

CT BOARD OF REGENTS FOR HIGHER EDUCATION CT STATE COLLEGE AND UNIVERSITY (CSCU) SYSTEM

AGENDA – REGULAR MEETING

10:00 a.m., Thursday, September 18, 2014

Community Commons Room (2nd floor of Great Path Academy)
Manchester Community College, 60 Bidwell Street, Manchester, CT

1. **Call to Order**
2. **Roll Call and Declaration of Quorum**
3. **Adopt Agenda**
4. **Board of Regents Chairman, Nicholas M. Donofrio**
5. **Board of Regents President, Dr. Gregory W. Gray**
6. **Approval of Minutes**
 - a) [August 21, 2014 Regular Meeting](#)
 - b) [September 5, 2014 Special Meeting](#)
7. **Consent Agenda**
 - a) **Termination of Existing Academic Programs**
 - i. Electrical Certificate – Gateway CC 1
 - b) **Modifications of Programs**
 - i. Liberal Arts-Fine Arts Option AA – Asnuntuck CC 3
 - c) **New Programs**
 - i. Theater Arts Performance Track Certificate – Housatonic CC 6
 - ii. Medical Assisting – AS – Housatonic CC 9
 - iii. Automotive Technology-General Motors Certificate – Gateway CC13
 - d) **Institutional Accreditation** – Western Connecticut State University 16
8. **Amendment to Bylaws** 25
9. **Academic & Student Affairs Comm. – Merle Harris, Committee Chair** *no exhibit*
10. **Audit Committee – Craig Lappen, Committee Chair** *no exhibit*
11. **Finance & Infrastructure Committee – Matt Fleury, Chair** *no exhibit*
12. **HR & Administration Committee, Naomi Cohen, Chair** *no report/no exhibit*
13. **Executive Committee – Nicholas M. Donofrio, Committee Chair** *no report/no exhibit*
14. **Executive Session**
15. **Adjourn**

Opportunity to Address the Board

MCC students followed by
MCC faculty & staff

ITEM

Termination of a certificate in Electrical Engineering Technology.

BACKGROUND**Summary/Rationale**

This certificate was created in Banner in error.

Phase Out/Teach Out Strategy

Because this certificate was created in error, no students are currently enrolled in this program. Therefore, immediate termination is requested.

Resources

No resources are needed.

8/13/2014 – Academic Council

9/5/2014 – BOR-Academic and Student Affairs Committee

9/18/2014 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Termination of a Program

September 18, 2014

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the
“Electrical Certificate” at Gateway Community College

A True Copy:

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

ITEM

Modification of the Liberal Arts –Fine Arts option that leads to an Associate of Arts degree at Asnuntuck Community College

BACKGROUNDSummary

This proposal is to modify our Liberal Arts – Fine Arts Option. This modification incorporates updates that have been made to the parent liberal arts program to improve transfer. It also updates program requirements to include coursework in digital arts to increase the relevance of the curriculum.

Need for the Program

This is a Liberal Arts degree that prepares students for transfer to four-year programs. While skills like creativity and problem-solving benefit any career, an education in the fine arts also prepares students for jobs in art museums and galleries, graphic design firms, media organizations, education, advertising and as freelance or self-employed artists. Some potential career possibilities include: Art Critic/Writer, Art Teacher, Curator, Designer, Exhibit Preparator, Gallery/Museum Attendant, Illustrator, Painter, Photographer, Potter, Printmaker, or Sculptor.

Curriculum

This modification improves the transferability of the program by adding a foreign language requirement, increasing the science requirement, and raising the math requirement to an appropriate level of MAT 140 or above. Coursework in the digital arts is now an option. The Liberal Arts parent program requires HDEV 101: First Year Experience (FYE). All of these changes were made with a minimal increase to the total program credits (formally 60, now 64). We felt it important to retain the FYE requirement because our data shows that the fall-to-fall retention rate for students who take FYE in their first semester is 16% higher.

