CT BOARD OF REGENTS FOR HIGHER EDUCATION

CT STATE COLLEGE AND UNIVERSITY (CSCU) SYSTEM

AGENDA – REGULAR MEETING

10:00 a.m., Thursday, June 25, 2015

Curran Community Room (N100), Gateway Community College, New Haven, CT

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1. **Call to Order**

2. **Roll Call and Declaration of Quorum**

3. **Adoption of Agenda**

4. **Board of Regents President, Dr. Gregory W. Gray**

5. **Board of Regents Chairman, Nicholas M. Donofrio**

6. **Approval of May 21, 2015 Regular Meeting minutes**

7. **Consent Agenda**

8. **Information Item - Notification of Proposed Changes to** *By-Laws of the Board of Regents for Higher Education* **Article I, Section 2 – Board Membership** ……………………………………………100

9. **Academic & Student Affairs Committee – Naomi Cohen for Merle Harris, Chair**
    a) Reverse Transfer Policy ……………………………………………………………………………. 105

10. **Audit Committee – Craig Lappen, Chair**

11. **Finance & Infrastructure Committee – Matt Fleury, Chair**
    a) Information item - CSUS 2020 Update ……………………………………………………. 112
    b) Approval of FY 15-16 Budget for the Connecticut State Colleges and Universities …114
        *(Supporting documentation provided is subject to and pending consideration
        at the 6/23/15 Finance and Administration Committee meeting.)*

12. **HR & Administration Committee, Naomi Cohen, Chair**

13. **Executive Committee – Nicholas M. Donofrio, Chair**

14. **Opportunity to Address the Board (limit 3 min. per speaker)**
    a) Students (15 minutes)
    b) Faculty and Staff (15 minutes)

15. **Executive Session**

16. **Adjourn**

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ITEM
Termination of a program in Communication leading to a Bachelor of Arts degree at Central
Connecticut State University, with a three year phase out period and program termination on
May 31, 2019.

BACKGROUND
Summary
Discontinuation of this program occurs in the context of a related academic improvement and the
creation of two new specialized majors: B.A., Strategic Communication; B.A., Media Studies.
Discontinuation will be contingent upon the approval of these two new majors.

Rationale
We are replacing this general degree in Communication with specialized degrees in Strategic
Communication and in Media Studies. These new, specialized degrees will better prepare our
undergraduate students for the needs of employers in the 21st century (e.g., critical thinking,
additional skill-based courses in new media technology, knowledge of social media) and for
anticipated growth in digital media industries and public relations professions.

Phase Out/Teach Out Strategy
There is a three-year phase out/teach out plan that will be implemented in Fall 2015. We will
make it possible for all students currently enrolled in the program to graduate. We will continue
to offer required core/emphasis classes for the discontinued Communication major, with a
gradual shift of resources from to-be-deleted core courses (e.g., COMM 240; COMM 405) to
additional sections of required courses for the two new majors.

For those students who were unable to complete one of the core requirements by Spring 2018,
we will substitute an appropriate course. We anticipate that many of the students in the existing
major will find the new major more attractive and will opt into one of the new majors by Spring
2018 as well. For students remaining in the 39 credit Communication major, the 18 remaining
credits of directed electives, mostly at the upper level, will be easily met with courses still being
offered for the new majors.

Resources
Because the discontinuation of this degree will be concurrent with the adoption and growth of
two new degree programs, we anticipate minimal impact on department budgeting and resources
during the phase out/phase in period. No additional resources will be needed during the phase
out.

3/11/2015 – Academic Council
5/29/2015 – Academic and Student Affairs Committee
6/25/2015 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Termination of a Program

June 25, 2015

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Communication leading to a Bachelor of Arts degree at Central Connecticut State University with a three-year phase out period and program termination on May 31, 2019.

A True Copy:

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

ITEM: Termination of Criminal Justice Certificate at Quinebaug Valley Community College.

BACKGROUND
The Criminal Justice Certificate has been offered at QVCC since 2007. It is an under enrolled certificate.

Rationale
This proposal for program discontinuation has been initiated for three reasons.
- First, the fall 2011-2014 enrollment for this certificate ranged from 5 to 7 students. The number of graduates during this same timeframe ranged from 3 to 9 (the mode was 3). Additionally, in the last 3 semesters a section of the introductory course has been cancelled due to low enrollment.
- Second, the certificate does not lead to employment opportunities.
- Finally, the cost-benefit analysis of maintaining a full criminal justice certificate program is not justified in the current fiscal climate.

Phase Out/Teach Out Strategy
The CJS courses will be offered for the next three consecutive semesters. Only students who are currently pursuing the CJS certificate will be allowed to enroll in CJS 250. CJS 101 is open to all students and will be run indefinitely. CJS 101 is a liberal arts elective.

Resources

N/A

4/8/2015 – Academic Council
5/29/2015 – Academic and Student Affairs Committee
5/216/25 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Termination of a Program

June 25, 2015

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Criminal Justice leading to a Certificate at Quinebaug Valley Community College with a phase out period to

A True Copy:

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

ITEM
Termination of a program in Aviation Maintenance Technology leading to an Associate of Science (AS) degree at Three Rivers Community College.

BACKGROUND
Summary
Three Rivers Community College is proposing to terminate the Aviation Maintenance Technology associates degree. Originally brought forth and tabled at the May 14, 2014 ASA meeting, this termination is being returned with updated documentation regarding phase out. This program has experienced a continuous low enrollment for an extensive period of time (ranging from 1 to 4 students enrolled), and has had no graduates for the past 10 years. The lack of workforce demand further justifies terminating the TRCC Aviation Maintenance associate degree program. From the CTDoL's Connecticut Job & Career ConneCTion website zero growth is projected in the demand for this specialty.

Rationale
Insufficient enrollment for an extensive period of time, and no graduates for 10 years. A primary factor contributing to this program's declining enrollment trend over the years was the termination of the local Ellis Vocational-Technical High School Aviation program.

Phase Out/Teach Out Strategy
No new students will be enrolled in the Aviation Maintenance Technology associates degree, and the college's website has been updated to reflect that the certificate is pending termination.

Three (3) students who were currently enrolled in the Aviation Maintenance Technology program were contacted via email and mail in September 2014 to inform them that:
- program termination will occur,
- they will have two years from the date of program cancellation to complete the Aviation Maintenance Technology degree requirements,
- if they wish to continue working toward an Aviation Maintenance Technology degree, they will be permitted to make arrangements for the aviation mechanic's portion of the program with either Connecticut Aero Tech or the Stratford School for Aviation Maintenance.
- they will be advised of all other possible degree alternatives (e.g. informing them that the TRCC courses for their current degree may count towards another degree program).

None of the students contacted college personnel indicating a desire to continue in the Aviation Maintenance Technology degree program.

Resources
No resource needs anticipated in terminating the Aviation Maintenance Technology AS degree.

5/13/2015 – Academic Council
5/29/2015 – Academic and Student Affairs Committee
5/216/25 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Termination of a Program

June 25, 2015

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the program Aviation Maintenance Technology leading to an Associate of Science degree at Three Rivers Community College with a phase out period to June 30, 2017.

A True Copy:

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

ITEM
Termination of a program in Technology Studies: Wastewater Option leading to an Associate of Science (AS) degree, and its linked Certificate in Wastewater at Three Rivers Community College.

BACKGROUND
Summary
Three Rivers Community College is proposing to terminate the Technology Studies: Wastewater Option associates degree and its linked Wastewater certificate. Originally brought forth and tabled at the May 14, 2014 ASA meeting, these terminations are being returned with additional information incorporated on phase out. These programs have experienced a continuous low enrollment for an extensive period of time and have had no graduates for the past 10 years. The lack of workforce demand further justifies terminating the TRCC Technology Studies: Wastewater associate degree program and linked certificate. From the CTDoL's Connecticut Job & Career ConneCTion website, negligible growth is projected in the demand for this specialty.

Rationale
Insufficient enrollment for an extensive period of time, and no graduates for 10 years.

Phase Out/Teach Out Strategy
No new students will be enrolled in the Technology Studies: Wastewater Option associates degree or Wastewater certificate program, and the college's website has been updated to reflect that these programs are pending termination.

Five students (4 degree; 1 certificate) students who were currently enrolled in the Technology Studies: Wastewater degree and Wastewater certificates were contacted via email and mail to inform them that:
- program termination will occur,
- they will have two years from the date of program cancellation to complete the Technology Studies: Wastewater degree/certificate requirements,
- if they wish to continue working toward a Technology Studies: Wastewater option degree/certificate, three courses currently offered in the Gateway Community College Clean Water Management certificate will be substituted for the first three courses of the wastewater option. The fourth and final course in the wastewater option is an internship that will be taught as an independent study at TRCC. Alternatively, an online resource offered by California State University Sacramento (equating to 180 contact hours of wastewater content) will satisfy the first three courses of the wastewater option. Again, the fourth and final course in the wastewater option is an internship that will be taught as an independent study at TRCC.
- they will be advised of all other possible degree alternatives (e.g. informing them that the TRCC courses for their current degree may count towards another degree program).

Only one student contacted college personnel and indicated a desire to continue in the Technology Studies: Wastewater associates degree program. This student indicated a preference for the online resource offered by California State University, and so will be able to satisfy the

first three wastewater course requirements through this online option, with the fourth and final course to be completed through an internship taught as an independent study at TRCC.

<u>Resources</u>
No resource needs anticipated in terminating the Technology Studies: Wastewater Option AS degree, or its linked Wastewater certificate.

5/13/2015 – Academic Council
5/29/2015 – Academic and Student Affairs Committee
6/25/2015 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Termination of a Program

June 25, 2015

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the following programs at Three Rivers Community College with a phase out period to June 30, 2017:
- ➢ Technology Studies: Wastewater Option leading to an Associate of Science degree, and
- ➢ the Wastewater Certificate.

A True Copy:

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

ITEM
Termination of standalone certificate program - Wastewater, Advanced at Three Rivers Community College.

BACKGROUND

Summary
Three Rivers Community College is proposing to terminate the certificate in Wastewater, Advanced. This program has had no students enrolled and has had no graduates. The lack of workforce demand further justifies terminating the Wastewater, Advanced certificate. From the CTDoL's Connecticut Job & Career ConneCTion website, negligible growth is projected in the demand for this specialty.

Rationale
No enrollment and no graduates for an extensive period of time.

Phase Out/Teach Out Strategy
No new students will be enrolled in the Wastewater, Advanced certificate program, and the college's website has been updated to reflect that the certificate is pending termination. With no students enrolled in this program, phase out/tech out strategy is inapplicable in this circumstance.

Resources
No resource needs anticipated in terminating this Wastewater, Advanced certificate.

5/13/2015 – Academic Council
5/29/2015 – Academic and Student Affairs Committee
6/25/2015 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Termination of a Program

June 25, 2015

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the program "Wastewater, Advanced" leading to a Certificate at Three Rivers Community College effective July 1, 2015.

A True Copy:

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

ITEM
Termination of the Gerontology Certificate at Manchester Community College

BACKGROUND
Summary
The Gerontology Certificate has been a low-enrolled program for the past ten years. The certificate program does not have a coordinator and budget issues/hiring freeze make this unlikely to be rectified. Gerontology should be a significant area of growth in academia given the aging of America, but students do not appear to be drawn to or interested in this field of study. MCC has been unable to run the specific certificate courses in this area due to low enrollment.

Need for the Program
While the aging of America suggests that this should be a significant area of growth, currently there are no students enrolled in the Certificate program.

Curriculum
HSE* 101: Introduction to Human Services   3 credits
HSE* 251: Work with Individuals and Families   3 credits
PSY* 210: Death and Dying   3 credits
GER* 161: Aging in America   3 credits
SSC* 294: Cooperative Education/Work Experience   3 credits
PSY* 111: General Psychology I   3 credits
RLS* 223: Leisure and Aging   3 credits
HLT* 151: Health and Wellness Promotion   3 credits
SOC* 101: Principles of Sociology   3 credits
PSY* 125: Psychology of Aging and Mental Health   3 credits

Students
There are currently no students enrolled in the Gerontology Certificate. No phasing out or "teaching out" is necessary.

Faculty
Faculty in Social Service, Therapeutic Recreation, Sociology and Psychology taught courses for the Gerontology Certificate. They will not be impacted by the termination of this certificate, as most of the courses are part of other existing programs. Only PSY* 125 and PSY* 210 were stand-alone courses that will no longer need to be offered.

Learning Resources
Learning resources for the certificate were not exclusive to Gerontology but were shared among multiple departments.

Facilities
The Gerontology Certificate did not require specific facilities other than multi-purpose classrooms.

Fiscal Note

Termination of the program saves approximately $14,000.00 in adjunct salaries and benefits per year.

Review of Documents:
  a)   Campus Review
       All groups at the College approve of the termination of this certificate. It was proposed by the Early Childhood Education department, approved in its Academic Division and supported by both the Provost and President at MCC.

  b)   Campus Budget and Finance
  c)   Campus President
  d)   Academic Council
  e)   System Office

5/13/2015 – Academic Council
5/29/2015 – Academic and Student Affairs Committee
6/25/2015 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Termination of a Program

June 25, 2015

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the program "Gerontology" leading to a Certificate at Manchester Community College effective July 1, 2015.

A True Copy:

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

ITEM

Modification of a program in English leading to a Bachelor of Arts degree at Eastern Connecticut State University

BACKGROUND

Summary

The proposed modification is a change from a single-path major in which all students are required to complete the same slate of requirements to a major that offers students a choice from among five concentrations, with the additional option of developing an individualized concentration. In order to provide a strong foundation for later coursework and help students in choosing an appropriate concentration, the gateway requirements for the major are expanded from the current two-course sequence to a three-course requirement. The concentrations offered are literary studies, creative writing, cultural studies, English for education (early childhood/elementary and secondary), and rhetoric and composition.

Need for the Program

This modification of the English major responds to changes in the field, capitalizes on the expertise and interests of our faculty, but most importantly offers our students the option to more fully explore those aspects of the field that match their interests and future educational and career plans. Another benefit of the concentrations in the modified major (as compared to the more comprehensive prescriptions in the existing major) is that students planning to pursue graduate education can choose or design a concentration that provides them with more intensive preparation for the particular discipline within English studies that they might pursue at the Masters or PhD level. The English for education concentrations have the added benefit of directing future teachers toward those courses which will best prepare them for their work in the schools. The concentrations model is also expected to increase the 4-year graduation rate by streamlining curriculum requirements, provide ways for more students to connect to alumni and professional networks through a stronger focus on career goals, and better match curriculum with opportunities for internships and other pre-professional experiences.

Curriculum

English majors will take 9 credits of gateway courses (English 202 Introduction to English Studies and two of a menu of three writing courses: English 203 renamed Introduction to Writing Literary Criticism, English 204 Introduction to Writing Studies, or ENG 205 Introduction to Creative Writing), 3 – 6 credits of Capstone Courses in the form of seminars or directed research, 18 credits in the area of concentration and 9 credits of English electives for a total of 42 credits.

Students

These modifications are being made to enhance students' preparation for careers and graduate school and are not intended to significantly increase enrollment in the major.

Faculty

No changes in faculty resources will be needed as a result of this modification.

Learning Resources

No changes in learning resources will be needed as a result of this modification.

Facilities

No changes in facilities will be needed as a result of this modification.

Fiscal Note

There will be no fiscal impact of these changes. Revenues from English majors are less than total expenditures for the English department, because expenditures for the English major alone cannot be separated out from the costs of other programs served by English Department. Students minoring in English choose from courses in the major and the English Department also offers a popular Writing Minor. Furthermore, the majority of English department courses serve the Liberal Arts Core (59 out of 85 ENG courses offered in Fall 2014, for instance). In addition, many of the courses serve interdisciplinary major and minor programs (African American Studies, American Studies, Film Studies, Women's and Gender Studies), and the department provides writing intensive courses for other majors (New Media Studies, Liberal Studies, BGS).

Review of Documents:
   a)   Campus Review
   b)   Campus Budget and Finance
   c)   Campus President
   d)   Academic Council
   e)   System Office

Accreditation:
N/A

5/13/2015 – Academic Council
5/29/2015 – Academic and Student Affairs Committee
6/25/15 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

June 25, 2015

RESOLVED: That the Board of Regents for Higher Education approve modification of a program in English leading to a Bachelor of Arts degree at Eastern Connecticut State University to substantially change the curriculum.

A True Copy:

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

ITEM

Modification of a program in Theatre leading to a Bachelor of Arts degree at Eastern Connecticut State University

BACKGROUND

<u>Summary</u>

The proposed program modification utilizes the expertise of existing Theatre faculty and the new resources available in the Fine Arts Instructional Facility. Modifications entail splitting one concentration (Acting & Directing) into two concentrations (Acting)and (Directing); establishing a new concentration (Dance and World Performance); eliminating one concentration (History/Theory/Criticism) and reassigning most of the courses in that concentration to the new Directing and Dance and World Performance concentrations; and raising the number of required concentration courses from 5 (15 credits) to 6 (18 credits), thereby raising the total number of credits for the B.A. in Theatre from 42 to 45. The shift in emphasis in concentrations, and the increase in credits in each are intended to better prepare students for careers in theatre and performance-related fields, as well as graduate school and professional training programs.

<u>Curriculum</u>

Theatre majors will take 27 credits of core Theatre course requirements including 3 credits in a Capstone Course plus 18 credits of coursework in a concentration area. Students will select one of four concentrations:
- Acting
- Directing
- Design, Technology and Management
- Dance and World Performance

In three concentrations (Acting; Directing; Dance and World Performance), students will be take a combination of required, sequenced courses towards a more logical progression of skills-sets, as well as electives.

<u>Students</u>

These modifications are anticipated to contribute to a substantial increase in program enrollment due also to the opening of the Fine Arts Instructional Facility in Spring 2016 which will draw students to the program's state-of -the-art studio, rehearsal, and performance spaces and an increase in retention as students will be less likely to leave Eastern for other programs with more advanced facilities.

Faculty

No changes in faculty resources will be needed as a result of this modification. Additional faculty were allocated to the Theatre program over the last two years in anticipation of increased enrollment due to the opening of the new Fine Arts Instructional Facility.

Learning Resources

No changes in learning resources will be needed as a result of this modification.

Facilities

No changes in facilities will be needed as a result of this modification.

Fiscal Note

These modifications are anticipated to contribute to increased net revenues. A substantial increase in program enrollment is projected for Year 2 due to the opening of the Fine Arts Instructional Facility in Spring 2016 which will draw students to the program's state-of -the-art studio, rehearsal, and performance spaces; an increase in retention as students will be less likely to leave Eastern for other programs with more advanced facilities; the program modification changes will offer greater specialization in several curricular areas. We project there will be no substantive increase in estimated expenditures in the first two years of implementation of this modification because FT faculty increased from 5 to 7 in AY 2014-15, decreasing need for PT faculty in specialized areas such as Movement, Dance, & Design; and modifications to concentrations entail re-distribution of already extant resources with the number of courses recently added to the program counter-balanced by the number of courses removed as program core requirements or electives.

Review of Documents:
   a)   Campus Review
   b)   Campus Budget and Finance
   c)   Campus President
   d)   Academic Council
   e)   System Office

Accreditation:
N/A

5/13/2015 – Academic Council
5/29/2015 – Academic and Student Affairs Committee
6/25/15 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

June 25, 2015

RESOLVED: That the Board of Regents for Higher Education approve modification of a program in Theatre leading to a Bachelor of Arts degree at Eastern Connecticut State University to substantially change the curriculum.

A True Copy:

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

ITEM
Modification of a program in Library and Information Science leading to the Master of Library and Information Science (MLIS) degree at Southern Connecticut State University

BACKGROUND
Summary
The Master of Library Science (MLS) program at Southern Connecticut State University offers preparation for careers in all types of libraries and a range of information occupations. The program is approved for delivery online.

Since the MLS program was notified in Fall 2013 that the American Library Association (ALA) was withdrawing its accreditation as of December 2015, the department has been preparing for reapplying for ALA accreditation. To address ALA concerns prior to reapplying for accreditation and to address the changing needs of employers and students, the ILS Department, over the last one and a half years, has talked with and surveyed employers and students, looked at recent labor statistics and projections, examined curricula of top ranked MLS programs, conducted benchmarking, hosted stakeholder meetings and established an ongoing external advisory board. We have gathered a wide range of input from library and information leaders from across the state of Connecticut regarding current and changing needs in the information profession. Specifically, we solicited input on the types of jobs libraries are looking to fill in the next five years; the current expected and emerging skill sets; and strengths, weaknesses, and gaps of the current ILS curricula. The results of the different meetings and surveys clearly indicated that almost all the stakeholders including library employers and graduating students want the program to offer more Information Science and Technology related courses as well as Library Science related courses. At the same time, many of the top library science programs in North America are moving to an iSchool agenda that moves well beyond traditional librarianship, especially in regard to information science and technology. As a result, we propose changing the current Master of Library Science (MLS) degree to the Master of Library and Information Science degree (MLIS) in order to put more focus on Information Science. Proposed curricular changes include new core courses, new electives particularly for Information Science and Technology, and expanded internships.

Need for the Program
Employment of librarians in Connecticut is projected to grow 7% from 2012 to 2022 according to the Occupational Outlook Handbook by the Bureau of Labor Statistics (BLS). Public, school, community college, and smaller libraries in Connecticut rely heavily on graduates from SCSU's Library and Information Science program. Not only does SCSU's graduate library science program provide a venue for preparing public and school librarians in the state, it provides an affordable venue. There are approximately 260 public libraries, including branches, in Connecticut; and approximately 195 school districts in Connecticut, many with numerous school library media centers. In particular, School Library Media has been designated as a shortage area by the Connecticut State Department of Education. Additionally, employment in information technology in Connecticut is expected to increase by 15%, faster than average. Therefore, changing the current Master of Library Science degree to the Master of Library and *Information* Science degree would not only better align with changing needs of the field and students but also better meet Connecticut workforce needs. SCSU's Master of Library Science program is the only such graduate program in the State of Connecticut and one of only three graduate library science programs in New England (one at a private institution).

