



CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

**Meeting – June 5, 2020
9:30 a.m. – via teleconference**

MINUTES

Regents Present: Aviva Budd, Naomi Cohen, Merle Harris, Holly Howery, Colena Sesanker

Regents Absent: None

Staff Present: Greg DeSantis, Jane Gates, Ken Klucznik, David Levinson, Lesley Mara, J.D. Mathewson, Elsa Nunez, Fran Rosselli-Navarra, Pat Ryiz

Other Attendees: Marion Anton (CCSU), Laurie Bonjo (SCSU), Dawn Bunting (CCC), Mike Butcaris (NCC), David Dauwalder (CCSU), Marianne Fallon (CCSU), Andre Freeman (CCC), Stephen Hegedus (SCSU), Miah LaPierre Dreger (CCC), Sharale Mathis (MxCC), Elsa Núñez (ECSU), Mary Anne Nunn (CCSU), Bin (Brenda) Zhou (CCSU)

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

Chair Harris noted that, due to a meeting conflict that Dr. Stephen Hegedus, Dean of the College of Education, has, Item 3.d.i. Southern CT State University Counselor Education and Supervision Doctorate of Education will be moved forward in the agenda and will be discussed after the Minutes of the May 1, 2020 meeting.

Chair Harris reflected on the current state of unrest in the US due to the tragic events of May 25 and the COVID-19 pandemic. She stated that this time in the US reminded her of the political and civil unrest of the 1960's noting that even in times of tragedy and upheaval good things occurred in higher education, namely, the passage of Title IV and Title IX. Despite the turmoil, we must work harder to get things done. Chair Harris commented on the role that higher education plays in social justice. Even with the increased enrollment of minoritized students, still too much inequity exists in education today. In the CSCU system, we have many programs in social justice, including training law enforcement officers and criminal justice. Chair Harris asked Provost Gates to look at the CSCU curriculum starting with the Law Enforcement and Criminal Justice programs to see if we can improve. She stated that California has appointed a task force to begin work and we must look at the best approach for Connecticut to make significant changes.

1. Approval of Minutes

a. May 1, 2020

On a motion by N. Cohen and seconded by A. Budd, the minutes from the May 1, 2020 BOR ASA Committee meeting were approved.

2. Consent Items

a. Discontinuations

- i. Biology Concentration – BS in General Studies – Charter Oak State College
- ii. Mathematics Concentration – BS in General Studies – Charter Oak State College
- iii. Chemistry Concentration – BS in General Studies – Charter Oak State College
- iv. Technology Studies Concentration – BS in General Studies – Charter Oak State College

On a motion by N. Cohen seconded by A. Budd, the consent items were approved.

3. Action Items

d. New Programs

- i. Counselor Education and Supervision – EdD - Southern CT State University

Chair Harris called for a motion to approve the new Southern CT State University Doctor of Education in Counselor Education and Supervision. The motion was moved by A. Budd and seconded by H. Howery.

Dr. Stephen Hegedus, and Dr. Laurie Bonjo, Assoc. Professor of Counseling and School Psychology, Southern CT State University, presented the proposed new program. Provost Gates and Provost Prezant noted that this program is needed particularly at this tumultuous time in the US. Dr. Bonjo pointed out that the New England area is a desert for the Council for Accreditation of Counseling and Related Educational Programs (CACREP)-accredited doctoral degree programs. New England states need to import CACREP-trained counselors. Students in the new program will be trained in the CACREP Model and in the specific needs of CT. The program will be a hybrid model, accessible to in-state students and those across greater New England. The proposed new program will be a cohort model comprised of diverse students who will be pandemic prepared. Students will learn how to deliver hybrid models of service, tele-mental health, tele-supervision, flip classroom models, online and on ground.

Questions/Recommendations from the Committee included:

- i. *Today, are there people with an MS degree teaching counseling?* Response: CACREP requires individuals who train Masters-level students to have a doctorate in Counselor Education and Supervision.
- ii. *What is the standard enrollment for a Doctorate in Counselor Education and Supervision?* Response: The standard enrollment is 6-8 students per cycle. We've already had interest in the proposed program from 4 potential students. *What jobs do these potential students have now?* Response: One prospective student is working in a residential facility, another is working with substance abuse clients, the third is working in the school system, and the fourth is in a director/manager role. There are three tracks in the proposed new program: 1) Counselor Education; 2) Clinical Supervision; and 3) Managerial/Leadership.
- iii. *Southern CT State University recently started a Doctorate in Social Work. Is that program attracting the number of students that was expected?* Response: Yes. We

predicted cohorts of 15 students per year. In the first year we had 15 students, 13 in the second year, and we are predicting 44 students in the third year.

