



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

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

**Meeting – March 12, 2021**

**9:30 a.m. – Conducted via Remote Participation**

#### **MINUTES**

**Regents Present:** Aviva Budd, Naomi Cohen, Merle Harris, Holly Howery, Antonia Oglesby (Student Regent), Colena Sesanker

**Regents Absent:** None

**Outside Attendees:** Jeremy Martin and Paula Talley, The Dana Center at the University of Texas, Austin  
Gretchen Schmidt, National Center for Inquiry and Improvement

**Staff Present:** Jane Gates, Alison Buckley, Greg DeSantis, Pam Heleen, Ken Klucznik, Tanya Millner, Pat Ryiz

**Other Attendees:** Shirley Adams (COSC), Sandra Bulmer (SCSU), David Dauwalder (CCSU), Marianne Fallon (CCSU), Teresa Foley (ACC), Jeffrey Kreeger (CCSU), Lee deLisle (SCSU), James MacGregor, Sharale Mathis (MxCC), Trudy Milburn (SCSU), Stacey Miller (CCSU), Brooke Palkie (COSC), Tony (George) Peffer (NCC), Fatma Salman (MCC), Zulma Toro (CCSU), John Tully (CCSU), Joanna White (MCC)

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

Chair Harris called on Dr. Ken Klucznik, Vice President for Academic Affairs, to introduce the first topic and the speakers. He noted that the proposed CSCU Alignment and Completion of Math and English (ACME) policy will be on the BOR Academic and Student Affairs Committee Agenda (BOR ASAC) for the April 9, 2021 Meeting for action and approval. The CSCU ACME initiative was managed by: Dr. Fran Rosselli-Navarra, Interim Associate Vice President of Academic Programs & Curriculum, Michael Stefanowicz, Interim CSCU Associate Vice President for Academic & Student Affairs, Dr. Kim Sorrentino, Associate Professor, Diagnostic Medical Sonography, Gateway CC and Guided Pathways and Program Consolidation Manager, and Heidi Zenie, Professor of Exercise Science and Sports and Leisure Management, Three Rivers CC, and Guided Pathways Manager/Student Success Center College Liaison, System Office. The CSCU ACME Team worked

with colleagues across the system, including faculty and staff. They also worked in partnership with The Dana Center, an independent research center, at the University of Texas at Austin, and, The National Center for Inquiry and Improvement (NCII), both of which provided support and research-based recommendations for best practices.

This presentation by representatives of the Dana Center and NCII will provide an overview of the ACME national landscape, and not the specific CSCU ACME policy which will be presented to the BOR ASAC at the April 9, 2021 Meeting.

1. Alignment and Completion of Math and English (ACME) – The National Landscape
  - a. Jeremy Martin and Paula Talley, The Dana Center at the University of Texas at Austin  
Mr. Martin, a Sr. Policy and Research Analyst at the Dana Center, worked with the CSCU ACME team in facilitating working groups and providing technical guidance. Mr. Martin and Ms. Talley, Manager, Professional Learning for Higher Education at the Dana Center, presented.

The key components of the policy are:

- i. Mathematics Pathways
- ii. Co-requisite Supports
- iii. Placement using Multiple Measures

#### Mathematics Pathways

The Dana Center supports Math Pathways in over 30 states and believes that mathematics is a tool for timely completion of degrees. Mr. Martin stated that there are clear equity implications to Developmental Math. It excludes students of color and/or students from low-income households. Current philosophy in non-Math Pathways systems is that every student needs college algebra or calculus. This is no longer the norm. College algebra or calculus is relevant for students in STEM programs, but not important for non-STEM students. Mr. Martin discussed relevant math programs for non-STEM areas of study. He noted that it would be important for CSCU to insure the transfer of non-algebra and calculus classes to BA/BA programs.

#### Co-requisite Supports

Mr. Martin discussed the movement from pre-requisites to co-requisite support mediation. In the current pre-requisite model, the longer it takes for students to complete developmental courses the less likely it will be that they will complete college-level courses. In a co-requisite model, students are more likely to get to college-level math courses and a larger percentage of students will pass them. Mr. Martin discussed trends from 2018-2019. At that time, 15 states required co-requisite supports and 19 states mandated multiple measures for placement. High School GPAs replaced standardized tests for placement.

