CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting – November 17, 2017
9:30 a.m. – 61 Woodland Street, Hartford

MINUTES

Regents Present: Merle Harris, Naomi Cohen, Larry DeNardis (by conf.), Aviva Budd, Hector Navarro, Stephen Adair

Regents Absent: Catherine Smith

Staff Present: Jane Gates, Elsa Nunez, Bill Gammell, Carl Lovitt, J.D. Mathewson, Constance Rotondo, Pat Ryiz

Other Attendees: Michael Alfano (CCSU), Pat Bouffard (NWCCC), Michael Butcaris (NCC), Ken Colwell (CCSU), Ilene Crawford (SCSU), Tom Duffy (NCC), David England (MxCC), Richard Gnall (MCC), Tanya Millner-Harlee (MCC), Jim Horan (CT Assoc. for Human Services), Dimitrios Pachis (ECSU), Susan Pease (CCSU)

The meeting was called to order by Chair Merle Harris at 9:35 a.m.

1. Approval of Minutes – October 12, 2017. **A motion to approve the minutes from the October 12ᵗʰ meeting was made by L DeNardis, seconded by A. Budd, and unanimously approved.**

2. Consent Items. **A motion to approve was made by N. Cohen and seconded by L. DeNardis.** Consent items were:

    a. Discontinuations
        i.   Security and Loss Prevention – Ugr. Certificate - TRCC
        ii.   Early Childhood Education – Certificate - TRCC
        iii. Computer Engineering Technology – AS – MCC
        iv.   Computer Science – AS – MCC
        v.   Technology Management – Ugr. Certificate – MCC
        vi.   Technology Studies: Electronics Technology Option – AS – MCC
        vii. Technology Studies: Lean Manufacturing and Supply Option – AS – MCC
        viii. Technology Studies: Technology Management Option – AS – MCC

        Chair Harris had questions about the Early Childhood Education Certificate – TRCC and asked that it be removed. **Since there was no one representing TRCC to address the questions, no vote was taken on this program. A vote was taken on the remaining program discontinuations (2.a.i. and 2.a.iii. → 2.a.viii.) and unanimously approved.**

3. Action Items

   a. Modifications
   iii. Interpreter Preparation Program ASL/English – AS – NWCCC [name change]
   (This program was moved before the Computer Programming Technology Programs Ugr. Certificate and AS (MCC) [3.a.i. and 3.a.ii] and the Web Development AAS program (NCC) [3.b.i.] so that those programs could be addressed together.) A motion to approve was made by N. Cohen and seconded by H. Navarro. Pat Bouffard, Dean of Academic Affairs, stated that the modification to the program is a name change only from Interpreter *Preparation* Program to Interpreter *Training* Program to match the standard name used by the Registry of Interpreters for the Deaf, the national certifying body for certified interpreters. **The vote was taken on the name change of the program to the Interpreter Training Program ASL/English and was unanimously approved.**

   The MCC Computer Programming Technology Certificate and AS programs [3.a.i. and 3.a.ii] and the NCC Web Development AAS [3.b.i.] programs were discussed together.
   i. Computer Programming Technology – Ugr. Certificate – MCC [name change/course mods.]
   ii. Computer Programming Technology – AS – MCC [name change/course mods.]
   Dean Tanya Millner-Harlee and Professor Richard Gnall, Computer Technology, presented the programs on behalf of MCC. MCC is requesting a name change to these programs from *Computer* Programming Technology to *Internet* Programming Technology to reflect the increased emphasis on web development and other forms of programming for the Internet. MCC is updating the course content of both programs to strengthen the emphasis on web design. These two programs are not TAP degrees, but are workforce development programs.

   b. New Programs
   i. Web Development – AAS - NCC
   Dean Michael Butcaris and Prof. Tom Duffy, Chair, Computer Science Dept., presented for NCC. The Bureau of Labor Statistics shows a demand for AAS degrees in Web Development. NCC received a request from the Norwalk Early College Academy (NECA) for a third degree option, the AAS, for more design courses and to meet the needs of students who cannot meet the stringent math requirement of the existing degree. About half of the students who would participate in the program will be students from NECA, a P-Tech partnership between Norwalk Public Schools and IBM. In addition, the new degree in web development is in response to workforce demands and input from employers in the tristate area who recommended the addition of graphic design and mobile programming courses. Some companies only hire employees with AAS degrees. This degree is a mix of design and task-based courses. The NCC degree is different from the MCC degree in the number of credits in the curriculum and the workforce demands are different in the NCC and MCC geographical areas.

Questions/discussion centered on:

a) *Why MCC does not offer an AAS degree* – The AAS degree at NCC is based on specific workforce needs in the tristate area. Regent Budd asked if a student with an AAS degree could get a job in the Manchester area. Representatives from MCC and NCC responded that each degree has a different focus but they work side by side.

b) *The number of credits in and duration of the degree* – Regent Cohen asked if the AAS degree was 60 or 61 credits and if students can graduate in two years.

c) *Can students take courses in both CCCs* – Representatives from NCC and MCC responded that students can take courses at both CCCs. Chair Harris stressed that CCCs need to work with their communities to meet their specific needs. The case has been made for the differences between the two degrees.

d) *Can students with the AAS degree transfer to a CSU* – Dr. Nunez stated that although the AAS is a terminal degree and not part of TAP, the MCC AS degree pairs nicely with the bachelor's degree in IT at ECSU.

Chair Harris called for separate motions and votes on each program.

A motion to approve the modifications to the MCC Computer Programming Technology Certificate was made by N. Cohen and seconded by A. Budd. A vote was taken and the program was unanimously approved.

