



Board of Regents

AGENDA - REGULAR MEETING

10:00 a.m., Thursday, December 19, 2019

CSCU SYSTEM OFFICE, REGENTS BOARDROOM

61 WOODLAND STREET, HARTFORD, CT 06105

| | | |
|-----|--|----|
| 1. | Call to Order | |
| 2. | Roll Call | |
| 3. | Declaration of Quorum | |
| 4. | Adoption of Agenda | |
| 5. | Opportunity to Address the Board* | |
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| 7. | Board of Regents Chair Matt Fleury | |
| 8. | CSCU President Mark E. Ojakian | |
| 9. | Approval of October 24, 2019 Meeting Minutes | |
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- 11. Academic & Student Affairs Committee – Merle Harris, Chair *No Exhibits*
- 12. Audit Committee – Elease Wright, Chair *No Exhibits*
- 13. Finance & Infrastructure Committee – Richard J. Balducci, Chair
 - A. Establishment of Pledge to Advance Connecticut (PACT) 64
- 14. HR & Administration Committee – Naomi Cohen, Chair *No Exhibits*
- 15. Executive Committee – Matt Fleury, Chair
 - A. Students First– Reaffirmation of Guiding Principles and Stipulation of Priorities and Key Considerations to be utilized during the transition to a singly-accredited College 77
- 16. Executive Session
- 17. Adjourn

**NEXT REGULARLY SCHEDULED MEETING OF THE FULL BOARD OF REGENTS FOR HIGHER EDUCATION IS
10 AM., THURSDAY, FEBRUARY 21, 2020
CSCU SYSTEM OFFICE, 61 WOODLAND STREET, HARTFORD, CT 06105**

***Opportunity to Address the Board:** 30 minutes total; no more than three minutes per speaker. There will be two separate sign-up lists: one for students and another for faculty, staff and the public. Students will address the Board first, for up to 15 minute’s total, followed by up to 15 minutes total for faculty, staff and public. The lists will be available in the meeting room for sign-up beginning at 8:30 am. Only one sign up per person (one person may not sign up for a group of individuals). Individuals who wish to address the Board **must sign-up prior to 10 am.** Speakers will be recognized from each list in the order of signing up (adherence to time limits will be required).

Faculty Advisory Committee Report to the Board of Regents for Higher Education

December 19, 2019

President Ojakian, Chairman Fleury, and members of the Board of Regents thank you for the opportunity to present to you today.

A portion of our report will consist of a series of fundamental questions regarding the community college consolidation.

As you are aware, considerable opposition to the Students First plan exists across the system. A petition signed by over 1400 people including former community college presidents, trustees, regents, and senior administrators was presented to you last spring. A resolution of no confidence votes in Students First, President Ojakian, and this Board was approved by faculty and staff governance bodies at ten community colleges and two state universities. One of the community colleges that did not consider the no confidence resolution, Middlesex Community College, did approve a resolution in opposition to Students First.

Some have attributed the opposition to the idea that faculty and staff are averse to change, or that people are apprehensive about losing control, or that the opposition only consists of a small, vocal minority. Such attributions do not capture how faculty themselves see the problems with the consolidation. With few exceptions, faculty and staff simply do not see the consolidation as a way to improve student outcomes and believe it will decrease the value of the community colleges for the state of Connecticut and the students it serves. Many, as the FAC has reported many times before, do not see the governance structure for the transition as respectful of principles of shared governance.

The FAC also believes that people's opposition stems, in part, from the lack of transparency and the absence of a plan to guide the transition. Aside from a few documents submitted to the BOR (i.e. the briefly sketched organizational diagrams from October 2017, the initial quantification in December 2017, the redesigned resolution and timelines presented in June 2018, and the financial projections from June 2019), the principle consolidation documents are the two submissions to NECHE: The Substantive Change Application of April 2018, which was not approved, and the Update in April 2019, in which NECHE responded with a letter that cited 24 different specific standards that were not adequately addressed. A plan for the transition and a vision of the one college has not been provided.

The FAC believes the 11 questions below raise fundamental matters that need to be addressed. We are not expecting specific answers today but think that the system and the state of Connecticut would be well served by addressing them in a public document to provide guidance and transparency for the transition.

1. For the consolidated college, will the system office apply for candidacy or seek a substantive change to receive NECHE accreditation?

Comments: The April 2018 letter from NEASC (now NECHE) in response to the initial application for a substantive change stated that the consolidation was not a substantive change and outlined the process to apply for candidacy for a new accreditation. On numerous occasions over the last two years, however, President Ojakian has maintained that it is still to be determined whether the system will

apply for candidacy or seek a substantive change in 2023. He has often commented that to become one college, we first need to act like one college, which seems to imply a preference toward a substantive change application. Acting like one college, however, might pose a challenge in preserving the individual accreditations through the transition, while a successful application for candidacy would create an interim period to build capacity. The choice has significant implications for how the transition is to be managed. Further delays in making this decision will slow planning. Full transparency on this matter would require a review of the perceived risks and benefits of the respective choices and a date when the decision would be made.