- iv. *What is the needed ratio of faculty to students?* Response: SCSU hired two new faculty in the department. We are confident that the number of faculty will meet the needs of the students in the Counselor Education and Supervision Doctoral program. The doctoral students themselves will support the program and reduce the need to hire adjuncts.
- v. *Enrollment Projections.* Response: We expect 8 students in the first cohort and can accept up to 10 students in each cohort.
- vi. *Are there jobs now in CT which require this degree?* Response: Yes. We've received a number of inquiries for doctoral-prepared clinical supervisors and directors and counselor educators. There is a strong need for people who qualify for these jobs in CT and the North Atlantic region.
- vii. *Regarding the projected cost for faculty (\$144,000) and a tutor (\$49,000). Is this enough for a projected 21 students?* Response: CACREP requires two faculty present to focus on the doctoral program. The number of projected faculty for this program is adequate by CACREP standards.
- viii. *Should we postpone the start date for this program?* Response: The start date is Fall 2021.
- ix. *This program is classified as a hybrid model. Is most of the work done online?* Response: The program was designed to limit the amount of time that students spend on campus. The program format has worked very well for Masters' students who work full time. We are confident that this format will work well for Doctoral students.
- x. *Why is there a blank in the budget for full time faculty? Are current faculty already there who should be in the budget?* Response: This issue is constantly coming up. There is a cost for full time faculty who teach in the program. Aviva Budd indicated that we need to address this before our next meeting.

Chair Harris called for a vote to approve the proposed new Southern CT State University Doctor of Education in Counselor Education and Supervision. A vote was taken. Regents Cohen and Howery voted "yes" and Regent Budd abstained. On a vote of two to one, the proposed new Southern CT State University Doctor of Education in Counselor Education and Supervision was approved.

a. Suspensions

i. Environmental Sciences – AS – Middlesex CC

Chair Harris called for a motion to suspend the Middlesex CC AS degree in Environmental Sciences. The motion was moved by N. Cohen and seconded by H. Howery.

Dr. Sharale Mathis, Dean of Academic and Student Affairs, presented the program for Middlesex CC which seeks to suspend the AS degree program for three years. The program was without a coordinator for a year. This, coupled with low enrollment and lack of student interest, caused Middlesex CC to request suspension of the program to reevaluate it and strengthen relationships with local high schools and community partners. There are currently three TAP programs that students can transfer to and graduate from: 1) Biology, 2) Biochemistry, and 3) Chemistry. These TAP programs contain the foundational courses required to transfer to a four-year degree program.

Questions/Recommendations from the Committee included:

- a) *How have you handled the program without a coordinator for a year?* Response: A full-time person stepped in and we hired a part time lecturer. In the interim, we worked with those students who were close to graduation and transitioned the other students into TAP programs.
- b) *Is the program still listed in the catalogue?* Response: Yes. Once the suspension is approved, the program will be put in suspension and removed from the catalogue.
- c) *How long can programs be suspended?* Response: There is no required timeframe. The period of suspension depends upon the ability of the institution and discipline to bring the program up to industry and/or academic standards.
- d) *Middlesex CC is seeking approval to suspend the program for three years.* Response: Yes. That's correct. Typically, an institution suspends a program for two years. Three is reasonable.

Chair Harris noted that Middlesex CC could have discontinued the program but chose to suspend it. Dean Mathis noted that she tried to collaborate with other community colleges on a shared program; but there was no interest or agreement.

Chair Harris called for a vote to approve the suspension of the Middlesex CC AS degree in Environmental Sciences for three years. A vote was taken to suspend the Middlesex CC AS degree in Environmental Sciences for three years and the vote was unanimous.

ii. Accounting – OCP – Central CT State University

Chair Harris called for a motion to suspend the Central CT State University OCP (Official Certificate Program) in Accounting. The motion was moved by N. Cohen and seconded by A. Budd.

Dr. David Dauwalder, Provost & VP for Academic Affairs, and, Dr. Marianne Fallon, Associate VP for Academic Affairs, presented for Central CT State University which seeks to suspend the OCP in Accounting for three years until May 2023. The OCP in Accounting is a 12-credit certificate designed to help students to obtain the necessary academic experience to become a Certified Public Accountant (CPA). The OCP did not meet its enrollment projections for two reasons: 1) The OCP is not eligible for financial aid; and, 2) Although the program was marketed strongly, the support was not available to keep interest in the program going. The CCSU School of Business will take the time to evaluate the OCP and see how it fits into the larger School of Business programming.

