019 at 10:00 AM
SAS program file: KPIs macro v14 20191022.sas

Gateway Student Success Key Performance Indicators (KPI)

		Gateway					
		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
KPI 01: Percentage of students who have earned 15 or more college-level credits after year one (fall, winter, spring, summer)	Percent	32%	34%	29%	31%	31%	31%
KPI 02: Percentage of students who have earned 24 or more college-level credits after year one (fall, winter, spring, summer)	Percent	10%	9%	9%	9%	11%	9%
KPI 03: Percentage of students who have earned 30 or more college-level credits after year one (fall, winter, spring, summer)	Percent	3%	2%	2%	3%	3%	3%
KPI 04: Percentage of students who have passed (C or better) college-level math in year one (fall, winter, spring, summer)	Percent	25%	24%	23%	26%	25%	23%
KPI 05: Percentage of students who have passed (C or better) college-level English in year one (fall, winter, spring, summer)	Percent	41%	45%	42%	39%	40%	37%
KPI 06: Percentage of students who have passed (C or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	20%	19%	18%	20%	19%	18%
KPI 07: Percentage of students who have completed (D- or better) college-level math in year one (fall, winter, spring, summer)	Percent	29%	31%	28%	30%	31%	27%
KPI 08: Percentage of students who have completed (D- or better) college-level English in year one (fall, winter, spring, summer)	Percent	47%	53%	48%	46%	46%	44%
KPI 09: Percentage of students who have completed (D- or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	25%	25%	23%	24%	24%	22%
KPI 10: Percentage of students who have earned 6 or more college-level credits in first term (fall)	Percent	45%	49%	43%	47%	49%	46%
KPI 11: Percentage of students who have earned 12 or more college-level credits in first term (fall)	Percent	10%	11%	10%	11%	13%	12%
KPI 12: Percentage of students who persisted from term one to term two (fall to spring)	Percent	73%	79%	73%	73%	71%	69%
KPI 13: Average rate of college-level course passing (C or above) in students' first academic year (fall, winter, spring, summer)	Percent	66%	63%	64%	62%	62%	62%
KPI 14: Average rate of college-level course completion (D- or above) in students' first academic year (fall, winter, spring, summer)	Percent	77%	75%	75%	73%	73%	73%
KPI 15: Percentage of students who have attempted 12 or more credits, including developmental, in the first term (fall)	Percent	52%	54%	45%	45%	49%	47%
KPI 16: Percentage of students who have attempted 15 or more credits, including developmental, in the first term (fall)	Percent	7%	9%	7%	9%	12%	9%
KPI 17: Percentage of students who have attempted 30 or more credits, including developmental, in the first year (fall, winter, spring, summer)	Percent	6%	6%	6%	7%	7%	7%
KPI 18: Average number of credits attempted in the first term (fall)	Average	9.8	10.5	9.8	9.9	10.1	9.8
KPI 19: Average number of credits earned in the first term (fall)	Average	7.4	7.7	7	7.2	7.3	6.8
KPI 20: Average number of credits attempted in the first year (fall, winter, spring, summer)	Average	17.7	18.7	17.4	17.7	17.6	17.1
KPI 21: Average number of credits earned in the first year (fall, winter, spring, summer)	Average	13.4	13.5	12.6	12.7	12.6	12.2
KPI 22: Percentage of students who earned zero credits of any kind in the first term (fall)	Percent	10%	11%	13%	13%	13%	16%
KPI 23: Percentage of students who earned zero college-level credits in the first term (fall)	Percent	29%	25%	28%	27%	25%	27%
N	Count	1,571	1,376	1,367	1,367	1,288	1,191

Housatonic Student Success Key Performance Indicators (KPI)

		Housatonic					
		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
KPI 01: Percentage of students who have earned 15 or more college-level credits after year one (fall, winter, spring, summer)	Percent	25%	32%	29%	35%	32%	34%
KPI 02: Percentage of students who have earned 24 or more college-level credits after year one (fall, winter, spring, summer)	Percent	9%	12%	12%	14%	12%	13%
KPI 03: Percentage of students who have earned 30 or more college-level credits after year one (fall, winter, spring, summer)	Percent	3%	4%	4%	6%	4%	5%
KPI 04: Percentage of students who have passed (C or better) college-level math in year one (fall, winter, spring, summer)	Percent	22%	27%	25%	22%	20%	22%
KPI 05: Percentage of students who have passed (C or better) college-level English in year one (fall, winter, spring, summer)	Percent	42%	47%	44%	46%	45%	43%
KPI 06: Percentage of students who have passed (C or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	17%	23%	20%	19%	16%	19%
KPI 07: Percentage of students who have completed (D- or better) college-level math in year one (fall, winter, spring, summer)	Percent	27%	34%	32%	30%	27%	28%
KPI 08: Percentage of students who have completed (D- or better) college-level English in year one (fall, winter, spring, summer)	Percent	46%	53%	48%	50%	49%	47%
KPI 09: Percentage of students who have completed (D- or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	21%	29%	26%	25%	23%	25%
KPI 10: Percentage of students who have earned 6 or more college-level credits in first term (fall)	Percent	32%	43%	45%	47%	45%	47%
KPI 11: Percentage of students who have earned 12 or more college-level credits in first term (fall)	Percent	11%	17%	19%	19%	17%	17%
KPI 12: Percentage of students who persisted from term one to term two (fall to spring)	Percent	80%	79%	76%	78%	76%	77%
KPI 13: Average rate of college-level course passing (C or above) in students' first academic year (fall, winter, spring, summer)	Percent	64%	62%	61%	64%	61%	62%
KPI 14: Average rate of college-level course completion (D- or above) in students' first academic year (fall, winter, spring, summer)	Percent	73%	72%	70%	74%	71%	71%
KPI 15: Percentage of students who have attempted 12 or more credits, including developmental, in the first term (fall)	Percent	57%	60%	59%	64%	57%	60%
KPI 16: Percentage of students who have attempted 15 or more credits, including developmental, in the first term (fall)	Percent	10%	17%	18%	21%	13%	17%
KPI 17: Percentage of students who have attempted 30 or more credits, including developmental, in the first year (fall, winter, spring, summer)	Percent	8%	10%	7%	11%	8%	10%
KPI 18: Average number of credits attempted in the first term (fall)	Average	10.3	10.7	10.6	10.9	10.2	10.6
KPI 19: Average number of credits earned in the first term (fall)	Average	7.5	7.8	7.5	8.2	7.4	7.5
KPI 20: Average number of credits attempted in the first year (fall, winter, spring, summer)	Average	18.7	19.2	18.5	19.6	18.4	19
KPI 21: Average number of credits earned in the first year (fall, winter, spring, summer)	Average	13.6	14	13	14.6	13.3	13.6
KPI 22: Percentage of students who earned zero credits of any kind in the first term (fall)	Percent	13%	15%	18%	13%	15%	16%
KPI 23: Percentage of students who earned zero college-level credits in the first term (fall)	Percent	49%	44%	42%	30%	31%	35%
N	Count	994	866	1,012	1,054	1,070	847