Curriculum
The faculty worked closely with the External Advisory Board in developing the program and curriculum revisions. The name of the degree will change from the Master of Library Science (MLS) to the Master of Library and *Information* Science (MLIS) to better reflect the nature of the modified program. The revised

curriculum includes 6 core courses (5 new and 1 moved from elective status to core) and 9 new and 2 significantly updated electives particularly for Information Science and Technology. An internship that was an elective course in the existing MLS program has been changed to one of the 6 core courses in the MLIS program to ensure that all students have hands on experiences prior to graduation. This is in response to feedback from students, alumni and employers we surveyed. The MLIS degree program will prepare students for careers in any type of public, academic, or special library. Five of the new electives, directly related to Information Science and Technology, have been added to the MLIS degree curriculum to better prepare our students for occupations beyond the library setting. In addition, students may choose a concentration to prepare for Connecticut certification as School Library Media Specialists.

Students

Of the students in the MLS program (2010-2014), approximately 9% are minority and approximately 16% are male. The student population is fairly diverse across age groups. Over a third (36%) are in their 20s, 29% in their 30s, 33% in their 40s and 50s, and 2% are over sixty years of age or older. Approximately 81% of the students in the MLS program reside in-state, 19% out-of-state. Approximately 80% of the MLS students enroll part-time, and approximately 92% choose to take the online sections of courses. Changing its current Master of Library Science degree to the Master of Library and Information Science degree and developing a new curriculum that aligns with changed needs of the field and students, the program is sure to attract strong candidates to the program who will have good employment prospects upon graduation.

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	First Term, Year _2012___		First Term, Year _2013___		First Term, Year _2014___	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers						
New Students	14	39	19	12	0	1
Returning Students	23	116	15	88	14	65
ACTUAL Headcount Enrollment	37	155	34	100	14	66
ACTUAL FTE per Year	87.25		63.54		30.50	
Size of Credentialed Group for Given Year	79		83		76	

Faculty

Our library science faculty of five full-time members has a wealth of experience in academic, public, and special libraries. The current faculty size is sufficient to make a successful transition to the modified program. It is, however, recognized that to substantially grow the capacity for enrollment, consideration of additional full-time positions may be necessary. Once the number of matriculated students reaches 100, it would be optimal to add another full-time faculty member.

Learning Resources

The Buley Library provides access to more than 600,000 print volumes and approximately 100 online databases that include over 50,000 electronic journals. The Library serves the needs of the ILS program through a library liaison model for collection development. The library also serves the needs of distance students primarily through its use of LibGuides (http://libguides.southernct.edu/distance), interlibrary loan, and services provided by the Distance Learning Librarian. No additional learning resources are required for the revised program.

Facilities
The ILS department has recently moved into the renovated library building that provides state-of-the-art information technology facilities. This move will help us be well positioned for the reaccreditation effort.

Fiscal Note

ACTUAL Enrollment	First Term FY 2016		First Term FY 2017		First Term FY 2018	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers						
New Students		27		35		44
Returning Students		22		27		45
ACTUAL Headcount Enrollment by AY	0	49	0	62	0	89
Total Estimated FTE per year						

Estimated Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition		$471,600		$632,730		$852,810
Program Specific Fees						
Other Revenue - Registration Fee		$5,115		$4,620		$8,140
TOTAL Annual Program Revenue	**$471,600**		**$632,730**		**$852,810**	

Estimated Expenditures	Year 1		Year 2		Year 3	
	Number *(as applicable)*	Expenditure	Number	Expenditure	Number	Expenditure
Administration *(Chair or Coordinator)*						
Faculty *(full-time inc F/B)*	2.00	$301,141	3.00	$451,711	3.75	$564,638
Faculty - Adjunct inc F/B		$53,914		$80,870		$94,349
Other Expenses - Marketing		$12,000		$12,000		$12,000
Estimated Indirect Cost (e.g. student services, operations, maintenance) @ 20%		$73,411		$108,916		$134,197
Total Annual Expenditures	**$440,466**		**$653,497**		**$805,184**	

Review of Documents:

a)   Campus Review
b)   Campus Budget and Finance
c)   Campus President
d)   Academic Council
e)   System Office

5/13/2015 – Academic Council
5/29/2015 – Academic and Student Affairs Committee
6/25/2015 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

June 25, 2015

RESOLVED: That the Board of Regents for Higher Education approve modification of a program in Library and Information Science leading to a Master of Library and Information Science (MLIS) degree at Southern Connecticut State University substantially changing the curriculum.

A True Copy:

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

ITEM

Modification of Early Childhood Teacher Credential programs leading to an Associate of Science (A.S.) degree at Asnuntuck Community College and Northwestern Connecticut Community College

BACKGROUND

In accordance with Connecticut General Statutes 10-16p (2), Asnuntuck and Northwestern engaged in an application and rigorous review process with the Connecticut Office of Early Childhood. The process resulted in an in-depth alignment between national and state early childhood competencies. Specific modifications for each institution were developed. The attached details each institution's modifications and includes the letter from the State OEC.

RATIONALE

The Office of Early Childhood is seeking joint approval from the Board of Regents verifying each institution as meeting the ECTC standards.

05/29/2015 – BOR-Academic and Student Affairs Committee

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

June 25, 2015

RESOLVED: That the Board of Regents for Higher Education approve modifications of the Early Childhood Teacher Credential program at Asnuntuck Community College to align competencies and adhere to the Connecticut Office of Early Childhood standards.

A True Copy:

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

Dr. Estela Lopez, Provost
CT State Colleges & Universities
Board of Regents for Higher Education
39 Woodland Street
Hartford, CT
06105

Dr. Myra Jones-Taylor, Commissioner
CT Office of Early Childhood
165 Capitol Ave, Rm G-29
Hartford, CT
06106

May 5, 2015

Dear Provost Lopez and Commissioner Jones-Taylor,

Asnuntuck Community College recently engaged in an Early Childhood Teacher Credential (ECTC) application process in response to the March 2015 invitation from the CT Office of Early Childhood. Our faculty engaged in a rigorous course review process that resulted in an in-depth alignment between national and state early childhood competencies, examining the opportunities for students to learn and practice, and reflection upon the assessment of student performance. Specific modifications to our program include:

- revising the key assessment rubrics that measure student competencies to reflect consistency in implementation and attention to detail regarding the alignment to the NAEYC standards as well as providing students with key assessment descriptions and rubrics as part of the advising process and syllabus construction;

- developing course 241, Methods and Techniques for Infants and Toddlers, to be offered Spring of 2016; and

- enhancing the fieldwork experience by requiring the number of fieldwork hours in accordance with ECTC standards.

The reflective nature of this work resulted in modifications. No program changes occurred. My office was fully aware of the work and I support the ongoing efforts for the program to implement these modifications so that our students benefit from experiences that cultivate an increased understanding of child development and ability to apply effective practices.

I anticipate a positive outcome for our students and our institution as a result of engaging in the ECTC program. We request that consent for approval of the ECTC pathway to be offered at Asnuntuck be placed on your May Academic Affairs Committee meeting agenda. We will continue to work with Dr. Deborah Adams in the Office of Early Childhood regarding adherence to the ECTC standards.

Sincerely,

Michael Stefanowicz
Dean of Academic Affairs

CC: Harriet Feldlaufer, Division Director, OEC
Deborah Adams, Education Consultant, OEC

2

Dannel P. Malloy
Governor
Nancy Wyman
Lt. Governor

Myra Jones-Taylor, Ph.D.
Commissioner

REC MAY - 6 2015

Dr. Estella Lopez, Provost
CT Board of Regents for Higher Education
39 Woodland Street
Hartford, CT 06105

May 5, 2015

Dear Provost Lopez,

This letter requests your consideration for the approval of course modifications for Asnuntuck Community College as it pertains to the program approval requirements outlined in Connecticut General Statute (CGS) 10-16p.

Asnuntuck Community College submitted an application to the Office Early Childhood (OEC) for approval to offer a planned program of study in accordance with the OEC issued Early Childhood Teacher Credential (ECTC). Their application was reviewed by OEC consultant Dr. Deborah Adams and independent consultant Dr. Regina Miller. As a result, Asnuntuck Community College received feedback to modify existing planned program of study, fieldwork, and related key assessments in alignment with the ECTC standards.

Asnuntuck Community College's early childhood degree coursework is in the process of the following modifications:

- revising the key assessment rubrics that measure student competencies to reflect consistency in implementation and attention to detail regarding the alignment to the NAEYC standards as well as providing students with key assessment descriptions and rubrics as part of the advising process and syllabus construction;

- developing course 241, Methods and Techniques for Infants and Toddlers, to be offered Spring of 2016;

- adjusting the required number of fieldwork hours in accordance with ECTC standards to facilitate the offering of both the infant/toddler and preschool endorsements; and

- providing students with key assessment descriptions and rubrics as part of the advising process and syllabus construction.

The Office of Early Childhood is seeking the joint approval from the CT Board of Regents for Higher Education in accordance with CGS 10-16p verifying Asnuntuck Community College as meeting the ECTC standards. If you have any questions please contact Deb Adams at Deborah.Adams@ct.gov or 860 713-6744.

Sincerely,

Dr. Myra Jones-Taylor, Commissioner
CT Office of Early Childhood

Phone: (860) 713-6410 • Fax: (860) 713-7037
165 Capitol Avenue
Hartford, Connecticut 06106
www.ct.gov/oec
Affirmative Action/Equal Opportunity Employer

06/25/15 BOR AGENDA PACKET PAGE # 30

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

June 25, 2015

RESOLVED: That the Board of Regents for Higher Education approve modifications of the Early Childhood Teacher Credential program at Northwestern Connecticut Community College to align competencies and adhere to the Connecticut Office of Early Childhood standards.

A True Copy:

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

NCCC Northwestern Connecticut Community College • Park Place East • Winsted, Connecticut 06098-1710

Phone: (860) 738-6300   www.nwcc.commnet.edu

Dr. Estela Lopez, Provost
CT State Colleges & Universities
Board of Regents for Higher Education
39 Woodland Street
Hartford, CT
06105

Dr. Myra Jones-Taylor, Commissioner
CT Office of Early Childhood
165 Capitol Ave, Rm G-29
Hartford, CT
06106

May 1, 2015

Dear Provost Lopez and Commissioner Jones-Taylor:

Northwestern Connecticut Community College recently engaged in an Early Childhood Teacher Credential (ECTC) application process in response to the March 2015 invitation from the CT Office of Early Childhood. Our faculty engaged in a rigorous course review process that resulted in an in-depth alignment between national and state early childhood competencies, examining the opportunities for students to learn and practice, and reflection upon the assessment of student performance. Specific modifications to our program include:

- placing key assessments that measure student competencies at points in the program where students have gained the knowledge, skills, and dispositions that demonstrate their mastery of the content;

- enhancing the fieldwork experience by requiring 320 fieldwork hours in accordance with ECTC standards;

- providing students with the key assessment descriptions and rubrics as part of the advising process and syllabus construction; and

- continuous review of course content to reflect current information, such as, the inclusion of the CT Early Learning and Development Standards.

The reflective nature of this work resulted in several modifications. However, no program changes occurred. My office was fully aware of the work and I support the ongoing efforts of the NCCC ECE program to implement these modifications allowing our students to benefit from experiences that cultivate an increased understanding of child development and that enhances their ability to apply effective practices.

I anticipate a positive outcome for our students and our institution as a result of engaging in the ECTC program. We request that consent for approval of the ECTC pathway to be offered at

Northwestern be placed on your May Academic Affairs Committee meeting agenda. We will continue to work with Dr. Deborah Adams in the Office of Early Childhood regarding continuing adherence to the ECTC standards.

Sincerely,

Patricia C. Bouffard, D.N.Sc.

Patricia C. Bouffard, D.N.Sc.
Dean, Academic & Student Affairs

CC: Harriet Feldlaufer, Division Director, OEC
        Deborah Adams, Education Consultant, OEC

Dannel P. Malloy
Governor
Nancy Wyman
Lt. Governor

Myra Jones-Taylor, Ph.D.
Commissioner

RECD **MAY − 6 2015**

Dr. Estella Lopez, Provost
CT Board of Regents for Higher Education
39 Woodland Street
Hartford, CT 06105

May 5, 2015

Dear Provost Lopez,

This letter requests your consideration for the approval of course modifications for Northwestern Community College as it pertains to the program approval requirements outlined in Connecticut General Statute (CGS) 10-16p.

Northwestern Community College submitted an application to the Office Early Childhood (OEC) for approval to offer a planned program of study in accordance with the OEC issued Early Childhood Teacher Credential (ECTC). Their application was reviewed by OEC consultants Dr. Deborah Adams and independent consultant Dr. Regina Miller. As a result, Northwestern Community College received feedback to modify existing course content, fieldwork, and related key assessments in alignment with the ECTC standards.

Northwestern Community College's early childhood degree coursework is in the process of the following modifications:

- key assessments to measure student competencies will be placed at points in the program where students will have gained the knowledge, skills, and dispositions to engage in demonstration of their mastery of the content;

- the required number of fieldwork hours will be adjusted in accordance with ECTC standards;

- students will be provided key assessment descriptions and rubrics as part of the advising process and syllabus construction; and

- a continuous review of course content to reflect current information such as the inclusion of the CT Early Learning and Development Standards will be implemented.

The Office of Early Childhood is seeking the joint approval from the CT Board of Regents for Higher Education in accordance with CGS 10-16p verifying Northwestern Community College as meeting the ECTC standards. If you have any questions please contact Deb Adams at Deborah.Adams@ct.gov or 860 713-6744.

Sincerely,

Dr. Myra Jones-Taylor, Commissioner
CT Office of Early Childhood

Phone: (860) 713-6410 • Fax: (860) 713-7037
165 Capitol Avenue
Hartford, Connecticut 06106
www.ct.gov/oec
Affirmative Action/Equal Opportunity Employer

06/25/15 BOR AGENDA PACKET PAGE # 34

ITEM
Charter Oak State College: Accreditation of Bachelor of Science, Cybersecurity.

BACKGROUND
Summary
The program was licensed in fall 2013. We have students ready to graduate this summer.
Therefore we need to have the program accredited.
All of the courses have been developed, with the exception of a new course (cyber warfare) we
want to add to give the students an option within the required electives.
It builds upon our successful concentrations in criminal justice, public safety administration, and
information systems and upon our computer security certificate.

Need for the Program
Cyber Security is a growing field. As technology advances the need for workforce demand for
people to be trained as Information Security Analysts continues to grow. According to the
Occupational Handbook 2012, employment of information security analysts, web developers,
and computer network architects is projected to grow 22 percent from 2010 to 2020, faster than
the average for all occupations. The Connecticut Department of Labor projects 110 annual
openings due to growth or net replacements in the Information Security Analysts, Web
Developers, and Computer Network Architects occupations (SOC 15.1179). This represents a
growth rate of over 16% a year prompting the Connecticut Department of Labor to call out this
occupation as "in demand."
Cyber-attacks have grown in frequency and sophistication over the last few years, and many
organizations are behind in their ability to detect these attacks. Analysts will be needed to come
up with innovative ways to prevent hackers from stealing critical information or creating havoc
on computer networks.

Curriculum
The curriculum is 122 credits—18 credits in the core, 24 elective credits, and a 3 credit capstone.
This major is closely aligned to the standards put forth by Committee on National Security
Standards CNSS 4011 and 4013A certification requirements and provides the knowledge needed
for certification. (To earn certification, students need both knowledge and experience.)
The college has modified the major to give students the option of taking two of the following
three technical program courses: CSS 348 Security Strategies in Linux OS/Applications, CSS
347 Security Strategies in Windows OS/Applications, and, a new course, CSS4XX Cyber
warfare. The change was made because most professionals don't need both security strategies
courses and the Cyber warfare is a new emphasis within cybersecurity majors. In addition, we
changed the prefix for courses in this major from ITE to CSS to better reflect the course content
area.
The curriculum was purchased from Jones & Bartlett Learning. They are responsible for
keeping the curriculum up-to-date. Charter Oak reconfigured the curriculum to fit its Blackboard
template and pedagogical requirements.
We are in the process of developing articulation agreements with Norwalk Community College
and will begin the discussion with Capital Community College. We have also had preliminary
discussions with Alamo and Dallas Community College Districts in Texas.

Major outcomes:
1. Explain the landscape, key terms, and concepts related to the many layers of information systems security.
2. Explore and explain the fields in digital forensics and cyber policy analysis.
3. Create policies and standard operating procedures for organizations that are ethically, morally, and legally sound while recognizing ethical dilemmas and social responsibilities.
4. Identify and critically assess issues and concepts related to the protection of information and information systems.
5. Use risk management principles to assess threats, vulnerabilities, countermeasures and impact contributions at risk in information systems.
6. Illustrate and explain fundamental architectures of networks and the internet, as well as their underlying principles.

Students
We currently have 55 students in the program and 26 applicants for the summer.

Faculty
The faculty who developed and/or teach in the program have appropriate credentials. Al have master's degrees or higher and experience and credentials in the field of cybersecurity.
Micheal Goldner, J.D. with certifications in over 10 different areas.
Tavon Reid, MS Information Systems
John Rusnik, Ph.D. Computer Sciences
Samuel Kegan, Ph.D. Computer Science
Marie Sette, Ph.D. Computer Science (10 different certifications in computer security)
Chris Rose, Ph.D. Information Technology Management and Ph. D, in International Management
Francis Monaco, M.S. Information and Computer Science

Learning Resources
No new resources were needed. The courses we purchased had all the extra resources needed, beyond textbooks, built into the curriculum. The curriculum contains excellent simulations—that was part of the reason we purchased the curriculum.

Facilities
NA

Fiscal Note
The program did not start in FY 2014 as we had anticipated due to problems in converting the curriculum. However, we had a positive income flow in 2014 of about $4000 and we will have a much better positive income flow in 2015. Based on fall and spring enrollments and expenses, we have made over $25,000.

Review of Documents:
a) Campus Review-done
b) Campus Budget and Finance-done
c) Campus President-done
d) Academic Council-done

      e)   System Office

Accreditation:
Program has gone through the NEASC substantive change process. At its March 7, 2014 meeting, it voted "That the report be accepted and the online Bachelor of Science in Cybersecurity program be encompassed with the institution's accreditation, with an effective date of March 6, 2014

5/13/2015 – Academic Council
5/29/2015 – Academic and Student Affairs Committee
6/25/15 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Accreditation of a Program

June 25, 2015

RESOLVED: That the Board of Regents for Higher Education approve accreditation of the program Cybersecurity leading to a Bachelor of Science (B.S.) degree at Charter Oak State College for a period of time concurrent with institutional accreditation.

A True Copy:

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

ITEM
New Certificate program in Computer Aided Manufacturing at Manchester Community College

BACKGROUND
Summary
This program is an accelerated 30 credit certificate that provides students with skills in computer aided manufacturing and prepares them for jobs as machinists working in the manufacturing field. The CAM certificate is being developed as part of the CAMI (Connecticut Advanced Manufacturing Initiative grant).

Need for the Program
CBIA's 2014 Survey of Connecticut's Manufacturing Workforce Needs found that CNC machinist and CAD/CAM technician are among the top five most difficult positions to fill in Connecticut and the need continues to grow. Graduates from the Computer-Aided Manufacturing certificate will prepare students for these positions.

Curriculum
Students in this program will complete 30 credits of coursework that will include topics in engineering drawing interpretation, safety in the workplace, manufacturing math, measurement, lean manufacturing, quality control, CNC machining, and manufacturing materials and processes. Students are recruited from area schools and technical high schools as well as through the WIBs and other relevant agencies.

Students
Although this program is designed for students will little to no background in manufacturing or machining, students who do have experience in any area of coursework will have the opportunity to demonstrate their skills and knowledge, and earn credit for their prior learning.

Faculty
Current faculty will be teaching the courses in the CAD certificate assisted by other faculty whose positions are funded by the CAMI grant.

Learning Resources
Additional equipment including new CNC machinery and CNC simulators are being purchased through the CAMI grant which will give the students more opportunity for hands-on experiences and the ability to learn on state-of-the-art manufacturing equipment.

Facilities
Our current manufacturing facilities are being expanded through funding from the CAMI grant which will allow us to increase the size of students in the cohorts as well as the number of cohorts we can admit into the program each year.

Fiscal Note
In addition to funding faculty, curriculum development, equipment, and facility renovations, CAMI grant funds are being utilized to develop sustainable processes that will support the continuation of the CAM certificate as well as the development of 3rd semester certificates that will allow students to develop more specialized skills after they finish the CAM certificate.

Review of Documents:
   a)   Campus Review
   b)   Campus Budget and Finance
   c)   Campus President
   d)   Academic Council
   e)   System Office

Accreditation: Not Applicable

5/13/2015 – Academic Council
5/29/2015 – Academic and Student Affairs Committee
6/25/15 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a new program

June 25, 2015

RESOLVED: That the Board of Regents for Higher Education license and accredit a program in Computer Aided Manufacturing leading to a Certificate at Manchester Community College.

A True Copy:

_____

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

ITEM
Licensure of a program in Computer Networking leading to an Associate of Science degree and certificate at Capital Community College for a period of three years until 2018.

BACKGROUND
<u>Summary</u>
The proposed Associate in Science, Computer Networking Degree; Computer Networking Certificate, and CCNA Certificate, align with Capital Community College's mission to offer associate degrees and certificates that prepare individuals for careers and for transfer into baccalaureate programs. The proposed programs will prepare graduates for entry-level employment in the networking information technology industry, and for transfer to baccalaureate programs in Networking Information Technology.

<u>Need for the Program</u>
Computer Networking was identified as an emerging occupation for which additional training programs are needed. The proposed degree and certificate programs meet the goals of a Department of Labor TAACCCT grant, in both developing highly skilled workers for the information technology industry, and in providing a menu of educational options ranging from certificates to associate degrees with the potential for transfer to bachelor degree programs. The employment projections in the computer networking sector looks bright for students completing the proposed program. The demand for skilled workers in computer networking is expected to increase at both state and national levels.

<u>Curriculum</u>
Core Courses
CST 201 Introduction to MIS
CST 231 Data Communications and Networking I
CST 281 Data Communications and Networking II
CST 171 LAN System Management
CST 282 Data Communications and Networking III
CST 264 Unix/Linux System Administration
CST 283 Data Communications and Networking IV

Learning Outcomes
In addition to the acquisition of general education competencies, graduates that complete the Computer Networking degree will be able to:
1. Demonstrate an understanding of the fundamentals of information technology and information systems and their importance and impact in business and society.
2. Identify and describe basic communication technologies, devices, and components used in Local and Wide Area Networks.
3. Identify and describe various types of analog and digital communication transmission media including coax, twisted pair, fiber, and wireless media.
4. Demonstrate the use of appropriate tools to assist with administering and troubleshooting computers, media, and devices on a network.
5. Setup, configure, and administer network servers and client workstations in workgroups and domain-based networks.