Students

ENROLLMENTS	Fa11	Sp12	Fa12	Sp13	Fa13	Sp14
Program Majors	15	15	17	16	15	11
Total Enrollments	161	155	183	158	201	226
GRADUATES	Sp10	Sp11	Sp12	Sp13		
	3	2	1	7		

Faculty

This proposal requires no new personnel.

Learning Resources

This proposal requires no new learning resources.

Facilities

This proposal does not change the current use of facilities in any manner.

Fiscal Note

This proposal requires no new personnel, resources, or other new expenditures.

Review of Documents:

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

Accreditation:

Fifth-Year Report Approved 2010

Distance Learning Substantive Change Proposal Approved 2014

8/13/2014 – ConnSCU Academic Council

9/5/2014 – BOR-Academic and Student Affairs Committee

9/18/2014 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

September 18, 2014

RESOLVED: That the Board of Regents for Higher Education approve modification of a program in Liberal Arts-Fine Arts Option leading to an Associate of Arts degree at Asnuntuck Community College to substantively change the curriculum.

A True Copy:

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

ITEM

Proposal for a Theater Arts Performance Track Certificate Program leading to a Certificate at Housatonic Community College

BACKGROUND

Summary

The Theater Arts Certificate: Performance Track program entails 21 credits of Core Course requirements. Students must pass all courses to obtain the certificate. This certificate is modeled after performance based training studios in New York City and performance based training in conservatories in New York and several other American cities. The curriculum of this certificate program prepares students for employment in performance opportunities in theater.

Need for the Program

Connecticut has a long history of professional performing arts organizations that have played an essential role in Connecticut's cultural history and tourism industry. Recently, these have been augmented by a number of television and film studios that have moved into the area, each of which requires trained performers (even animation, seen as a visual arts medium, requires voice actors). In addition to Connecticut-based organizations, the proximity of New York-based theaters and studios provide another source of potential employment.

Curriculum

THR 101 Introduction to Theater	3 credits
THR 110 Acting I	3 credits
THR 112 Voice & Diction	3 credits
THR 115 Improvisation	3 credits
THR 210 Acting II	3 credits
THR 225 Directing	3 credits
THR 190 Theater Arts Practicum I	3 credits

Students

Students would include high school students interested in a program leading to a transfer to a four-year program or conservatory, college students seeking an expansion of skills in theater arts, mid-career students seeking a change in career, and any individual of any age or group, full or part-time, seeking a degree of proficiency in and understanding of theater arts performance skills. Our 2009 Theater Arts Program Review provided data showing a large cohort of students completing primarily performance based courses without graduating prior to moving forward in their chosen direction. This certificate program will provide these students with a certificate of completion, allowing them to successfully compete for employment in the entertainment profession with local and New York-based studio trained students. Likely post-certificate activities include transfer to a four-year college, university or conservatory program, internship or employment with a professional company, and pursuit of a professional career as an independent performer.

Faculty

Professor Geoffrey Sheehan, current Theater Arts Program Coordinator will assume the responsibility for the day-to-day operations of the certificate program. Professor Sheehan has been a full-time faculty member at Housatonic Community College since 1999; established and developed the current Associate in Arts: Theater Arts program; possesses a BFA in Drama from UCONN and an MALS in Theatre from Wesleyan University. Professor Sheehan has many professional credits to his resume and continues to work as a professional performing theater artist.

Learning Resources

This certificate program requires library books and DVDs; computer access; and a state-of-the-art theater facility. These resources currently exist on the Housatonic Community College campus and are fully available to the proposed certificate program.

Facilities

Housatonic possesses the essential facilities to effectively teach the curriculum and prepare students for the next stage of their professional progress. A fully-equipped, state-of-the-art theater already exists on campus and is used for classroom activities and theatrical performances.

Fiscal Note

This Theater Arts Certificate: Performance Track is highly cost effective, as all of the equipment, faculty, curriculum, and facility resources are already in place, due to the existing Associate of Arts Theater Arts degree program.

Review of Documents:

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

Accreditation:

Pursuant to Section 10a-34-4 and Section 10a 34-5 Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning, Housatonic Community College is seeking Licensure and Accreditation of this new Theater Arts Performance Track Certificate Program.