Generated by the Office of Research and System Effectiveness on   October 22, 2019 at 10:00 AM
SAS program file: KPIs macro v14 20191022.sas

Manchester Student Success Key Performance Indicators (KPI)

		Manchester					
		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
KPI 01: Percentage of students who have earned 15 or more college-level credits after year one (fall, winter, spring, summer)	Percent	37%	38%	37%	38%	33%	33%
KPI 02: Percentage of students who have earned 24 or more college-level credits after year one (fall, winter, spring, summer)	Percent	15%	17%	16%	16%	14%	13%
KPI 03: Percentage of students who have earned 30 or more college-level credits after year one (fall, winter, spring, summer)	Percent	4%	4%	4%	5%	5%	5%
KPI 04: Percentage of students who have passed (C or better) college-level math in year one (fall, winter, spring, summer)	Percent	34%	36%	36%	35%	29%	27%
KPI 05: Percentage of students who have passed (C or better) college-level English in year one (fall, winter, spring, summer)	Percent	43%	48%	46%	45%	41%	38%
KPI 06: Percentage of students who have passed (C or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	25%	29%	29%	28%	23%	20%
KPI 07: Percentage of students who have completed (D- or better) college-level math in year one (fall, winter, spring, summer)	Percent	40%	42%	42%	40%	34%	32%
KPI 08: Percentage of students who have completed (D- or better) college-level English in year one (fall, winter, spring, summer)	Percent	50%	55%	54%	54%	47%	44%
KPI 09: Percentage of students who have completed (D- or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	31%	34%	35%	34%	28%	26%
KPI 10: Percentage of students who have earned 6 or more college-level credits in first term (fall)	Percent	54%	55%	55%	54%	49%	46%
KPI 11: Percentage of students who have earned 12 or more college-level credits in first term (fall)	Percent	21%	20%	21%	20%	18%	18%
KPI 12: Percentage of students who persisted from term one to term two (fall to spring)	Percent	76%	78%	78%	76%	71%	69%
KPI 13: Average rate of college-level course passing (C or above) in students' first academic year (fall, winter, spring, summer)	Percent	62%	64%	62%	62%	61%	58%
KPI 14: Average rate of college-level course completion (D- or above) in students' first academic year (fall, winter, spring, summer)	Percent	75%	75%	74%	75%	73%	69%
KPI 15: Percentage of students who have attempted 12 or more credits, including developmental, in the first term (fall)	Percent	59%	55%	56%	49%	47%	47%
KPI 16: Percentage of students who have attempted 15 or more credits, including developmental, in the first term (fall)	Percent	8%	9%	10%	10%	11%	14%
KPI 17: Percentage of students who have attempted 30 or more credits, including developmental, in the first year (fall, winter, spring, summer)	Percent	7%	7%	8%	9%	9%	9%
KPI 18: Average number of credits attempted in the first term (fall)	Average	10.1	10	10.3	9.8	9.5	9.8
KPI 19: Average number of credits earned in the first term (fall)	Average	7.4	7.2	7.4	7	6.7	6.3
KPI 20: Average number of credits attempted in the first year (fall, winter, spring, summer)	Average	18.3	18.5	18.2	17.9	17	17.1
KPI 21: Average number of credits earned in the first year (fall, winter, spring, summer)	Average	13.6	13.7	13.2	13.2	12.1	11.5
KPI 22: Percentage of students who earned zero credits of any kind in the first term (fall)	Percent	13%	14%	14%	17%	17%	21%
KPI 23: Percentage of students who earned zero college-level credits in the first term (fall)	Percent	23%	23%	22%	23%	27%	30%
N	Count	1,616	1,452	1,164	1,158	1,224	1,215

Generated by the Office of Research and System Effectiveness on   October 22, 2019 at 10:00 AM
SAS program file: KPIs macro v14 20191022.sas

Middlesex Student Success Key Performance Indicators (KPI)