6. Design, build, and manage multilayer-switched networks and scalable internetworks using routers, switches, hubs, computers, servers, transmission media, network protocols, and network security.
7. Apply comprehensive theoretical knowledge, problem-solving skills, and ethical principles to address case studies and practical applications in networking and information technology.

Students

Through CCC's participation in the Northeast Resiliency Consortium, CCC will receive funding for a Recruitment & Retention Coordinator and Veterans Services Coordinator to support program recruitment. Through these efforts and others, CCC projects an enrollment of 14 students in the degree program in the first year the program is offered.

PROJECTED Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers *(from other programs)*	6	2	2	2	2	2
New Students *(first time matriculating)*	4	2	5	3	6	4
Continuing *(students progressing to credential)*	0	0	8	3	8	6
Headcount Enrollment	10	4	15	8	16	12

Faculty

Existing faculty members will teach courses in the Computer Networking program. One full-time grant-funded faculty member/program coordinator was already hired by the college to support this program. Adjunct faculty will be added as necessary to accommodate additional sections due to increased program enrollment and will be required to have a minimum of a Master's degree in a networking information technology related field as well as teaching and work experience.

Learning Resources

No new equipment or software is needed to upgrade the labs to support this program.

Facilities

CCC will be able to use existing computer and networking laboratories to teach all the proposed courses in the degree and certificate programs.

Fiscal Note

Through CCC's participation in the Northeast Resiliency Consortium TAACCCT grant, CCC is receiving funding for a Recruitment & Retention Coordinator and Veterans Services Coordinator to support program recruitment. Through these efforts and others, CCC projects an enrollment of 14 Computer Networking students in the first year the proposed programs are offered. Through the grant, CCC will also receive funding for new equipment/software for the first two years of the proposed degree program. The grant additionally funds a Job Developer/Placement

Coordinator to coordinate student internships and job placement. During and after the grant period, CCC will use existing full-time faculty in the Computer and Information Systems Program in addition to the new Computer Networking/Cyber Security faculty member to teach courses and coordinate the program.

Review of Documents:
  a)   Campus Review
  b)   Campus Budget and Finance
  c)   Campus President
  d)   Academic Council
  e)   System Office

Accreditation:

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a new program

June 25, 2015

RESOLVED: That the Board of Regents for Higher Education license a program in Computer Networking leading to an Associate of Science(A.S.) degree at Capital Community College for a period of three years until June 30, 2018, and be it further

RESOLVED: That the Board of Regents for Higher Education license a program in Computer Networking leading to a Certificate at Capital Community College for a period of three years until June 30, 2018.

A True Copy:

_____

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

ITEM
Licensure of a program in Computer Networking with a Cyber Security Degree Option leading to an Associate of Science degree or Certificate at Capital Community College for a period of three years until 2018.

BACKGROUND
Summary
The proposed Associate in Science, Computer Networking: Cyber Security Degree Option and Cyber Security Certificate align with Capital Community College's mission to offer associate degrees and certificates that prepare individuals for careers and for transfer into baccalaureate programs. The proposed programs will prepare graduates for entry-level employment in the cyber security specialization in the networking information technology industry, and for transfer to baccalaureate programs in Networking Information Technology.

Need for the Program
Cyber Security was identified as an emerging occupation for which additional training programs are needed. The proposed degree option and certificate programs meet the goals of Department of Labor TAACCCT grant, in both developing highly skilled workers for the information technology industry, and in providing a menu of educational options ranging from certificates to associate degrees with the potential for transfer to bachelor degree programs. The employment projections in the computer networking and information security sector look bright for students completing the proposed program. Additionally, the Cyber Security degree option would be the first program in CT aligned with joint guidelines provided by the National Security Agency (NSA) and the Department of Homeland Security (DHS) for recognition as a National Center of Academic Excellence for Two-Year Colleges (CAE2Y compliant).

Curriculum
Core Courses
CST 201 Introduction to MIS
CST 231 Data Communications and Networking I
CST 281 Data Communications and Networking II
CST 171 LAN System Management
CST 246 Networking Security
CST 247 Information Assurance and Risk Management
CST 264 Unix/Linux System Administration
CST 263 Computer Forensics and Network Intrusions
CST 267 Ethical Hacking and Network Defense

Learning Outcomes
In addition to the acquisition of general education competencies, graduates that complete the Computer Networking: Cyber Security degree option will be able to:
1. Demonstrate an understanding of the fundamentals of information security technology and information systems and their importance and impact in business and society.
2. Identify and describe basic secured communication technologies, devices, and components used to protect the confidentiality, integrity, and availability of data in Local and Wide Area Networks.

3. Demonstrate the use of appropriate tools to assist with administering and troubleshooting computers, media, and detect malicious network traffic.
4. Design, build, and maintain scalable and secured networks using routers, switches, firewalls, network intrusion detection systems, proxies, secured transmission media, patch management, and vulnerability assessment tools.
5. Identify and describe information assurance fundamentals and techniques used to protect the confidentiality, integrity, and availability of data.
6. Establish and enforce corporate/organizational security policies and procedures.
7. Identify appropriate security controls and mitigation strategies.

Students

Through CCC's participation in the Northeast Resiliency Consortium, CCC will receive funding for a Recruitment & Retention Coordinator and Veterans Services Coordinator to support program recruitment. Through these efforts and others, CCC projects an enrollment of 12 students in the degree program in the first year the program is offered.

PROJECTED Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers *(from other programs)*	4	2	2	2	2	2
New Students *(first time matriculating)*	4	2	5	2	6	3
Continuing *(students progressing to credential)*	0	0	6	3	7	5
Headcount Enrollment	8	4	13	7	15	10

Faculty

Existing faculty members will teach courses in the Cyber Security programs. One full-time grant-funded faculty member/program coordinator was already hired by the college to support these programs. Adjunct faculty will be added as necessary to accommodate additional sections due to increased program enrollment and will be required to have a minimum of a Master's degree in a networking information technology related field as well as teaching and work experience.

Learning Resources

New equipment and software will be needed to upgrade the labs to support this program, including 3 Dell Servers, 1 UPS, 1 KVM switch, 1 Cisco switch, and 1 power switch, however, all these upfront costs will be covered by TAACCCT grant funding already in place. There are no additional software costs, as open-source software and freeware are available for all the courses in the proposed curriculum.

Facilities

CCC will be able to use existing computer and networking laboratories to teach all the proposed courses in the degree and certificate programs.

Fiscal Note

Through CCC's participation in the Northeast Resiliency Consortium TAACCCT grant, CCC is receiving funding for a Recruitment & Retention Coordinator and Veterans Services Coordinator to support program recruitment. Through these efforts and others, CCC projects an enrollment of 12 Cyber Security students in the first year the proposed programs are offered. Through the grant, CCC will also receive funding for new equipment/software for the first two years of the proposed degree program. The grant additionally funds a Job Developer/Placement Coordinator to coordinate student internships and job placement. During and after the grant period, CCC will use existing full-time faculty in the Computer and Information Systems Program in addition to the new Computer Networking/Cyber Security faculty member to teach courses and coordinate the program.

Review of Documents:
a) Campus Review
b) Campus Budget and Finance
c) Campus President
d) Academic Council
e) System Office

2/11/2015 – Academic Council
5/29/2015 – Academic and Student Affairs Committee
6/25/2015 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a new program

June 25, 2015

RESOLVED: That the Board of Regents for Higher Education license a program in Computer Networking: Cyber Security Degree Option leading to an Associate of Science(A.S.) degree at Capital Community College for a period of three years until June 30, 2018, and be it further

RESOLVED: That the Board of Regents for Higher Education license a program in Cyber Security leading to a Certificate at Capital Community College for a period of three years until June 30, 2018.

A True Copy:

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

ITEM
Application for New Program Approval leading to a Bachelor of Arts degree in Media Studies at Central Connecticut State University

BACKGROUND

Summary
Currently, CCSU, ECSU, WCSU and SCSU offer traditional degrees in Communication. We propose to reduce this duplication by building on the unique strengths of our faculty and following the national trend of offering more professional training in the fields of projected future job growth. Instead of offering a generic degree in Communication, we plan to offer a professional degree in "Media Studies." The field of Media Studies combines digital filmmaking, multimedia production and media analysis. A degree in Media Studies prepares students for a wide range of careers in mass media including cinematographer, broadcast technician, station manager, program director, production assistant, publicity director, desktop publisher, and media analyst.

Need for the Program
ESPN, located nearby in Bristol, is one of the state's largest employers and constantly needs production assistants and other graduates with media backgrounds. A professional degree in Media Studies will make our graduates more attractive to ESPN. Nationally, employment of broadcast technicians is expected to continue growing at a rate of about 9% for at least the next decade. Growth is expected to stem not only from television and radio stations, but also from the increasing reliance on new media for advertising, customer outreach and promotions. New technologies of communication have substantially changed the field since CCSU's degree in Communication was first approved in 1980. We need to modernize our program to meet current and projected future career paths in filmmaking, media production and analysis.

Curriculum
Current core requirements for the to-be-discontinued Communication BA (12 credits):
1) COMM 140 Public Speaking
2) COMM 230 Introduction to Mass Media
3) COMM 240 Survey of the Field of Communication
4) COMM 301 Critical Thinking, or
5) COMM 302 Problem-Solving and Decision Making
Proposed core requirements for the degree in Media Studies (15 credits):
1) COMM 230 Introduction to Mass Media
2) COMM 231 Communication Technologies
3) COMM 336 Media Literacy
4) COMM 220 Introduction to History of Film, or
5) COMM 255 Visual Communication
6) COMM 227 Introduction to TV Production, or
7) COMM 228 Introduction to Digital Film Production
The B.A. in Media Studies requires 38 credits total, with 15 credits in core courses, 12 additional credits within a specified emphasis area, and at least 11 other credits of directed electives. The new program is smaller than the current program by 1 credit (38 instead of 39 credits).

Students

Our second most popular emphasis is Media Production & Performance. We introduced this emphasis in the Fall of 2010 with only 4 students, but in the Fall of 2013 we had 88 students enrolled in the program. We expect to institute transfer agreements with the following institutions and programs:

1. Asnuntuck CC (Communications with a Broadcasting option),
2. Capital CC (Communication Media degree),
3. Middlesex CC (Broadcast-Cinema and Multimedia),
4. Manchester CC (Media Technology and Multimedia), and
5. Norwalk CC (Communication Arts with emphases in Media Studies and Television Production).

We anticipate that these relationships will substantially increase the number of students in the Media Studies program for years to come.

Faculty

Faculty Members in Media Studies:

1) Jose Del Ama – Film Aesthetics & Analysis, Multimedia Technologies, Public Opinion
2) (Expected Fall 2015 new hire in Multimedia & Television Production)
3) Serafin Mendez-Mendez – Media Studies, Digital Photography
4) Karen Ritzenhoff – Film Aesthetics & Analysis, Visual Communication, Television Production
5) Jeffrey Teitler – Digital Filmmaking
6) Cindy White – Media Criticism & Analysis

Learning Resources

Currently we have enough camcorders to serve our needs (though in this fast-changing field we will eventually need to upgrade all of these to high-definition).

Facilities

Currently our two small production labs are sufficient to serve our students (though our growing enrollment indicates that we may need additional lab space in the future).

Fiscal Note

No additional monetary resources are needed in order to make these modifications.

Review of Documents:

a) Campus Review
b) Campus Budget and Finance
c) Campus President
d) Academic Council
e) System Office

Accreditation: November 7, 2013; fifth-year interim report accepted

3/11/2015 – Academic Council
5/29/2015 – Academic and Student Affairs Committee
6/25/2015 – Board of Regents

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

RESOLUTION

concerning

a new program

June 25, 2015

RESOLVED: That the Board of Regents for Higher Education license and accredit a program in Media Studies leading to a Bachelor of Arts (B.A.) degree at Central Connecticut State University.

A True Copy:

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

ITEM
Application for New Program Approval leading to a Bachelor of Arts degree in Strategic Communication at Central Connecticut State University

BACKGROUND
Summary
Currently, CCSU, ECSU, WCSU and SCSU offer traditional, generic degrees in Communication. We propose to reduce this duplication by building on the unique strengths of our faculty and following the national trend of offering more focused, professional training in the fields of projected future job growth. Instead of offering a generic degree in Communication, we plan to offer a professional degree in "Strategic Communication." The field of Strategic Communication combines Public Relations and Promotions (external communication) with Organizational Communication (communication structures within an organization). A degree in Strategic Communication prepares students for work in public relations, promotions, human resources, customer service, convention planning and a wide range of related careers.

Need for the Program
In the State of Connecticut alone there are over 3,000 public relations specialists or managers, and well over 100 hundred new job openings are expected each year, at least for the next several years. The Connecticut Department of Labor expects that in the next decade there will be a 15% increase in the number of jobs for Public Relations Specialists and a 13% growth in jobs for Public Relations Managers. Employment opportunities for Meeting and Convention Planners is expected to grow much faster than average. The U.S. Department of Labor expects double-digit growth in the fields of customer service, human resource managers, as well as training and development managers. New technologies of communication (e.g. Facebook, Twitter) have substantially changed the field since CCSU's degree in Communication was first approved in 1980. We need to modernize our program to meet current and projected future career paths in Public Relations and Organizational Communication.

Curriculum
Current core requirements for the generic Communication BA (12 credits):
   1) COMM 140 Public Speaking
   2) COMM 230 Introduction to Mass Media
   3) COMM 240 Survey of the Field of Communication
   4) COMM 301 Critical Thinking, or
   5) COMM 302 Problem-Solving and Decision Making
Proposed core requirements for the professional degree in Strategic Communication (15 credits):
   1) COMM 215 Introduction to Interpersonal Communication, or
   2) COMM 216 Intercultural Communication
   3) COMM 231 Communication Technologies
   4) COMM 234 Introduction to Public Relations
   5) COMM 253 Introduction to Organizational Communication
   6) COMM 343 Communication and Social Influence
The B.A. in Strategic Communication requires 38 credits total, with 15 credits in core courses, 8 credits in required gateway courses from a specified emphasis area, and at least 15 other credits

of directed electives. The new program is smaller than the current program by 1 credit (38 instead of 39 credits).

Students
Our Public Relations/Promotions emphasis has consistently been our most popular offering, drawing 91 students in the Fall of 2008 and growing to 144 students in the Fall of 2013. These numbers indicate the directions in which Communication is headed, and we want to prepare students for the next generation of careers.

Faculty
1) Yanan Ju – Intercultural, Interpersonal and Organizational Communication
2) Rati Kumar – Public Relations, Organizational Communication, Health Communication
3) Ismael Lopez Medel – Public Relations, Social Media
4) Christopher Pudlinski – Generalist, Strategic Communication
5) C. Benjamin Tyson – Social Influence, Public Relations, Environmental Communication
6) William Yousman – Communication Technologies, Strategic Communication

Learning Resources
Currently we have enough camcorders to serve our needs (though in this fast-changing field we will eventually need to upgrade all of these to high-definition).

Facilities
Currently our two small production labs are sufficient to serve students (though our growing enrollment indicates that we may need additional lab space in the future).

Fiscal Note
No additional monetary resources are needed in order to make these modifications.

Review of Documents:
a) Campus Review
b) Campus Budget and Finance
c) Campus President
d) Academic Council
e) System Office

Accreditation: November 7, 2013; fifth-year interim report accepted

3/11/2015 – Academic Council
5/29/2015 – Academic and Student Affairs Committee
6/25/2015 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a new program

June 25, 2015

RESOLVED: That the Board of Regents for Higher Education license and accredit a program in Strategic Communication leading to a Bachelor of Arts (B.A.) degree at Central Connecticut State University.

A True Copy:

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

ITEM
Licensure of a new program leading to a Bachelor of Science (BS) degree in Respiratory Care (AS-to-BSRT).

BACKGROUND
Summary
This program is designed to move students with the AS degree in respiratory care to the baccalaureate level BSRT. Three community colleges in the State (MCC, NVCC, NCC) offer an associate degree in respiratory care. The discipline of respiratory care is moving toward baccalaureate education as the preferred degree in the field, and this program has been developed collaboratively with the support of the three community colleges to achieve that aim. This program is modeled after the successful RN-to-BSN programs that exists throughout the country and are considered appropriate pathways for clinicians looking to advance their careers in areas of health care management, leadership and advanced critical experiences. This program is designed for students who have earned an associate degree in respiratory care, AND hold a registered, respiratory therapist (RRT) credential. It will be the only public BSRT program in the State of Connecticut.

Respiratory therapists with advanced education are needed in large numbers to serve as educators, clinical specialists, and leaders throughout the healthcare delivery system. This program is designed to promote academic excellence by guiding experienced respiratory therapists through research methodology, leadership skill development, advanced skills training, critical appraisal of evidence-based medicine and other professional-related concepts congruent with respiratory therapeutics, patient education, and leadership and management. Such enhanced knowledge and competencies are necessary to meet the goals of the respiratory care professional as well as the current and future expectations for respiratory care practice. This program builds on entry knowledge and competencies with course work to enhance professional development, prepare for a broader scope of practice, and provide a better understanding of the cultural, political, economic and social issues that effect patients and influence healthcare delivery. The program offers two optional tracks: a Leadership Track and a Clinical Track to meet the needs and desires of varying student populations.

This program addresses a critical workforce need as well as the need for more advanced practitioners with highly developed critical thinking skills. The program allows for the Connecticut State University system to take an important leadership role in providing baccalaureate level education in respiratory care.

Need for the Program
The impetus for the development of the program was a the result of several discussions among the three community college respiratory care directors, and the respiratory management at Yale New Haven Hospital (which employs over 150 respiratory therapists, about half of whom do not have a baccalaureate degree). They recognized the need to partner with a four-year institution, and chose Southern Connecticut State University as the ideal partner. They were able to share their vision with the academic dean of the School of Health and Human Services (HHS), emphasizing the growing demand among graduates of associate program for higher level training in order to advance into senior staff and administrative positions within the discipline. Additionally, they noted that the only the baccalaureate program in the State of Connecticut is located at the University of Hartford. The

University of Hartford program is often cost prohibitive for community college graduates, this forcing these graduates to seek their baccalaureate credential in some other field, if at all. The community college deans and directors were extremely enthusiastic in their support of the development of the SCSU program, and subsequently a program director was hired in August 2014. The program director conducted a survey of currently practicing respiratory therapists, respiratory students and respiratory managers in Fall 2014 to gauge interest and need for the program in the State of Connecticut ($N = 184$). Of these, 78% of practicing RRTs and 89% of respiratory students indicate that they plan to work as a respiratory therapist in the State of Connecticut for the next five years.

Respiratory care remains a growing field, with a 19% increase in respiratory therapists from 2009 to 2014, and no change in turnover rate as hospitals (the largest employer of respiratory therapists) during the same timeframe. Long-term rehabilitation facilities saw the largest jump in employment for respiratory therapists, increasing 7.6% in 2014, with expected growth to continue as more and more patients are discharged from the hospital with respiratory needs. According to the U.S. Bureau of Labor Statistics, employment of respiratory therapists is expected to increase faster than average over the next decade, primarily because the aging baby boom generation will increase the number of older people, who tend to suffer the most from respiratory conditions like pneumonia and COPD and who often have respiratory complications due to heart disease and other common diseases of aging. While U.S. employment in general is forecast to increase by 15 percent, the need for respiratory therapists will grow by up to 26 percent. With demand for RTs on the rise, salaries are following suit. According to the 2009 Human Resources study from the AARC, the projected average annual earnings of RTs working in the U.S. is $62,223. In this study, and depending on the area of the country, therapists just beginning their careers reported average annual earnings ranging from $42,078-$47,297
(http://www.aarc.org/careers/what-is-an-rt/employment-financial-outlook/)

Curriculum
The program is a 36-credit program that includes two tracks: a leadership track and a clinical track. There are 24 program core credits; 12 program electives. Students are required to complete all pre-requisites and LEP requirements. The BSRT curriculum is 120 credits. Courses are offered in traditional classroom format, online, hybrid, and alternative options (such as weekend classes) to meet the needs of a 24-hour workforce of respiratory clinicians. The program is designed to be completed in a full time (2-year) sequence, or a part-time (3-year) sequence. The curriculum is designed to capture four key learning objectives, congruent with the identified competencies for program accreditation: leadership competencies; evidence-based medicine and respiratory competencies; critical thinking competencies; and, clinical decision-making competencies.

Students

This program builds on the strengths of the three community colleges that provide associate degree training in respiratory care, and the strengths and skills of SCSU's School of Health and Human Services in offering health and allied health services professional education, and the Department of Exercise Science and its expertise in human performance, including cardiopulmonary functioning. Students for this program will be recruited from recent graduates of the three current AS programs. Each program admits about 20 new students per academic year, with approximately 12-15 students earning AS degrees each year. Students are eligible for the program if they have an earned associates degree in respiratory care AND hold a registered, respiratory therapist (RRT) credential.

Graduates from the three community colleges will be guaranteed admission to the SCSU program. Additionally, currently practicing RRTs with associates degrees (regardless of where or when they earned their associates degree in respiratory) are welcome and encouraged to apply for admission to the program. As with other clinical "bridge" programs such as this (example: RN-to-BSN program) accreditation guidelines recognize that a student is considered to have reached competency in their pre-requisite courses, by virtue of their current employment in the discipline and their current RRT license. The program director has actively been creating relationships with the hospitals in the State and meeting with respiratory therapists to engage them in the ongoing dialogue in the discipline regarding baccalaureate level education in the profession.

Faculty
Program director, Joan Kreiger, is an Assistant Professor in Exercise Science (EXS) at SCSU and holds an RRT license. Additional EXS and other HHS faculty will be utilized to teach courses. Furthermore, accreditation guidelines allow for (and encourage) content experts as adjunct faculty to provide a well-rounded, quality educational experience for the student. An example of this would be a credentialed, neonatal specialist who currently practices in a NICU; or, a long-term care manager with experience in pulmonary rehabilitation.

Learning Resources
Courses are offered in traditional, on-the-ground classrooms, as well as online/hybrid formats. To that end, resources such as increased library holdings will be needed. The School of Health and Human Services at SCSU prides itself on collaboration and is the only school in Connecticut comprised of seven disciplines that all share a mission of caring and compassion within a professional framework: communication disorders, exercise science, marriage and family therapy, nursing, public health, recreation and leisure, and social work. As only school in Connecticut with these disciplines under a single umbrella, academic opportunities are highly interdisciplinary, reflecting the complex health care landscape. Research demonstrates that clients are best served when the professionals collaborate and share resources. Students will experience real-world collaboration through the sharing of resources and expertise.