6/11/2014 – ConnSCU Academic Council

9/5/2014 – BOR-Academic and Student Affairs Committee

9/18/2014 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a New Program

September 18, 2014

RESOLVED: That the Board of Regents for Higher Education approves licensure and accreditation of the program “Theater Arts Performance Track” leading to an undergraduate certificate at Housatonic Community 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

Application for a new Medical Assisting Associate in Science Degree program at Housatonic Community College.

BACKGROUND

The Medical Assisting Associate Degree program will prepare graduates for immediate entry into the workforce, provide pathways to and from specialization with the allied health field and offer foundations for further education.

Summary

In addition to earning an A.S. in Medical Assisting, graduates will have the opportunity to be certified in a number of different specialty areas within the program. These include medical coding, insurance, office specialist and phlebotomy. This credit program can provide graduates with a livable wage and a professional identify that comes with the prestige and security of national certification.

Need for the Program

According to the Bureau of Labor Statistics, over one half million medical assistants were employed in the US as of 2012. Projected increase in employment through 2022 is 29%. This field is growing much faster than average for all occupations. Preventative medical services, delivered in physician offices will be in higher demand as the baby boomer generation ages and with implementation of the Affordable Care Act. Physicians are therefore expected to utilize more medical assistants for routine tasks. Fairfield and New Haven county host approximately 2600 allopathic physicians, 100 naturopaths and 1000 chiropractors as potential employers. The Website Indeed.com lists current job openings for over 1000 medical assistants in Fairfield and New Haven County.

A June 2014 report by the Allied Health Workforce Policy Board “Analyzing Trends in Connecticut’s Allied Health Workforce” reported the Connecticut Dept. of Labor Occupational Projections for 2010-2020 (2013) as increasing by 24.5% representing over 1620 Medical Assisting positions.

Associate degree programs in Medical Assisting/Medical Assistant are currently offered in the ConnSCU system at Northwestern, Capital, and Quinebaug Valley Community Colleges. There are no community colleges in the Fairfield/New Haven County offering the AS in Medical Assisting. The certificate in Medical Assisting is offered by Norwalk Community College and Capital Community College.

Curriculum

Students successfully completing the program will function as entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. The program will seek accreditation by the Commission on Accreditation of Allied Health Education Programs. Students will sit for the national certification examination for Medical Assistants.

(continued next page)

Students

A large number of students attend Housatonic Community College to prepare for careers in allied health in both credit and non-credit areas. The Medical Assisting program is designed to offer a professional pathway to those students who complete the non-credit CNA, Patient Care Technician (PCT), Medical Coding and Billing and Medical Information Record Specialist as well as an alternative program for those who are originally only considered a career in nursing. Students may begin their education in the non-credit Allied Health certificate programs and then elect to continue on their career ladder through the A.S. degree in Medical Assisting. On the other end of the continuum, graduates of the 61 credit Medical Assisting Program who seek different or more challenging professional preparation may consider using credits from their Medical Assisting program to continue in Physical Therapy Assistant or Occupational Therapy Assistant programs offered at HCC or other Allied Health programs within the ConnCSU system. Transfer to a number of programs at Charter Oak State College is appropriate for this degree, particularly the Health Care Administration major for “*professionals in the health care industry.*”

Faculty

This program will employ one full-time faculty member with a Master’s degree in a related field and medical assisting experience, who will also serve as program coordinator. All instructors of the Medical Assisting designated courses (MED*) will be hired with a preference for Certified Medical Assistants. Adjunct instructors, as documented by their Curriculum Vitae, shall be credentialed and have the appropriate current work experience to effectively teach their contracted courses.

Learning Resources

The library budget can address the needs of this new program. The college currently has many resources in place for health related disciplines. Open Computer Laboratories are available on campus and many college data bases are available on line.

Facilities

A Medical Assisting Lab is included in the Phase II Construction plan underway for the development of Lafayette Hall. The college’s non-credit health programs will share resources, classroom space and equipment as necessary until the new lab is constructed in 2016-2017.

