



CSCU

## CT BOARD OF REGENTS FOR HIGHER EDUCATION

### ACADEMIC & STUDENT AFFAIRS COMMITTEE

**Meeting – February 15, 2018**  
**1:00 p.m. – 61 Woodland Street, Hartford**

#### MINUTES

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

Regents Absent: Juan Carlos Leal, Catherine Smith,

Staff Present: Jane Gates, Gayle Barrett, Candace Barrington, Mike Buccilli, Tamika Davis, Greg DeSantis, Bill Gammell, Jan Kiehne, Ken Klucznik, Carl Lovitt, Lesley Mara, Steve McDowell, Arthur Poole, Pat Ryiz, Mike Stefanowicz, Heidi Zenie

Other Attendees: Mary Bidwell (ACC), Vicki Bozzuto (GCC), Michelle Coach (ACC), Rose Ellis (HCC/GCC), David England (MxCC), David Ferriera (NWCCC), Greg Gorneault (CCC), Jerry Ice (TRCC), Duncan Harris (MCC), Peter Harris (MCC), Margaret Malaspina (CCC), Calvin McFadden (NCC), Alese Mulvihill (HCC), Sydney Voghel-Ochs (NVCC)

The meeting was called to order by Regent Naomi Cohen, chairing the meeting for Merle Harris, at 1:05 p.m.

1. Approval of Minutes – January 11 and January 12, 2018. **A motion to approve the minutes from the January 11<sup>th</sup> and the January 12<sup>th</sup> meetings, was made by L. DeNardis, seconded by M. Harris, and unanimously approved.**

2. Guided Pathways Presentation

Greg DeSantis, Interim Executive Director of Student Success and Academic Initiatives, presented the Guided Pathways program along with members of the Guided Pathways Task Force and the Guided Pathways Task Force sub groups. Guided Pathways is a national movement, implemented in many states and systems, that focuses on student success with the goal to improve student retention and completion. The CSCU Student Success Center has been a member of the network fostered by Jobs for the Future (JFF) for the past six years and is one of 15 Student Success Centers across the country serving 62% of US community college students. Guided Pathways is a central part of the Single College (CT Community College) action to transform the CT CCs. The Guided Pathways Task Force (GPTF), established in July 2017, is the starting point for Guided Pathways. It will work in collaboration with the TAP Co-Managers and the Students First ASA Consolidation Committee. Director DeSantis listed the three GPTF subgroups: Recruitment Architecture, Choice Architecture and Support Architecture and the managers discussed the charge of each subgroup. Each subgroup consists of 25-30 members. Lindsey Norton, Interim Asst. Director of the Student Success Center, discussed the GP Scale of Adoption

Self-Assessment Tool that the CCs are completing and campus visits to assist faculty and staff to complete the Self-Assessment. The tool helps colleges to understand Guided Pathways and its implementation, to document their current environment and their plan for improvement. Regent Harris commended the entire Guided Pathways team for its work thus far and noted that their efforts will make a difference for our students.

Questions/Discussion centered on:

- i. *Is our student population similar to other states? What impediments are there to student success?* This is a new effort around the country; there's not a lot of data yet. The Guided Pathways teams and the completed CCC Self-Assessments will identify what's working and what's not in our CCs.
- ii. *Students are interested in participating. What are some of the things we're expecting and doing?* Students' voices will be heard. Students can attend the Guided Pathways Convening on April 6<sup>th</sup> at HCC to hear from national experts.
- iii. *How will we measure success if the data is aggregated vs. in individual groups?*
- iv. *How long a period is required to get a fair measure of improvement or success?* The period is more than five years. Director DeSantis noted that the timeline provides 500 days to build the new CT Community College.
- v. *When will you administer the Guided Pathways Scale of Adoption Self-Assessment tool again?* The Guided Pathways team will complete the current assessment in a few weeks. The Scale of Adoption Self-Assessment tool will be re-administered in 2-3 years.
- vi. *When you get annual data with low percentages, what do you do as an intervention before the five-year timeframe? (See 2.iv.) How can we improve things right away to align with best practices?* Some improvements can be implemented right away; some improvements will take time (See 2.iv.).
- vii. *What are the top 2 to 3 motivating factors for a student to enroll in a course?* Director DeSantis cited the following: students want to improve themselves through education, to improve their household and the future for their families, for some students "college is what's next", and some students are receiving funding for education through their employers or the military.
- viii. *What percentage of students enter a community college to get a degree and transfer to a university?* Most students in a community college major in General Studies. They are not sure what they want to do/be. The Meta-Major construct helps students to determine what they would like to do and helps them to explore options. The Guided Pathways program helps students to complete degrees by helping them to: 1) choose an academic program early in their college experience; 2) have a clear road map of the courses they need; and, 3) receive guidance and support to stay on track. Dr. Klucznik, Co-Tap Manager, noted that 90% of community college students say they want to transfer, 80% intend to transfer and 14% actually complete a Bachelor's degree.
- ix. *This is a very labor-intensive process. How do other colleges/universities execute this plan?* It will take creativity and the appropriate software to generate accurate data. G. Duncan Harris, the first Student Success Director, stated that the key component is to establish the right policy for student success and the role of governance in the process.