2. What is the process to ensure that in the transition to a single college that students' access to federal financial aid is not jeopardized?

Comments: Even a momentary loss of access to federal financial aid is arguably the biggest single risk for students and for the community colleges in the transition to a single accredited college. The size of the risk warrants full transparency for how this change will be managed. The FAC's understanding is that federal regulations stipulate that a newly accredited institution cannot receive federal financial aid for three years. The FAC also recognizes that it may be possible to retain the current federal financial aid identification number at one of the colleges and, in effect, merge the other 11 colleges into that id number, but we are unaware if such a strategy would have implications for how the transition is managed or the process of accrediting the new college through NECHE. Last summer, members of the FAC did reach out to the federal office in Boston that would oversee such a transition. We were concerned to discover that no one from the Connecticut system office had contacted them to inquire about this matter.

3. After the transition to the single college, will all operational functions be moved to the new college under the oversight of the consolidated college President, or will some be administered through the system office (Also see question 4)?

Comments: The initial unveiling of the Students First strategies in April 2017 suggested that many "back office functions" would be wholly administered through the system office for both the state universities and the consolidated college. NECHE standards of accreditation, however, require a certain autonomy for institutional governance that mitigated against moving the primary authority to the system office for institutional research, finance, and perhaps for other functions. Addressing this question, would help to clarify the proposed institutional structure for the consolidated college.

4. Will the President of the consolidated college report directly to the BOR, or will the President of the system office continue to be the primary source of communication and information between the BOR and the institutions?

Comments: A consolidated college will be among the largest community colleges in the country and the President will need to act as the lead administrator across what will itself be a complex system. Nestling this complex system inside another system may create redundancies, invite unnecessary bureaucratic complexity, and lead to distracting power struggles. Consolidating some functions inside the system while others are moved into the new college may exacerbate this potential friction. If the President of the consolidated college reports directly to the BOR, a legislative adjustment might be necessary to institute a two-president model.

5. How will the Community College consolidation address the achievement gap in Connecticut?

Comments: In recent weeks, President Ojakian has referred to the achievement gap in this state and argued that the consolidation will be a key step toward closing it. The FAC is committed to any practices or strategies that could effectively address this problem, but we do not see how consolidation provides a solution. Guided Pathways, if well executed, might lead to modest improvements in graduation rates, but it would be available for all students. Guided Pathways could also be implemented without the consolidation, and it is not funded in the financial projections for Students First. In addition, the achievement gap is a result of deep structural inequities rooted in geographic segregation and the funding mechanisms for the K-12 system. Public Act (PA) 12-40 not only sought to shorten the path to completion for students who needed developmental classes, but also required the K-12 system to graduate students who were college ready. We do need to do what we can to address the achievement gap, but we should be urging compliance with all of PA 12-40, rather than proposing that we can solve this problem when students are 19 years old.

6. What are the criteria and who will decide if programs that share some similarities must be integrated into a single program or can be retained as independent programs with distinct names?

Comments: Across the community colleges, there may be several dozen programs that share 50 to 75 percent of similar content. Consolidating such programs will rationalize program offerings, but such decisions may disrupt student progress, require extensive teach outs, have significant resource implications, and be fraught with challenges and conflicts over learning outcomes, rigor, and resource limitations on some campuses. A policy and a process that respects faculty governance over curriculum needs to be carefully and thoughtfully constructed to adjudicate these decisions.

7. For academic programs, must all courses in a program be offered on a single campus, or may some programs require students to take courses on more than one campus?

Comments: In the TAP programs, the system office required some colleges (often against faculty objections) to offer TAP degrees even though the colleges did not offer all required courses. These have been referred to as system degrees. For example, NVCC offers a TAP program in Italian even though the college does not offer the Intermediate courses ITA 201 and ITA 202 that are required for the transfer ticket. ACC offers a TAP program in Mathematics but does not regularly offer the required courses MAT 268 Calculus III and MAT 285 Differential Equations. Creating programs that require students to take courses on more than one campus may expand offerings and save resources but may also create barriers to student completion. A clear answer to this question is necessary for the discipline work groups to complete their work.

8. How will faculty in a discipline be integrated to ensure that the quality of academic programs that are offered on multiple campuses is sustained?