Fiscal Note

Funding of the first three years of a full-time faculty position and adjunct faculty positions was received from the Department of Labor (TAACCCT). This grant also included \$50,000 in equipment and \$20,000 for simulation teaching equipment. as been received through a DOL TAACCT grant. The college will fund the faculty positions after 2016. The college will also provide an operational budget of \$5000 annually for the program.

(continued next page)

Review of Documents:

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

Accreditation: Initial review 2015 by the Commission on Accreditation of Allied Health Education Programs

8/13/2014 – ConnSCU Academic Council

9/5/2014 – BOR-Academic and Student Affairs Committee

9/18/2014 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a New Program

September 18, 2014

RESOLVED: That the Board of Regents for Higher Education approves licensure of the program “Medical Assisting” leading to an Associate of Science (A.S.) degree at Housatonic Community College for a period of three years until September 30, 2017.

A True Copy:

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

Item

New certificate, linked to Automotive Technology-General Motors (ASEP) degree with a total of 20 credits at Gateway Community College.

BACKGROUND**Summary**

This certificate supports economic development through a partnership with local auto dealers and our industry partner General Motors by providing workforce development, business development, and technology transfer. Graduates of this program will have a direct opportunity to gain employment in our corporate sponsor's (GM) dealerships.

Need for the Program

General Motors has requested this certificate be offered in order to fill a need for entry level automotive technicians for their dealerships in the region. Gateway currently offers a GM sponsored AAS degree but the industry has identified a need for employees at the certificate level of education.

Gateway currently has a strong GM ASEP degree program that is not offered anywhere else in CT. The certificate option will utilize all existing curriculum, faculty and resources and provide the opportunity to fill unused classroom seats at no additional cost to the institution while filling an industry need for employees.

Curriculum**Required Courses**

Course #	Course Name	Credits
AUT* 110	GM Engine Repair	3
AUT* 112	GM Specifications	2
AUT* 114	GM Electrical Systems	3.5
AUT* 116	GM Suspension and Steering	3
AUT* 118	GM Brakes	3.5
AUT* 161, 161, or 163	Internship	2
CET* 116	Computer Appls. For Technology	3
Total Credits		20

Students

Program entry requirements – Prospective students must obtain sponsorship through a GM dealership or AC Delco affiliated independent service center. Students must meet employment eligibility guidelines for the sponsoring employer. Students must possess a valid CT motor vehicle operator license. Students must purchase required tool set that meets program standards.

Internship requirements – students will be expected to perform internships at sponsoring GM dealerships or AC Delco PSC partners. The internship will take place during the 12 weeks between semesters of the program. Internships will be tracked and monitored by the program coordinator.

General Education requirements – One non-automotive course is proposed. The Computer Applications course ensures that students are prepared for the types of pc applications they would expect to encounter in the workplace.

Faculty

Dan Fuller, Automotive Department Chair and General Motors Program Coordinator and Robert Costanzo, Automotive Department Professor will oversee and instruct in the certificate.

Learning Resources

Laboratory vehicles are donated to the GM automotive program by our corporate sponsor General Motors. There are no other new resources required for this program.

Accreditation

No specialized accreditation will be sought.

8/13/2014 – Academic Council

9/5/2014 – BOR-Academic and Student Affairs Committee

9/18/2014 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a New Program

September 18, 2014

RESOLVED: That the General Motors Corporation has requested that Gateway Community College develop an automotive technology certificate to meet existing workforce needs, now therefore be it further

RESOLVED: That the Board of Regents for Higher Education approve licensure and accreditation of the program “Automotive Technology-General Motors” leading to an undergraduate certificate (C2) at Gateway Community 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

Institutional Accreditation of Western Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education accept NEASC actions and grant accreditation of Western Connecticut State University until November 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)).

RATIONALE

Western Connecticut State University was last accredited by the Board of Governors for Higher Education in September 2009 until September 30, 2014, following the acceptance of the University's fifth-year interim report to the New England Association of Schools and Colleges (NEASC) Commission on Higher Education, the institution's regional accreditor.