Per Mr. Martin, ACME is not separate from the broader aspects in which the CSCU system is engaged.

- b. Dr. Gretchen Schmidt, National Center for Inquiry & Improvement

Dr. Schmidt is a Senior Fellow for the National Center for Inquiry and Improvement (NCII). She stated that developmental education reform must be connected to a clear and coherent pathway to a credential for transfer to a bachelor's program or a job with a livable wage particularly for students of color and those from low-income households. She discussed her

slide, the Benefits of Momentum for Transfer. Data shows that students who complete the gateway Math and English courses in the first year get a credential at a 3 to 4 times higher rate than those students who don't. Structures/systems must be built so that all students can complete the gateway Math and English Courses within the first year. It is critical that this policy be connected to Guided Pathways, credential attainment and transfer.

*Questions/comments from the Committee included:*

- i. *Across the country, is funding available to support these initiatives?* Response: There is no adequate funding to support these initiatives. Retention of students is the enrollment driver not front-end enrollment. The key to success is more students taking more credit hours and going on to graduate.
- ii. *There is no choice. We must do this to get students through the first year and have them continue.* Response: The gatekeeper course with supports is the key to success. Students who pass the gatekeeper course(s), have a much higher likelihood of succeeding and persisting. The evidence is overwhelming. Developmental Education reform has a real potential to make meaningful differences to students for learning and opportunities for economic mobility.
- iii. *How many states have implemented the co-requisite model completely? Do you have graduation rate data on states that only have the co-requisite model in place?* Response: In states with the co-requisite model, students enter directly into college-level Math and English courses with no pre-requisites or required developmental courses. The map to which you are referring shows states that have state or system-level mandates on co-requisites. Individual institutions in other states, not represented on the map, have adopted the co-requisite model. The data is three years old. Many other states have adopted the co-requisite model since then. Large scale reforms have only happened in the last five years. There is not enough data yet on graduate rates in states that have adopted the co-requisite model; but we can provide more up-to-date data on states that have eliminated pre-requisites and required developmental courses. Chair Harris noted that we do have data in CT regarding completion rates on gateway Math and English courses vs. developmental courses. Students are more likely to graduate if they complete gateway Math and English courses vs. developmental courses in the first year.
- iv. *How can we provide the right supports to students in the co-requisite model?* Response: Mr. Martin, Ms. Talley, and Dr. Schmidt responded to this question. To implement a co-requisite model, you need a complete redesign of courses relative to how students learn and to provide access to supports early in the process. The co-requisite model is connected to Guided Pathways in which support systems are built into courses. There is a wide diversity of co-requisite models and evaluation of these models is in the early stages. The type of model that you pick doesn't matter. It matters that you **have** a model. Whatever model you pick, build in continuous improvement – implement, evaluate, refine, and repeat the process.
- v. *What measures do you use to identify the student support needed?* Response: Select measures that are easy to use and broadly applicable. High school GPA is the most predictive and valid measure to assess student readiness for college-level courses and what supports the students will need.

Chair Harris thanked the presenters and asked that any additional question be funneled through Dr. Klucznik to the presenters.

## 2. John Lewis Institute for Social Justice – Central CT State University

President Zulma Toro, Dr. Stacey Miller, Vice President for Equity and Inclusion, and Dr. John Tully, Interim Vice President for Student Affairs, presented. Chair Harris noted that this is not an action item. The Institute is already launched. President Toro noted that the creation of the Institute was motivated by students in Spring 2019 and was precipitated by several incidents across the CCSU campus and a series of national events. The students asked President Toro to take action to achieve social justice and she responded to the students' call to action. The Goals of the Institute are: Leadership Skills, Advocacy, and Public Service. President Toro described the Institute as a multidisciplinary, multi divisional, multifaceted student development program. She noted that this is not an academic program, no degree will be granted. The program will prepare students to be social justice advocates.