Questions/Recommendations from the Committee included:

- a) *If the OCP does not qualify for financial aid now, will it in three years?* Response: We can't promise that it will. The issue of financial aid will be reviewed during the three-year suspension period.
- b) *Should we discontinue the program instead of suspending it?* Response: CCSU is conducting a search for a new Dean of the School of Business. During the three-year suspension period, we will be looking at different sources of funding for the program such as, from accounting firms and alumni.
- c) *Do we have any protocol for how we fundraise and for what purposes the funds can be used?* Response: No. Most fundraising is done through the foundations which are private non-profit entities. There is some protocol, but it is up to the foundation and university as to how the money is raised and for what purpose. The foundation can raise funds for specific programs. The foundation can't guarantee

that it would raise the needed amount of money year after year. Fundraising will be one of the items that will determine whether the program is reinstated.

d) *Does any other university in the system offer this certificate?* Response: No.

e) *Is three years an appropriate term for suspension?* Response: Yes. It takes two years to hire a new dean. In the third year, the institution will need to provide evidence for additional support. Three years is reasonable.

Chair Harris called for a vote to approve the suspension of the Central CT State University Official Certificate Program (OCP) in Accounting for three years. A vote was taken to suspend the Central CT State University Official Certificate Program (OCP) in Accounting for three years and the vote was unanimous.

iii. Music Education – MS - Central CT State University

Chair Harris called for a motion to suspend the Central CT State University MS in Music Education for one year until December 2021. The motion was moved by N. Cohen and seconded by H. Howery.

Dr. Marianne Fallon presented the MS in Music Education program for Central CT State University which seeks to suspend the program for one year until December 2021. The program provides certified music teachers with professional training beyond the baccalaureate degree. This suspension is requested in response to a recommendation by the accrediting body, the National Association of Schools of Music (NASM). The program has seen declining enrollment and is entwined with a summer music institute which is also declining in enrollment. During the suspension period, CCSU plans to revise the curriculum to create a stronger program.

Chair Harris called for a vote to approve the suspension of the Central CT State University MS in Music Education for one year until December 2021. A vote was taken to suspend the Central CT State University MS in Music Education for one year until December 2021 and the vote was unanimous.

b. Modifications

i. Civil Engineering – BS - Central CT State University [Significant Modification of Courses/Course Substitutions]

Chair Harris called for a motion to modify the Central CT State University BS in Civil Engineering. The motion was moved by H. Howery and seconded by A. Budd.

Dr. Marianne Fallon and Dr. Bin (Brenda) Zhou, Associate Professor of Engineering, presented the program for CCSU which seeks to modify the BS in Civil Engineering in response to rapidly advanced changes in technology. The number of credits will be reduced from 130 to 128. An exception to the BOR normalization policy has been previously approved. The modifications will align with ABET accreditation and will make the program more attractive to the industry and students, as well as more competitive with other institutions in the region. Over 100 students are enrolled in the program and an average of 23 conferrals have been granted over the past three years. The job outlook for qualified civil engineers is strong in CT (9.7% growth rate) and nationally (10.6% growth rate).

Chair Harris called for a vote to approve the modification of the Central CT State University BS in Civil Engineering. A vote was taken to approve the modification of the Central CT State University BS in Civil Engineering and the vote was unanimous.

ii. English – BA - Central CT State University [Significant Modification of Courses/Course Substitutions]

Chair Harris called for a motion to modify the Central CT State University BA in English. The motion was moved by A. Budd and seconded by H. Howery.

Dr. Marianne Fallon and Dr. Mary Anne Nunn, Associate Professor of English, presented the BA in English program for Central CT State University which seeks to adjust the core and elective requirements in the program. 117 students are enrolled in the program and it averaged 50 conferrals in the past three years. 74.1% of the graduates are employed in CT. Questions/Recommendations from the Committee included:

- a) *If a student wanted to teach high school English, is this a major a student would take?* Response: The student would take the BS in English in order to teach. CCSU is not making changes to that program. Students with a BA in English could go on to teach; but they must have a post-baccalaureate in teacher education or an MA in Teaching (MAT).
- b) *The BA in English has a much lower writing requirement.* Response: Candidates for the BA in English will take one elective in writing in the modified program. The only change is that there are writing courses in the curriculum that no longer exist. The literature courses in the curriculum do require a great deal of writing.