Comments: The April 25, 2018 letter from NEASC responding to the substantive change request stated: "It is not clear how faculty can act in concert across up to twelve campuses to oversee the quality of the academic programs." The July 12, 2019 letter from NECHE responding to the April 2019 update referred to the challenges for the administration to "ensure comparability and consistency in learning outcomes." The temporary discipline workgroups that have been assembled to consolidate programs are not sufficient to address the regular monitoring, review, and assessment of programs that is

necessary to maintain quality. Faculty within a discipline or who share administration of a multi-campus program must be in ongoing conversations and coordination to organize program assessment, program reviews, and to sustain quality.

9. Will the curriculum changes associated with the consolidation be reviewed by the BOR through the expedited process that was used for the TAP Programs or will modified programs be required to submit standard applications to the BOR (Also see question 10)?

Comments: The April 2019 Update to NECHE outlines a five-step process for program consolidation as a modification of the TAP process. Consolidated programs are to be initiated from disciplinary workgroups, move to the SFASACC, to campuses for endorsement votes, to the CCIC, and then conclude with approval by the Board of Regents. This suggests that the Board will be approving documents that primarily consist of simple lists of courses with perhaps an orienting paragraph of narrative. This review process might expedite the reduction of some 434 degree programs down to 225-250 programs, as well as a few hundred certificate programs. Unlike the TAP programs, however, many of these curricular changes will have budgetary effects on different campuses as courses are added or subtracted to programs and “teach outs” for modified or deleted programs are planned. In addition, the expedited review process for the TAP programs did not map learning outcomes across the program curriculum, or review processes for program evaluation, program administration, and the provision of special resources, which are important matters for programs offered on more than one campus. On the other hand, full applications for every consolidated program would further strain what are already aggressive timelines.

10. What will be the procedure for the Board to license and accredit the academic programs that will be offered through the one college?

Comments: If expedited reviews similar to the TAP programs are used to approve programs, then this implies that all or nearly all of the academic programs in the one college will be licensed and accredited through transfers from a single college to the one college. Can this be done? If, for example, the Criminal Justice program to be offered through the one college turns out to be the same or similar to the Criminal Justice program currently offered at Housatonic, then can the license and accreditation of the Housatonic program be extended to the one college without a full review? If so, this would also imply that substantial modifications, extensive teach-outs, name changes, and changes in academic resources to comply with the requirements of the Housatonic program on other campuses would not be subject to a Board review.

11. Will all independently accredited programs across the community colleges be able to retain their accreditation after the consolidation?

Comments: Independently accredited programs are especially at risk through the consolidation. The FAC believes most accrediting agencies will not accredit a program with a single decision for a program offered on more than one campus. The current nursing programs share the same curriculum, but have independent administrations on each campus, each of which must meet accreditation standards. This is not parallel to having identical programs operating on multiple campuses under a single administration. Under the one college, would it be possible to have a common program meet accreditation standards on some campuses, but not on others?

12-19-2019 – Consent Agenda

10. **Consent Agenda**
 - A. **Academic Programs**
 - i. **Discontinuations**
 - a. Land Surveying – Certificate – Charter Oak State College
 - b. Computer Services: Web Development – AS - Quinebaug Valley CC
 - c. Microcomputer Software Applications – C2 Certificate - Quinebaug Valley CC
 - d. Microcomputer Software Fundamentals - C2 Certificate - Quinebaug Valley CC
 - e. Associate Network Specialist - C2 Certificate - Quinebaug Valley CC
 - f. Patient Care Technician - C2 Certificate - Quinebaug Valley CC
 - g. Special Education - Graduate Certificate (Post-baccalaureate) – Central CSU
 - ii. **Modifications**
 - a. Dental Hygiene – AS – Tunxis CC [significant modification of courses/course substitutions]
 - b. Dance Education – BS – Central CSU [significant modification of courses/course substitutions/adding a specialization]
 - iii. **New**
 - a. Advanced English as a Second Language (ESL) Proficiency - Certificate - Quinebaug Valley CC
 - b. Data Analytics – C2 Certificate – Three Rivers CC
 - iv. **Continued Accreditation (Programs)**
 - a. Dance Education – BS – Central CSU
 - b. Accounting – MS – Central CSU
 - c. Biotechnology – AS – Capital CC
 - d. Construction Management – AS – Capital CC
 - e. Construction Management – C2 Certificate – Capital CC
 - f. Registered Medical Assisting – Certificate – Asnuntuck CC
 - v. **Accreditation of Licensed Programs**
 - a. Master’s in Education in Literacy and Language Arts Program – MSED – Western CSU
 - b. Master’s in Education – Special Education Program (K-12) – MSED – Western CSU
 - vi. **Accreditation - Institutional** - Central CSU
 - vii. **CSU Tenure Recommendations**
 - B. **License Agreement with NW Regional Workforce Inv. Board** – Northwestern CT CC
 - C. **Revision to CSU Policy concerning Stipends and Waiver of Fees for Graduate Assistants**

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

December 19, 2019

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a program in Land Surveying (CIP Code: 15.1102 / OHE # 16816) leading to a Certificate at Charter Oak State College.