Dr. Miller discussed the student selection process and criteria for application to the Institute:

- a. Candidates will be first, second, and third year CCSU-matriculated students, full or part time, from any major.
- b. All students are welcome, including international students.
- c. A 2.5 GPA is required for application. Students need to be academically solid and be able to devote a significant amount of time to the program.
- d. Applicants are required to be engaged in activism, social change, and/or volunteerism.
- e. Students must submit an essay with their application detailing why they want to be in the program.
- f. One reference from a CCSU professor/staff member must be submitted with the application.

12-15 students will form a cohort and will be mentees and then mentors (in the 2<sup>nd</sup> year of their program). The application process begins on April 5 and closes on April 18. Students will be selected for the program by May 3.

Questions/recommendations from the Committee included:

- i. *What is the expense to run the Institute?* Response: The endowment for the program is \$250,000. The Department of Equity and Inclusion also has funding for non-academic programs.
- ii. *Will faculty involved in the Institute be credited or paid for their involvement? Does involvement in the Institute take time away from the faculty's academic commitment?* Response: There is no cost/additional expense for Dr. Miller's or Dr. Tully's involvement. Faculty participation is considered part of their service requirement.
- iii. *Will the Institute's programs be open to the community?* Response: Yes, but on a limited basis.
- iv. *Do students get credit for participating in the program?* Response: No, but there will be an annotated transcript/portfolio which will record students' non-credit activities.
- v. *The original name of the Institute included the word "Leadership". Why did you change it?* Response: The final name of the Institute came from the organizing committee. It was decided to focus on the broader aspects and effects of the Institute beyond CCSU. The program will concentrate on the individual students, but it will serve the University and the community.

Chair Harris thanked President Toro and her staff for the excellent presentation. She noted that the BOR has a Policy on Centers and Institutes and at a future Academic and Student Affairs Committee meeting the Committee will review and clarify the current policy.

3. Approval of Minutes

a. February 5, 2021

**On a motion by N. Cohen and seconded by A. Budd, a vote was taken and the minutes from the February 5, 2021 BOR ASA Committee meeting were approved.**

4. Consent Items

a. Discontinuations

i. Introduction to Manufacturing (Level 1) – C2 Certificate – Three Rivers CC

ii. Business Office Technology - AS – Tunxis CC

iii. Business Office Technology – Medical Option - AS – Tunxis CC

iv. Business Office Technology-Medical Option-Health Information Technology – C3 Certificate - Tunxis CC

v. Business Office Technology- Office Applications – C2 Certificate – Tunxis CC

vi. Business Skills – C2 Certificate – Middlesex CC

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

5. Action Items

a. Accreditation of a Licensed Program

i. Health Informatics- MS-Charter Oak State College

**Chair Harris called for a motion to approve the continued accreditation of the Charter Oak State College Master of Science in Health Informatics for a period of seven semesters from initial accreditation. The motion was moved by A. Budd and seconded by N. Cohen.**

Provost Shirley Adams and Dr. Brooke Palkie, Director of Health Sciences and Technology Dept, presented. The launch of the MS in Health Informatics, a 33-credit fully online program, was delayed for several reasons. Provost Adams noted that COSC was launching another program at the same time and wanted to get its financials in order before initiating the MS in Health Informatics. COSC wants to get the program nationally accredited by the Commission on Accreditation for Health Informatics and Information Management (CAHIIM); but, to do that, it must be accredited by the state. Also, once accredited by the state, veterans can apply to the program and receive financial aid. Dr. Palkie noted that COSC defined a pathway from the BS to the MS in Health Informatics. Students can take two graduate electives in their BS program that can be used toward the MS in Health Informatics program. This will provide an incentive for undergraduate students to remain at COSC for their graduate program.

Questions/Recommendations from the Committee included:

a) *Do the six credits of graduate electives count towards both the undergraduate and graduate programs?* Response: Yes. We checked with NECHE on this. Students can take 6 graduate credits and apply those to the MS degree in Health Informatics.

b) *Does the CAHIIM accreditation apply to the undergraduate program as well?* Response: Yes. The BS degree is CAHIIM accredited.

c) *Is there a material economic benefit in taking the MS in Health Informatics degree or will the BS degree be sufficient?* Response: The American Health Information Management Association (AHIMA) recommends that the terminal degree is the MS degree. *Is there a salary increase between employees with a BS degree and an*

*MS degree?* Response: Yes. Employees make \$10,000 to \$20,000 more with a Master's Degree.