Chair Harris called for a vote to approve the modification of the Central CT State University BA in English. A vote was taken to approve the modification of the Central CT State University BA in English and the vote was unanimous.

iii. Mathematics – BA - Central CT State University [Significant Modification of Courses/Course Substitutions and Addition of a Concentration in Pure Mathematics]

Chair Harris called for a motion to modify the Central CT State University BA in Mathematics. The motion was moved by H. Howery and seconded by A. Budd.

Dr. Marianne Fallon and Dr. Marian Anton, Associate Professor of Mathematical Sciences, presented the BA in Mathematics for Central CT State University which seeks to modify the program and to add a concentration in Pure Mathematics consisting of 58 credit hours. One newly developed course will be added. The enrollment in the BA in Mathematics is averaging 100 enrollments and 25 conferrals a year over the past three years. The job growth rate for mathematicians is 27.4% in CT and 30% nationwide. Questions/Recommendations from the Committee included:

- a) *Isn't this a new program, a BA in Pure Mathematics rather than a concentration?* Response: There's a lot of overlap in both the BA in Mathematics and the BA in Mathematics with a Concentration in Pure Mathematics. The BA in Mathematics has two other concentrations in Actuarial Science and Statistics.

Chair Harris called for a vote to approve the modification of the Central CT State University BA in Mathematics and the addition of a Concentration in Pure Mathematics. A vote was taken to approve the modification of the Central CT State University BA in Mathematics and the addition of a Concentration in Pure Mathematics and the vote was unanimous.

- iv. Teaching – MAT - Southern CT State University [Change of Review Date for Continued Licensure and Accreditation]

Chair Harris called for a motion to change the review date of the Southern CT State University MA in Teaching (MAT) from Fall 2020 to Fall 2021. The motion was moved by H. Howery and seconded by N. Cohen.

Dr. Stephen Hegedus presented the program. SCSU seeks to change the review date of the program from Fall 2020 to Fall 2021 because the program started a year later than anticipated and two years of data are needed for program review.

Chair Harris called for a vote to approve the change of the review date of the Southern CT State University MA in Teaching (MAT) from Fall 2020 to Fall 2021. A vote was taken to approve the change of the review date of the Southern CT State University MA in Teaching (MAT) from Fall 2020 to Fall 2021 and the vote was unanimous.

- c. Replication of a College of Technology (COT) Program

- i. Data Science Option – AS – Capital CC

Chair Harris called for a motion to approve the Replication of a College of Technology Program, the AS Data Science Option at Capital CC. The motion was moved by H. Howery and seconded by A. Budd.

Dr. Miah LaPierre-Dreger, Dean of Academic and Student Affairs, and Dr. Andre Freeman, Professor of Mathematics, Program Coordinator of Technology Studies, presented this program for Capital CC which seeks to replicate the existing COT Technology Studies – AS – Data Science Option. The new program will enable graduates to pursue careers in Data Science, expand Capital CC's existing Math and Computer Science STEM offerings, and strengthen Capital CC's relationships with local companies, Travelers. Aetna, The Hartford, and, Guardian, which provide a feeder for students with Data Science degrees. In addition, the AS Data Science Option will enable students to transfer into four-year bachelor's programs in Data Science. Capital CC has decided to postpone the start date of the Option until Fall 2021 due to the COVID-19 Pandemic. Chair Harris noted that CSCU, upon approval of the Capital CC AS Data Science Option program, will have three AS programs in Data Science Option, Tunxis CC, Northwestern CT CC, and Capital CC. We must look closely at new programs based on replication to ensure that there is no unnecessary duplication and to determine how many programs we need and where we need them.

Chair Harris called for a vote to approve the replication of a College of Technology Program, the AS Data Science Option at Capital CC. A vote was taken to approve the replication of a College of Technology Program, the AS Data Science Option at Capital CC and the vote was unanimous.

- d. New Programs

- ii. Health Science – AS – Capital CC

Chair Harris called for a motion to approve the proposed new Capital CC AS in Health Science. The motion was moved by A. Budd and seconded by N. Cohen.