Facilities
Currently the facilities at SCSU are sufficient for the program needs. Clinical laboratory simulations for medical/surgical patients, as well as Intensive Care Unit simulations may be needed depending on future interests for the Clinical Track option.

Fiscal Note
Funded marketing efforts aimed at promoting the program throughout New England, and additional faculty as the program grows are included in the proposed budget. Accreditation guidelines require a medical advisor. Paid clinical preceptors in response industry market demands, may dictate the need for additional funding. The position of Director of Clinical Education (DCE) has already been approved as a line item for the current FY, and is reflected in the budget proposal.

STAFF REPORT   ACADEMIC AND STUDENT AFFAIRS COMMITTEE

Institution	Southern Connecticut State University			*Date*	April 7, 2015
Proposed Program	Respiratory Care Therapy				

PROJECTED Enrollment	FY 2016		FY 2017		FY 2018	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers *(from other programs)*						
New Students *(first time matriculating)*	10	3	15	6	20	10
Continuing *(students progressing to credential)*			10	3	15	9
Headcount Enrollment	10	3	25	9	35	19
Total Estimated FTE per Year						

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)*	$91,560	$24,678	$228,900	$97,341	$320,460	$160,407
Program-Specific Fees (Registration Fee)		$495		$1,485		$2,585
Other Rev. *(Annotate in text box below)*						
Total Annual Program Revenue	**$116,733**		**$327,726**		**$483,452**	

PROJECTED Expenditures*	Year 1		Year 2		Year 3	
	Number *(as applicable)*	Expenditure	Number	Expenditure	Number	Expenditure
Administration *(Coordinator - 3 credits of release time plus F/B)*	0.25	$34,591	0.25	$34,591	0.25	$34,591
Faculty - .75 FTE	0.75	$103,774	0.75	$103,774	0.75	$103,774
Faculty *(Adjunct plus F/B)*		$6,405		$6,405		$6,405
Director of Clinical Education (inc f/b)				$90,000		$90,000
Content Experts @ 3 credits 10.12.1 Time per semester (inc F/B)				$12,810		$12,810
Marketing / Advertising Costs		$5,000		$10,000		$12,000
Medical Adviser Stipend		$5,000		$5,000		$5,000
Travel / Conferences		$3,000		$3,000		$4,000
Misc. Office Supplies		$1,000		$1,000		$2,000
Estimated Indirect Cost *(e.g. student services, operations, maintenance)*		$15,877		$26,658		$27,058
Total ESTIMATED Expenditures (NONE - please see "Assumptions" on page 2)		**$174,647**		**$293,238**		**$297,638**

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

Existing regulations require that: "...an application for a new program shall provide complete information on the plan to operate and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part

Assumptions:	Each cohort will start every year in the Fall.			
	First cohort is assumed to be 10 Full Time and 3 Part Time students.			
	Program consists of 36 credits.			
	Rates shown are for FY 2015.			
	For comparative purposes, revenue and expenses HAVE NOT been inflated for FY17 & FY18.			

Review of Documents:
  a)   Campus Review
  b)   Campus Budget and Finance
  c)   Campus President
  d)   Academic Council
  e)   System Office

Accreditation:
The Commission on Accreditation for Respiratory Care (CoArc) is in the active process of creating a voluntary accreditation process for "degree-advancement programs" (DAPs) such as this. Currently, CoArc accreditation is only for entry-level programs. Students who have completed their associate degrees at an accredited program are eligible to apply for the National Board for Respiratory Care (NBRC) credentialing examinations. The SCSU AS-to-BSRT program is designed to be fully aligned with accreditation standards, once these are approved by the Commission, and are in place.

3/11/2015 – Academic Council
5/29/2015 – Academic and Student Affairs Committee
6/25/2015 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a new program

June 25, 2015

RESOLVED: That the Board of Regents for Higher Education, license a program in Respiratory Care leading to a Bachelor of Science (B.S.R.T.) degree at Southern Connecticut State University for a period of three years until June 30, 2018.

A True Copy:

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

ITEM
Licensure and accreditation of a new certificate program Computed Tomography at Middlesex
Community College.

BACKGROUND
<u>Summary of the Proposal: Background for the Program</u>

Middlesex Community College (MxCC) is proposing a new, 21-credit, two-semester Certificate in
Computed Tomography. This Certificate will have direct relationships with a separately proposed
new Certificate in Mammography; and, the college's existing Associate Degree program in
Radiologic Technology, which is offered in partnership with Middlesex Hospital and its parent
corporation, Middlesex Hospital Health Systems.

The college plans to offer the eight Computed Tomography Certificate courses within two academic
semesters, and require students to take all courses simultaneously. This will allow a cohort of
students to complete program requirements within nine months. The Certificate will prepare
graduates for advanced employment in a field that has growing job opportunities and higher-than-
average wages for occupations with similar education and training preparation. By operating the
certificate in cohort format, the College anticipates efficient resource utilization by running the
program only when a minimum number of students have enrolled.

This program is known in the industry as a "post-primary certification" because it represents
validation of students' mastery of supplementary technical skills and completion of clinical training
beyond the first professional credential. Entering students must be American Registry of Radiologic
Technologists (ARRT) Registered Radiographers; R.T. (R). Consistent with the College's mission,
the proposed Certificate in Computed Tomography will prepare Certified Radiographers for
immediate entry into the workplace and provide a fully articulated pathway to National Certification
by the American Registry of Radiologic Technologists (ARRT) as a Certified Computed
Tomographer, R.T. (R) (CT).

MxCC's location is ideal for this program, as it is surrounded by numerous health care providers.
Middlesex Hospital Health Systems' (MHHS) marketing and promotional assistance will help draw
students from the entire state as this will be the only program of its kind in the Connecticut State
Colleges and Universities System, is projected to be significantly less expensive than the three other
programs offered in the state by private universities, and will meet clinical requirements that will be
effective January 1, 2016. MxCC already has arranged for the use of MHHS imaging centers as
well as other nearby imaging facilities for completion of required clinical competencies.

It is also important to note that there is a long-term collaborative relationship between MxCC and
MHHS that was forged in 1970 when the hospital-based Radiography certificate program evolved
to a college-based associate degree program. It is anticipated that this new certificate will strengthen
our institutional relationships. For example, in creating this new post-Associate Degree certificate
program, Professor/Coordinator Dr. Judy Wallace and Director Donna Crum of the MxCC
Radiologic Technology program are working closely with the Connecticut Hospital Association
(CHA), a statewide organization that represents hospitals and imaging facilities. This collaboration
will help ensure the completion of the clinical requirements of the program.

The Computed Tomography Certificate is one result of intensive curriculum development happening at the college, brought about by its participation in a consortium of CSCU institutions known as the Health & Life Sciences Initiative. This initiative has been funded by a $12 million Trade Adjustment Assistance Community College and Career Training (TAA-CCCT) grant, with an implementation period of October 2012 through March 2016. Consortium members are Capital, Gateway, Manchester, Middlesex, and Norwalk Community Colleges; Eastern Connecticut State University, and Charter Oak State College. The consortium will provide targeted certifications, industry-recognized credentials, and Associate degrees to prepare veterans, TAA impacted, dislocated, and other under-employed workers statewide for careers in health and life sciences.

Need for the Program:

A CT technologist administers ionizing radiation to humans for diagnostic, therapeutic or research purposes. They perform CT procedures and related techniques producing data at the request of and interpretation by a licensed independent practitioner. The Practice Standards for Medical Imaging and Radiation Therapy Technologists – Computed Tomography Practice Standards (http://media.asrt.org/pdf/governance/practicestandards/ps_ct.pdf, visited November 19, 2014).

The U.S. Bureau of Labor Statistics (BLS) aggregates Computed Tomography outlook data under the heading of Radiography because it is a post-primary certification which can only be pursued at the completion of an accredited Radiography program, after which an individual first earns a primary certification in Radiography R.T. (R) by passing the registry examination. Thus, unique outlook data for Computed Tomography is not available. However, employers prefer hiring multi-credentialed Radiographers because of their flexibility to work in these various professional capacities.

The healthcare sector is one of the nation's largest employers. The Occupational Outlook Handbook predicts that open positions for Radiographers, which includes the aggregated data for Computed Tomography, would increase by 21% in the decade 2012-2022, faster than the average for all occupations. As the population grows older, there will be an increase in medical conditions, such as breaks and fractures caused by osteoporosis, which can require imaging to diagnose them. In addition, federal health legislation will expand the number of patients who have access to health insurance, increasing patient access to medical care. According to a recent survey by the American Society of Radiologic Technologists2, the average national wage for radiologic technologists in 2013 was $62,763 per year. Incomes for entry-level radiologic technologists (those with two years or less experience) averaged $45,878 per year. Technologists who work in specialty areas such as CT or MRI typically earn more.

Curriculum

The hybrid nature of the program makes it possible for students to complete all required didactic coursework online. The remaining clinical courses may be taken at designated clinical affiliates throughout the state. Additionally, due to this flexible format, we are anticipating expanding our reach to surrounding states with the addition of recognized clinical affiliates. This will permit individuals that are currently employed in medical imaging practices to work and still participate in the program.

The Computed Tomography Certificate consists of eight courses (two, four-course semesters), totaling 21 academic credits:

- CT xx1, "Cross Sectional Anatomy I" (1 credit) – New Course
- CT xx2, "CT Image Display, Post Processing and Quality Assurance I" (2 credits) – New Course
- CT xx3, "Procedures and Instrumentation I" (2 credits) – New Course
- CT xx4, "CT Clinical Experience I" (4 credits) – New Course
- CT xx5, "Cross Sectional Anatomy II" (2 credits) – New Course
- CT xx6, "CT Image Display, Post Processing and Quality Assurance II" (3 credits) – New Course
- CT xx7, "Procedures and Instrumentation I" (3 credits) – New Course
- CT xx8, "CT Clinical Experience II" (4 credits) – New Course
Final course designations and numbers will be determined in Banner once the Board of Regents approves this program.

Effective January 1, 2016 the ARRT requires documentation and completion of structured education* meeting the following requirements:

- the educational activities must be distributed among the current ARRT content specifications for this discipline;
- the total number of hours must equal at least 16; and
- at least one hour of structured education must be related to each of the following content areas:

    A. Patient Care and Safety
    B. Imaging Procedures
    C. Physics and Instrumentation

Activities must meet the same standards as continuing education activities [i.e., approved by a Recognized Continuing Education Evaluation Mechanism (RCEEM or RCEEM+)] or must meet the definition of an approved academic course. An approved academic course is a formal course of study that is relevant to the radiologic sciences and/or patient care as it relates to the radiologic sciences and is offered by a post-secondary educational institution accredited by a mechanism recognized by ARRT.

*An approved academic course is a formal course of study that is relevant to the radiologic sciences and/or patient care as it related to the radiologic sciences and is offered by a post-secondary educational institution accredited by a mechanism recognized by the ARRT such as NEASC. Additional external accreditation is not available. Structured educational activities that are only approved by state licensing agencies will not satisfy these requirements.

Computed Tomography coursework includes patient care and safety, imaging procedures, physics and instrumentation and well as providing extensive clinical experience which includes a minimum of 59 procedures in seven different categories.

Upon completion of the Certificate, a student will be able to:

1. Apply sectional anatomy knowledge and positioning skills for the completion of computed tomography (CT) procedures per established protocols.
2. Select appropriate instrumentation parameters based on established protocols.
3. Practice radiation safety by using the lowest dose parameters to achieve an optimal examination per established protocols while adhering to nationally established radiation safety practices.
4. Demonstrate post-processing procedures based on established protocols.
5. Communicate verbally, non-verbally and in writing with members of the health care team, patients and their support system in an appropriate, culturally sensitive and effective manner.
6. Demonstrate ethical and professional behaviors at all times.

<div align="center">Students</div>

This program will be a selective admission program. Entering students must be American Registry of Radiologic Technologists (ARRT) Registered Radiographers; R.T. (R). Consistent with the MxCC community college mission, the proposed certificate in Computed Tomography will prepare Certified Radiographers for immediate entry into the workplace and provide a fully articulated pathway to National Certification by the American Registry of Radiologic Technologists (ARRT) as a Certified Computed Tomographer, R.T. (R) (CT).

This is a cohort-based program that will require a minimum number of students for both instructional and budgetary considerations; and, a maximum number that will depend on the available clinical placement settings. At this time, we estimate the cohort size to range between 6 and 12 students. The program will not run during a given semester if insufficient enrollment warrants.

<div align="center">Faculty:</div>

Donna J. Crum, M.S., R.T.(R) (CT)
Susan Bengtson, B.S., R.T. (R) (M) (CT) (QM)

<div align="center">Learning Resources & Facilities</div>

The college will utilize existing contractual arrangements with Middlesex Hospital Health Systems and other clinical partners to provide students access to state-of-the-art facilities in award-winning patient care centers. All imaging and testing equipment needed for the program is currently available for use at all clinical affiliate sites because they are established industry and medical practice standards.

Specialized educational software developed by the Radiology Professional organization (ASRT) will be utilized for instruction and content mastery to meet certification test specifications.

The community college Blackboard online course management system will be used to deliver instructional content, facilitate communication among faculty and students, and allow for student submission of required coursework.

The college's Jean Burr Smith Library maintains adequate books and electronic resources to support the Certificate.

Fiscal Note:

As indicated in the attached Pro-Forma Budget, the college anticipates: 1) sufficient enrollment income to cover program expenses, 2) expenses including a joint operating contract with Middlesex Hospital Health Systems, salary and fringe benefits for clinical instructors, consumable supplies, and an allowance for indirect costs; and, 3) income to slightly exceed expenses on a cohort basis. As stated previously, the college will not run the program with insufficient enrollment.

Review of Documents:

a) Campus Review
b) Campus Budget and Finance
c) Campus President
d) Academic Council
e) System Office

Accreditation:

This program is not subject to professional accreditation at this time. The State of Connecticut does not require a license to practice Computed Tomography, but students are required to pass a professional Registry exam sponsored by the American Registry of Radiologic Technologists (ARRT).This exam, although not State or Federally mandated, provides certification which the industry is moving towards for third party reimbursement. In practice, hospitals are not hiring non-certified personnel to perform CT examinations.

5/13/2015 – Academic Council
5/29/2015 – Academic and Student Affairs Committee
6/25/2015 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a new program

June 25, 2015

RESOLVED: That the Board of Regents for Higher Education, license and accredit a program in Computed Tomography leading to a Certificate at Middlesex Community College.

A True Copy:

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

ITEM
Licensure and accreditation of a new certificate program in Mammography at Middlesex
Community College.

BACKGROUND
<u>Summary of the Proposal: Background for the Program</u>

Middlesex Community College (MxCC) is proposing a new, 8-credit, one-semester Certificate in
Mammography. This Certificate will have direct relationships with a separately proposed new
Certificate in Computed Tomography; and, the college's existing Associate Degree program in
Radiologic Technology, which is offered in partnership with Middlesex Hospital and its parent
corporation, Middlesex Hospital Health Systems.

The college plans to offer the two Mammography Certificate courses within one academic semester,
and require students to take both courses simultaneously. This will allow a cohort of students to
complete the program requirements within four months. The Certificate will prepare graduates for
advanced employment in a field that has growing job opportunities and higher-than-average wages
for occupations with similar education and training preparation. By operating the certificate in
cohort format, the College anticipates efficient resource utilization by running the program only
when a minimum number of students have enrolled.

This program is known in the industry as a "post-primary certification" because it represents
validation of students' mastery of supplementary technical skills and completion of clinical training
beyond the first professional credential. Entering students must be American Registry of Radiologic
Technologists (ARRT) Registered Radiographers; R.T. (R). Consistent with the College's mission,
the proposed Certificate in Mammography will prepare Certified Radiographers for immediate entry
into the workplace and provide a fully articulated pathway to National Certification by the
American Registry of Radiologic Technologists (ARRT) as a Certified Mammographer, R.T. (R)
(M).

MxCC's location is ideal for this program, as it is surrounded by numerous health care providers.
Middlesex Hospital Health Systems' (MHHS) marketing and promotional assistance will help draw
students from the entire state as this will be the only program of its kind in the Connecticut State
Colleges and Universities System, is projected to be significantly less expensive than the two other
programs offered in the state by private universities, and will meet clinical requirements that will be
effective January 1, 2016. MxCC already has arranged for the use of MHHS imaging centers as
well as other nearby imaging facilities for completion of required clinical competencies.

It is also important to note that there is a long-term collaborative relationship between MxCC and
MHHS that was forged in 1970 when the hospital-based Radiography certificate program evolved
to a college-based associate degree program. It is anticipated that this new certificate will strengthen
our institutional relationships. For example, in creating this new post-Associate Degree certificate
program, Professor/Coordinator Dr. Judy Wallace and Director Donna Crum of the MxCC
Radiologic Technology program are working closely with the Connecticut Hospital Association
(CHA), a statewide organization that represents hospitals and imaging facilities. This collaboration
will help ensure the completion of the clinical requirements of the program.

The Mammography Certificate is one result of intensive curriculum development happening at the college, brought about by its participation in a consortium of CSCU institutions known as the Health & Life Sciences Initiative. This initiative has been funded by a $12 million Trade Adjustment Assistance Community College and Career Training (TAA-CCCT) grant, with an implementation period of October 2012 through March 2016. Consortium members are Capital, Gateway, Manchester, Middlesex, and Norwalk Community Colleges; Eastern Connecticut State University, and Charter Oak State College. The consortium will provide targeted certifications, industry-recognized credentials, and Associate degrees to prepare veterans, TAA impacted, dislocated, and other under-employed workers statewide for careers in health and life sciences.

<div align="center">Need for the Program:</div>

Mammographers administer ionizing radiation for diagnostic, therapeutic or research purposes. A mammography technologist performs breast imaging procedures and related techniques producing data at the request of and with interpretation by a licensed independent practitioner. The mammographer performs the breast imaging procedures that create mammographic images needed for diagnosis.

Students are trained to meet the standards contained in the Practice Standards for Medical Imaging and Radiation Therapy Technologists Mammography Practice Standards; http://media.asrt.org/pdf/governance/practicestandards/ps_mamm.pdf (visited November 19, 2014).

The U.S. Bureau of Labor Statistics (BLS) aggregates Mammography outlook data under the heading of Radiography because it is a post-primary certification that can only be pursued at the completion of an accredited Radiography program, after which an individual first earns a primary certification in Radiography R.T. (R) by passing the registry examination. Thus, unique outlook data for Mammography is not available. However, employers prefer hiring multi-credentialed Radiographers because of their flexibility to work in these various professional capacities.

The healthcare sector is one of the nation's largest employers. The Occupational Outlook Handbook predicts that open positions for Radiographers, which includes the aggregated data for Mammography, would increase by 21% in the decade 2012-2022, faster than the average for all occupations. As the population grows older, there will be an increase in medical conditions, such as breaks and fractures caused by osteoporosis, which can require imaging to diagnose them. In addition, federal health legislation will expand the number of patients who have access to health insurance, increasing patient access to medical care. According to a recent survey by the American Society of Radiologic Technologists, the average national wage for radiologic technologists in 2013 was $62,763 per year. Incomes for entry-level radiologic technologists (those with two years or less experience) averaged $45,878 per year. Technologists who work in specialty areas such as Mammography or MRI typically earn more.

<div align="center">Curriculum</div>

The Mammography Certificate consists of two courses, totaling 8 academic credits:

- MAM xx1, "Principles of Mammography" (4 credits) – New Course
- MAM xx2, "Mammography Clinical Experience (4 credits) – New Course

Final course designations and numbers will be determined in Banner once the Board of Regents approves this program.

Effective January 1, 2016 the ARRT requires documentation and completion of structured education* meeting the following requirements:

- the educational activities must be distributed among the current ARRT content specifications for this discipline;
- the total number of hours must equal at least 16; and
- at least one hour of structured education must be related to each of the following content areas:

  A.   Patient Care: Education and Assessment
  B.   Instrumentation and Quality Assurance
  C.   Anatomy, Physiology and Pathology
  D.   Mammographic Technique and Image Evaluation
  E.   Breast Imaging Procedures

Activities must meet the same standards as continuing education activities [i.e., approved by a Recognized Continuing Education Evaluation Mechanism (RCEEM or RCEEM+)] or must meet the definition of an approved academic course. An approved academic course is a formal course of study that is relevant to the radiologic sciences and/or patient care as it relates to the radiologic sciences and is offered by a post-secondary educational institution accredited by a mechanism recognized by ARRT.

*An approved academic course is a formal course of study that is relevant to the radiologic sciences and/or patient care as it related to the radiologic sciences and is offered by a post-secondary educational institution accredited by a mechanism recognized by the ARRT such as NEASC. Additional external accreditation is not available. Structured educational activities that are only approved by state licensing agencies will not satisfy these requirements.

The program includes clinical experience requirements. Candidates must document performance of a minimum of 75 repetitions of mammography procedures according to the criteria noted below. Procedures are documented, verified and submitted when complete via an online tool accessible through an R.T.'s My ARRT Info account on arrt.org. Completion of each procedure must be verified by the student's supervising mammography technologist or a MQSA qualified interpreting physician.

Upon completion of the Certificate, a student will be able to:

1. Apply breast anatomy knowledge in the demonstration of and the successful completion of mammography procedures per established protocols.
2. Demonstrate the ability to maintain radiographic equipment per established MQSA standards.
3. Demonstrate professional practice of radiation safety by using the lowest dose parameters to achieve an optimal examination per established protocols while adhering to nationally established radiation safety practices.

4. Communicate verbally, non-verbally and in writing with members of the health care team, patients and their support system in an appropriate, culturally sensitive and effective manner.
5. Demonstrate ethical and professional behaviors at all times.

Students

This program will be a selective admission program. Entering students must be American Registry of Radiologic Technologists (ARRT) Registered Radiographers; R.T. (R). Consistent with the MxCC Community College mission, the proposed certificate in Mammography will prepare Certified Radiographers for immediate entry into the workplace and provide a fully articulated pathway to National Certification by the American Registry of Radiologic Technologists (ARRT) as a Certified Mammographer, R.T. (R) (M).

This is a cohort-based program that will require a minimum number of students for both instructional and budgetary considerations; and, a maximum number that will depend on the available clinical placement settings. At this time, we estimate the cohort size to range between 6 and 12 students. The program will not run during a given semester if insufficient enrollment warrants.