		Middlesex					
		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
KPI 01: Percentage of students who have earned 15 or more college-level credits after year one (fall, winter, spring, summer)	Percent	36%	41%	38%	39%	39%	37%
KPI 02: Percentage of students who have earned 24 or more college-level credits after year one (fall, winter, spring, summer)	Percent	13%	16%	16%	19%	17%	19%
KPI 03: Percentage of students who have earned 30 or more college-level credits after year one (fall, winter, spring, summer)	Percent	5%	6%	6%	8%	7%	8%
KPI 04: Percentage of students who have passed (C or better) college-level math in year one (fall, winter, spring, summer)	Percent	28%	34%	36%	37%	32%	32%
KPI 05: Percentage of students who have passed (C or better) college-level English in year one (fall, winter, spring, summer)	Percent	44%	49%	51%	53%	52%	45%
KPI 06: Percentage of students who have passed (C or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	22%	29%	30%	32%	28%	27%
KPI 07: Percentage of students who have completed (D- or better) college-level math in year one (fall, winter, spring, summer)	Percent	33%	39%	42%	41%	35%	36%
KPI 08: Percentage of students who have completed (D- or better) college-level English in year one (fall, winter, spring, summer)	Percent	50%	55%	57%	58%	57%	52%
KPI 09: Percentage of students who have completed (D- or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	27%	34%	37%	36%	32%	31%
KPI 10: Percentage of students who have earned 6 or more college-level credits in first term (fall)	Percent	54%	54%	53%	51%	56%	52%
KPI 11: Percentage of students who have earned 12 or more college-level credits in first term (fall)	Percent	17%	20%	20%	21%	20%	21%
KPI 12: Percentage of students who persisted from term one to term two (fall to spring)	Percent	76%	77%	77%	76%	74%	70%
KPI 13: Average rate of college-level course passing (C or above) in students' first academic year (fall, winter, spring, summer)	Percent	67%	67%	65%	71%	68%	67%
KPI 14: Average rate of college-level course completion (D- or above) in students' first academic year (fall, winter, spring, summer)	Percent	77%	78%	75%	78%	77%	76%
KPI 15: Percentage of students who have attempted 12 or more credits, including developmental, in the first term (fall)	Percent	60%	68%	67%	64%	65%	63%
KPI 16: Percentage of students who have attempted 15 or more credits, including developmental, in the first term (fall)	Percent	14%	24%	24%	22%	16%	22%
KPI 17: Percentage of students who have attempted 30 or more credits, including developmental, in the first year (fall, winter, spring, summer)	Percent	10%	14%	12%	14%	13%	15%
KPI 18: Average number of credits attempted in the first term (fall)	Average	10.3	11.1	10.9	10.4	10.5	10.6
KPI 19: Average number of credits earned in the first term (fall)	Average	7.8	8.1	8.2	8	7.8	7.5
KPI 20: Average number of credits attempted in the first year (fall, winter, spring, summer)	Average	18.6	19.6	19.7	19.2	19.2	18.8
KPI 21: Average number of credits earned in the first year (fall, winter, spring, summer)	Average	14.2	14.9	14.6	14.8	14.3	13.8
KPI 22: Percentage of students who earned zero credits of any kind in the first term (fall)	Percent	13%	15%	13%	13%	15%	17%
KPI 23: Percentage of students who earned zero college-level credits in the first term (fall)	Percent	24%	25%	23%	23%	23%	22%
N	Count	566	576	529	500	499	407

Generated by the Office of Research and System Effectiveness on October 22, 2019 at 10:00 AM
SAS program file: KPIs macro v14 20191022.sas

Naugatuck Valley Student Success Key Performance Indicators (KPI)

		Naugatuck Valley					
		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
KPI 01: Percentage of students who have earned 15 or more college-level credits after year one (fall, winter, spring, summer)	Percent	35%	35%	36%	37%	39%	37%
KPI 02: Percentage of students who have earned 24 or more college-level credits after year one (fall, winter, spring, summer)	Percent	12%	12%	12%	14%	16%	13%
KPI 03: Percentage of students who have earned 30 or more college-level credits after year one (fall, winter, spring, summer)	Percent	3%	3%	4%	3%	4%	4%
KPI 04: Percentage of students who have passed (C or better) college-level math in year one (fall, winter, spring, summer)	Percent	26%	31%	27%	28%	30%	27%
KPI 05: Percentage of students who have passed (C or better) college-level English in year one (fall, winter, spring, summer)	Percent	40%	42%	46%	47%	46%	43%
KPI 06: Percentage of students who have passed (C or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	20%	23%	22%	23%	24%	22%
KPI 07: Percentage of students who have completed (D- or better) college-level math in year one (fall, winter, spring, summer)	Percent	31%	36%	34%	34%	36%	35%
KPI 08: Percentage of students who have completed (D- or better) college-level English in year one (fall, winter, spring, summer)	Percent	45%	45%	51%	52%	52%	47%
KPI 09: Percentage of students who have completed (D- or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	24%	28%	29%	29%	30%	28%
KPI 10: Percentage of students who have earned 6 or more college-level credits in first term (fall)	Percent	50%	53%	54%	53%	55%	50%
KPI 11: Percentage of students who have earned 12 or more college-level credits in first term (fall)	Percent	12%	13%	15%	16%	18%	15%
KPI 12: Percentage of students who persisted from term one to term two (fall to spring)	Percent	75%	77%	75%	76%	75%	73%
KPI 13: Average rate of college-level course passing (C or above) in students' first academic year (fall, winter, spring, summer)	Percent	65%	64%	64%	63%	65%	60%
KPI 14: Average rate of college-level course completion (D- or above) in students' first academic year (fall, winter, spring, summer)	Percent	75%	73%	74%	73%	75%	71%
KPI 15: Percentage of students who have attempted 12 or more credits, including developmental, in the first term (fall)	Percent	60%	54%	56%	62%	60%	61%
KPI 16: Percentage of students who have attempted 15 or more credits, including developmental, in the first term (fall)	Percent	6%	7%	6%	5%	7%	7%
KPI 17: Percentage of students who have attempted 30 or more credits, including developmental, in the first year (fall, winter, spring, summer)	Percent	7%	7%	8%	6%	7%	8%
KPI 18: Average number of credits attempted in the first term (fall)	Average	10.9	10.6	10.6	11.1	11.2	11.1
KPI 19: Average number of credits earned in the first term (fall)	Average	7.9	7.6	7.6	7.8	8	7.4
KPI 20: Average number of credits attempted in the first year (fall, winter, spring, summer)	Average	19	18.9	18.9	19.5	19.7	19.3
KPI 21: Average number of credits earned in the first year (fall, winter, spring, summer)	Average	13.9	13.5	13.5	13.9	14.3	13.2
KPI 22: Percentage of students who earned zero credits of any kind in the first term (fall)	Percent	11%	12%	13%	11%	12%	13%
KPI 23: Percentage of students who earned zero college-level credits in the first term (fall)	Percent	22%	20%	22%	20%	21%	22%
N	Count	1,529	1,440	1,434	1,279	1,332	1,285

Generated by the Office of Research and System Effectiveness on   October 22, 2019 at 10:00 AM
SAS program file: KPIs macro v14 20191022.sas

Northwestern CT Student Success Key Performance Indicators (KPI)