Dean Miah LaPierre-Dreger, and, Dr. Dawn Bunting, Director of Nursing, presented this proposed new program for Capital CC. The proposed new AS in Health Science is the first of its kind in CT. Currently Capital CC has a Certificate in Health Science. There are numerous Bachelor of Science degrees in Health Science or like programs. The proposed

new AS in Health Science will provide students with a foundation for health and human services and provide numerous pathways for students to pursue advanced degrees. It will provide graduates with non-clinical employment opportunities and give displaced workers entrée into healthcare fields. Capital CC has over 1,000 Gen Ed students and the program will provide students with the opportunity to move into health-related fields rather than remaining in General Education Studies.

Chair Harris called for a vote to approve the proposed new AS in Health Science program at Capital CC. A vote was taken to approve the proposed new AS in Health Science program at Capital CC and the vote was unanimous.

e. BOR Policy: College and Career Success 101

Chair Merle Harris thanked Dr. Greg DeSantis, AVP Student Success and Academic Initiatives, and, Dr. Francine Rosselli-Navarra, Professor of Psychology, Manchester CC, for their hard work on this initiative and noted that the goal of this course is to help increase the graduation rate in the community colleges.

Chair Harris called for a motion to approve the proposed BOR Policy: College and Career Success 101 course. The motion was moved by N. Cohen and seconded by H. Howery.

Provost Gates voiced her support for initiatives to increase the student success rates in the CSCU community colleges by reducing the disparity among our students. She stated that we have a moral obligation to ensure that we fulfill the mission of the CSCU community colleges and this initiative will help us to do that.

Dr. DeSantis and Dr. Rosselli-Navarra presented the BOR Policy: College and Career Success 101 (CCS 101) Course. The BOR approved the Guided Pathways initiative two years ago and the first work group that was appointed was the First Year Experience (FYE) work group. The FYE is a cornerstone of the Guided Pathways initiative and the goal is to change the direction of student success across the community colleges, CSCU and the state of CT. The CCS 101 course is a standalone course that will set students in motion to develop individual academic and career plans for college. It will allow students to explore why they are in college, where they might be headed, and, what they need to do to succeed.

Dr. Rosselli-Navarra discussed the process and future direction of the CCS 101 Course. She noted that she appreciated Chair Harris' comments regarding the importance of the curriculum in advancing social justice and equity. The CCS 101 Course was developed by a team of faculty and staff from all twelve community colleges who were involved with First Year Experience (FYE) courses at their home institutions. The FYE workgroup was charged, in Spring 2018, with developing a common FYE course for the consolidated community college. The proposal for the CCS 101 course was finalized in December 2019. Although the course was designed for the future consolidated community college, Manchester CC has adopted the CCS 101 course and Gateway CC has pulled elements from CCS 101 and revised their existing course. In the course, students will develop an individualized academic and career plan. They will also learn college success and interpersonal skills and open their minds to different perspectives and experiences. Dr. Rosselli-Navarra noted that diversity was not a General Education requirement at the time the course was developed. If the course is approved by the BOR, the FYE work group will need to add outcomes to the course that will meet the diversity requirement.

Questions/Recommendations from the Committee included:

- i. *This is a mandatory course that students must take within the first 9 credits of their programs.* Response: Yes. Students will take CCS 101 within the first 9 credits of their program; however, there is flexibility in the proposal. If the proposal is passed, the administration will be required to make recommendations on which students will be exempted from taking CCS 101. The final decision is local.
- ii. *Why is CCS 101 not part of the General Education proposal?* Response: This is a cornerstone of the Guided Pathways initiative. At the start of our work on Guided Pathways, there was only the TAP program. We built CCS 101 in the TAP manner anticipating that the General Education core will have a slot for the course.
- iii. *Community colleges will be mandated to fit CCS 101 into the curriculum.* Response: The policy sets parameters about the course that program leads and curriculum committees would have to follow, like, the General Education Core and the Normalization Policy. Provost Gates reiterated that this is a policy. It does not mandate the specific content of the course. We're asking the BOR to endorse the parameters for the course under the single community college.
- iv. *The net result is to insert the CCS 101 course into programs. If the policy is adopted, programs can't delete or eliminate the course. This course was part of the original General Education proposal. If programs insert a 3-credit course, they would have to reduce or adjust academic content credits. How does the normalization adjustment work?* Response: All requests for program credit exceptions are submitted to Academic and Student Affairs for approval.
- v. *CCS 101 could dilute the academic content of a program. In addition, we will ask students to pay for what they would normally receive through academic advising. There is an extra cost for the three credits and the academic content can't be established yet for CCS 101.* Response: Chair Harris has asked for assurance that there is academic content in CCS 101. She noted reading, writing, and diversity content. Finally, faculty will need to look at CCS 101 to ensure that it is academically sound. Dr. DeSantis noted that research demonstrates that students who take FYEs graduate in less time and with fewer credits accumulated. These students are more likely to complete their programs. Many actually at a lower total cost.
- vi. *Were these studies done in areas where FYE is mandatory for all students? How many of the studies were done with mandatory vs. optional FYE?* Response: The gold standard for research is the randomized controlled trial, and there have been a few such studies examining outcomes for student success/FYE courses. The benefits of the FYE course accrue to students randomly assigned to the course in greater measure than demographically matched control students not assigned to the course.
- vii. *Why was only data for Asnuntuck CC's FYE courses included in the proposal? Other community colleges have FYE courses.* Response: No other community colleges provided outcome data on their FYE courses to the FYE leads. Asnuntuck shared their data in the Advising Leads Council report.
- viii. *Is CCS 101 worth the three credits? Which Learning Outcomes will be designated?* Response: There are currently four learning outcomes. The diversity outcome will be the fifth when it is added. This is a rigorous three-credit class. Assessments were developed for each learning outcome. The Diversity work group will be convened in Fall 2020. The CCS 101 course will be part of the curriculum for the CT Community College curriculum in Fall 2023.