Faculty:

Susan Bengtson, B.S., R.T. (R) (M) (CT) (QM)

Learning Resources & Facilities

The college will utilize existing contractual arrangements with Middlesex Hospital Health Systems and other clinical partners to provide students access to state-of-the-art facilities in award-winning patient care centers. All mammography imaging and testing equipment needed for the program is currently available for use at all clinical affiliate sites because they are established industry and medical practice standards.

Specialized educational software developed by the Radiology Professional organization (ASRT) will be utilized for instruction and content mastery to meet certification test specifications.

The community college Blackboard online course management system will be used to deliver instructional content, facilitate communication among faculty and students, and allow for student submission of required coursework.

The college's Jean Burr Smith Library maintains adequate books and electronic resources to support the Certificate.

Fiscal Note:

As indicated in the attached Pro-Forma Budget, the college anticipates: 1) sufficient enrollment income to cover program expenses, 2) expenses including a joint operating contract with Middlesex Hospital Health Systems, salary and fringe benefits for clinical instructors, consumable supplies, and an allowance for indirect costs; and, 3) income to slightly exceed expenses on a cohort basis. As stated previously, the college will not run the program with insufficient enrollment.

<u>Review of Documents:</u>

a) Campus Review
b) Campus Budget and Finance
c) Campus President
d) Academic Council
e) System Office

<u>Accreditation:</u>

This program is not subject to professional accreditation at this time. The State of Connecticut does not require a license to practice Mammography but students are required to pass a professional Registry exam sponsored by the American Registry of Radiologic Technologists (ARRT). This exam is currently not State mandated but is Federally mandated and thus provides certification which is required in order to perform mammographic examinations.

5/13/2015 – Academic Council
5/29/2015 – Academic and Student Affairs Committee
6/25/2015 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a new program

June 25, 2015

RESOLVED: That the Board of Regents for Higher Education, license and accredit a program
in Mammography leading to a Certificate at Middlesex Community College.

A True Copy:

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

ITEM
Institutional Accreditation of Norwalk Community College

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)).

Norwalk Community College (NCC) was last accredited by the Board of Governors for Higher
Education in September 2010, and recently submitted a 10-year self-study report as well as
underwent a comprehensive evaluation from the New England Association of Schools and
Colleges (NEASC) Commission on Higher Education, the institution's regional accreditor.
Based on the material in the report and a report from the visiting evaluation team, NEASC
continued the College's regional accreditation. A review of the document provided by NEASC
indicates there is no cause not to rely on its assessment.

RATIONALE
NEASC continued the College's regional accreditation at its March 6, 2015 meeting, having
found the institution to be substantially in compliance with its *Standards for Accreditation*. In
issuing its evaluation, NEASC identified the following noteworthy findings:

- The inclusive process used to produce its self-study that provided an "abundance of
  information for reflection and improvement" and a foundation from which to launch the
  institution's strategic planning process for 2016-2021

- Recognitions of NCC for its designation as an Achieving the Dream Leader College,
  being named to the President's Higher Education Community Service Honor Roll, and its
  selection by the Helmsley Charitable Trust as one of three community colleges to lead a
  regional collaborative to improve STEM pathways

- The efforts of the College's dedicated faculty to "champion innovative pedagogies" such
  as ePortfolios and learning communities, and the creation of a Department of Institutional
  Effectiveness to improve NCC's capacity to collect, assess, and utilize data to make more
  informed decisions

- NCC's strong commitment to enrolling and supporting a diverse student body

- The proactive creation of a Behavioral Intervention Team and a Crisis Intervention Team

- The important role of the NCC Foundation in ensuring the financial health of the
  institution

- With a committed president, strong leadership team, and well-qualified faculty and staff,
  NCC is well positioned to continue its own development and to ensure the College's
  academic mission and student support services remain the institution's priorities

Areas for follow-up in report due Spring 2017 included:

- Progress report of efforts to develop and implement a plan to meet its goals for student success, including completion and graduation rates, and to ensure students' advising needs are appropriately met

Areas for follow-up in fifth-year Interim Report due Fall 2019 included:

- Report of continuing progress to implement plan developed to achieve the institution's goals for student success and to ensure adequate student advisement; as well as the items specified for the Spring 2017 report

- Give emphasis to institution's success in reviewing its mission and completing and implementing the 2016-2021 strategic plan

- Assurance that institution "employs effective procedures for the regular evaluation of faculty

- Give emphasis to the College's success to improve communication across its constituencies, including, as appropriate, the participation of adjunct faculty in institutional governance

- Evaluate the impact of the State of Connecticut's governance structure on NCC's ability to meet the mandates of its mission

5/29/2015 – BOR-Academic and Student Affairs Committee
6/25/2015 – Board of Regents

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

RESOLUTION

concerning

Institutional Accreditation

June 25, 2015

RESOLVED: That the Board of Regents for Higher Education accept NEASC actions and grant
accreditation to Norwalk Community College until September 30, 2020

A True Copy:

_____

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

Founded in 1885

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

April 9, 2015

Mr. Nicholas Donofrio
Connecticut Board of Regents
39 Woodland Street
Hartford, CT 06105

Dear Mr. Donofrio:

Attached is a copy of the Commission on Institutions of Higher Education's letter to President David L. Levinson notifying him of the recent action taken on the accreditation status of Norwalk Community College. 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/jm

Enclosure

cc: Dr. David L. Levinson

3 BURLINGTON WOODS DRIVE, SUITE 100, BURLINGTON, MA 01803-4514 I TOLL FREE 1-855-886-3272 I TEL: 781-425-7785 I FAX: 781-425-1001
http://cihe.neasc.org

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

April 2, 2015

Dr. David L. Levinson
President
Norwalk Community College
188 Richards Avenue
Norwalk, CT 06854-1655

Dear President Levinson:

I am pleased to inform you that at its meeting on March 6, 2015, the Commission on Institutions of Higher Education took the following action with respect to Norwalk Community College:

that Norwalk Community College be continued in accreditation;

that the College submit a report for consideration in Spring 2017 that gives emphasis to the institution's progress in developing and implementing a plan to meet its goals for student success, including completion and graduation rates, and to enhance advising services for students;

that the College submit an interim (fifth-year) report for consideration in Fall 2019;

that, in addition to the information included in all interim reports, the College give emphasis to its success in:

1. continuing to implement the plan developed to achieve the institution's goals for student success and to ensure students' advising needs are met;

2. reviewing the College's mission and completing and implementing the 2016-2021 strategic plan;

3. enhancing the faculty evaluation process;

4. improving communication across the College's constituencies, including the participation of adjunct faculty, as appropriate, in institutional governance;

5. evaluating the impact of the State of Connecticut's governance structure on the College's ability to meet the mandates of its mission;

that the next comprehensive evaluation be scheduled for Fall 2024.

The Commission gives the following reasons for its actions.

Norwalk Community College is continued in accreditation because the Commission finds the institution to be substantially in compliance with the *Standards for Accreditation*.

We commend Norwalk Community College (NCC) for the inclusive process used to produce its self-study that provided an "abundance of information for reflection and improvement" and a foundation from which to launch the institution's strategic planning process for 2016-2021. Over the past decade, the visibility of the College has been enhanced by, among other things, its designation as an Achieving the Dream Leader College and being named to the President's Higher Education Community Service Honor Roll. In addition, the College's selection by the Helmsley Charitable Trust in 2014 as one of three community colleges to lead a regional collaborative to improve STEM pathways is impressive. We note with favor the efforts of the College's dedicated faculty to "champion innovative pedagogies" such as ePortfolios and learning communities, and the creation of a Department of Institutional Effectiveness to improve NCC's capacity to collect, assess, and utilize data to make more informed decisions that has led to data inquiries "skyrocketing" from 27 requests in 2010 to 166 in 2013. We understand that the information available to students on the institution's website about its distance education programs provides an excellent overview about the online environment, resources available, and links to support resources. The College's strong commitment to enrolling and supporting a diverse student body is demonstrated by the hiring of a Chief Diversity and Compliance Officer who, as part of the executive team, will help to advance the institution's diversity initiatives. The proactive creation of a Behavioral Intervention Team and a Crisis Intervention Team is also noteworthy. We are aware that the NCC Foundation has an important role in ensuring the financial health of the institution, annually awarding some $700,000 in scholarships to students and "seed" funding faculty and staff positions; ending FY2014 with a $400,000 fund balance (unaudited) is also a notable accomplishment. With a committed president, strong leadership team, and well-qualified faculty and staff, Norwalk Community College is well positioned to continue its own development and to ensure the College's academic mission and student support services remain the institution's priorities.

The item the institution is asked to report on in Spring 2017 is related to our standards on *Faculty* and *Students*.

Along with the visiting team, we commend Norwalk Community College for the comprehensive array of academic support services it provides to improve student success and retention, including the Tutoring and Writing Centers and the Main Street one-stop shop. Funded by resources from the NCC Foundation and the State of Connecticut, the College's Start2Finish initiative uses "high impact" educational practices to support the success of first-semester, full-time students and served 571 students this past year. At the same time, particularly given that advising is a voluntary activity for faculty, we share the visiting team's concern about the lack of clear information available to students to help them navigate the different advising options available; we note that these options vary by department which hinders the College's ability to determine whether students' advising needs are being met. We are aware, too, that NCC's graduation rate of 8-9% remains "stubbornly low," and understand that the institution is committed to doubling the rate to 16-18% by 2016 which will require a strong enrollment management plan to focus and direct the College's efforts. We therefore look forward to learning, through the Spring 2017 report, of the institution's progress to develop and implement a plan to meet its goals for student success, including completion and graduation rates, and to ensure students' advising needs are appropriately met. Our standards on *Faculty* and *Students* are relevant here:

The institution has in place an effective system of academic advising that meets student needs for information and advice and is compatible with its educational objectives. Faculty and other personnel responsible for academic advising are adequately informed and prepared to discharge their advising functions. Resources are adequate to ensure the quality of advising for students regardless of the location of instruction or the mode of delivery (5.19).

The institution demonstrates its ability to admit students who can be successful in the institution's academic program, including specifically recruited populations. It ensures a systematic approach to providing accessible and effective programs and services designed to provide opportunities for enrolled students to be successful in achieving their academic goals. The institution provides students with information and guidance regarding opportunities and experiences that may help ensure their academic success (6.5).

The institution measures student success, including rates of retention and graduation and other measures of success appropriate to institutional mission (6.6).

Data on retention, graduation, and other measures of student success are regularly reviewed within the institution, with the results being used for planning, resource allocation, and improvement (6.9).

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 (fifth-year) reports the College is asked, in Fall 2019, to report on its continued progress to implement the plan developed to achieve the institution's goals for student success and to ensure adequate advising services for students specified for attention in the Spring 2017 report, as well as four matters related to our standards on *Mission and Purposes*, *Planning and Evaluation, Faculty,* and *Organization and Governance.*

We concur with the visiting team and the institution that the College's mission is in need of a "refresh" to reflect both the changing demographics of the student population and the impact of technology on higher education and the way students learn. In addition, we recognize that going forward NCC's mission will need to be aligned with the five goals set by the Connecticut Board of Regents: a successful first year, student success, affordability and financial sustainability, innovation and economic growth, and equity. We therefore are pleased to learn that the development of Norwalk Community College's 2016-2021 strategic plan began at the February 2015 All-College meeting with an "appreciative inquiry" exercise to reflect on the institution's current mission and vision. As specified in our standards on *Mission and Purposes* and *Planning and Evaluation,* we ask that the Fall 2019 interim (fifth-year) report give emphasis to the institution's success in reviewing its mission and completing and implementing the 2016-2021 strategic plan.

The institution periodically re-evaluates the content and pertinence of its mission and purposes, assessing their usefulness in providing overall direction in planning and resource allocation. The results of this evaluation are used to enhance institutional effectiveness (1.5).

The institution plans beyond a short-term horizon, including strategic planning that involves realistic analyses of internal and external opportunities and constraints. It plans for and responds to financial and other contingencies, establishes feasible priorities, and develops a realistic course of action to achieve identified objectives. Institutional

decision-making, particularly the allocation of resources, is consistent with planning priorities (2.3).

The Commission understands that department chairs currently have primary responsibility for the evaluation of faculty and that this evaluation consists of a classroom observation, a review of student evaluations, a self-assessment, and a professional development plan. However we understand that professional development plans are not consistently undertaken, and student evaluations are returned at a rate of 16%. We therefore note with approval that NCC recognizes the need for additional professional development for department chairs to "ensure uniformity with respect to faculty evaluation and improved outreach to adjuncts." We seek assurance, through the Fall 2019 interim (fifth-year) report, that "[t]he institution employs effective procedures for the regular evaluation of faculty ... performance" (5.11). Our standard on *Faculty* provides this additional guidance:

> ... The institution has equitable and broad-based procedures for such evaluation applying to both full- and part-time faculty, in which its expectations are stated clearly and weighted appropriately for use in the evaluative process (5.11).

Norwalk Community College's efforts to provide broad opportunities for community members to participate in the institution's governance, including the creation of a college-wide Senate in 2006 and the addition of three Senate Officers, the head of the Student Government Association, and other directors to the management council, are commendable. At the same time, as noted in the self-study and confirmed by the visiting team, communication "across units and employee groups is still a challenge" in part due to the lean staffing and position vacancies necessitated by budget cuts that have required members of the management team to "juggle many responsibilities." In addition, we understand that the involvement in College governance of NCC's adjunct faculty, who in Fall 2013 comprised 72% of the faculty (263 of 366 total faculty), is beyond the terms of their collective bargaining agreement and that, as a result, adjunct faculty have a "very limited role in governance and are not routinely invited to department meetings." In keeping with our standards on *Organization and Governance* and *Faculty*, we ask that the Fall 2019 interim (fifth-year) report give emphasis to the College's success to improve communication across its constituencies including, as appropriate, the participation of adjunct faculty in institutional governance.

> ... The institution's system of governance involves the participation of all appropriate constituencies and includes regular communication among them (3.1).

> ... The institution's internal governance provides for the appropriate participation of its constituencies, promotes communications, and effectively advances the quality of the institution (3.9).

> ... Institutions that employ part-time, adjunct, clinical or temporary faculty assure their appropriate integration into the department and institution and provide opportunities for faculty development (5.8).

> The institution's academic organization and governance structures and policies reflect the composition and variety of faculty appointments (5.9).

We understand that the Connecticut Board of Regents for Higher Education (BOR) was established in 2011 and that its strategic plan for Connecticut's State College and Universities (CSCU) – Transform CSCU 2020 – is still "unfolding." Among the BOR's responsibilities are setting tuition, fees, and financial aid policies, and making final decision on academic programs and institutional budgets including personnel lines. Collective bargaining agreements are also

negotiated at the state level. The Fall 2019 interim (fifth-year) report will afford the institution the opportunity to evaluate the impact of the State of Connecticut's governance structure on its ability to meet the mandates of its mission. This section of the report should be informed 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 (3.11).

The scheduling of a comprehensive evaluation in Fall 2024 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 Norwalk Community College and for the report submitted by the visiting team. The Commission also welcomed the opportunity to meet with you, Vanessa Morest, Dean of Institutional Effectiveness and Interim Dean of Academic Affairs, Rose Ellis, Dean of Administration, and John Cox, 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 of action on its accreditation status. In a few days we will be sending a copy of this letter to Mr. Nicholas Donofrio. 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,

Patricia Maguire Meservey

PMM/sjp

Enclosures

cc: Mr. Nicholas Donofrio
     Visiting team

ITEM
Institutional Accreditation of Central Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD
RESOLVED: That the Board of Regents for Higher Education accept NEASC actions and grant
accreditation to Central Connecticut State University until June 30, 2019

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)).

Central Connecticut State University (CCSU) was last accredited by the Board of Governors for
Higher Education in October 2009, for a period ending December 2014. CCSU submitted a 10-
year self-study report in Fall 2008 and underwent a comprehensive evaluation from the New
England Association of Schools and Colleges (NEASC) Commission on Higher Education, the
institution's regional accreditor. Subsequently, CCSU submitted a fifth-year interim report to
NEASC as requested.

RATIONALE
NEASC continued the University's regional accreditation at its March 6, 2009 meeting, having
found the institution to be substantially in compliance with its *Standards for Accreditation*.
NEASC found no reason to alter that decision at its November 13, 2013 meeting.

In accepting CCSU's Fall 2013 fifth-year interim report, NEASC asked the institution to place
special emphasis of the following in its next ten-year self-study, in advance of the Fall 2018
comprehensive evaluation:

> The University's success in implementing its new general education program,
> including an approach to the assessment of student learning in the core

5/29/15 – BOR-Academic and Student Affairs Committee

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Institutional Accreditation

June 25, 2015

RESOLVED: That the Board of Regents for Higher Education accept NEASC actions and grant
accreditation to Central Connecticut State University until June 30, 2019

A True Copy:

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

NEASC

Founded in 1885

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

November 7, 2013

Dr. John W. Miller
President
Central Connecticut State University
1615 Stanley Street
New Britain, CT 06050-4010

Dear President Miller:

I am pleased to inform you that at its meeting on September 19, 2013, the Commission on Institutions of Higher Education considered the fifth-year interim report submitted by Central Connecticut State University and voted to take the following action:

> that the fifth-year interim report submitted by Central Connecticut State University be accepted;

> that the comprehensive evaluation scheduled for Fall 2018 be confirmed;

> that, in addition to the information included in all self-studies, the self-study prepared in advance of the Fall 2018 comprehensive evaluation give emphasis to the institution's success in implementing its new general education/core curriculum, including an approach to the assessment of student learning outcomes in the core.

The Commission gives the following reasons for its action.

The Commission commends Central Connecticut State University (CCSU) for a thorough, well-written interim report. We note with approval the University's success in establishing a "culture of assessment" through its advances in developing a comprehensive program of student learning assessment and review across most of the campus. We are pleased to learn that with the support of the Academic Assessment Committee, the University continues to make progress in the assessment of its academic programs, with 97% of programs "in compliance with the established assessment policy." To enhance the effectiveness of academic advising and strengthen a "unified and mutually supportive culture of advising," CCSU established the Center for Advising and Career Exploration in 2009 and school-based advising centers in 2012. We are gratified to learn that survey results indicate increased student satisfaction with advising. The Commission understands that the institution created a new policy that part-time faculty must hold a degree one

level higher than they are teaching (not including doctoral programs). In addition, each department has a method to review the qualifications and evaluate part-time faculty.

The report submitted by CCSU also provided evidence of the University's successful implementation of its off-campus instructional locations in Montego Bay and Kingston, Jamaica, where the institution offers its Educational Leadership and Reading and Language Arts master's degree programs. We are pleased to learn of continuing initiatives to measure student performance, including comprehensive exams, case portfolios, and exit student satisfaction surveys for these programs. The Commission also takes favorable note of CCSU's success in offering its two distance education programs, the Master of Science and Graduate Certificate in Data Mining. We understand that the University has made significant revisions to these programs which have resulted in an increase in enrollment from 40 to 70 students and higher levels of student completion and success.

The Commission commends Central Connecticut State University for its effectiveness in collecting, analyzing and using evidence aligned with its strategic plan to drive decision-making. We note with favor that the institution uses several means to measure student success including graduation rates, which increased from 47.6% in 2009 to 52% in 2012, and licensure exams, student satisfaction surveys (Student Satisfaction Inventory, NSSE, Educational Benchmarking), focus groups, course mapping, and advising. We understand that the Teaching and Learning Center "redesigned the University's probation and dismissal policy in an effort to help more at-risk students achieve good academic standing" after assessing course evaluations, preliminary analyses of student transcripts, and enrollment and completion data. The University has established a four-year cyclical review of academic programs university-wide. Changes made as a result of these reviews include the use of assessment focus groups in the M.S. in Educational Technology program, standardized syllabi for core courses, and a hybrid gateway course for the M.S. in Construction Management.

The scheduling of a comprehensive evaluation in Fall 2018 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive evaluation at least once every ten years. In addition to the information included in all self-studies, we ask that the institution give emphasis, in the self-study prepared in advance of the Fall 2018 comprehensive evaluation, to a matter related to our standard on *The Academic Program.*

The Commission understands that, in Fall 2014, CCSU will implement its revised competency-based General Education program with a core comprising of artistic and intellectual expression; self, community, and society; scientific inquiry; mathematical reasoning; and a special seminar in critical inquiry. The University anticipates that it will use the *AAC&U Value Rubrics*, or an adapted version of these rubrics, to assess student learning in the general education program. We anticipate being apprised, in Fall 2018, of the University's success in implementing its new general education program, including an approach to the assessment of student learning in the core, in keeping with our standard on *The Academic Program:*

> The general education requirement is coherent and substantive. It embodies the institution's definition of an educated person and prepares students for the world in which they will live. The requirement informs the design of all general education courses, and provides criteria for its evaluation, including the assessment of what students learn (4.16).

> Graduates successfully completing an undergraduate program demonstrate competence in written and oral communication in English; the ability for scientific and quantitative reasoning, for critical analysis and logical thinking; and the capability for continuing learning, including the skills of information literacy. They also demonstrate knowledge and understanding of scientific, historical, and social phenomena, and a knowledge and appreciation of the aesthetic and ethical dimensions of humankind (4.19).
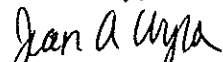
The Commission expressed appreciation for the report submitted by Central Connecticut State University and hopes that its preparation has contributed to institutional improvement. It appreciates your cooperation in the effort to provide public assurance of the quality of higher education in New England.

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

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

Sincerely,

Jean A. Wyld

JAW/jm

Enclosure

cc: Ms. Yvette Meléndez

ITEM

The Board of Regents for Higher Education amends its policy regarding "Pre-Employment Background Verification Policy at the Connecticut State Colleges and Universities"

BACKGROUND

On October 16, 2014, the Board approved policy regarding "Pre-Employment Background Verification Policy at the Connecticut State Colleges and Universities" and on January 15, 2015, the Board approved an amendment to expand the pre-employment background verification investigations to CSCU employees who are internal candidates for a transfer or promotion to certain types of positions.

The Connecticut State Colleges and Universities ("CSCU") System and its seventeen institutions are committed to providing a safe learning and working environment for its students, faculty and staff. Therefore, in order to ensure the appointment of employees of the highest integrity and to maintain a safe educational community, the CSCU System conducts pre-employment background investigations on prospective employees. The revision to the existing policy expands pre-employment background verification investigations to specific categories of student worker positions in the CSCU System and to CSCU employees who are internal candidates for a transfer or promotion to positions that handle DCL3 data.