Chair Cohen thanked the Guided Pathways teams for the overview.

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

- a. Discontinuations
  - i. Business Management Core – Certificate – TRCC
  - ii. Communications and Customer Relations – Certificate – TRCC
  - iii. Customer Service – Certificate – TRCC
  - iv. Marketing Core – Certificate – TRCC
  - v. Sustainable Facilities Management – Certificate – TRCC
  - vi. Precision Sheet Metal Manufacturing – Certificate – TRCC
  - vii. Accounting Core – Certificate – TRCC
  - viii. Surveying and Mapping Technician – Certificate – TRCC

4. Action Items

- a. New Programs – Michelle Coach, Interim Dean of Academic Affairs and Mary Bidwell, Associate Dean of Manufacturing Technology presented for Asnuntuck CC which is seeking approval of modifications, including name changes and course modifications, for the Manufacturing programs listed below. The reasons for the modifications are t current skill requirements and industry recommendations for graduates.

- i. Manufacturing Electronics & Controls – Certificate - ACC [Name Change/Course Mods]

The name of the Manufacturing Electronics & Controls Certificate was changed to the Technology Studies: Electronics Technology Certificate. One new course was added to update the program.

- ii. Manufacturing Electronics & Controls – AS - ACC [Name Change]

The AS in Manufacturing Electronics and Controls was renamed the AS Degree in Technology Studies (Electronics Technology Option). The total course credits were normalized from 68 to 66 credits.

Chair Cohen solicited questions on these two programs and there were none.

- iii. Manufacturing Welding Technology – Certificate - ACC [Name Change/Course Mods]

The Certificate in Manufacturing Welding Technology was renamed the Advanced Manufacturing Welding Technology Certificate. Three existing courses were replaced with three new courses to meet the specific requirements of the ACC Advisory Committee.

- iv. Manufacturing Welding Technology – AS - ACC [Name Change]

The AS in Manufacturing Welding Technology was renamed the Associate of Science Degree in Technology Studies (Welding Technology Option). The total number of credits in the program were normalized from 70 to 66. The modifications were approved by the College of Technology (COT).

Chair Cohen solicited questions on these two programs and there were none.

**A motion to approve the modifications to the ACC Manufacturing and Electronics Controls Certificate and AS degree (4.a.i and ii) and the ACC Manufacturing Welding Technology Certificate and AS degree (4.a.iii and iv) was made by A. Budd and seconded by L. DeNardis. A vote was taken and the program modifications were unanimously approved.**

b. Institutional Accreditation – TRCC

Jerry Ice, Interim Academic Dean, spoke about the NEASC acceptance of TRCC's interim fifth year report. A site visit is scheduled in Spring 2018 to assess the implementation of the Second Change Pell Program at prisons. The comprehensive evaluation for institutional accreditation is scheduled for Spring 2022.

**A motion to approve the NEASC actions regarding the continued state accreditation of TRCC to September 30, 2023 was made by L. DeNardis and seconded by W. Lugo. A vote was taken and the TRCC institutional interim fifth-year report was unanimously approved.**

Dean Ice also spoke about the eight TRCC certificate discontinuations (3. Consent Items, a. Discontinuations, i. → viii.). TRCC looked at 32 certificates with zero, 1, 2 or 3 enrollments and eliminated eight of these. Currently, TRCC has 12-15 very strong certificates.

c. CSCU Decision Support System

Jan Kiehne, Institutional Research Specialist, Research and System Effectiveness and Joe Tolisano, CIO, presented.