		Northwestern CT					
		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
KPI 01: Percentage of students who have earned 15 or more college-level credits after year one (fall, winter, spring, summer)	Percent	33%	46%	46%	50%	50%	37%
KPI 02: Percentage of students who have earned 24 or more college-level credits after year one (fall, winter, spring, summer)	Percent	12%	21%	23%	26%	22%	16%
KPI 03: Percentage of students who have earned 30 or more college-level credits after year one (fall, winter, spring, summer)	Percent	3%	7%	7%	11%	9%	6%
KPI 04: Percentage of students who have passed (C or better) college-level math in year one (fall, winter, spring, summer)	Percent	28%	32%	39%	34%	44%	29%
KPI 05: Percentage of students who have passed (C or better) college-level English in year one (fall, winter, spring, summer)	Percent	49%	55%	60%	66%	64%	46%
KPI 06: Percentage of students who have passed (C or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	22%	27%	31%	31%	40%	24%
KPI 07: Percentage of students who have completed (D- or better) college-level math in year one (fall, winter, spring, summer)	Percent	36%	42%	48%	48%	56%	37%
KPI 08: Percentage of students who have completed (D- or better) college-level English in year one (fall, winter, spring, summer)	Percent	55%	62%	66%	71%	69%	52%
KPI 09: Percentage of students who have completed (D- or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	29%	34%	41%	45%	50%	31%
KPI 10: Percentage of students who have earned 6 or more college-level credits in first term (fall)	Percent	46%	63%	58%	63%	60%	55%
KPI 11: Percentage of students who have earned 12 or more college-level credits in first term (fall)	Percent	15%	24%	25%	32%	29%	21%
KPI 12: Percentage of students who persisted from term one to term two (fall to spring)	Percent	77%	78%	76%	78%	80%	75%
KPI 13: Average rate of college-level course passing (C or above) in students' first academic year (fall, winter, spring, summer)	Percent	62%	61%	66%	65%	65%	57%
KPI 14: Average rate of college-level course completion (D- or above) in students' first academic year (fall, winter, spring, summer)	Percent	72%	71%	76%	75%	75%	68%
KPI 15: Percentage of students who have attempted 12 or more credits, including developmental, in the first term (fall)	Percent	70%	67%	65%	71%	61%	64%
KPI 16: Percentage of students who have attempted 15 or more credits, including developmental, in the first term (fall)	Percent	28%	21%	25%	22%	21%	19%
KPI 17: Percentage of students who have attempted 30 or more credits, including developmental, in the first year (fall, winter, spring, summer)	Percent	12%	16%	18%	16%	15%	14%
KPI 18: Average number of credits attempted in the first term (fall)	Average	11.4	11.5	11.5	12.1	11.3	11.4
KPI 19: Average number of credits earned in the first term (fall)	Average	8.9	9	9.1	9.5	8.9	8.1
KPI 20: Average number of credits attempted in the first year (fall, winter, spring, summer)	Average	19.7	20.7	20.3	21.7	20.8	20.3
KPI 21: Average number of credits earned in the first year (fall, winter, spring, summer)	Average	15.2	16	16.4	16.8	16.5	14.5
KPI 22: Percentage of students who earned zero credits of any kind in the first term (fall)	Percent	9%	7%	9%	11%	8%	16%
KPI 23: Percentage of students who earned zero college-level credits in the first term (fall)	Percent	27%	14%	16%	15%	15%	21%
N	Count	260	256	222	231	245	242

Generated by the Office of Research and System Effectiveness on October 22, 2019 at 10:00 AM

SAS program file: KPIs macro v14 20191022.sas

Norwalk Student Success Key Performance Indicators (KPI)

		Norwalk					
		Fall 2013	**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
KPI 01: Percentage of students who have earned 15 or more college-level credits after year one (fall, winter, spring, summer)	Percent	38%	37%	42%	43%	38%	37%
KPI 02: Percentage of students who have earned 24 or more college-level credits after year one (fall, winter, spring, summer)	Percent	13%	13%	15%	17%	15%	13%
KPI 03: Percentage of students who have earned 30 or more college-level credits after year one (fall, winter, spring, summer)	Percent	4%	4%	4%	5%	5%	4%
KPI 04: Percentage of students who have passed (C or better) college-level math in year one (fall, winter, spring, summer)	Percent	28%	24%	25%	30%	27%	26%
KPI 05: Percentage of students who have passed (C or better) college-level English in year one (fall, winter, spring, summer)	Percent	49%	49%	55%	50%	49%	50%
KPI 06: Percentage of students who have passed (C or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	22%	19%	22%	24%	21%	21%
KPI 07: Percentage of students who have completed (D- or better) college-level math in year one (fall, winter, spring, summer)	Percent	34%	32%	35%	38%	32%	35%
KPI 08: Percentage of students who have completed (D- or better) college-level English in year one (fall, winter, spring, summer)	Percent	51%	54%	59%	53%	53%	53%
KPI 09: Percentage of students who have completed (D- or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	27%	26%	29%	31%	26%	26%
KPI 10: Percentage of students who have earned 6 or more college-level credits in first term (fall)	Percent	48%	50%	56%	55%	53%	51%
KPI 11: Percentage of students who have earned 12 or more college-level credits in first term (fall)	Percent	16%	17%	20%	22%	19%	16%
KPI 12: Percentage of students who persisted from term one to term two (fall to spring)	Percent	81%	79%	80%	78%	77%	78%
KPI 13: Average rate of college-level course passing (C or above) in students' first academic year (fall, winter, spring, summer)	Percent	66%	66%	64%	63%	62%	64%
KPI 14: Average rate of college-level course completion (D- or above) in students' first academic year (fall, winter, spring, summer)	Percent	76%	76%	76%	74%	72%	75%
KPI 15: Percentage of students who have attempted 12 or more credits, including developmental, in the first term (fall)	Percent	64%	69%	69%	69%	66%	51%
KPI 16: Percentage of students who have attempted 15 or more credits, including developmental, in the first term (fall)	Percent	13%	18%	25%	27%	22%	10%
KPI 17: Percentage of students who have attempted 30 or more credits, including developmental, in the first year (fall, winter, spring, summer)	Percent	11%	11%	15%	15%	13%	10%
KPI 18: Average number of credits attempted in the first term (fall)	Average	11.3	11.3	11.7	11.6	11.2	10.2
KPI 19: Average number of credits earned in the first term (fall)	Average	8.3	7.8	8.2	7.9	7.3	7.1
KPI 20: Average number of credits attempted in the first year (fall, winter, spring, summer)	Average	20.7	20.3	21.1	20.9	20.2	19.2
KPI 21: Average number of credits earned in the first year (fall, winter, spring, summer)	Average	15.2	14.3	14.9	14.6	13.7	13.7
KPI 22: Percentage of students who earned zero credits of any kind in the first term (fall)	Percent	11%	13%	13%	16%	17%	15%
KPI 23: Percentage of students who earned zero college-level credits in the first term (fall)	Percent	24%	21%	21%	24%	24%	27%
N	Count	981	948	877	851	914	786