- ix. *Considering the aspects of CCS 101, we must ensure that faculty can teach the course.* Response: CCS 101 provides introductory skills. It is not intended as a writing or oral communication class. There are learning outcomes built into the class. The proposed policy ensures that CCS 101 fulfills one of the General Education core competencies. The proposal does not mandate which competencies since competencies can shift over time. From the start, the FYE work group has recommended the professional development and training for all FYE instructors. The policy includes specific language regarding administrative oversight of the course that should assure ongoing professional development and training for faculty.
- x. *Is CCS 101 expected to meet the diversity requirement?* Response: The expectation is that CCS 101 will meet the diversity requirement based on how diversity is defined by the Diversity Work Group. *The hope was expressed that the course should not meet the diversity course requirement because it aims to do too much. Whether or not CCS 101 meets the diversity requirement will be based on the recommendations of the Diversity Committee.*
- xi. *This proposal went through regular college processes and was rejected by the faculty. This seems to be curriculum.* Response (Chair Harris): Why was this rejected by the campuses? Response: *The faculty was concerned with reducing credits to the required amount, diluting the academic content, and, increasing the number of credits, by three, for which students must pay.* Response (Chair Harris): There can be exceptions to the normalization policy. In the end, CCS 101 can save the students money. They know what they're doing and don't take courses that don't meet their goal.

Regent Cohen reviewed what the Committee is doing and what are the concerns. We are setting a framework for a course (CCS 101) that will be required, in the new One College (2023), for matriculated students in the first nine credits of their program. We outlined what will be in the course. If approved, between now and 2023, CCS 101 will go through course development in which academic content will be considered and if the course can be offered within the normalization policy for a program. Will the course, CCS 101 have to be resubmitted to the BOR for approval or is this that approval? Dr. DeSantis responded that there have been two years of course development thus far and that development will continue by the Work Group and will not come back to the Board.

- xii. *How will the faculty provide input on this course regarding the diversity issue to ensure that their ideas have been heard?* Response: Dr. DeSantis responded that review would be the same for any course, including the diversity courses, to ensure that the courses meet the expectations for the diversity requirement. He stated that it's important that we embed diversity, inclusion, and equity, throughout the student's academic career. Today we are discussing building one small piece, diversity, equity, and inclusiveness, into the CCS 101 course. Eventually, we hope that diversity will be mandated to be infused throughout the coursework in the students' education.
- xiii. *Does this course qualify for Financial Aid?* Response: Yes, if the student is eligible for financial aid.

Regent Cohen noted that she is not in favor of adding onto the 60 credits required to get an Associate's Degree. Dr. DeSantis responded that he fully shares her belief. This is a cornerstone of Guided Pathways, that programs normalize to what is necessary for students to be successful. For most programs, CCS 101 would fit into the 60 credits. In most cases, CCS 101 doesn't add extra credits or increase the number of courses. Adding CCS 101 may

decrease the number of credits attempted because the students are taking the right courses for the right program.