NEASC continued its regional accreditation of Western Connecticut State University at its April 25, 2014 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:

- Preparing a comprehensive and well written self-study
- Exhibiting a mission that is clearly articulated, coherent and consistent
- Operating a shared governance structure that is "extraordinary" as evidenced by openness and transparency
- Displaying a shared enthusiasm among the campus community about the University's leadership
- Establishing the Visual and Performing Arts School
- Achieving NCATE accreditation for Education programs and the addition of an Ed.D in Instructional Leadership
- Achieving 100% pass rate on the Nursing state board examination
- Adopting a tiered competency-based model for general education by the Faculty Senate

The Commission shared the judgment of its visiting team that "there is much to celebrate in the University's growth and development over the last decade. With a highly respected and able President, a new, energetic and competent senior leadership team, and dedicated faculty and staff, Western Connecticut State University is well positioned for future success."

Areas of follow-up for consideration by the Commission via the institution's Spring 2016 report are institutional progress in:

- Continued success in implementing the Ed.D in Nursing Education program with emphasis on the steps taken to assure that the rigor of all Ed.D courses is consistent and appropriate for doctoral level students
- Success in assuring that sufficient faculty are available to advise Ed.D students
- Success in implementing its program evaluation strategies and assessing student learning outcomes in the Ed.D in Nursing Education program

The Commission scheduled Western Connecticut State University's requisite fifth-year interim report for Fall 2018 and a comprehensive, decennial evaluation for Fall 2023. In the interim report the Commission anticipates receiving informational updates regarding:

- Success of institution in achieving its established enrollment, retention and graduation goals, as assurance that planning is realistic and reflects capacity of institution to depend on identified sources of revenue
- Success in assessing student learning outcomes in the competency-based general education program and elsewhere and using the results to inform decision-making and continuous improvement
- Results of the institution's continued evaluation of the impact of changes in governance in the State of Connecticut and the University
- Success in implementing its strategic plan

09/05/14 – Academic and Student Affairs Committee

9/18/2014 – Board of Regents



Founded in 1885

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

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Massachusetts Institute of Technology

JON S. OXMAN (2015)
Auburn, ME

JACQUELINE D. PETERSON (2015)
College of the Holy Cross

ROBERT L. PURA (2015)
Greenfield Community College

REV. BRIAN J. SHANLEY, O.P. (2015)
Providence College

TIMOTHY J. DONOVAN (2016)
Vermont State Colleges

JEFFREY R. GODLEY (2016)
Graton, CT

LILY S. HSU (2016)
MCPHS University

JAY V. KAHN (2016)
Keene State College

WILFREDO NIEVES (2016)
Capital Community College

LINDA S. WELLS (2016)
Boston University

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June 4, 2014

Dr. James W. Schmotter
President
Western Connecticut State University
181 White Street
Danbury, CT 06810-6860

Dear President Schmotter:

I am pleased to inform you that at its meeting on April 25, 2014, the Commission on Institutions of Higher Education took the following action with respect to Western Connecticut State University:

that Western Connecticut State University be continued in accreditation;

that the report regarding the implementation of the online Ed.D. in Nursing Education program offered through a collaborative agreement with Southern Connecticut State University be accepted and inclusion of the program within the institution's accreditation be confirmed;

that the University submit a report for consideration in Spring 2016 that gives emphasis to the institution's progress in implementing the Ed.D. in Nursing Education program with attention to:

1. assuring that the rigor of courses offered by each institution is consistent and appropriate for doctoral level students;
2. assuring the sufficiency of faculty to advise Ed.D. students during the dissertation phase of their program;
3. implementing program evaluation strategies and assessing learning outcomes of students in the in the Ed.D. in Nursing Education program;

that the University submit a fifth-year interim report for consideration in Fall 2018;

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

1. achieving its goals for enrollment, retention, and graduation as assurance of financial stability;
2. assessing student learning outcomes of the general education core competencies and all majors and using the results to inform decision-making and continuous improvement;
3. continuing to evaluate the impact of governance changes in the State of Connecticut on the University;
4. implementing and evaluating the effectiveness of the institution's strategic plan;

that the next comprehensive evaluation be scheduled for Fall 2023.