Generated by the Office of Research and System Effectiveness on October 22, 2019 at 10:00 AM
SAS program file: KPIs macro v14 20191022.sas

Quinebaug Valley Student Success Key Performance Indicators (KPI)

		Quinebaug Valley					
		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
KPI 01: Percentage of students who have earned 15 or more college-level credits after year one (fall, winter, spring, summer)	Percent	33%	38%	39%	36%	39%	41%
KPI 02: Percentage of students who have earned 24 or more college-level credits after year one (fall, winter, spring, summer)	Percent	16%	16%	17%	14%	20%	18%
KPI 03: Percentage of students who have earned 30 or more college-level credits after year one (fall, winter, spring, summer)	Percent	6%	5%	6%	6%	11%	6%
KPI 04: Percentage of students who have passed (C or better) college-level math in year one (fall, winter, spring, summer)	Percent	25%	31%	26%	27%	24%	36%
KPI 05: Percentage of students who have passed (C or better) college-level English in year one (fall, winter, spring, summer)	Percent	35%	42%	47%	46%	43%	51%
KPI 06: Percentage of students who have passed (C or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	17%	21%	21%	22%	19%	29%
KPI 07: Percentage of students who have completed (D- or better) college-level math in year one (fall, winter, spring, summer)	Percent	31%	38%	33%	36%	31%	44%
KPI 08: Percentage of students who have completed (D- or better) college-level English in year one (fall, winter, spring, summer)	Percent	39%	48%	52%	51%	48%	54%
KPI 09: Percentage of students who have completed (D- or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	21%	28%	27%	29%	26%	34%
KPI 10: Percentage of students who have earned 6 or more college-level credits in first term (fall)	Percent	50%	56%	56%	53%	59%	59%
KPI 11: Percentage of students who have earned 12 or more college-level credits in first term (fall)	Percent	21%	21%	21%	21%	24%	22%
KPI 12: Percentage of students who persisted from term one to term two (fall to spring)	Percent	71%	75%	74%	79%	75%	72%
KPI 13: Average rate of college-level course passing (C or above) in students' first academic year (fall, winter, spring, summer)	Percent	69%	69%	70%	69%	71%	71%
KPI 14: Average rate of college-level course completion (D- or above) in students' first academic year (fall, winter, spring, summer)	Percent	78%	79%	80%	81%	81%	78%
KPI 15: Percentage of students who have attempted 12 or more credits, including developmental, in the first term (fall)	Percent	55%	57%	62%	49%	50%	60%
KPI 16: Percentage of students who have attempted 15 or more credits, including developmental, in the first term (fall)	Percent	15%	17%	18%	14%	18%	22%
KPI 17: Percentage of students who have attempted 30 or more credits, including developmental, in the first year (fall, winter, spring, summer)	Percent	10%	8%	11%	9%	17%	14%
KPI 18: Average number of credits attempted in the first term (fall)	Average	10	10.3	10.6	9.4	10	10.5
KPI 19: Average number of credits earned in the first term (fall)	Average	7.6	8.2	8.1	7.8	7.8	8.2
KPI 20: Average number of credits attempted in the first year (fall, winter, spring, summer)	Average	17.7	18	18.5	17.1	18.5	18.7
KPI 21: Average number of credits earned in the first year (fall, winter, spring, summer)	Average	13.7	14.1	14.4	13.9	14.6	14.5
KPI 22: Percentage of students who earned zero credits of any kind in the first term (fall)	Percent	13%	10%	12%	8%	11%	11%
KPI 23: Percentage of students who earned zero college-level credits in the first term (fall)	Percent	28%	20%	23%	19%	21%	18%
N	Count	477	409	351	355	334	311

Generated by the Office of Research and System Effectiveness on   October 22, 2019 at 10:00 AM

SAS program file: KPIs macro v14 20191022.sas

Three Rivers Student Success Key Performance Indicators (KPI)