- xiv. *Will there be a protocol that explains to campuses how to determine whether CCS 101 fits into the existing program or if the credits have to be more than 60?* Response: Yes. The policy proposal directs provosts and community college leadership on this issue.
- xv. *Is this a parameter or are we talking about a course? If this passes, programs will be required to add CCS 101. Will other courses be removed to make a place for CCS 101? This proposal directly impacts the curriculum and the legitimacy of programs. We, in the community colleges, want to make sure that students are adequately educated without diluting academic content. The faculty pushed against this proposal when it was put before them. This is why it was removed from the General Education proposal. Let the faculty decide if this is feasible.* Response (Chair Harris): Later in the agenda, we have a progress report on PA (Public Act) 12-40. This came out of the state legislature and is similar to CCS 101. The faculty did not like the proposal but worked with it. It is successful. More students are getting through the system with degrees. In the case of CCS 101, we're not constructing actual course content. Academics and committees will do that. We're moving this initiative in the right direction.

Chair Harris called for a vote to approve the proposed BOR Policy: College and Career Success 101 course. A vote was taken to approve the proposed BOR Policy: College and Career Success 101 course and it was unanimous.

f. BOR Policy: Extension of Teach Out Deadlines for Discontinued Programs in Cases of Student Hardship

Chair Harris called for a motion to approve the proposed new BOR Policy: Extension of Teach Out Deadlines for Discontinued Programs in Cases of Student Hardship. The motion was moved by A. Budd and seconded by H. Howery.

Chair Harris noted that this new policy would allow the CSCU Provost to approve extensions to the teach out dates for students with extenuating circumstances. Regent Cohen asked how the student will be notified and could the ASA Committee get a status report. Chair Harris noted that extending a teach out deadline would be a very rare occurrence. Academic Leaders on the campuses monitor which students haven't completed courses. Each terminated program has to have a teach out date. Provost Gates noted that if a program is discontinued, students would be ineligible for financial aid. This policy needs to be approved by the ASA Committee and moved to OHE to change their data.

Chair Harris called for a vote to approve the proposed BOR Policy: Extension of Teach Out Deadlines for Discontinued Programs in Cases of Student Hardship. A vote was taken to approve the proposed BOR Policy: Extension of Teach Out Deadlines for Discontinued Programs in Cases of Student Hardship and it was unanimous.

4. Informational Items

a. PA 12-40 Progress Report

Provost Gates commended Dr. Elsa Núñez, VP for State Universities and President, Eastern Connecticut State University, Dr. Mike Butcaris, Interim Dean of Academic Affairs, Mike Stefanowicz, Interim CSCU AVP for Academic and Student Affairs, the PA 12-40 Council, and, Dr. J.D. Mathewson, Sr. Research Associate, Office of Research and System

Effectiveness, for their work on this initiative. Dr. Butcaris presented the PA 12-40 Progress Report and provided the history of the initiative.

This is the sixth full year of the PA 12-40 initiative which was implemented system-wide in Fall 2014. Six cohorts of students have gone through the program since its implementation. When the program started, CT was the state with the largest achievement gap out of the public schools. The CT community colleges have an open-door policy and are committed to providing academic and career opportunities to all CT students including those without the necessary skills while maintaining the quality of coursework. Prior to the passage of PA 12-40, community colleges had multiple layers of developmental course work. After the passage of PA 12-40, for those students in higher developmental levels, an embedded course was added. The two other levels were intensive and transitional. In addition, the use of multiple measures to place students in academic coursework was required. Prior to this, only Accuplacer was used for placement. By 2016, it was the high schools' responsibility to assess students' levels of readiness for college and to work with the community colleges. The purpose of this requirement was to ensure that as few students as possible needed remediation in college. To date, this has not occurred. In addition, the Smarter Balanced Test was to provide the data to community colleges. It was replaced by the SAT and is no longer part of high school placement testing.

Dr. Butcaris stated that the most important reason for the success of PA 12-40 was the English and Math faculty at the community colleges. Two groups of English and Math faculty are working on PA 12-40, CCET and CMAT, respectively. Early in the process of implementing, the faculty expressed concern regarding the law. The PA 12-40 Advisory Group engaged the faculty in local decision making to implement PA 12-40.