**Chair Harris called for a vote to approve the motion for the continued accreditation of the Charter Oak State College MS in Health Informatics for a period of seven semesters from initial accreditation. A vote was taken and the vote was unanimous.**

Chair Harris noted that Provost Adams is retiring on July 1, 2021. She thanked Provost Adams for her wonderful work over the years and for serving as an advisor to many committees on CSCU initiatives.

b. Modifications

- i. Social Service – AS – Manchester CC [Significant Modification of Courses/Course Substitutions, Change of Program Name]
- ii. Social Service – C2 Certificate – Manchester CC [Significant Modification of Courses/Course Substitutions, Change of Program Name]

Dr. Fatma Salman, Interim Dean of Academic and Student Affairs, and Dr. Joanna White, Assistant Professor and Program Coordinator, Social Science, Business, and Professional Careers, presented. Chair Harris noted that the AS and C2 Social Service Certificate will be discussed and acted upon together. Chair Harris noted that when a certificate is part of another degree program it's important to see the total package, including expenditures and revenues since they both have the same courses and there is no additional cost.

**Chair Harris called for a motion to approve the modifications to the Manchester CC Social Service AS and C2 Certificate, including a name change to Human Services. The motion was moved by N. Cohen and seconded by A. Budd.**

Dr. Klucznik noted that an Addendum to MCC Human Services Proposal was sent to the BOR ASA Committee for review yesterday and is included in these Minutes. The modifications to the MCC Social Service AS and C2 Certificate are being made to align the name of the course with courses at other community colleges, to comply with workforce needs, and to ensure that the AS program will transfer to the BS in Social Work degree at the CT State Universities.

**Chair Harris called for a vote to approve the modifications to the Manchester CC Social Service AS and C2 Certificate, including a name change to Human Services. A vote was taken and the vote was unanimous.**

- iii. Hospitality and Tourism – BS – Central CT State University [Change of Program Name]

**Chair Harris called for a motion to approve the modification to the Central CT State University BS in Hospitality and Tourism, specifically a name change to Tourism and Hospitality Studies. The motion was moved by N. Cohen and seconded by A. Budd.**

Provost David Dauwalder, Dr. Marianne Fallon, AVP for Academic Affairs, Planning and Resources, and Dr. Jeffrey Kreeger, Assistant Professor of Geography, presented. The two reasons that CCSU is requesting a program name change is to increase consistency in the program name in the University catalogue and to reflect the program emphasis on Tourism. Regent Cohen asked if the course deals with CT tourism. Dr. Kreeger responded that an adjunct professor who teaches in the program is the Director of the CT Tourism Board. The course that the professor teaches is "Tourism in Southern New England".

**Chair Harris called for a vote to approve the modification to the Central CT State University BS in Hospitality and Tourism, specifically a name change to Tourism and Hospitality Studies. A vote was taken and the vote was unanimous.**

iv. Recreation and Leisure – MS – Southern CT State University [Change/addition of Modality]

**Chair Harris called for a motion to approve the modifications to the Southern CT State University MS in Recreation and Leisure, specifically the change in instructional modality from on ground to hybrid and the addition of a fully online modality. The motion was moved by N. Cohen and seconded by A. Budd.**

Dr. Trudy Milburn, Associate Vice President for Academic Affairs, and Dr. Sandra Bulmer, Dean of the College of Health and Human Services, presented.

**Chair Harris called for a vote to approve the modifications to the Southern CT State University MS in Recreation and Leisure, specifically the change in instructional modality from on ground to hybrid and the addition of a fully online modality, and the vote was unanimous.**

c. New Programs

i. Physical Activity and Chronic Disease – MS - Southern CT State University

**Chair Harris called for a motion to approve the licensure of the Southern CT State University MS in Physical Activity and Chronic Disease and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020. The motion was moved by A. Budd and seconded by N. Cohen.**

Dr. Milburn and Dean Bulmer presented. SCSU is seeking licensure and initial accreditation of a 33-credit MS in Physical Activity and Chronic Disease program. The goals of the proposed program are to promote physical activity, mitigate chronic disease, and promote health equity. Dean Bulmer noted that SCSU's College of Health and Human Services is poised for this new program which will expand well-paid opportunities for health professionals and meet workforce needs. Dean Bulmer noted that COVID-19 raised issues of chronic disease and systemic inequities in communities of color.