		Three Rivers					
		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
KPI 01: Percentage of students who have earned 15 or more college-level credits after year one (fall, winter, spring, summer)	Percent	33%	37%	34%	33%	36%	33%
KPI 02: Percentage of students who have earned 24 or more college-level credits after year one (fall, winter, spring, summer)	Percent	13%	16%	13%	12%	17%	13%
KPI 03: Percentage of students who have earned 30 or more college-level credits after year one (fall, winter, spring, summer)	Percent	4%	5%	4%	4%	6%	5%
KPI 04: Percentage of students who have passed (C or better) college-level math in year one (fall, winter, spring, summer)	Percent	28%	32%	32%	29%	28%	25%
KPI 05: Percentage of students who have passed (C or better) college-level English in year one (fall, winter, spring, summer)	Percent	47%	47%	44%	44%	46%	42%
KPI 06: Percentage of students who have passed (C or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	23%	25%	23%	20%	24%	19%
KPI 07: Percentage of students who have completed (D- or better) college-level math in year one (fall, winter, spring, summer)	Percent	36%	40%	41%	34%	33%	30%
KPI 08: Percentage of students who have completed (D- or better) college-level English in year one (fall, winter, spring, summer)	Percent	53%	53%	50%	50%	51%	46%
KPI 09: Percentage of students who have completed (D- or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	29%	32%	31%	26%	28%	23%
KPI 10: Percentage of students who have earned 6 or more college-level credits in first term (fall)	Percent	52%	52%	51%	49%	50%	48%
KPI 11: Percentage of students who have earned 12 or more college-level credits in first term (fall)	Percent	17%	23%	21%	17%	22%	18%
KPI 12: Percentage of students who persisted from term one to term two (fall to spring)	Percent	72%	75%	74%	72%	70%	67%
KPI 13: Average rate of college-level course passing (C or above) in students' first academic year (fall, winter, spring, summer)	Percent	60%	61%	60%	61%	60%	57%
KPI 14: Average rate of college-level course completion (D- or above) in students' first academic year (fall, winter, spring, summer)	Percent	69%	72%	70%	69%	68%	67%
KPI 15: Percentage of students who have attempted 12 or more credits, including developmental, in the first term (fall)	Percent	55%	58%	56%	53%	57%	53%
KPI 16: Percentage of students who have attempted 15 or more credits, including developmental, in the first term (fall)	Percent	12%	14%	14%	14%	18%	18%
KPI 17: Percentage of students who have attempted 30 or more credits, including developmental, in the first year (fall, winter, spring, summer)	Percent	7%	9%	10%	10%	14%	10%
KPI 18: Average number of credits attempted in the first term (fall)	Average	10.1	10.3	10.1	9.8	10.2	9.9
KPI 19: Average number of credits earned in the first term (fall)	Average	6.8	7.4	7.2	7	7.1	6.6
KPI 20: Average number of credits attempted in the first year (fall, winter, spring, summer)	Average	17.7	18.4	17.9	17.3	18.4	17.3
KPI 21: Average number of credits earned in the first year (fall, winter, spring, summer)	Average	12.3	13.4	12.9	12.6	12.8	11.9
KPI 22: Percentage of students who earned zero credits of any kind in the first term (fall)	Percent	14%	14%	15%	17%	16%	18%
KPI 23: Percentage of students who earned zero college-level credits in the first term (fall)	Percent	25%	24%	26%	28%	25%	28%
N	Count	938	878	860	825	787	771

Generated by the Office of Research and System Effectiveness on October 22, 2019 at 10:00 AM
SAS program file: KPIs macro v14 20191022.sas

Tunxis Student Success Key Performance Indicators (KPI)

		Tunxis					
		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
KPI 01: Percentage of students who have earned 15 or more college-level credits after year one (fall, winter, spring, summer)	Percent	33%	38%	34%	31%	37%	35%
KPI 02: Percentage of students who have earned 24 or more college-level credits after year one (fall, winter, spring, summer)	Percent	12%	12%	10%	8%	14%	16%
KPI 03: Percentage of students who have earned 30 or more college-level credits after year one (fall, winter, spring, summer)	Percent	2%	2%	4%	2%	3%	5%
KPI 04: Percentage of students who have passed (C or better) college-level math in year one (fall, winter, spring, summer)	Percent	30%	26%	24%	24%	25%	25%
KPI 05: Percentage of students who have passed (C or better) college-level English in year one (fall, winter, spring, summer)	Percent	33%	44%	40%	37%	39%	38%
KPI 06: Percentage of students who have passed (C or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	18%	19%	19%	17%	19%	19%
KPI 07: Percentage of students who have completed (D- or better) college-level math in year one (fall, winter, spring, summer)	Percent	37%	34%	30%	31%	30%	31%
KPI 08: Percentage of students who have completed (D- or better) college-level English in year one (fall, winter, spring, summer)	Percent	41%	53%	48%	47%	48%	46%
KPI 09: Percentage of students who have completed (D- or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	25%	28%	25%	25%	25%	25%
KPI 10: Percentage of students who have earned 6 or more college-level credits in first term (fall)	Percent	47%	53%	49%	51%	58%	49%
KPI 11: Percentage of students who have earned 12 or more college-level credits in first term (fall)	Percent	14%	15%	13%	13%	20%	19%
KPI 12: Percentage of students who persisted from term one to term two (fall to spring)	Percent	79%	80%	71%	74%	77%	76%
KPI 13: Average rate of college-level course passing (C or above) in students' first academic year (fall, winter, spring, summer)	Percent	61%	62%	59%	57%	60%	60%
KPI 14: Average rate of college-level course completion (D- or above) in students' first academic year (fall, winter, spring, summer)	Percent	73%	74%	71%	71%	72%	71%
KPI 15: Percentage of students who have attempted 12 or more credits, including developmental, in the first term (fall)	Percent	63%	67%	64%	57%	67%	67%
KPI 16: Percentage of students who have attempted 15 or more credits, including developmental, in the first term (fall)	Percent	6%	14%	12%	9%	15%	23%
KPI 17: Percentage of students who have attempted 30 or more credits, including developmental, in the first year (fall, winter, spring, summer)	Percent	6%	9%	9%	5%	9%	12%
KPI 18: Average number of credits attempted in the first term (fall)	Average	10.3	10.6	10.4	9.9	10.8	10.9
KPI 19: Average number of credits earned in the first term (fall)	Average	7.7	8.3	7.6	7.4	7.8	7.5
KPI 20: Average number of credits attempted in the first year (fall, winter, spring, summer)	Average	18.6	19.7	18.2	17.7	19.2	19.5
KPI 21: Average number of credits earned in the first year (fall, winter, spring, summer)	Average	14	14.9	13.3	13	14	13.6
KPI 22: Percentage of students who earned zero credits of any kind in the first term (fall)	Percent	12%	10%	13%	13%	13%	15%
KPI 23: Percentage of students who earned zero college-level credits in the first term (fall)	Percent	25%	22%	23%	22%	20%	24%
N	Count	803	776	832	786	847	702

Generated by the Office of Research and System Effectiveness on October 22, 2019 at 10:00 AM