The CSCU System's Office of Research and System Effectiveness has acted on the charge from the BOR to design, develop, implement and manage a data-driven Decision Support System (DSS) that will support strategic assessment and planning for all CSCU institutions. Key components of the DSS include the adoption and implementation of common data standards, the creation and maintenance of a data warehouse and the selection and implementation of a common interface for the CSCU. The DSS will serve the data needs of the CSCU System Office, each CSU, the CT Community College and Charter Oak State College. The DSS will include data that can be utilized for improving student outcomes, improving retention and graduation rates, the development of quality education programs, the efficient use of resources and the support of CSCU goals and institutional missions. Data from DSS will be used in decision-making to improve students' motivation, their engagement in the learning process and persistence in the pursuit of a credential. The ultimate beneficiaries of DSS will be CSCU students.

Currently, CSCU does not have a data system that contains comparable information for the seventeen institutions. The six different student information systems do not link to each other.

The data warehouse is part of the proposed system. The goal is to have common data standards across all systems. The DSS has to be integrated with other systems and initiatives: the integration of back office teams across the CSCU system, the consolidation of the

community colleges and all administrative and student-facing processes, the Banner Modernization and Standardization project and upgrade of Banner to Version 9, the implementation of a Common Chart of Accounts, the Protective Enclave, the Student Educational Planner, TAP, Guided Pathways and other projects. With comparable data, DSS will be utilized to identify best practices and accessing data will be easier and more streamlined. The DSS project is not yet funded and the costs to develop and maintain the system are not in the current budget. The standard chart of accounts has been created and will roll out July 1, 2018. Then the project will move forward. It will take a few more years to do the governance work.

Questions/Discussion centered on:

- i. *What opportunity will there be to review the data in DSS? Does the institution get to review the data and verify that it is accurate?* DSS is not a public-facing system. It is for internal use. The creation of common data standards will include agreement around what things mean and that they mean the same thing at all CCs. Data standards are critical.
- ii. *What is the estimated cost? Do you have a software vendor? How do you protect confidentiality?* Right now, we are asking the BOR for a commitment to the project. First, we have to figure out where we want to start and how far we will go. How many of our resources can we use? A number of factors need to be determined. A software vendor has not been chosen yet. We have a common data tool. This is a big project; but, it is moving along.
- iii. *This is an important project to endorse. What is the timeline, cost? How will we pay for it?*
- iv. *We are starting a new venture, but we don't have common definitions yet.* The Banner Modernization will set the standards. A lot of data will be cleaned up. When the consolidation is in place, we will have a common language. We can adopt the CCs data now or build the system from scratch. The second approach is the recommended one.
- v. *What is the timeframe?* We'll do it as soon as possible. The twelve CCs (a single entity) are easier than the four CSUs.
- vi. *Is there a way to compare the CCCs separately to the single CT Community College?* Yes, there are ways to map data from individual CCs to the one CT Community College.

**A motion to adopt the BOR Resolution to direct the CSCU System Office to design, develop and implement the Decision Support System (DSS) was moved by A. Budd and seconded by L. DeNardis. A vote was taken and the motion passed unanimously.**

5. Below Threshold

a. Drone Applications – Minor – SCSU

The addition of this minor responds to the need for Drone applications in the current environment. There is an increased demand for Drone education and expertise.

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

Chair Harris reminded the Committee of the special Academic and Student Affairs Committee Meeting on Monday March 5, 2018 at 10:00 a.m. The full BOR is invited to this meeting. There are

two agenda items: 1. the CIHE Substantive Change document, and 2. the Mission and Vision Statement for the new CT Community College. The documents will be distributed before the end of February at least one week in advance of the March 5<sup>th</sup> meeting.

**Chair Cohen called for a motion to adjourn the meeting. A motion was made by L. DeNardis, seconded by A. Budd and unanimously approved. The meeting was adjourned at 2:45 p.m.**