Dr. Bulmer enumerated the advantages of the proposed MS in Physical Activity and Chronic Disease:

- a) The online format is accessible to a diverse student body.
- b) 33 credits take less time, and the cost of the program is less financially burdensome.
- c) There are no prerequisites in the MS program.
- d) Only a handful of such programs exist in the U.S.

SCSU presented a conservative budget for the program. Enrollment estimates are 5FT and 10PT students each semester. Potential students will come from SCSU undergraduate programs in Health and Human Services. No tenured faculty will need to be hired. SCSU has \$5 Million in funding to support health promotion activities in New Haven.

Dr. Bulmer noted that there is an error in the budget (Page 4/83) in which the expenses exceed the revenues. The Pro Forma Budget on Page 11/90 is accurate.

**Chair Harris called for a vote to approve the motion for the Southern CT State University MS in Physical Activity and Chronic Disease and the vote was unanimous.**

ii. Tourism, Hospitality and Event Management – BS – Southern CT State University  
**Chair Harris called for a motion to approve the licensure of the Southern CT State University BS in Tourism, Hospitality and Event Management and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020. The motion was moved by A. Budd and seconded by N. Cohen.**

Dr. Milburn, Dean Bulmer, and Dr. Lee deLisle, Professor and Coordinator of Tourism and Event Management, presented. SCSU is seeking licensure and initial accreditation for the proposed new BS in Tourism, Hospitality and Event Management (THEM). Dr. deLisle discussed three main areas of the proposed new program:

a) Process

There are 120 students enrolled in SCSU's Tourism, Hospitality and Event Management Concentration and 15 students enrolled in the Event Management Minor. However, students get their degree in Recreation and Leisure Studies which is not applicable to what they are studying. Community college students come to SCSU with a strong background in food service and preparation/handling, hotel and hospitality and they are seeking a BS degree in related areas of study.

b) Rationale

The name of the degree, Recreation and Leisure Studies, is not competitive in the job market or illustrative of what the students have studied. Creating the BS in THEM will increase visibility, enrollment, and revenue. SCSU's Advisory Board for this program area has strongly recommended that SCSU change the name of the program and make it a BS degree. Students in the new THEM degree program will focus on one of three specializations, Tourism, Hospitality or Event Management. SCSU is also working with 8 of 14 technical high schools to develop a pathway to SCSU for high school students.

c) Unique Characteristics

Students in the BS in THEM program will have two internships totaling 640 hours and various projects over their junior and senior years made up of real-life practical situations that they would encounter in the work world.

Dean Bulmer stated that the budget for the new THEM program is conservative. The enrollment is based on past experience, no new full-time faculty is required, and revenue is expected to exceed expenses.

Questions/Recommendations from the Committee included:

- 1) *SCSU already has a concentration in THEM. Why are you making it a BS degree? Is it a marketing issue or a substance issue? The average income \$35-\$54K is not high. Will students with the BS in THEM have a higher salary than with the degree in Recreation?* Response: We needed to expand the program. We are adding 6-7 new courses which will fall into one of the specializations – Tourism, Hospitality, and Event Management. Students with degrees in Recreation will command salaries in the high \$30 to mid \$40K range. Graduates can get additional certifications that will qualify them for higher salaries and supervisory positions.



2) *Do you track what happens career-wise to students after they graduate?*

Response: COVID affected the hospitality industry greatly and the job opportunities in the THEM industries dried up during the pandemic. The program went through the external accreditation process. With accreditation, SCSU will be required to report on job placement, and other data on an annual basis. The new BS in THEM will be the first program of its kind to be accredited in the US.