A motion to approve the modifications to the MCC Computer Programming Technology AS program was made and seconded. A vote was taken and the program was unanimously approved.

A motion to approve the new NCC Web Development AAS degree was made by A. Budd and seconded by L. DeNardis. A vote was taken and the program was unanimously approved.

c. State University Centers and Institutes
   i. New Center
      a) Center of Excellence for Social and Emotional Learning: A Collaboration with the Ana Grace Project – CCSU

A motion to approve was made by H. Navarro and seconded by L. DeNardis. Provost Susan Pease and Dean Michael Alfano, School of Education and Professional Studies presented for CCSU. Discussion centered on the self-sustainability of the new center. The center will be 100% self-supporting through active grants, revenue-generating activities, entrepreneurial activities, professional development and foundation funds. Regent Cohen asked about the State of CT DOE requirement for social and emotional learning (SEL). Dean Alfano stated that this requirement is in the state statutes. All educators in CT are required to have SEL training. **A vote was taken and the new CCSU Center for Excellence in Social and Emotional Learning was unanimously approved.**

d. Appointment to American Savings Foundation Endowed Chair in Finance - CCSU
A motion to approve was made by N. Cohen and seconded by H. Navarro. Provost Susan Pease and Dean Ken Colwell, School of Business, presented for CCSU. Dean Colwell discussed CCSU's request to appoint Mr. Richard A. Leone as the holder of the American Savings Foundation (ASF) endowed chair in banking and finance at CCSU. Mr. Leone is the President and CEO of CT Online Computer Center (COCC) and has a background in both banking and technology. The chair is wholly funded by investment earnings from the endowment and no state funds are requested. **A vote was taken and Mr. Richard A. Leone's appointment to the American Savings Foundation Endowed Chair in Banking and Finance was unanimously approved.**

4. Information Items
President Elsa Nunez introduced the topic of PA 12-40. In 2005, there was a change in the way developmental courses are handled. The focus became student-centered and new ways were developed to provide developmental education to increase student success. Dr. Nunez commended the work of the PA 12-40 Committee. The state increased the budget for this program. Dr. Gates introduced Dr. Carl Lovitt, Interim AVP for Academic Affairs, who will speak first.

a. PA 12-40 Reports
ii. Transitional Remediation - Dr. Carl Lovitt
Dr. Lovitt introduced his presentation by stating that he visited all 12 CT Community Colleges. The original intent of the PA 12-40 legislation was for the CCCs to partner with Adult Education Centers on instruction for individuals who need more instruction to be ready for college level learning. This original plan was not successful. There are only four partnerships and only two out of the four, MxCC and ACC, fit the model. Most CCCs have found it difficult to coordinate with adult education programs. Dr. Lovitt presented program data and based on this information made the following recommendations:

a) *Investment in a dedicated program coordinator*. Most critical for this population. Use of embedded tutors led to better outcomes
b) *Standardization – Student Contracts.* Contracts should set goals and establish deliverables/deadlines. Contracts provide discipline and structure
c) *Provide Non-Academic Support.* Students need to be part of a cohort which provides a sense of community.
d) *Charge students for the program.* The program is state-funded. Charge students a nominal fee for the program. Data shows that charging students for courses is very successful and increases completion rates. One college uses revenue from fees to provide extra support to students.
e) *Teach college success skills.* Students in the program are the least academically prepared. Identify what it takes for students to be successful.

Pres. Elsa Nunez spoke after Dr. Lovitt's presentation. She posed some questions for the future:

    a) *Models* – Campuses can try different models. Should the committee ask campuses to follow a different model?

    b) *Charging for Courses* – Charging the students for courses is an important issue. Non-credit courses are not eligible for financial aid. How much should we charge students for these courses?

    c) *Data* – The initial data proves that we can do something radical to produce different results.

   i. Embedded and Intensive Remediation - J.D. Mathewson

Dr. J.D. Mathewson presented his findings on Embedded and Intensive Remediation for Not-College-Ready Students. In comparing Pre-PA 12-40 and PA 12-40 EPOCH, Dr. Mathewson found that a) pass rates are increasing; 2) time to pass has decreased; 3) the completion rate gap narrowed; and, 4) college-ready English students are holding steady. Questions/discussion centered on:

    a) *Number of Years Required for a Data Sample* – The sample size (# of students) is more important than the number of years of data.

    b) *Chart by Institution* – This chart is currently being created.

    c) *Intensive vs. Embedded Programs* – The most student improvement was at the marginal (embedded) level. These students are now getting extra support and completed the Gateway course. Dr. Lovitt commented that CCA (Complete College America) recommends replacing all intensive courses with embedded courses.

    d) *Multiple Measures* – Dr. Gates, Pres. Nunez and Dean Butcaris commented that multiple measures are needed.

5. Below Threshold

   a. Business Office Technology (BOT): Legal Administrative Assistant-Paralegal Studies – Option – Gateway CC

   b. Victim Advocacy – Ugr. Certificate – COSC

   c. Social Media – Minor – SCSU

   d. Supply Chain Analytics – Grad. Certificate – CCSU

Regent DeNardis left the call at 11:10 a.m.

ADDED:

Chair Harris asked Dr. Gates to comment upon the substantive change, which is defined as a significant change to a structure, mission or objectives. Students First triggered this substantive change. It provides a description for NEASC of the Students First proposal, describes the process and responds to the nine standards. This is the pre-approval process. NEASC must approve the proposal. The preliminary document will be submitted to the Academic and Student Affairs Committee for the March 28, 2018 meeting. The details will come later.

Chair Harris called for a motion to adjourn. A motion was made by N. Cohen, seconded by H. Navarro and unanimously approved. The meeting was adjourned at 11:15 a.m.