The Commission gives the following reasons for its actions.

Western Connecticut State University (WCSU) is continued in accreditation because the Commission finds the institution to be substantially in compliance with the *Standards for Accreditation*.

We commend Western Connecticut State University (WCSU) for preparing a comprehensive and well written self-study. We are especially gratified to learn from the visiting team that the University's mission is clearly articulated, coherent, and consistent; that the shared governance structure is "extraordinary" as evidenced by the openness and transparency by which the University operates; and that there is a shared enthusiasm among the campus community about the University's leadership. Notable accomplishments over the last decade include establishment of the Visual and Performing Arts School, achievement of NCATE accreditation for Education programs, addition of an Ed.D. in Instructional Leadership, 100% pass rate on the Nursing state board examination, and the recent adoption by the Senate of a tiered competency-based model for general education. As demonstrated through the self-study and acknowledged by the team, WCSU is committed to the comprehensive assessment of institutional effectiveness. We note with favor that more than 650 members of the campus community are involved in various planning initiatives, and the academic program review process was recently modified to include the assessment of program viability and alignment with the University's strategic plan. The team verified that courses offered at the Waterbury, Connecticut, location, as well as those offered in non-traditional formats and online, are comparable in content and rigor to traditional face-to-face courses. Faculty are sufficient in number and well qualified, and we are gratified to learn that the institution's mission is articulated through effective and excellent teaching. Further, faculty are active, engaged scholars and practitioners and, as noted by the visiting team, the relationships between students and faculty and between the faculty and the administration are "positive." The University offers a wide variety of academic and student services, and information and technological resources are sufficient to support students. Especially notable is WCSU's ongoing assessment of student services to assure continuous improvement and to inform decisions related to strategic planning and budget allocations. Finally, we share the judgment of the team that there is much to celebrate in the University's growth and development over the last decade. With a highly respected and able President, a new, energetic and competent senior leadership team, and dedicated faculty and staff, Western Connecticut State University is well positioned for future success.

The Commission further commends WCSU for submitting a well-conceived report detailing the implementation of the 51-credit, fully online Ed.D. in Nursing Education program offered through a collaborative agreement with Southern Connecticut State University. The program supports WCSU's mission, and we are gratified to learn from the Ed.D. evaluators that both

institutions collaborated to plan and design a high-quality program to meet the growing demand for doctorally prepared nursing professionals. The report assures that governance is appropriate and that the responsibility for teaching courses and student advisement is shared by each institution. Further, a Doctorate in Nursing Education Collaborative Program Committee comprising Co-Coordiators and faculty and student representatives from each institution is in place to ensure on-going program quality and integrity. Faculty assigned to teach in the Nursing Education program are sufficient in number and well-qualified and we are pleased to learn that they have also successfully completed a comprehensive nine week course in online pedagogy. Finally, as confirmed by the evaluators, student support, library, and technological services are appropriate for doctoral level students, and we are particularly gratified to note that a full-time Instructional Design Coordinator has been hired to support the Ed.D. in Nursing Education program.

The three items the institution is asked to report on in Spring 2016 are related to our standards on *The Academic Program* and *Faculty*.

The evaluators' review of the Ed.D. in Nursing Education syllabi confirmed the concerns described by students as a "perceived difference" in the level of rigor of courses across the two campuses. We share the judgment of the evaluators that faculty at both institutions will need to work closely to ensure that course rigor is consistent across the program and that the student experience is "seamless" regardless of which department is delivering the course. The Spring 2016 report will provide WCSU an opportunity to update the Commission on its continued success in implementing the Ed.D. in Nursing Education program with emphasis on the steps taken to assure that the rigor of all Ed.D. courses is consistent and appropriate for doctoral level students, as evidence that learning objectives for these courses "reflect a high level of complexity, specialization, and generalization" (4.21). Refer to our standard on *The Academic Program* for additional guidance here:

Institutions offering degrees at multiple levels demonstrate that expectations for student achievement, independent learning, skills in inquiry, and critical judgment are graduated by degree level and in keeping with generally accepted practice (4.4).