**Chair Harris called for a vote to approve the motion for the Southern CT State University BS in Tourism, Hospitality and Event Management and the vote was unanimous.**

d. Honorary Degrees

- i. Charter Oak State College
- ii. Housatonic Community College
- iii. Southern CT State University

**Chair Harris called for a motion to approve the 2021 Honorary Degree nominations. The motion was moved by H. Howery and seconded by N. Cohen.**

**Chair Harris called for a vote to approve the 2021 Honorary Degree nominations and the vote was unanimous.**

e. 2019-20 Academic Program Review Submittal

**Chair Harris called for a motion to accept the 2019-2020 Academic Program Review Submittal. The motion was moved by N. Cohen and seconded by H. Howery.**

Dr. Klucznik stated that academic programs require comprehensive review at least once every seven years. Institutions have to report results to the BOR. In 2020, submission was delayed due to the COVID pandemic. External visits were limited, and it was difficult for faculty to produce the report remotely. The institutional reports were submitted at the end of December 2020.

**Chair Harris called for a vote to accept the 2019-2020 Academic Program Review Submittal and the vote was unanimous.**

Dr. Klucznik stated that a summary of Low Completer programs for this time period will be submitted to the Academic and Student Affairs Committee at its April 9, 2021 Meeting.

6. Informational Items

a. Below Threshold

- i. Drug and Alcohol Recovery Counselor – AS – Manchester CC [Course Substitutions]
- ii. Management Information Systems – AS – Manchester CC [Course Additions/Substitutions]
- iii. Paralegal – AS – Manchester CC [Course Substitutions]
- iv. Paralegal – C2 – Post-Graduate Certificate – Manchester CC [Course Substitutions]
- v. Data Science – Graduate Certificate - Southern CT State University [New Academic Program]
- vi. Biological Anthropology – Minor – Central CT State University [Course Substitutions]
- vii. East Asian Studies – Minor – Central CT State University [Course Substitutions]
- viii. European Studies – Minor – Central CT State University [Course Substitutions]

- ix. Global Studies – Minor – Central CT State University [Course Substitutions]
- x. International Studies – BA – Central CT State University [Course Substitutions]
- xi. Management – BS – Central CT State University [Course Substitutions]
- xii. Health Information Management – AS – Northwestern CT CC [Curriculum Realignment]
- xiii. Health Information and Reimbursement Specialist – Certificate – Northwestern CT CC [Curriculum Realignment/Program Name Change]
- xiv. Exercise Science – Clinical Exercise Physiology Concentration – MS – Southern CT State University [Added Concentration]
- xv. Exercise Science – Human Performance Concentration – MS – Southern CT State University [Revised Concentration]
- xvi. Exercise Science – Sport Psychology Concentration – MS – Southern CT State University [Revised Concentration]
- xvii. Business Analytics – Graduate Certificate – Southern CT State University [New program]
- xviii. Human Resource Management – Graduate Certificate – Southern CT State University [New program]
- xix. Precision Manufacturing – Certificate – Manchester CC [Modification]
- xx. Computer Game Design – AS – Manchester CC [Modification]
- xxi. Business Administration – AS – Middlesex CC [Modification – Curriculum Alignment]
- xxii. Construction Management – BS – Central CT State University [Curriculum Modification]
- xxiii. Dance Education with Specialization in Teacher Certification – BS – Central CT State University [Curriculum Modification]
- xxiv. Geography with Specialization Regional and Geography with Specialization in Tourism – BA – Central CT State University [Curriculum Modification]
- xxv. International Studies – MS – Central CT State University [Curriculum Modification]

Chair Harris asked if the Below Threshold programs were based on program reviews. Dr. Klucznik responded that the reasons for the submission of Below Threshold programs varies. Institutions can revisit programs in between the time for the official program review, every seven years. Institutions can respond on an ad hoc basis based on immediate needs. Dr. Klucznik confirmed that the CSCU ACME Policy will be on the BOR Academic and Student Affairs Committee Meeting agenda on April 9, 2021. He noted that the CSCU ACME policy must go through additional governance steps and be approved by three committees. Chair Harris asked Pam Heleen to send the ASA Committee links to reports on ACME initiatives from Columbia. Dr. Klucznik stated that the Staff Report for the CSCU ACME proposal will be thorough. Chair Harris also asked Dr. Klucznik to include the process, how this developed, who participated, did ACME committee members withdraw and why. Any supplemental information will be helpful to the Committee.

**On a motion by N. Cohen and seconded by H. Howery, the Committee voted unanimously to adjourn the meeting of the BOR Academic and Student Affairs Committee at Noon.**