ANALYSIS

The policy sets forth consistent requirements and guidelines for performing such background investigations on all individuals for whom employment will be tendered. The proposed revisions to the policy expand the pre-employment background verification investigations to certain student worker positions that are deemed to be security- or safety-sensitive due to the nature of the work performed. Specifically, the policy shall apply to the following student worker positions, beginning with hiring for the fall 2015 semester:

- Resident Assistants;
- Students assigned to the Public Safety Department;
- Students who handle DCL3 data as defined in the CSCU Data Management Standards (DCL3 is protected confidential data, which comprises identity and financial data);
- Students who have a fiduciary responsibility, handle cash or credit transactions, or have a primary responsibility related to finance or budget; or
- Students deemed by the institution's chief human resources officer to be in safety- or security-sensitive positions.

The proposed revision identifies the screening requirements (Level III) for candidates for these safety- or security-sensitive student worker positions that include:

- Social Security Trace or SSN Validation: CBSV (Consent Based SSN Verification);
- County/Statewide Criminal Search (where lived, worked, attended school - as obtained from disclosure form or Social Security Trace);
- Federal Criminal Search (where lived, worked, attended school – as obtained from disclosure form or Social Security Trace); and
- Multi-Jurisdictional Criminal Search (includes National Sex Offender)

In addition to expanding the policy to certain student worker positions, two other updates are included in the policy amendment. CSCU employees who are internal candidates for a transfer or promotion to positions that handle DCL3 data as defined in the CSCU Data Management Standards (DCL3 is protected confidential data, which comprises identity and financial data) will be covered by this policy. Lastly, the screening requirements previously included a Social Security Trace and now include the option to conduct a "SSN Validation: CBSV (Consent Based SSN Verification)" in place of the Social Security Trace if desired by the institution or System Office. The SSN Validation has a higher accuracy level and is useful for individuals who have not yet established credit, such as some students.

RECOMMENDATION

That the Board of Regents for Higher Education amends the Pre-Employment Background Verification Policy as detailed above and contained in the attached "Pre-employment Background Verification Policy at the Connecticut State Colleges and Universities."

06/17/15 - Human Resources & Administration Committee
06/25/15 - BOR

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

RESOLUTION

concerning

PRE-EMPLOYMENT BACKGROUND VERIFICATION POLICY

AT

THE CONNECTICUT STATE COLLEGES AND UNIVERSITIES

June 25, 2015

WHEREAS,   The Board of Regents for Higher Education, in accord with the Connecticut State Colleges and Universities, comprised of seventeen institutions and a System Office, is committed to providing a safe learning and working environment for its students, faculty and staff, and

WHEREAS,   the Board of Regents for Higher Education adopted policy regarding "Pre-Employment Background Verification at the Connecticut State Colleges and Universities" on October 9, 2014, and revised such policy on January 15, 2015; and

WHEREAS,   The Connecticut State Colleges and Universities seek to hire employees of the highest integrity in order to maintain a safe educational community, and

WHEREAS,   A need has been identified to expand the pre-employment background verifications to CSCU student worker positions that are deemed to be security- or safety-sensitive due to the nature of the work performed, and

WHEREAS,   A need has been identified to expand the pre-employment background verifications to CSCU employees who are internal candidates for a transfer or promotion to positions that handle DCL3 data, now therefore be it

RESOLVED,   That the Board of Regents formally amends its policy by adopting the attached revised policy regarding "Pre-Employment Background Verification" effective immediately.

A True Copy:

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

Pre-employment Background Verification Policy
Connecticut State Colleges and Universities

Introduction/Purpose:

The Connecticut State Colleges and Universities System ("CSCU") is committed to providing a safe learning and working environment for its students, faculty and staff. Therefore, in order to ensure the hiring of employees of the highest integrity and to maintain a safe educational community, the CSCU System, comprised of its seventeen institutions and the System Office, will conduct pre-employment background investigations on all individuals for whom employment is to be tendered.

This policy sets forth the requirements and guidelines for performing such background investigations.

Scope:

Upon adoption by the Board of Regents for Higher Education, all full-time and part-time external candidates for employment with a CSCU institution or the System Office, as well as potential re-hires with a break in service of more than one year, shall undergo a pre-employment background investigation pursuant to this policy as part of the employment screening process. This policy covers all full-time and part-time employees, including University Assistants, Educational Assistants, Adjuncts/Lecturers and other temporary and contracted employees.

This policy shall also apply to the following student worker positions (including graduate assistant or graduate intern positions), beginning with hiring for the fall 2015 semester:
- Resident Assistants;
- Students assigned to the Public Safety Department;
- Students who handle DCL3 data as defined in the CSCU Data Management Standards (DCL3 is protected confidential data, which comprises identity and financial data);
- Students who have a fiduciary responsibility, handle cash or credit transactions, or have a primary responsibility related to finance or budget; or
- Students deemed by the institution's chief human resources officer to be in safety- or security-sensitive positions.

It is understood that there is movement in the CSCU workforce between institutions (including the System Office) due to transfer and promotional opportunities, as well as dual employment situations. This policy applies to these situations as detailed below:

The following CSCU employees shall be covered by this policy:
- CSCU employees who *apply for and are offered a transfer or promotional opportunity to a different CSCU institution* and have not already undergone a background investigation.

Pre-employment Background Verification Policy at the
Connecticut State Colleges & Universities

- CSCU employees who are candidates for *transfer or promotion to a management/confidential professional position.*
- CSCU employees who are candidates for *transfer or promotion to positions that handle DCL3 data, have a fiduciary responsibility, handle cash or credit transactions, or have a primary responsibility related to finance or budget.*

The following CSCU employees shall not be covered by this policy:
- CSCU employees who *apply for transfer or promotion within the same institution.*
- CSCU employees who *transfer to or become dually employed at a different CSCU institution and have already had a background investigation* done at the former CSCU institution.
- Former CSCU employees who are *rehired at the same or different CSCU institution* after a break in service of less than one year *and have already undergone a background investigation.*

Policy:

No external employment candidate may begin work for an institution or the System Office until the appropriate screenings have been completed. The background investigation may reveal certain information that may disqualify the candidate from further consideration for the position. Special circumstances may, on occasion, require an applicant to start work before all pre-employment background checks are completed. Such exceptions may occur only with prior approval by the chief human resources officer at the institution, or the Vice President for Human Resources at the System Office. Written notification will be sent to the applicant that continued employment is contingent upon completion of a pre-employment background investigation acceptable to the institution or the System Office.

Elimination of a candidate from consideration for hiring on the basis of information revealed by the background investigation must be reviewed and approved by the chief human resources officer at the institution, or by the Vice President for Human Resources at the System Office. Access to the background investigation report shall be handled with the strictest confidence and be limited to the President and the chief human resources officer or their designees at the institution or the President of the Board of Regents for Higher Education or Vice President for Human Resources at the System Office or their designees.

Procedure:

The CSCU System shall select and contract with an approved background investigation vendor. All institutions and the System Office must utilize the approved designated background investigation vendor for pre-employment background investigations and shall comply with this procedure.

Pre-employment Background Verification Policy at the
Connecticut State Colleges & Universities

1.   Notification & Authorization

Candidates will be informed during the pre-employment process that selection is subject to completion of a background investigation acceptable to the institution or the System Office. Applicants who have been designated as finalists for positions will be provided a disclosure and will be required to consent to a background investigation. Applicants will be required to provide information for use by the approved background investigations vendor. The institution's or System Office's chief human resources officer or designee will initiate all background investigations.

2.   Collecting Background Information

Before awarding the position, the institution or System Office will conduct the following Level I pre-employment background check of all candidates (for non-student worker positions):

Level I Screening

- Social Security Trace or SSN Validation: CBSV (Consent Based SSN Verification);
- Prior Employment Verification (prior 7-10 years);
- Education Verification (highest degree attained or highest education level if no degree attained);
- Professional Reference Checks;
- County/Statewide Criminal Search (where lived, worked, attended school – as obtained from disclosure form or Social Security Trace);
- Federal Criminal Search (where lived, worked, attended school – as obtained from disclosure form or Social Security Trace); and
- Multi-Jurisdictional Criminal Search (includes National Sex Offender).

Before awarding the position, the institution or System Office will conduct the following Level II pre-employment background check on all candidates for executive-level positions (Dean and above) and at the option of the institution or System Office other positions that direct a substantial operational unit as designated by the institution's or System Office's chief human resources officer or president:

Level II Screening
for Executive–Level Positions

- Includes all elements of the Level I Screening; AND
- Motor Vehicle Record;
- State/Federal Civil Litigation;
- Credit Verification (in accordance with state and federal laws); and
- Media Search.

Before awarding the position, the institution or System Office will conduct the following Level III pre-employment background check on all candidates for the <u>following student worker positions</u> (including graduate assistant or graduate intern positions): (1) Resident Assistants; (2) Those in the Public Safety Department; (3) Those who handle DCL3 data as defined in the CSCU Data Management Standards; (4) Those who have a fiduciary responsibility, handle cash or credit transactions, or have a primary responsibility related to finance or budget; or (5) other positions that are deemed by the institution's chief human resources officer to be safety- or security-sensitive positions:

**Level III Screening
for Student Workers**

- Social Security Trace or SSN Validation: CBSV (Consent Based SSN Verification);
- County/Statewide Criminal Search (where lived, worked, attended school - as obtained from disclosure form or Social Security Trace);
- Federal Criminal Search (where lived, worked, attended school – as obtained from disclosure form or Social Security Trace); and
- Multi-Jurisdictional Criminal Search (includes National Sex Offender)

In addition, candidates for designated positions may also be subject to the following types of screenings, depending on the requirements of the position:

Position-Specific Screening

- Motor Vehicle Record (for positions that require driving as part of the job);
- Credit Verification (for positions that have a fiduciary responsibility, handle cash or credit transactions, or have a primary responsibility related to finance or budgets, in accordance with state and federal laws);
- Professional Licensing Check (for any positions that require a professional license); and
- International Screening – criminal search and credential verification, as needed.

Prior employment verification, education verification, professional reference checks and media searches may be conducted by the background investigations vendor or the institution/System Office at the option of the institution/System Office.

3. *Use of Background Investigation Results*

Listed below are examples of factors that may disqualify an applicant for employment. This list is not an all-inclusive list, but is provided merely as examples):

- Inconsistency of information provided by the candidate versus that obtained by the background investigation. (Examples might include, but not be limited to,

significant differences in prior employment dates, education obtained, or licenses held.)

- Omissions of significant information by the candidate. (Examples might include, but not be limited to, failure to disclose being dismissed for cause or loss of certifications qualifying the applicant for the position.)
- Unsatisfactory information uncovered by the background investigation. (Examples might include, but not be limited to the following: Felony or misdemeanor convictions related to the position applied for; unsatisfactory job performance on a prior job; poor attendance or disciplinary problems on a prior job; record of moving violations (for a job requiring driving an institution or state vehicle); credit history that would indicate an inability to manage finances or which would create undue personal financial pressure (for jobs handling management of significant financial resources).

4.   Fair Credit Reporting Act ("FCRA") Compliance:

The FCRA and the regulations promulgated thereunder are intended to give a candidate for employment the opportunity to correct any factual errors in his or her consumer report, as defined in the FCRA, before an adverse employment action is taken. The candidate must be provided notice of any disqualifying information revealed by the consumer report, including, but not limited to, credit history information, and a reasonable period of time to correct discrepancies.

When the institution or System Office receives information in a consumer report that will potentially disqualify a candidate from consideration, the institution or System Office will comply with the following FCRA protocol:

- The candidate shall be sent a letter notifying him/her that the institution or System Office has received disqualifying information from the consumer report.
- To the letter shall be attached a copy of the report and a summary of the candidate's rights under FCRA and any relevant state required forms.
- The notification shall be sent to the candidate before any adverse employment action may be taken based on the consumer report.
- After five (5) business days, barring the receipt of any new information that changes or clarifies the consumer report and eliminates any discrepancies, the institution or System Office shall send the candidate a second letter rejecting his/her candidacy based on the disqualifying information generated by the consumer report.

Services of the approved background investigation vendor may be utilized to produce the adverse action notifications, or the institution or the System Office, may produce the notifications themselves.

Pre-employment Background Verification Policy at the
Connecticut State Colleges & Universities

5.   *Record Retention:*

All information obtained, as part of a background investigation, shall be held in strictest confidence. Documentation of a successfully completed background investigation shall be retained for the appropriate retention period for employment records promulgated by the State of Connecticut and by institution or System Office personnel search policies and procedures. The detailed background investigation report shall be retained by the approved background investigation vendor in compliance with state and federal retention requirements and shall not be included in an employee's personnel file. Unauthorized disclosure of information gathered through the background investigation will not be tolerated and may subject the discloser to disciplinary action.

6.   *Use/Review Criteria:*

a.   <u>Criminal Convictions:</u> The institutions and the System Office will not knowingly hire applicants who have been convicted of job-related crime within the allowable reportable time period for reporting such offenses. This time period is normally seven (7) years. This also applies to those situations when the date of disposition, release, probation, or parole (whichever is most recent) relating to the crime occurred within the past seven (7) years.

Pursuant to Connecticut General Statutes Sections 46a-79 and 46a-80, in determining whether conviction of a criminal offense will disqualify an applicant for a particular position, the following three factors will be considered:

- The nature of the offense and its relationship to the position;
- The degree to which the applicant has been rehabilitated; and
- The length of time elapsed since conviction.

Notification of rejection of employment will be sent via registered mail and will specifically describe the evidence presented and state the reason(s) for disqualification.

b.   <u>Pending Criminal Charges:</u> If the institution or System Office becomes aware that the applicant has criminal charges that are currently pending, but no court disposition has yet been made, the institution or System Office shall assess the criminal charges on a case-by-case basis to determine if the charges are job-related or would otherwise impact the potential employee's ability to serve in the position.

Pursuant to Connecticut General Statutes Section 46-80(d), no record of arrest that was not followed by conviction, or record of conviction that has been erased, shall be considered in connection with an application for employment.

Pre-employment Background Verification Policy at the
Connecticut State Colleges & Universities

      c.   <u>Accelerated Rehabilitation:</u> The institution or System Office is not prohibited from considering accelerated rehabilitation or other alternative dispositions when evaluating an applicant. The institution or System Office shall consider the accelerated rehabilitation as it would a pending charge.

      d.   <u>Motor Vehicle Records Check:</u> Motor vehicle records which evidence a revoked or restricted driver's license, invalid driver's license, or traffic violations (including, but not limited to, alcohol-related violations) shall be reviewed as they relate to positions requiring driving duties and in conjunction with all other factors disclosed by the background investigation.

      e.   <u>Credit History:</u> An applicant's credit history shall be reviewed as it relates to jobs requiring financial responsibilities. An applicant's credit history shall be considered in conjunction with all other factors disclosed by the background investigation and shall not be a solely determining factor in denying employment.

<u>Statutory/Administrative Regulation:</u>

Fair Credit Reporting Act
Connecticut General Statutes, Sections 31-51i, 46a-79, 46a-80, 46a-80(d), 46b-146,
      54-760, 54-142a

<u>Responsible Function Area:</u>

Office of Human Resources

ITEM

Amendment to Bylaws of Board of Regents for Higher Education – Revision to Article I, Section 2 – Board Membership.

BACKGROUND

[Passage of Public Act 15-228 AA Permitting Faculty to Attend Executive Sessions of the Board of Regents for Higher Education Upon Invitation](#) allows the chairperson and vice-chairperson of the Board of Regents for Higher Education's (BOR) faculty advisory committee (FAC), who serve as nonvoting, ex-officio members of BOR, to attend BOR executive sessions at the BOR chairperson's invitation.   Current law excludes them from all executive sessions.

Current Board bylaws must be revised to conform to Public Act 15-228. In accordance with Board bylaws, any amendments thereto require:

A. The introduction of a proposed amendment at the time of a regularly scheduled meeting, and

B. An affirmative vote of two thirds of the members of the Board at the time of the next regularly scheduled meeting.

Proposed Bylaws Amendment:

ARTICLE I – THE BOARD OF REGENTS FOR HIGHER EDUCATION
SECTION 2 – BOARD MEMBERSHIP

The board shall consist of twenty-one members who shall be distinguished leaders of the community in Connecticut. The board shall reflect the state's geographic, racial and ethnic diversity. The voting members shall not be employed by or be a member of a board of trustees for any independent institution of higher education in this state or the Board of Trustees for The University of Connecticut nor shall they be employed by or be elected officials of any public agency as defined in subdivision (1) of section 1-200 of the general statutes, during their term of membership on the Board of Regents for Higher Education. The Governor shall appoint nine members to the board as follows: Three members for a term of two years; three members for a term of four years; and three members for a term of six years. Thereafter, the Governor shall appoint members of the board to succeed such appointees whose terms expire and each member so appointed shall hold office for a period of six years from the first day of July in the year of his or her appointment. Four members of the board shall be appointed as follows: One appointment by the president pro tempore of the Senate, who shall be an alumnus of the regional community-technical college system, for a term of four years; one appointment by the minority leader of the Senate, who shall be a specialist in the education of children in grades kindergarten to twelve, inclusive, for a term of three

*years; one appointment by the speaker of the House of Representatives, who shall be an alumnus of the Connecticut State University System, for a term of four years; and one appointment by the minority leader of the House of Representatives, who shall be an alumnus of Charter Oak State College, for a term of three years. Thereafter, such members of the General Assembly shall appoint members of the board to succeed such appointees whose terms expire and each member so appointed shall hold office for a period of four years from the first day of July in the year of his or her appointment. The chairperson and vice-chairperson of the student advisory committee created under section 10a-3 shall serve as members of the board. The chairperson and vice-chairperson of the faculty advisory committee created under section 10a-3a shall serve as ex-officio, nonvoting members of the board for a term of two years and, in their respective roles as chairperson and vice-chairperson, [shall] **may be** [excluded from] **invited to** any executive session, as defined in section 1-200, of the board **by the chairperson of the board**. The Commissioners of Education, Economic and Community Development and Public Health and the Labor Commissioner shall serve as ex-officio, nonvoting members of the board.*

ITEM

No action at this time; provided for Board's consideration on June 25, 2015 for subsequent placement on the Board's next regularly scheduled meeting agenda for action.

6/25/15   Board of Regents meeting; on agenda for *information only*
9/17/15   Board of Regents meeting; on agenda for **adoption**

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

AMENDMENT TO BOARD BYLAWS

September 17, 2015

RESOLVED, that the Board of Regents for Higher Education approves the following amendment to Board Bylaws:

ARTICLE I – THE BOARD OF REGENTS FOR HIGHER EDUCATION
SECTION 2 – BOARD MEMBERSHIP

The board shall consist of twenty-one members who shall be distinguished leaders of the community in Connecticut. The board shall reflect the state's geographic, racial and ethnic diversity. The voting members shall not be employed by or be a member of a board of trustees for any independent institution of higher education in this state or the Board of Trustees for The University of Connecticut nor shall they be employed by or be elected officials of any public agency as defined in subdivision (1) of section 1-200 of the general statutes, during their term of membership on the Board of Regents for Higher Education. The Governor shall appoint nine members to the board as follows: Three members for a term of two years; three members for a term of four years; and three members for a term of six years. Thereafter, the Governor shall appoint members of the board to succeed such appointees whose terms expire and each member so appointed shall hold office for a period of six years from the first day of July in the year of his or her appointment. Four members of the board shall be appointed as follows: One appointment by the president pro tempore of the Senate, who shall be an alumnus of the regional community-technical college system, for a term of four years; one appointment by the minority leader of the Senate, who shall be a specialist in the education of children in grades kindergarten to twelve, inclusive, for a term of three years; one appointment by the speaker of the House of Representatives, who shall be an alumnus of the Connecticut State University System, for a term of four years; and one appointment by the minority leader of the House of Representatives, who shall be an alumnus of Charter Oak State College, for a term of three years. Thereafter, such members of the General Assembly shall appoint members of the board to succeed such appointees whose terms expire and each member so appointed shall hold office for a period of four years from the first day of July in the year of his or her appointment. The chairperson and vice-chairperson of the student advisory committee created under section 10a-3 shall serve as members of the board. The chairperson and vice-chairperson of the faculty advisory committee created under section 10a-3a shall serve as ex-officio, nonvoting members of the board for a term of two years and, in their respective roles as chairperson and vice-chairperson, [shall] may be [excluded from] invited to any executive session, as defined in section 1-200, of the board by the chairperson of the board. The Commissioners of Education, Economic and Community Development and Public Health and the Labor Commissioner shall serve as ex-officio, nonvoting members of the board.

A True Copy:

_____
Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education
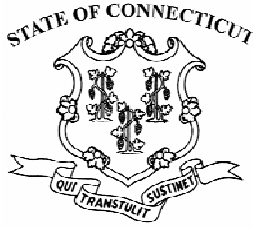
Substitute House Bill No. 6812

Public Act No. 15-228

AN ACT PERMITTING FACULTY TO ATTEND EXECUTIVE SESSIONS OF THE BOARD OF REGENTS FOR HIGHER EDUCATION UPON INVITATION.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

Section 1. Subsection (a) of section 10a-1a of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2015*):

(a) There shall be a Board of Regents for Higher Education who shall serve as the governing body for the regional community-technical college system, the Connecticut State University System and Charter Oak State College. The board shall consist of twenty-one members who shall be distinguished leaders of the community in Connecticut. The board shall reflect the state's geographic, racial and ethnic diversity. The voting members shall not be employed by or be a member of a board of trustees for any independent institution of higher education in this state or the Board of Trustees for The University of Connecticut nor shall they be employed by or be elected officials of any public agency, as defined in subdivision (1) of section 1-200, during their term of membership on the Board of Regents for Higher Education. The Governor shall appoint nine members to the board as follows: Three members for a term of two years; three members for a term of four

years; and three members for a term of six years. Thereafter, the Governor shall appoint members of the board to succeed such appointees whose terms expire and each member so appointed shall hold office for a period of six years from the first day of July in the year of his or her appointment. Four members of the board shall be appointed as follows: One appointment by the president pro tempore of the Senate, who shall be an alumnus of the regional community-technical college system, for a term of four years; one appointment by the minority leader of the Senate, who shall be a specialist in the education of children in grades kindergarten to twelve, inclusive, for a term of three years; one appointment by the speaker of the House of Representatives, who shall be an alumnus of the Connecticut State University System, for a term of four years; and one appointment by the minority leader of the House of Representatives, who shall be an alumnus of Charter Oak State College, for a term of three years. Thereafter, such members of the General Assembly shall appoint members of the board to succeed such appointees whose terms expire and each member so appointed shall hold office for a period of four years from the first day of July in the year of his or her appointment. The chairperson and vice-chairperson of the student advisory committee created under section 10a-3 shall serve as members of the board. The chairperson and vice-chairperson of the faculty advisory committee created under section 10a-3a shall serve as ex-officio, nonvoting members of the board for a term of two years and, in their respective roles as chairperson and vice-chairperson, [shall] **may** be [excluded from] **invited to** any executive session, as defined in section 1-200, of the board **by the chairperson of the board.** The Commissioners of Education, Economic and Community Development and Public Health and the Labor Commissioner shall serve as ex-officio, nonvoting members of the board.