SAS program file: KPIs macro v14 20191022.sas

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

System Student Success Key Performance Indicators (KPI) by Age of Student

		Age of Students											
		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
		24 and Under	25 and Over	24 and Under	25 and Over	24 and Under	25 and Over	24 and Under	25 and Over	24 and Under	25 and Over	24 and Under	25 and Over
KPI 02: Percentage of students who have earned 24 or more college-level credits after year one (fall, winter, spring, summer)	Percent	13%	8%	14%	8%	14%	8%	14%	9%	15%	10%	14%	9%
KPI 06: Percentage of students who have passed (C or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	22%	13%	24%	13%	23%	14%	23%	11%	22%	13%	21%	13%
KPI 16: Percentage of students who have attempted 15 or more credits of any kind, including developmental, in the first term (fall)	Percent	10%	8%	14%	8%	14%	8%	15%	8%	15%	7%	15%	7%
KPI 20: Average number of credits attempted in the first year (fall, winter, spring, summer)	Average	19.2	15.1	19.5	15.1	19.2	14.6	19.2	14	19.1	15.1	18.9	14.9
KPI 21: Average number of credits earned in the first year (fall, winter, spring, summer)	Average	14.1	11.8	14.2	11.7	13.9	11.4	13.9	11.5	13.6	12.2	13.1	11.9
KPI 22: Percentage of students who earned zero credits of any kind in the first term (fall)	Percent	12%	13%	12%	15%	14%	15%	14%	11%	15%	12%	16%	13%
KPI 23: Percentage of students who earned zero college-level credits in the first term (fall)	Percent	26%	36%	24%	35%	25%	34%	24%	26%	24%	28%	26%	29%
Students In Cohort	Count	9,116	1,573	8,619	1,282	8,232	1,275	7,978	1,424	8,051	1,308	7,374	1,174

Generated by the Office of Research and System Effectiveness on   October 22, 2019 at 10:00 AM

SAS program file: KPIs macro v14 20191022.sas

System Student Success Key Performance Indicators (KPI) by Gender of Student

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

Generated by the Office of Research and System Effectiveness on   October 22, 2019 at 10:00 AM

SAS program file: KPIs macro v14 20191022.sas

Term	Definition
Cohort	New degree seeking students as recorded at time of Fall census.
N	Total number of students in the Cohort.
KPI	**KPI Description**
1	Percentage of students who have earned 15 or more college-level credits after year one (Fall, Winter, Spring, and Summer terms). Numerator: The number of students in cohort who have earned 15 or more credits in 100 or 200 level course work during the period beginning in the Fall term and concluding in the Summer term. Denominator: Total number of students in the Cohort.
2	Percentage of students who have earned 24 or more college-level credits after year one (Fall, Winter, Spring, and Summer terms). Numerator: The number of students in cohort who have earned 24 or more credits in 100 or 200 level course work during the period beginning in the Fall term and concluding in the Summer term. Denominator: Total number of students in the Cohort.
3	Percentage of students who have earned 30 or more college-level credits after year one (Fall, Winter, Spring, and Summer terms). Numerator: The number of students in cohort who have earned 30 or more credits in 100 or 200 level course work during the period beginning in the Fall term and concluding in the Summer term. Denominator: Total number of students in the Cohort.
4	Percentage of students who have passed (C or better) college-level math in year one (in Fall, Winter, Spring, or Summer terms). Numerator: The number of students in cohort whose final grade was a 'C', 'C+', 'B-', 'B', 'B+', 'A-', 'A', or 'A+' in a 100 or 200 level Math course during the period beginning in the Fall term and concluding in the Summer term. Denominator: Total number of students in the Cohort.
5	Percentage of students who have passed (C or better) college-level English in year one (in Fall, Winter, Spring, or Summer terms). Numerator: The number of students in cohort whose final grade was a 'C', 'C+', 'B-', 'B', 'B+', 'A-', 'A', or 'A+' in a 100 or 200 level English course during the period beginning in the Fall term and concluding in the Summer term. Denominator: Total number of students in the Cohort.
6	Percentage of students who have passed (C or better) both college-level math and college-level English in year one (in Fall, Winter, Spring, or Summer terms). Numerator: The number of students in cohort whose final grade was a 'C', 'C+', 'B-', 'B', 'B+', 'A-', 'A', or 'A+' in a 100 or 200 level English and Math course during the period beginning in the Fall term and concluding in the Summer term. Denominator: Total number of students in the Cohort.
7	Percentage of students who have completed (D- or better) college-level math in year one (in Fall, Winter, Spring, or Summer terms). Numerator: The number of students in cohort whose final grade was a 'D-', 'D', 'D+', 'C-', 'C', 'C+', 'B-', 'B', 'B+', 'A-', 'A', or 'A+' in a 100 or 200 level Math course during the period beginning in the Fall term and concluding in the Summer term. Denominator: Total number of students in the Cohort.
8	Percentage of students who have completed (D- or better) college-level English in year one (in Fall, Winter, Spring, or Summer terms). Numerator: The number of students in cohort whose final grade was a 'D-', 'D', 'D+', 'C-', 'C', 'C+', 'B-', 'B', 'B+', 'A-', 'A', or 'A+' in a 100 or 200 level English course during the period beginning in the Fall term and concluding in the Summer term. Denominator: Total number of students in the Cohort.
9	Percentage of students who have completed (D- or better) both college-level Math and college-level English in year one (in Fall, Winter, Spring, or Summer terms). Numerator: The number of students in cohort whose final grade was a 'D-', 'D', 'D+', 'C-', 'C', 'C+', 'B-', 'B', 'B+', 'A-', 'A', or 'A+' in a 100 or 200 level English and Math course during the period beginning in the Fall term and concluding in the Summer term. Denominator: Total number of students in the Cohort.
10	Percentage of students who have earned 6 or more college-level credits in first term (Fall). Numerator: The number of students in cohort who have earned 6 or more credits in 100 or 200 level course work during the Fall term. Denominator: Total number of students in the Cohort.