Dr. Butcaris discussed the positive results of the PA 12-40 initiative. The group that benefited the most from PA 12-40 is the group that tests just slightly below the cutoff for college coursework. These students, enrolled in the embedded course, are on the border of being ready for entry into English 101, but, needed additional support. Enrollment in English 101, a key course and a prerequisite for other courses, increased. The pass rates increased in English 101; but the Math pass rates did not increase to the degree that those in English 101 did. Most of the students in the developmental courses will not remain full time students; therefore, a 4-5-year graduation rate is more appropriate to determine the success of the program. Dr. Mathewson created an alternate graduation (success) rate to determine the results of the program. The data showed a 2% increase in the graduation rate for the highest group. Pre-PA 12-40, the graduation rate was 19% and Post-PA 12-40, the graduation rate is 21%.

Dr. Butcaris discussed the recommendations of the PA 12-40 Advisory Council. The resources allocated for PA 12-40 at some CT community colleges are not sufficient for every student who qualified for embedded coursework. The Council recommended community colleges make intensive and embedded courses and support available for all students who qualify for them. There should be adequate funding for in-class tutoring and technological support for students in these courses. It's important to research the effectiveness of different forms of curriculum to determine which is more effective across the system. Smaller classes and more time on tasks are important factors in the success of the program. The Council recognizes the need for a limited amount of placement tools; but it recommends exploring new, more efficient, and better options for determining placement. The Council recommended looking at what's happening at the next level, after English 101 and Gateway Math. Dr.

Butcaris reiterated the importance of community colleges' faculty and local administrators in the success of the program.

Chair Harris complimented the PA 12-40 Advisory Council on an excellent report. She noted that the ASA Committee needs to keep following progress on the recommendations in the report. Chair Harris noted that Dr. DeSantis and Dr. Rosselli-Navarra stated that MCC has implemented the CCS 101 course for Fall 2020 and commented that it would be interesting to study the students taking developmental education courses and also the FYE CCS 101 course to determine if taking the CCS 101 course makes a difference with the developmental education population. Dr. Butcaris noted that Norwalk CC has an FYE course with similar content. The FYE course has had some effect but continued support is needed beyond the first year. Dr. Levinson noted that holistic case management will provide support throughout the students' academic careers. The Guided Pathways model will increase advisement significantly.

Questions/Recommendations from the Committee included:

- i. *Regent Cohen noted the sentence in the Recommendations section of the PA 12-40 Report which states, "However, resources impact the extent to which individual colleges are able to make intensive and embedded courses and support available for their students." She asked how much money is required if every student who needs the courses could take them and what is the number of estimated students.* Response: It is hard to quantify the amount of funds needed to support all students who need classes. Embedded classes are smaller and students are getting additional support in the first semester. CCET noted that some community colleges were struggling to provide a seat in these classes for eligible students. In-class tutors were not that expensive per class, but the costs of in-class tutoring would increase for larger community colleges.
- ii. *Regent Budd noted that we lose many students at the outset. She asked why, on Page 9 of the report, the measurement was within three years of attendance.* Response: Dr. Butcaris noted that the students measured either dropped out or repeatedly took courses other than English 101. President Nunez noted that where English 101 is a prerequisite, students take it early in their academic plan. If English 101 is not a prerequisite, students take it later. This varies from college to college. Chair Harris noted that a student can start many programs without taking English 101 early on.
- iii. *Are these students only enrolled in Associate Degree programs?* Response: These students are both Certificate and Associate Degree students.

Chair Harris thanked President Núñez for guiding the PA 12-40 initiative for many years and asked the Council to inform the ASA Committee on the progress of the recommendations and what the Committee can do to assist the process in moving forward.

b. Below Threshold

- i. Acute Care Nurse Practitioner – Adult Gerontology – MS Nursing – Western CT State University [Added additional track]
- ii. Business Administration – MBA - Central CT State University [Modification – Addition of a General Track]
- iii. Counselor Education with Specialization in Clinical Professional Counseling – MS - Central CT State University [Modification]
- iv. Dance Education – PK-12 Teacher Preparation – BS - Central CT State University [Modification]

- v. Geography BA with Specializations in General/Regional Geography, Environmental Geography and Sustainability, and Tourism – BA - Central CT State University [Modification]
- vi. International Studies – BA - Central CT State University [Modification]
- vii. Mathematics – BS (Ed) - Central CT State University [Modification]
- viii. Management Information Systems – BS - Central CT State University [Modification]
- ix. Psychology – MA - Central CT State University [Modification]
- x. Special Education with Specialization in Special Education Teaching – MS - Central CT State University [Modification]

On a motion by N. Cohen and seconded by A. Budd, the Committee voted unanimously to adjourn the meeting of the BOR Academic and Student Affairs Committee at 12:36 p.m.