ITEM

Implementation of a Reverse Transfer Policy at CSCU institutions.

BACKGROUND

The concept of a reverse transfer policy has existed for several years in other states, as a way to encourage students who begin their academic careers at a community college, but who do not complete their associates degree, from later finishing what they started. In the fall of 2011, approximately 1,100 students who had earned 40 or more credits transferred from one of the 12 community colleges to either a CSU or COSC without completing their original degree. By initiating this policy, it is expected that a significant number of students will benefit by completing those associates degrees. These students frequently do not realize that their credits at the university level can be transferred back and count toward their associate's degree.

RATIONALE

Benefits of having a reverse transfer policy for students and the CCs

- Strengthen the CSCU system identity of our students
- Improve the number of students who have accumulated credits, but have not completed any degrees
- Improve student realization that they can reverse transfer credits and earn their associates degree even after leaving the community college
- Nationally, only around 50% of students enrolled at baccalaureate institutions complete their baccalaureate degree, leaving a large number of students with many credits but no degree
- Would benefit students' employment prospects and earnings prior to completion of the baccalaureate degree
- Under the federal IPEDS reporting definition, a full-time, first-time community college student who transfer to a CSU/COSC without earning an associate's degree is not counted as a successful completion by either the community college _or_ the baccalaureate institution. Therefore neither institution is able to count that student as a success. If students apply for reverse transfer within three years of starting at the community college, these students would be counted under IPEDS.

There are a number of intra-institutional agreements between institutions that create a reverse transfer process, but it is uneven and creates a lot of paperwork.

Allow for a systemic approach to publicizing to students the benefits of completing the associate's degree at their home community college after transfer.

The process for the policy is detailed in the attachment to the resolution.

4/8/2015 – Academic Council
5/29/2015 – Academic and Student Affairs Committee
6/25/15 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Reverse Transfer Policy

2015

WHEREAS, to further strengthen the transfer relationship between the CSCU community colleges and the baccalaureate institutions a reverse transfer policy is being recommended for adoption by the CSCU system, and

WHEREAS, approvals from the academic council and the 17 institutional presidents has been received on the reverse transfer policy, and

WHEREAS, annually, well over 1,000 Connecticut community college students leave their college and transfer BEFORE earning their associates' degree, therefore, be it

RESOLVED, that a REVERSE TRANSFER policy be initiated for the fall of 2015, whereby the four CSCU state universities and Charter Oak State College Institutional Research staff compile and send a list to each respective community college, of all students who meet the eligibility criteria for a reverse transfer degree, as defined by the academic council, and

RESOLVED that each CSU/COSC institution or CT community college, as appropriate, notify all such eligible students inviting them to apply to their previously attended community college to earn an associates degree, and

RESOLVED, that the system's Academic Council oversee the implementation of the attached policy process.

A True Copy:

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

<p style="text-align:center">REVERSE TRANSFER POLICY
PROCESS</p>

At least once each year, the five baccalaureate institutions (ECSU, CCSU, SCSU, WCSU and COSC) would compile a list of CT community college transfers who are enrolled in their institutions with the following definition of eligibility for reverse transfer:

- Currently enrolled and matriculated in a baccalaureate degree program
- Have transferred from a CT community college within the past 2 years and have **NOT earned an associates' degree**
- Have transferred into the university a minimum of **45** credits from a single CT community college
- Where students have earned additional credits at other colleges/universities beyond the 45 credits above, the community college where the student earned the highest no. credits would be identified for reverse transfer
- Have completed a minimum of **15** credits at the baccalaureate institution

The above definition will be adjusted over time to include a broader number of students, however initially this will intentionally define a more manageable number of eligible students and to modify these criteria gradually. There are likely to be a larger number of requests at the beginning of this process, therefore the goal is to avoid creating a burden on Admissions and Registrars staff across the college system.

The list, broken down by CT community college, would include

- Student first and last name, and Date of Birth
- Student mailing and email addresses
- Selected baccalaureate degree program and number of earned credits
- If known, the student's CT community college ID no.

This annual list would give each community college a sense of the number of students who may be eligible under this process.

CSU/COSC responsibilities

The five baccalaureate institutions agree to send a letter/email to each student identified, inviting them to apply to their primary CT community college for reverse transfer, and will include with this letter/email a transcript request form, to be completed by the student. The transcript will then be sent from the university/state college to the CT community college.

A standard reverse transfer form and FAQ has been developed (see attached), modeled after a similar form already in use by COSC, which will ask the student to give their permission under FERPA to transfer this information for purposes of reverse transfer and also apply to graduate if they meet the requirements for the degree.

Student Responsibilities

If the student choses to, they will e/mail this form to their selected CT community college making arrangements, as stated above, with the university/state college for an official transcript to be sent directly from the university/state college to the community college.

Community College responsibilities

Each receiving CT community college would evaluate the credits on the transcript using their normal transfer credit evaluation process.

A degree audit would be completed by the receiving community college to determine whether the student has met all outstanding requirements for the degree selected by the student. It is anticipated that in many cases, students would be most likely eligible for an A.S. degree in general studies, but the student can earn any degree for which they meet the degree requirements.

The community college would notify the student of their status of completing the selected degree and if any requirements remain unmet, to list those requirements in their letter to the student.

The college would award the degree to the student at the next conferral date of the college.

Timeline for AY 2015-2016

For the first year, the 4-year institutions will send letters/emails to all students eligible by September 25th 2015, for those potentially eligible students who were enrolled in spring 2015, and again by January 1st 2016, for those who were enrolled in the fall 2015. This will assist with contacting a potentially larger group of eligible students in the first year.

Starting in AY 2016-2017 and thereafter, the 4-year institutions will only need to send letters by January 1st of that academic year.

Upon recommendation from the Admissions and Registrars councils, these dates would have student applications arriving during February each year, which is when degree audits typically are reviewed and completed for spring graduation. In the first year, it is understood that the student applications would likely arrive in both October and February.

Students enrolled Fall 2011 with 40 or more cumulative credits.

DM_TERM_CV.COLLEGE_DESC * DM_TRANSFER_COLLEGE_CVINSTITUTION_NAME_NSC Crosstabulation

Count

		DM_TRANSFER_COLLEGE_CVINSTITUTION_NAME_NSC					Total
		CENTRAL CONNECTICUT STATE UNIVERSITY	CHARTER OAK STATE COLLEGE	EASTERN CONNECTICUT STATE UNIVERSITY	SOUTHERN CONNECTICUT STATE UNIVERSITY	WESTERN CONNECTICUT STATE UNIVERSITY	
DM_TERM_CV. COLLEGE_DESC	Asnuntuck	12	4	3	2	0	21
	Capital	73	10	4	2	1	90
	Gateway	24	22	0	84	2	132
	Housatonic	7	9	0	75	10	101
	Manchester	125	9	43	10	2	189
	Middlesex	38	5	3	14	1	61
	Naugatuck Valley	35	11	2	32	54	134
	Northwestern CT	12	0	0	0	3	15
	Norwalk	7	17	7	43	35	109
	Quinebaug Valley	6	1	37	0	0	44
	Three Rivers	18	7	67	7	1	100
	Tunxis	107	8	0	8	2	125
Total		464	103	166	277	111	1121

CONNECTICUT STATE COLLEGES *&* UNIVERSITIES

BOARD OF REGENTS FOR HIGHER EDUCATION

Reverse Transfer & Graduation Application Request Form

Community College that you are applying to Graduate from:_____

Degree for which I am applying to earn: A.S./ A. A. (circle one) in _____ (major)

_____
Name (First,M.I,Last.)   Name While Attending Comm. College (if different)

_____
Address   City   State   Zip

_____   _____   _____   __/___/___
Daytime phone number   Comm. College Banner/Student ID no. Last four digits of SSN#   Birth Date

_____
 Name as you would like it spelled on the Diploma

Attending Commencement? Y / N   (Contact the college directly to find the date of the ceremony)

Authorization: I authorize the community college named above to review my transfer credits for application toward an associate's degree from that institution, providing that I meet all eligibility requirements.

My signature below is agreement that:
- I understand that I am requesting that upon receipt of my transcript, the community college named above will apply any and all credits toward a degree at that institution.
- If my total credits meet all of the requirements for the degree for which I am applying, I will be notified as such.
- If my total credits meet all of the requirements and indicate that it is more appropriate to award an associate degree other than the one indicated, such as A.S. in General Studies, I am giving my permission to award that degree instead of the degree indicated above, and I will be notified as such.
- If I am missing any of the degree requirements, the college will so notify me and let me know what requirements still need to be met.
- I acknowledge that by signing this application I give the selected college permission to print my name and academic major in the commencement brochure (if applicable), and to have my photo taken and possibly used as part of its publicity and marketing efforts.

_____   _____
Student Signature   Date

FOR CC REGISTRAR'S OFFICE USE ONLY:
Date Submitted: _____ Audit Date: _____ Requirements Met: Y / N
Notes (if any): _____

Mail the completed form to the appropriate Registrar's Office address as indicated below:

1. Asnuntuck Community College
   Attn: Registrar, 170 Elm Street, Enfield, CT 06082

2. Capital Community College
   Attn: Registrar, 950 Main Street, Hartford, CT 06103

3. Gateway Community College
   Attn: Registrar, 20 Church Street, New Haven, CT 06510

4. Housatonic Community College
   Attn: Registrar, 900 Lafayette Blvd., Bridgeport Ct. 06604

5. Quinebaug Valley Community College
   Attn: Registrar, QVCC, 742 Upper Maple Street, Danielson, CT 06239

6. Manchester Community College
   Attn: Registrar, MCC, Great Path, Manchester, CT 06040

7. Middlesex Community College
   Attn: Registrar, 100 Training Hill Rd, Middletown, CT 06457

8. Naugatuck Valley Community College
   Attn: Registrar, 750 Chase Parkway, Waterbury, CT 06708

9. Northwestern Connecticut Community College
   ATTN: Registrar's Office, Park Place East, Winsted, CT 06098

10. Norwalk Community College
    Attention: Registrar, 188 Richards Avenue, Norwalk, CT 06854

11. Three Rivers Community College
    Attn: Registrar, 574 New London Tpke, Norwich, CT 06360

12. Tunxis Community College
    Attn: Registrar, 271 Scott Swamp Rd, Farmington CT 06032

| PROJECT NAME | PROJECTED SUBSTANTIAL COMPLETION DATE | PROJECT BUDGET | | | | PERCENTAGE OF COMPLETION | PROJECT ON SCHEDULE | REASON FOR DELAY | ACTIVITY SINCE PREVIOUS REPORT |
		BUDGET	EXPENDITURES TO DATE	PROJECTED EXPENDITURES	PROJECTED VARIANCE (Budget-Projected Expenditures)				
CCSU									
Burritt Library HVAC Code Compliance Improvement	4/1/2013	2,182,000	141,200	2,182,000	-	6%	N	Project to commence Summer 2015	
General Fund Minor Capital Improvements Program (FY 2011)	Ongoing	462,500	459,996	462,500	-	99%	Y		
General Fund Minor Capital Improvements Program (FY 2013)	Ongoing	2,235,000	1,557,167	2,235,000	-	70%	Y		X
Window Replacement in Four General Fund Buildings (Ph	Phased Project	2,297,500	675,332	675,332	1,622,168	100%	Y		
New Classroom Office Bldg - Design & Construction	5/30/2013	37,992,000	37,200,350	37,992,000	-	98%	Y		
Auxiliary Services Fund Facilities (FY 2013)		3,200,000	1,962,647	3,200,000	-	61%	Y		
ITBD Renovations		200,000		200,000	-	0%	Y		
HVAC Improvements - Campus-Wide		5,970,000	4,464,615	5,970,000	-	75%			
Copernicus Hall Lower Roof Replacement		722,000		722,000	-	0%	Y		
Maloney Hall HVAC Improvements		1,220,000		1,220,000	-	0%	Y		
Willard & DiLoreto Hall Renovate/Expand		8,360,137	17,424	8,360,137	-	0%	Y		
ECSU									
General Fund Minor Capital Improvements Program (FY 2009)	Ongoing	872,686	855,666	872,686	-	98%	Y		
General Fund Minor Capital Improvements Program (FY 2013)	Ongoing	3,325,000	2,510,671	3,325,000	-	76%	Y		
General Fund Minor Capital Improvements Program (FY 2014)	Ongoing	1,000,000	831,906	1,000,000	-	83%			X
Fine Arts Instructional Center		83,556,000	51,876,804	83,556,000	-	62%	Y		X
New Warehouse	10/1/2013	2,269,000	2,154,554	2,269,000	-	95%	Y		
Auxiliary Services Fund Facilities (FY 2011)	Ongoing	813,000	812,999	813,000	-	100%	Y		X
Auxiliary Services Fund Facilities (FY 2012)	Ongoing	2,200,000	1,862,504	2,200,000	-	85%	Y		X
Auxiliary Services Fund Facilities (FY 2014)	Ongoing	1,000,000		1,000,000	-	0%			
Goddard / Communication Building Renovations		2,551,000	71,855	2,551,000	-	3%			X
Shafer Hall Renovations		4,100,000	111,279	4,100,000	-	3%			X
SCSU									
Academic Laboratory Building (New)	7/1/2015	67,587,000	25,227,920	67,587,000	-	37%	Y		X
Buley Library Addition & Renovations (2020 Share)	1/1/2016	17,437,937	17,437,937	17,437,937	-	100%	Y		X
Earl Hall Mechanical & Electrical Upgrades	1/24/2011	6,454,456	4,642,230	6,454,456	-	72%	Y		
General Fund Minor Capital Improvements Program (FY 2009)	Ongoing	776,845	775,574	775,574	1,271	100%	Y		
General Fund Minor Capital Improvements Program (FY 2011)	Ongoing	1,656,000	1,653,231	1,656,000	-	100%	Y		
General Fund Minor Capital Improvements Program (FY 2013)	Ongoing	1,299,000	1,291,541	1,299,000	-	99%	Y		
General Fund Minor Capital Improvements Program (FY 2014)	Ongoing	1,000,000	961,154	1,000,000	-	96%	Y		X
General Fund Minor Capital Improvements Programs (FY 2015)	Ongoing	1,000,000	117,362	1,000,000	-	12%			X
Jennings Hall Mechanical & Electrical Upgrades	3/4/2011	6,013,168	5,009,514	6,013,168	-	83%	Y		
Moore Field House - Locker Room Renovations	1/30/2012	929,500	922,195	929,500	-	99%	Y		
Moore Field House - Swimming Pool Renovations	7/30/2011	925,000	821,800	925,000	-	89%	Y	Increased Construction Scope	
Old Student Center Renovations (New School of Business)	6/1/2012	6,124,145	5,728,543	6,124,145	-	94%	Y		
Moore Field House Locker Room Renovation, Phase III		963,600	941,205	963,600	-	98%	Y		X
Moore Field House Roof Replacement, Phase II		1,119,592	691,953	1,119,592	-	62%	Y		
Wintergreen		1,975,000	222,896	1,975,000	-	11%	Y		
Auxiliary Services Fund Facilities (FY 2011)	Ongoing	1,126,265	1,052,346	1,126,265	-	93%	Y		
Auxiliary Services Fund Facilities (FY 2012)	Ongoing	2,800,000	1,563,814	2,800,000	-	56%	Y		
Auxiliary Services Fund Facilities (FY 2013)	Ongoing	400,000	0	400,000	-	0%	Y		
Auxiliary Services Fund Facilities (FY 2009)	Ongoing	5,466,717	5,253,284	5,466,717	-	96%	Y		
Auxiliary Services Fund Facilities (FY 2015)	Ongoing	1,000,000	0	1,000,000	-	0%	Y		
WCSU									
Fine Arts Instructional Center	4/1/2014	97,593,000	88,666,062	97,593,000	-	91%	Y		
General Fund Minor Capital Improvements Program (FY 2009)	Ongoing	1,485,000	1,221,906	1,485,000	-	82%	Y		
General Fund Minor Capital Improvements Program (FY 2011)	Ongoing	1,165,000	995,906	1,165,000	-	85%	Y		X
General Fund Minor Capital Improvement Program (FY 2012)	Ongoing	950,000	422,769	950,000	-	45%	Y		
General Fund Minor Capital Improvements Program (FY 2013)	Ongoing	545,000	390,088	545,000	-	72%	Y		X
General Fund Minor Capital Improvements Program (FY 2014)	Ongoing	1,000,000	51,136	1,000,000	-	5%	Y		
Higgins Hall Annex - HVAC Improvements	6/30/2011	280,000	132,488	132,488	147,512	100%	COMPLETE		
Higgins Hall Annex - Two New Lecture Halls (Classroom Re-configuration)	1/15/2012	699,258	676,700	676,700	22,558	100%	COMPLETE		
University Boulevard Re-Pavement	4/1/2015	236,000	159,048	159,048	76,952	100%	COMPLETE		
Higgins Hall Annex - Learning Emporium		807,025	583,387	807,025	-	72%	Y		
Steam and Hot Water Utilities' Infrastructure Central Heat Plant Improvements	Ongoing	1,975,000	1,626,227	1,975,000	-	82%	Y		
Auxiliary Services Fund Facilities (FY 09)	Ongoing	985,000	685,459	985,000	-	70%	Y		
Auxiliary Srvices Fund Facilities (FY 11)	Ongoing	1,081,000	39,950	1,081,000	-	4%			
New Police Station (Design Only)		500,000	131,974	500,000	-	26%	Y		X
Litchfield Hall Renovations		1,139,213	203,005	1,139,213	-	18%	Y		
Westside Athletic Complex Synthetic Turf Replacement		853,450	610,322	853,450	-	72%	Y		X
Asnuntuck									
Code Compliance/Infrastructure Impr. - Minor Capital Projects	Ongoing	1,152,497	13,810	1,152,497		1%	Y		
Advanced Manufacturing		2,000,000		2,000,000		0%	Y		
Campus-Wide Infrast. Improvement		1,255,000		1,255,000		0%	Y		
Capital									
Code Compliance/Infrastructure Impr. - Minor Capital Projects	Ongoing	809,036		809,036		0%	Y		
Gateway									
Code Compliance/Infrastructure Impr. - Minor Capital Projects		661,291	49,684	661,291		8%	Y		
Housatonic									
Code Compliance/Infrastructure Impr. - Minor Capital Projects	Ongoing	830,436	163,178	830,436		20%	Y		
Manchester									
Code Compliance/Infrastructure Impr. - Minor Capital Projects	Ongoing	1,156,451	97,757	1,156,451		8%	Y		
Compl/Infrast. Improvement - Campus-Wide Strucutre - Concrete Repairs		450,000		450,000		0%	Y		
Middlesex									
Code Compliance/Infrastructure Impr. - Minor Capital Projects	Ongoing	1,195,803		1,195,803		0%	Y		
Roof/Re-Roofing Investigation		500,000		500,000		0%	Y		
Wheaton Hall - Chem Lab Renovations		800,000		800,000		0%	Y		
Naugatuck									
Code Compliance/Infrastructure Impr. - Minor Capital Projects	Ongoing	2,063,574		2,063,574		0%	Y		
Compl/Infrast. Improvement -Campus-Wide Remediation		980,000		980,000		0%	Y		

PROJECT NAME	PROJECTED SUBSTANTIAL COMPLETION DATE	PROJECT BUDGET				PERCENTAGE OF COMPLETION	PROJECT ON SCHEDULE	REASON FOR DELAY	ACTIVITY SINCE PREVIOUS REPORT
		BUDGET	EXPENDITURES TO DATE	PROJECTED EXPENDITURES	PROJECTED VARIANCE (Budget-Projected Expenditures)				
Code Compl/Infrast. Improvement -Sprinkler Lab Relocation Project		400,000		400,000		0%	Y		
Northwestern									
Code Compliance/Infrastructure Impr. - Minor Capital Projects	Ongoing	831,767		831,767		0%	Y		
Norwalk									
Code Compliance/Infrastructure Impr. - Minor Capital Projects	Ongoing	1,460,002	468,121	1,460,002		32%	Y		
Library HVAC Repairs/Adj.		430,000		430,000		0%	Y		
East Campu Chiller Replacement		1,385,000		1,385,000		0%	Y		
Quinebaug									
Code Compliance/Infrastructure Impr. - Minor Capital Projects	Ongoing	707,215		707,215		0%	Y		
Three Rivers									
Code Compliance/Infrastructure Impr. - Minor Capital Projects	Ongoing	679,601		679,601		0%	Y		
Boiler Replacement		950,000		950,000		0%	Y		
Indoor Air Quality Adjustments		450,000		450,000		0%	Y		
Campus-Wide Site Remediation		450,000		450,000		0%	Y		
Tunxis									
Code Compliance/Infrastructure Impr. - Minor Capital Projects	Ongoing	824,172		824,172		0%	Y		
Charter Oak									
Code Compliance/Infrastructure Impr. - Minor Capital Projects	Ongoing	60,570		60,570		0%	Y		
SYSTEM									
Master Plan Upgrades	Ongoing	3,000,000	587,880	3,000,000		20%	Y		
Consolidation & Upgrades of Student Finanical IT Systems		20,250,000	9,165,211	20,250,000		45%	Y		
Smart Classroom Technology (SMART)		20,000,000	1,728,441	20,000,000		9%	Y		
Telecom Upgrades to Campuses		7,500,000	636,620	7,500,000	-	8%	Y		
New & Replacement Equipment (FY 2009)	Ongoing	10,000,000	10,000,000	10,000,000	-	100%	Completed		
New & Replacement Equipment (FY 2011)	Ongoing	8,000,000	8,000,000	8,000,000	-	100%	Completed		
New & Replacement Equipment (FY 2012)	Ongoing	8,895,000	8,895,000	8,895,000	-	100%	Completed		
New & Replacement Equipment (FY 2013)	Ongoing	9,500,000	8,657,797	9,500,000	-	91%	Y		X
New & Replacement Equipment (FY 2015)	Ongoing	20,000,000	841,288	20,000,000	-	4%	Y		X
TOTALS		533,503,408	327,782,683	531,632,947					

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ITEM

Approval of FY 2016 Budget for the Connecticut State Colleges & Universities.