We concur with the judgment of the evaluators that there will be a need to "expand the pool of faculty" available to support students during the dissertation phase of the Ed.D. program as more cohorts are enrolled and more students enter the dissertation phase. We are pleased to learn from WCSU's report that the Doctorate in Nursing Education Collaborative Program Committee is charged with "instituting the doctoral student advising process." We look forward to learning, through the report submitted for consideration in Spring 2016, of the institution's success in assuring that sufficient faculty are available to advise Ed.D. students, as evidence that "[t]he 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" (5.19).

According to the institution's report, students in the Nursing Education program will develop a portfolio that "reflects achievement of the National League for Nursing's Nurse Educator Competencies." In addition, the Ed.D. Program and Curriculum Committee will evaluate the portfolios of the first cohort in Spring 2015 "as a way to measure the program's effectiveness." The Spring 2016 report will provide the University with an opportunity to update the Commission on its success in implementing its program evaluation strategies and assessing student learning outcomes in the Ed.D. in Nursing Education program. Relevant here is our standard on *The Academic Program*:

The institution develops, approves, administers, and on a regular cycle reviews its degree programs under effective institutional policies that are implemented by designated bodies

with established channels of communication and control. Faculty have a substantive voice in these matters (4.9).

The institution's system of periodic review of academic programs includes a focus on understanding what and how students learn as a result of the program (4.52)

Commission policy requires a fifth-year interim 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 fifth-year reports the University is asked, in Fall 2018, to report on four matters related to our standards on *Students*, *Financial Resources*, *The Academic Program*, *Organization and Governance*, and *Planning and Evaluation*.

We appreciate that WCSU candidly acknowledges in its self-study that, given the institution's recent enrollment trends along with the projected decline of high school students in the Northeast region, "enrollment projections will need to be made with caution." Enrollment at WCSU declined 3.4% in Fall 2011 and 4.3% in Fall 2012 to 5,316 FTE and 5,088 FTE, respectively; one-year retention rates for first-time full-time undergraduates have declined from a high of 75% in 2009 to 69% in 2011; and the six-year graduation rate of 42% "remains a concern." We are gratified to learn that strategic initiatives are in place to improve enrollment and retention rates, including a dual-advisement program and a MAP-Works survey to identify at-risk students. The University has also established goals for 2014 and 2015 to increase first-to-second year retention by 3 percentage points each year, to increase entering student enrollment by 4% each year, and to increase out-of-state enrollment by 5% in 2014 and 10% in 2015. The interim report submitted for consideration in Fall 2018 will provide WCSU an opportunity to update the Commission on its success in achieving these goals, as assurance that "planning is realistic and reflects the capacity of the institution to depend on identified sources of revenue" (9.3). Our standard on *Students* provides additional guidance here:

Measures of student success, including rates of retention and graduation, are separately determined for any group that the institution specifically recruits, and those rates are used in evaluating the success of specialized recruitment and the services and opportunities provided for the recruited students (6.7).

The institution's goals for retention and graduation reflect institutional purposes, and the results are used to inform recruitment and the review of programs and services (6.8).

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).

We understand through the self-study that in response to the new statewide transfer articulation policy, the WCSU Faculty Senate approved a tiered competency-based General Education model that will be implemented by September 2014 and WCSU is "utilizing this opportunity to revise curricular practices with respect to general education, majors, and assessment." In addition, we concur with the assessment of the visiting team that it is not readily evident that student learning outcomes in the 65 undergraduate majors are systematically evaluated to inform decisions related to resource allocation, marketing strategies, or enrollment planning. In keeping with our standard on *The Academic Program* we look forward, in the Fall 2018 interim report, to learning of the institution's success in assessing student learning outcomes in the competency-based general education program, as well as in the undergraduate degree program majors, and using the results to inform decision-making and continuous improvement:

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).

The institution implements and provides support for systematic and broad-based assessment of what and how students are learning through their academic program and experiences outside the classroom. Assessment is based on clear statements of what students are expected to gain, achieve, demonstrate, or know by the time they complete their academic program. Assessment provides useful information that helps the institution to improve the experiences provided for students, as well as to assure that the level of student achievement is appropriate for the degree awarded (4.48).