11	Percentage of students who have earned 12 or more college-level credits in first term (Fall). Numerator: The number of students in cohort who have earned 12 or more credits in 100 or 200 level course work during the Fall term. Denominator: Total number of students in the Cohort.
12	Percentage of students who persisted from term one to term two (Fall to Spring). Numerator: The number of students in cohort enrolled in the Fall and Spring term. Denominator: Total number of students in the Cohort.
13	The average rate of college-level course passing (C or above) in students' first academic year (in Fall, Winter, Spring, and Summer terms). Numerator: The total number of 100 or 200 level courses taken by the Cohort with a final grade of 'C', 'C+', 'B-', 'B', 'B+', 'A-', 'A', or 'A+' in the period beginning with the Fall term and concluding with the Summer term. Denominator: the total number of 100 or 200 level courses taken by the Cohort during the period beginning with the Fall term and concluding with the Summer term.
14	The average rate of college-level course completion (D- or above) in students' first academic year (in Fall, Winter, Spring, and Summer terms). Numerator: The total number of 100 or 200 level courses taken by the Cohort with a final grade of 'D-', 'D', 'D+', 'C-', 'C', 'C+', 'B-', 'B', 'B+', 'A-', 'A', or 'A+' in the period beginning with the Fall term and concluding with the Summer term. Denominator: the total number of 100 or 200 level courses taken by the Cohort during the period beginning with the Fall term and concluding with the Summer term.
15	Percentage of students who have attempted 12 or more credits, including developmental, in the first term (Fall). Numerator: The number of students in Cohort who have attempted 12 or more credits in 'below 100', 100, or 200 level course work during the Fall term. Denominator: Total number of students in the Cohort.
16	Percentage of students who have attempted 15 or more credits, including developmental, in the first term (Fall). Numerator: The number of students in Cohort who have attempted 15 or more credits in 'below 100', 100, or 200 level course work during the Fall term. Denominator: Total number of students in the Cohort.
17	Percentage of students who have attempted 30 or more credits, including developmental, in the first year (in Fall, Winter, Spring, and Summer terms). Numerator: The number of students in Cohort who have attempted 30 or more credits in 'below 100', 100, or 200 level course work during the Fall term. Denominator: Total number of students in the Cohort.
18	The average number of credits attempted in the first term (Fall). Numerator: The sum of credits of any kind attempted by all students in the Cohort. Denominator: Total number of students in the Cohort.
19	The average number of credits earned in the first term (Fall). Numerator: The sum of credits of any kind earned by all students in the Cohort. Denominator: Total number of students in the Cohort.
20	The average number of credits attempted in the first year (in Fall, Winter, Spring, and Summer terms). Numerator: The sum of credits of any kind attempted by all students in the Cohort in the Fall, Winter, Spring, and Summer semesters. Denominator: Total number of students in the Cohort.
21	The average number of credits earned in the first year (in Fall, Winter, Spring, and Summer terms). Numerator: The sum of credits of any kind earned by all students in the Cohort in the Fall, Winter, Spring, and Summer semesters. Denominator: Total number of students in the Cohort.
22	The percentage of students who earned zero credits of any kind in the first term (Fall). Numerator: The number of students in the Cohort who received zero credits in the Fall term for all course work ('below 100', 100, or 200 level courses) taken. Denominator: Total number of students in the Cohort.
23	Percentage of students who earned zero college-level credits in the first term (Fall). Numerator: The number of students in the Cohort who received zero credits for all 100 or 200 level course work taken in the Fall term. Denominator: Total number of students in the Cohort.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Revision of Policy for Stipends and Waiver of Fees for Graduate Assistants

December 19, 2019

WHEREAS, The purpose of graduate assistantships is to allow well qualified matriculated graduate students to participate in institutional and CSCU System Office activities academically relevant to the student's program of study and in support of the institution and/or System Office; and

WHEREAS, Stipends, tuition and/or fee waivers, and scholarships for graduate assistants will provide graduate students with financial assistance to undertake graduate study; and therefore, be it

RESOLVED, That graduate assistantships shall be awarded only to matriculated graduate students in three categories: Graduate Assistant (GA), Teaching Assistant (TA) and Research Assistant (RA) who provide support for the university and/or System Office; and be it further

RESOLVED, That the universities shall be permitted the discretion to waive fees and/or tuition for full and/or part-time graduate assistantships; and be it further

RESOLVED, That the maximum stipend for full-time graduate assistantships shall be $6,000 per semester and shall be $3,000 per semester for half-time graduate assistantships, and shall not include negotiated benefits; and be it further

RESOLVED, That the universities may provide from other funds at their disposition, scholarships, tuition and/or fee waivers or grants to supplement the above stipends; and be it further

RESOLVED, That the cost of any tuition and/or fee waiver, scholarship and/or grants, along with the stipend expense, shall be borne by the awarding institution or, in the case of System Office graduate assistantships, by the System Office; and be it further

RESOLVED, That this resolution be reviewed at least every five years thereafter; and be it further

RESOLVED, That Board Resolution 97-53 be rescinded, and be it further

RESOLVED, That this resolution shall be effective as of spring semester 2020.

A True Copy:

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

ITEM
Revision of Policy: Stipends and Waiver of Fees for Graduate Assistants

BACKGROUND
In May 2019, the presidents, provosts and graduate deans of the Connecticut State Universities began discussions with the CSCU Provost and Senior Vice-President for Academic and Student Affairs regarding financial support for graduate assistants. CSCU stipends and waiver of fees for graduate assistants have not been updated since June 13, 1997 when they were established by Board Resolution 97-53.

University administrators voiced concerns about their inability to compete with peer institutions for outstanding graduate students. The awards and other provisions currently offered by the CSUs were described as significantly below market value, placing the institutions at a severe disadvantage in being less competitive.

Recommendations for revision of the policy were forwarded to the BOR's Human Resources & Administration Committee including information about stipends. The impact of waivers of tuition and/or fees was also discussed.

The Academic division provided the following documentation/ data in response to the Committee's request for additional information:

- Current CSU Graduate Assistants Costs
- Graduate Assistantships at Regional Institutions
- Graduate Assistantships at Peer Institutions in Connecticut

In consultation with representatives of universities' administrations, consensus was reached that tuition and/or fees waivers would be permitted at the discretion of the individual institutions rather than be required. The cost of any tuition and/or fee waiver, scholarship and/or grants, along with the stipend expense, shall be borne by the awarding institution.

RECOMMENDATION
The System's Provost and Senior Vice President for Academic and Students Affairs concurs with the recommendation of the university administrators that the Board of Regents adopts the proposed policy revision.

11/21/2019 – BOR HR & Administration Committee
12/02/2019 – BOR Academic & Student Affairs Committee (Information Item)
12/19/2019 – Board of Regents