BACKGROUND

The seventeen institutions, as well as the System Office, provided individual, preliminary budgets to the Finance Committee over three days of budget hearings. Budgets were prepared at the time assuming the Governor's Proposed Budget; although we had an indication of the recommendations by the Legislature, it was unclear at that time how much, if any, the Governor would ultimately approve. The budget as included herein is updated from our hearings as the final budget is now closer to resolution. We have included our best estimates based on the information provided, discussions with the Governor's Office, OPM, and OFA. Although the implementer has not yet been issued, we have discussed the expected language and outcomes with appropriate government officials. As indicated in the following section entitled "Subsequent Events," there continue to be discussions which may ultimately impact CSCU. However, the magnitude of potential reductions would not result in a case worse than the original Governor's Proposed Budget.

During our budget hearings, each institution responded to the following questions:

1. Describe the actions undertaken to bridge from your original budget gap to a break-even position.
    a) If reductions in staffing are contemplated, in which areas and how many?
    b) What is the expected impact of reductions on students, employees, and communities?
2. How will actions undertaken impact your programs and offerings?
3. How will actions undertaken impact your class sizes?
4. Have you explored areas for regional or central sharing of services to alleviate budget strain? If so, in what areas? If not, why not?
5. If funds were added back to our final budget, which areas would you restore from the cut-backs?
6. If funds were further constricted, what areas would you be able to further reduce?

The institutions contemplated the priority of restoration of funding under question 5, above; the legislative budget has in fact restored some funding above the Governor's Proposal. The following represents the current FY16 State Appropriations for CSCU, starting with the Governor's original proposal and showing the additions/reductions carried in the legislatively approved budget:

CSU GF	159,309,488	Governor's Proposal
	410,000	CCSU Projects
	20,000	CCSU Veteran's Oasis
	3,988,634	Return to Approx Requested Current Services
	163,728,122	**Total Appropriations**
CCC GF	163,171,028	Governor's Proposal
	20,000	Tunxis Veteran's Oasis
	163,191,028	**Total Appropriations**
Transform CSU	10,000,000	Previously Allocated to CCCs
	9,406,103	Developmental Education
	19,406,103	**Total Provided (Operating Fund - no Fringe)**
BOR	666,038	Governor's Proposal
	(100,000)	Legislative Reduction
	566,038	**Total Appropriations**
Charter Oak	**2,733,385**	**Total Appropriations**
Workers Comp	**3,877,440**	**Previously Managed by Comptroller**
Agency Total	**353,502,116**	**From Budget Book**

Additional funds provided above were allocated to the institutions based on legislative intent when indicated:

- Those items specifically earmarked as indicated above were allocated accordingly.
- The CSU return of Current Services was allocated in accordance with our distribution model.
- The original Governor's Proposed Budget included $10.9M for Transform; the final budget is increased to $19.4M as indicated above.
  - The $10M under Transform had been allocated to the CCCs prior to tuition-setting in order to maintain the lowest increase possible. $900K had been held in reserve and was not allocated at that time.
  - The remaining $9.4M under Transform was legislatively designated to Developmental Education, and allocated in proportion to the state mandated allocation provided in FY15.

As indicated in the budget hearings, our institutions will cut back on services and programs in order to manage within the funding provided. The estimated budget gap under the Governor's Proposed Budget was in excess of $30M, after the tuition increases. The above budget restores $4.4M of General Fund (which carries fringe benefits) and increases Operating Funds by $8.5M (which does not carry fringe benefits). In order to manage these reductions, and anticipated continuing fiscal pressures in FY17, we have recognized the need to change the way we approach processes and procedures in order to maintain the highest quality of student support within the financial constraints. Process improvement sessions have begun and will be ongoing.

The introduction of Workers' Compensation as a line item is new this year to CSCU. Workers' Compensation has historically been paid out of the Comptroller's Office. The $3,877,440 appears to be adequate to cover risks; the average expense for the past completed five years is $3,617,643 and the highest expense over that period was $3,870,133. The data is not yet available for the current year (FY15). OPM has indicated that the reason to move administration of claims from DAS to higher education (as well as judicial) was to motivate us to better manage the claims (and return to work) process. Any funds not expended would lapse at the end of the fiscal year. Handling of potential overages is not yet clear, but information is expected from OPM to clarify the processes. We continue to evaluate the impact to CSCU of this allocation, if any.

ANALYSIS

The following items have been incorporated into the FY 2016 Budget:
- State Appropriations

330,218,573	General Fund
19,406,103	Operating Fund
3,877,440	Workers Compensation
353,502,116	Total

- Tuition and Fees rates approved by the Board for FY16 are utilized.
- State pays for approximately 69% of incurred fringe benefit expenses.
- Development Education support has been allocated in accordance with legislative intent.
- Excluding All Other Personal Services (described below), personnel costs are expected to increase by 4.2%. When considering an average wage increase throughout the system of approximately 5.5% - 6%, the budget contemplates reductions in staffing. Further, a large number of positions left open in the current fiscal year will remain unfilled in FY16.
- Fringe Benefit rates are expected to increase on the average by 2.3 percentage points.
- Institutional financial aid set-asides are at least 15%.
- Overall inflationary rate of 2.9% is applied to certain operating expenses where no specific increase or change is available.
- Enrollments are generally budgeted to be flat at the Colleges. Exceptions include:
  - Three Rivers Community College has budgeted for a significant FTE enrollment reduction of 7% in full time and 7.8% in part time students.
  - Quinebaug Valley Community College has budgeted for an FTE reduction of 1.7% in full time and 3.1% in part time students.
  - Several of the institutions have contingency plans in the event that enrollment is not flat in FY16.
- The Universities in aggregate have budgeted for a 1% reduction in full time FTE enrollment and 0.5% reduction in part time FTE.
- Charter Oak State College is expecting a significant decline in FTE enrollment of 6% full time and 8.1% part time students. This is due to the exceptional enrollment increase in FY15 from Go Back to Get Ahead ("GBTGA").

Other observations from the schedules presented:
- The increase in All Other Personal Services is driven by a set-aside for the Colleges' faculty expenses as defined in our bargaining unit agreements. As the Colleges consume the set-aside the amounts are deducted from this Other category and allocated to the line items as incurred. Thus the FY15 Projection has already been adjusted accordingly while the FY16 Budget is reflecting the full set-aside in the All Other Personnel category.
- The Universities set aside as much a 24% of tuition (net of waivers) for institutional financial aid in order to provide attractive incentives for students to attend our institutions.
- Two Universities as well as Charter Oak are budgeting to use reserves for specific purposes; these were discussed in the budget hearings:
  - WCSU to cover a $2M negative operating result due to lower enrollments.
  - SCSU to pay for equipment for their new building; funds had been set aside for this purpose.
  - Charter Oak to invest $170K in a graduate program ($137K is from reserves).
- The Universities' Other Expenses include certain increases, most significantly in the cost of food services and the cost of electricity.
- The Designated Transfers include:
  - Revenue items, particularly where the State has provided operating funds (as opposed to general funds) which carry no fringe benefits. Examples include Developmental Education funding and general Tuition Support.
  - Expense items, such as Early College and GBTGA funds provided, expected to be spent, but unallocated.
  - Transfers into or out of reserves, both restricted, when applicable, and unrestricted.
- As indicated in the supplemental schedule for the CCC's entitle "Unrestricted Net Position", we are estimating the end FY15 with a balance of $12.3M in unrestricted reserves for the Community Colleges, which is slightly better than our mid-year projection of $11.7M. Our current budget provides a slight improvement to that balance at the end of FY16 at $12.5M.

SUBSEQUENT EVENTS

Subsequently, the Governor announced that due to tax revenue reductions contemplated, he is prepared to implement budget cuts up to 1.5%, spread evenly over each line item where permitted. That would total approximately $5.3M in reductions for CSCU based on the agency total provided, as shown above. This would effectively reduce the legislative budget, but still provide CSCU with more funding than the original Governor's Budget Proposal.

Given that the question of 1.5% in further funding reduction is still under discussion at the time of this writing, we instructed the institutions not to incorporate the potential 1.5% reductions into their budgets as submitted herein, but they are advised that the further reductions may be implemented prior the new fiscal year, and therefore would then be incorporated into the final CSCU budgets.

CONCLUSION

We believe that the FY 2016 Budget presented is realistic and achievable given the level of funding available, and our estimated enrollment/tuition revenue. Further, if the State should reduce our allocations by an additional 1.5%, we believe that, although it would impair our ability to provide certain services, our institutions have adequate contingency plans to cover such reduction. We request approval by the Committee for the budget presented, and subject to a potential adjustment pending the final State Budget to be issued, but no more than a 1.5% reduction of the attached budget.

6/23/15 Finance Committee
6/25/15 Board of Regents

RESOLUTION

concerning

FY2015-16 INSTITUTIONAL
AUTHORIZED EXPENDITURE LEVELS
FOR
THE CONNECTICUT STATE COLLEGES AND UNIVERSITIES

WHEREAS,   Pursuant to the provisions of Section 10a-8 of the Connecticut General Statutes, "...the Board of Regents for Higher Education shall be deemed the budgeted agency for the Connecticut State University System, the regional community-technical college system and Charter Oak State College. The Board of Regents for Higher Education shall develop a formula or program-based budgeting system to be used by each institution in preparing operating budgets.;..." and

WHEREAS,   Each college, university and the System Office submits a fiscal year budget proposal to the Board of Regents for its approval, and

WHEREAS,   Each college, university and the System Office has submitted budgets for FY 2015-16 to the Board of Regents which are summarized in Attachments A through C, and

WHEREAS,   The Board of Regents has reviewed and discussed the budget proposals with the institutions' Presidents and the BOR President, and finds the FY 2015-16 budgets appropriate to the System's present fiscal circumstances, and

WHEREAS,   The Board approves an overall spending level for all funds except for federal and private grants, bond funds, and intra/inter agency funds, therefore be it

RESOLVED,   That each President shall ensure adherence to the approved budget plan, maintaining expenditure control within the spending caps established, and be it further

RESOLVED,   That while expenditures are authorized up to the limit of the budgets summarized in Attachments A through C, the System may be subject to further reductions of up to 1.5%, and be it further

RESOLVED,   That Presidents are encouraged to seek further economies in their operations during FY 2015-16, and be it further

RESOLVED,   That the Board of Regents may request that each institution, the System Office or Systemwide, submit a progress report on their budgets at any time during the year as desired.

A Certified Copy:

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Erin A. Fitzgerald
Secretary

Connecticut State Colleges & Universities
Board of Regents for Higher Education
FY2015-16 Operating Budget

	TOTAL REVENUE	PS	FRINGE	OTHER EXPENSES	TOTAL EXPENDITURES	DEBT SERVICE	OTHER TRANSFERS	TRANSFERS IN / OUT	ADDITIONAL FUNDS	NET
State Universities										
Central Connecticut State University	231,712,638	103,891,497	58,574,687	57,924,998	220,391,182	(7,730,417)	(4,000,000)	n/a	408,961	-
Eastern Connecticut State University	134,940,976	58,434,100	35,981,999	33,440,718	127,856,817	(6,939,119)	(554,001)	n/a	408,961	-
Southern Connecticut State University	219,389,716	102,189,940	55,538,257	54,447,440	212,175,637	(8,614,273)	1,000,000	n/a	408,961	8,767
Western Connecticut State University	128,509,046	60,284,483	32,054,641	32,264,371	124,603,495	(6,003,122)	1,688,610	n/a	408,961	-
CSU System Office	12,794,094	5,387,650	2,816,228	4,290,216	12,494,094	-	(300,000)	n/a	-	-
State Universities Total	727,346,470	330,187,670	184,965,812	182,367,743	697,521,225	(29,286,931)	(2,165,391)	-	1,635,844	8,767
Community Technical Colleges										
Asnuntuck Community College	19,150,015	10,464,192	6,079,474	3,243,115	19,786,781	n/a	n/a	(206,016)	842,782	-
Capital Community College	34,036,198	19,100,339	10,329,430	5,652,169	35,081,938	n/a	n/a	(504,765)	1,550,505	-
Gateway Community College	60,202,674	32,887,704	17,233,161	11,121,467	61,242,332	n/a	n/a	(932,774)	1,972,432	-
Housatonic Community College	41,329,714	21,190,896	11,587,685	9,576,498	42,355,079	n/a	n/a	(716,581)	1,741,946	-
Manchester Community College	55,306,729	30,654,717	17,472,516	8,259,498	56,386,731	n/a	n/a	(917,931)	1,997,933	-
Middlesex Community College	23,754,196	13,298,406	6,974,968	4,188,504	24,461,878	n/a	n/a	(353,240)	1,060,922	-
Naugatuck Valley Community College	57,186,602	31,512,814	19,021,219	7,579,927	58,113,960	n/a	n/a	(904,155)	1,832,212	699
Northwestern Community College	15,898,743	8,972,950	5,572,203	2,226,958	16,772,111	n/a	n/a	(168,189)	1,041,557	-
Norwalk Community College	49,333,525	27,770,329	13,857,394	8,531,296	50,159,019	n/a	n/a	(804,341)	1,629,835	-
Quinebaug Valley Community College	17,359,048	9,254,862	5,714,930	3,065,086	18,034,878	n/a	n/a	(232,642)	909,472	1,000
Three Rivers Community College	34,227,658	18,394,022	11,466,390	4,955,424	34,815,836	n/a	n/a	(583,724)	1,346,051	174,149
Tunxis Community College	35,570,566	19,584,715	12,284,036	5,089,708	36,958,459	n/a	n/a	(456,720)	1,844,613	-
CCC System Office	19,280,152	14,295,797	5,868,423	5,982,009	26,146,229	n/a	n/a	6,866,077	-	-
Community Technical College Total	462,635,820	257,381,743	143,461,829	79,471,659	480,315,231	-	-	84,999	17,770,260	175,848
Charter Oak State College	17,151,529	10,117,786	4,441,047	2,729,897	17,288,730	-	-	137,201		-
Board of Regents	939,276	596,568	373,238	-	969,806	-	-	30,530	-	-
Total Board of Regents for Higher Education	1,208,073,095	598,283,767	333,241,926	264,569,299	1,196,094,992	(29,286,931)	(2,165,391)	252,730	19,406,104	184,615

Connecticut State Colleges & Universities
Board of Regents for Higher Education
FY2014-15 Operating Budget

	TOTAL REVENUE	PS	FRINGE	OTHER EXPENSES	TOTAL EXPENDITURES	DEBT SERVICE	OTHER TRANSFERS	TRANSFERS IN / OUT	ADDITIONAL FUNDS	NET
State Universities										
Central Connecticut State University	213,099,801	98,133,630	52,130,119	55,998,905	206,262,654	(9,383,417)	(1,305,658)	n/a	3,851,928	-
Eastern Connecticut State University	128,694,260	57,327,264	34,155,353	30,250,148	121,732,765	(7,859,764)	(573,781)	n/a	1,472,050	-
Southern Connecticut State University	208,931,691	98,412,873	53,039,681	51,115,349	202,567,903	(10,427,508)	450,000	n/a	3,644,549	30,829
Western Connecticut State University	125,371,983	58,345,982	30,087,643	32,646,695	121,080,320	(7,379,758)	146,227	n/a	1,693,216	(1,248,652)
CSU System Office	14,072,859	5,682,395	3,168,912	4,321,552	13,172,859	-	(900,000)	n/a	-	-
State Universities Total	690,170,594	317,902,144	172,581,708	174,332,649	664,816,501	(35,050,447)	(2,183,212)	-	10,661,743	(1,217,823)
Community Technical Colleges										
Asnuntuck Community College	19,004,451	10,228,619	6,341,744	2,821,742	19,392,105	n/a	n/a	(64,794)	198,027	(254,421)
Capital Community College	33,895,602	18,607,130	10,627,097	5,560,073	34,794,300	n/a	n/a	(478,755)	1,377,453	-
Gateway Community College	54,644,135	31,088,335	15,856,199	10,437,911	57,382,445	n/a	n/a	(818,577)	3,216,887	(340,000)
Housatonic Community College	42,487,159	21,788,311	11,554,052	8,985,187	42,327,550	n/a	n/a	(676,331)	516,722	-
Manchester Community College	54,196,812	29,115,646	17,054,310	7,892,542	54,062,498	n/a	n/a	(852,045)	717,731	-
Middlesex Community College	23,326,201	12,628,517	6,739,836	4,264,489	23,632,842	n/a	n/a	(321,299)	284,483	(343,457)
Naugatuck Valley Community College	56,280,280	30,570,086	18,687,198	6,873,357	56,130,641	n/a	n/a	(832,475)	686,163	3,327
Northwestern Community College	15,634,434	9,013,668	5,590,981	2,128,850	16,733,499	n/a	n/a	(157,552)	897,929	(358,688)
Norwalk Community College	47,683,857	26,699,424	13,332,128	7,923,443	47,954,995	n/a	n/a	(739,689)	662,971	(347,856)
Quinebaug Valley Community College	17,466,901	9,215,916	5,483,475	2,716,383	17,415,774	n/a	n/a	(222,549)	171,422	-
Three Rivers Community College	35,861,595	19,381,476	11,521,694	4,981,113	35,884,283	n/a	n/a	(548,522)	429,917	(141,293)
Tunxis Community College	35,153,059	19,473,069	11,782,957	5,011,163	36,267,189	n/a	n/a	(548,522)	444,307	(1,218,345)
CCC System Office	17,972,426	14,092,217	4,460,186	5,764,329	24,316,732	n/a	n/a	6,344,306		
Community Technical College Total	453,606,912	251,902,414	139,031,857	75,360,582	466,294,853	-	-	83,196	9,604,012	(3,000,733)
Charter Oak State College	15,375,768	8,679,222	4,160,689	2,705,839	15,545,750	-	-	-	234,900	64,918
Board of Regents	1,210,035	856,301	462,473	-	1,318,774	-	-	108,739	-	-
Sub Total Board of Regents for Higher Education	1,160,363,309	579,340,081	316,236,727	252,399,070	1,147,975,878	(35,050,447)	(2,183,212)	191,935	20,500,655	(4,153,638)
Operational Support									2,200,000	2,200,000
Go Back to Get Ahead									7,613,457	7,613,457
Total Board of Regents for Higher Education	1,160,363,309	579,340,081	316,236,727	252,399,070	1,147,975,878	(35,050,447)	(2,183,212)	191,935	30,314,112	5,659,819

Connecticut State Colleges & Universities
Board of Regents for Higher Education
FY2014-15 Estimate

	TOTAL REVENUE	PS	FRINGE	OTHER EXPENSES	TOTAL EXPENDITURES	DEBT SERVICE	OTHER TRANSFERS	TRANSFERS IN / OUT	ADDITIONAL FUNDS	NET
State Universities										
Central Connecticut State University	213,366,191	97,847,655	51,861,710	57,308,064	207,017,429	(9,470,417)	(1,540,414)	n/a	4,711,598	49,529
Eastern Connecticut State University	124,067,008	56,010,855	31,704,954	29,842,253	117,558,062	(7,783,222)	(905,007)	n/a	2,179,283	-
Southern Connecticut State University	206,990,748	98,140,398	52,400,442	51,115,665	201,656,505	(10,322,524)	500,000	n/a	4,496,856	8,575
Western Connecticut State University	121,021,689	57,713,594	29,103,459	32,136,817	118,953,870	(6,958,831)	423,810	n/a	2,402,266	(2,064,936)
CSU System Office	13,568,637	5,509,875	2,785,872	4,309,289	12,605,036	-	(900,000)	n/a	469,779	533,380
State Universities Total	679,014,273	315,222,377	167,856,437	174,712,088	657,790,902	(34,534,994)	(2,421,611)	-	14,259,782	(1,473,452)
Community Technical Colleges										
Asnuntuck Community College	18,169,794	10,146,913	5,770,191	2,823,753	18,740,857	n/a	n/a	6,474	564,589	-
Capital Community College	32,414,426	18,983,115	9,868,776	5,358,377	34,210,268	n/a	n/a	(245,422)	2,041,264	-
Gateway Community College	53,942,812	31,572,341	16,457,614	10,540,713	58,570,668	n/a	n/a	(656,309)	4,653,281	(630,884)
Housatonic Community College	40,188,165	20,264,919	10,287,005	10,554,621	41,106,545	n/a	n/a	(543,233)	1,497,625	36,012
Manchester Community College	52,929,048	29,729,525	16,043,180	8,230,839	54,003,544	n/a	n/a	(1,023,446)	2,097,942	-
Middlesex Community College	22,556,036	12,994,343	6,669,534	4,254,071	23,917,948	n/a	n/a	(220,698)	821,094	(761,516)
Naugatuck Valley Community College	53,993,862	29,985,774	17,320,310	7,778,834	55,084,918	n/a	n/a	(735,612)	1,826,668	-
Northwestern Community College	15,502,410	9,065,064	5,530,894	2,168,244	16,764,202	n/a	n/a	13,966	1,148,602	(99,224)
Norwalk Community College	46,764,248	26,805,181	13,116,035	8,169,562	48,090,778	n/a	n/a	(515,522)	1,842,052	-
Quinebaug Valley Community College	17,210,824	9,054,799	5,432,879	2,947,473	17,435,151	n/a	n/a	(222,549)	562,685	115,809
Three Rivers Community College	34,118,213	18,838,395	10,543,811	4,806,678	34,188,884	n/a	n/a	(514,672)	1,290,715	705,372
Tunxis Community College	34,289,113	19,456,312	11,598,389	5,208,298	36,262,999	n/a	n/a	(416,881)	1,215,903	(1,174,864)
CCC System Office	18,343,846	10,836,656	4,960,126	6,298,365	22,095,147	n/a	n/a	3,314,524	1,200,533	763,756
Community Technical College Total	440,422,797	247,733,337	133,598,744	79,139,828	460,471,909	-	-	(1,759,380)	20,762,953	(1,045,539)
Charter Oak State College	16,421,669	9,046,274	4,207,865	2,615,641	15,869,780	-	-	-	1,146,804	1,698,693
Board of Regents	997,581	670,433	357,389	2,795	1,030,617	-	-	33,036	-	-
Total Board of Regents for Higher Education	1,136,856,320	572,672,421	306,020,435	256,470,352	1,135,163,208	(34,534,994)	(2,421,611)	(1,726,344)	36,169,539	(820,298)
Go Back to Get Ahead restricted fund balance									3,019,426	3,019,426