The institution's approach to understanding student learning focuses on the course, program, and institutional level. Evidence is considered at the appropriate level of focus, with the results being a demonstrable factor in improving the learning opportunities and results for students (4.49).

We acknowledge that the recently formed Connecticut Board of Regents is still in the process of establishing consistent statewide procedures and guidelines for institutional effectiveness. We also recognize that, while WCSU has begun to align its policies, procedures, and strategic planning initiatives with the state system, as additional statewide changes are implemented they may have an impact on the University. We look forward to being apprised, in the Fall 2018 interim report, of the results of the University's continued evaluation of the impact of changes in governance in the State of Connecticut on the University. Our standard on *Organization and Governance* will provide guidance for this section of the report:

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).

WCSU indicates in its self-study that there are three primary factors that could affect the successful implementation of the institution's strategic plan: declining state funding, declining student enrollment, and a changing state governance structure. As such, we note with favor that the University has implemented a "practical approach" to planning and goal setting in a time of economic and demographic challenges. The interim report submitted for consideration in Fall 2018 will afford the University an opportunity to inform the Commission of its success in implementing its strategic plan as evidence that "[t]he institution has a demonstrable record of success in implementing the results of its planning" (2.4). Our standard on *Planning and Evaluation* provides additional guidance here:

[The institution] plans for and responds to financial and other contingencies, establishes feasible priorities, and develops a realistic course of action to achieve identified objectives (2.3).

The scheduling of a comprehensive evaluation in Fall 2023 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.

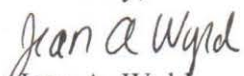
The Commission expressed appreciation for the self-study prepared by Western Connecticut State University and for the report submitted by the visiting team. The Commission also welcomed the opportunity to meet with you, Dr. Jane Gates, Provost and Vice President for Academic Affairs, Dr. Ann Atkinson, Associate Vice President for Academic Affairs, and Dr. Jean F. MacCormack, 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 Commission policy.

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,


Jean A. Wyld

JAW/sjp

Enclosure

cc: Mr. Nicholas Donofrio
Visiting team

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Accreditation of
Western Connecticut State University

September 18, 2014

RESOLVED: That the Board of Regents for Higher Education accepts NEASC actions and grants accreditation of Western Connecticut State University until November 30, 2019.

A True Copy:

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

ITEM

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

BACKGROUND

[Passage of Public Act 14-208 AAC Faculty Representation on the Board of Regents for Higher Education](#), requires the Faculty Advisory Committee (FAC) vice-chairperson to serve as an ex-officio, nonvoting BOR member for a two-year term, joining the FAC Chair, who already serves as an ex-officio, nonvoting member. Public Act 14-208 also contained a technical correction, providing the correct number of Board members.

Current Board bylaws must be revised to conform to Public Act 14-208. 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 ~~nineteen~~ 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 faculty advisory committee created under section 10a-3a shall serve as an ex-officio, nonvoting member of the board for a term of two years and, in ~~his or her role~~ their respective roles as chairperson and vice-chairperson, shall be excluded from any executive session, as defined in section 1-200, of the board.** The chairperson and vice-chairperson of the student advisory committee created under section 10a-3 of the general statutes, as amended by this act, shall serve as members 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.*

RECOMMENDATION

Approve No action at this time; provided for Board's consideration on July 17, 2014, for subsequent placement on the August 21, 2014 Board agenda for action.

7/17/14 Board of Regents meeting; on agenda for *information only*
9/18/14 Board of Regents meeting; on agenda for *action*

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

AMENDMENT TO BOARD BYLAWS

September 18, 2014

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 ~~nineteen~~ 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 faculty advisory committee created under section 10a-3a***

shall serve as an ex-officio, nonvoting member of the board for a term of two years and, in ~~his or her role~~ their respective roles as chairperson and vice-chairperson, shall be excluded from any executive session, as defined in section 1-200, of the board. The chairperson and vice-chairperson of the student advisory committee created under section 10a-3 of the general statutes, as amended by this act, shall serve as members 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