A True Copy:

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

ITEM

Discontinuation of a program in Land Surveying to a Certificate at Charter Oak State College

BACKGROUNDSummary

Due to low enrollment, the institution has determined this program should not be continued. This certificate was developed at the request of the CT Association of Land Surveyors in 2010. To date there has been only one person who has completed the certificate. It was designed to build off of courses at some of the community colleges and industry certifications. Charter Oak only developed one course. It has been confirmed with the CT Association of Land Surveyors that there is no longer a need.

Phase-Out/Teach-Out Strategy

There are no students enrolled in this program and no new students will be admitted; thus, there is no need for a phase-out/teach-out strategy.

Resources

No resources are required for the discontinuation of this program.

RECOMMENDATION

It is the recommendation of the System's Provost and Senior Vice President for Academic and Students Affairs that the Board of Regents approve discontinuation of this program.

12/02/2019 – BOR Academic & Student Affairs Committee

12/19/2019 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

December 19, 2019

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Computer Services: Web Development (CIP Code: 11.0301 / OHE # 17186) leading to an Associate of Science degree at Quinebaug Valley Connecticut Community College, with a phase out/teach out period ending Fall Semester 2019.

A True Copy:

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

ITEM

Discontinuation of a program in Computer Services: Web Development leading to an Associate of Science degree at Quinebaug Valley Community College

BACKGROUNDSummary

Due to low enrollment, the institution has determined this program should not be continued. Insufficient enrollments in the program's courses lead to the cancellation of those courses. QVCC will continue to keep the Web Design certification as the workforce still requires this skillset; however, not at an A.S. degree.

Phase-Out/Teach-Out Strategy

Program Coordinator has identified students enrolled in the program and has provided each student with an individualized teach-out schedule. This includes identifying course substitutions and identification of courses offered at other Community Colleges. As of Spring 2019 there were 2 students enrolled in the program with both students expected to graduation end of Fall 2019 semester.

Resources

No resources are required for the discontinuation of this program.

RECOMMENDATION

It is the recommendation of the System's Provost and Senior Vice President for Academic and Students Affairs that the Board of Regents approve discontinuation of this program.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

December 19, 2019

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a program in Microcomputer Software Applications (CIP Code: 11.0601 / OHE # 06819) leading to a Certificate at Quinebaug Valley Connecticut Community College

A True Copy:

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

ITEM

Discontinuation of a program in Microcomputer Software Applications leading to a Certificate at Quinebaug Valley Connecticut Community College

BACKGROUNDSummary

The institution recommend discontinuation of this certification due to low student enrollment. The last semester this certification had student enrollment was Fall 2014, with a single student being enrolled. Today, the learning objectives of this certification are taught at either the High School or Middle School of K-12's. Additionally, skill sets of this certification are offered on the non-credit side of most Community Colleges.

Phase-Out/Teach-Out Strategy

There are no students enrolled in this program and no new students will be admitted; thus, there is no need for a phase-out/teach-out strategy.

Resources

No resources are required for the discontinuation of this program.

RECOMMENDATION

It is the recommendation of the System's Provost and Senior Vice President for Academic and Students Affairs that the Board of Regents approve discontinuation of this program.

12/02/2019 – BOR Academic & Student Affairs Committee
12/19/2019 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

December 19, 2019

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a program in Microcomputer Software Fundamentals (CIP Code: 11.0601 / OHE # 02849) leading to a Certificate at Quinebaug Valley Connecticut Community College

A True Copy:

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

ITEM

Discontinuation of a program in Microcomputer Software Fundamentals leading to a Certificate at Quinebaug Valley Connecticut Community College

BACKGROUNDSummary

The institution recommend discontinuation of this certification due to low student enrollment. The last semester this certification had student enrollment was Fall 2014, with a single student being enrolled. Today, the learning objectives of this certification are taught at either the High School or Middle School of K-12's. Additionally, skill sets of this certification are offered on the non-credit side of most Community Colleges.

Phase-Out/Teach-Out Strategy

There are no students enrolled in this program and no new students will be admitted; thus, there is no need for a phase-out/teach-out strategy.

Resources

No resources are required for the discontinuation of this program.

RECOMMENDATION

It is the recommendation of the System's Provost and Senior Vice President for Academic and Students Affairs that the Board of Regents approve discontinuation of this program.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

December 19, 2019

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a program in Associate Network Specialist (CIP Code: 11.0301 / OHE # 10598) leading to a Certificate at Quinebaug Valley Connecticut Community College

A True Copy:

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

ITEM

Discontinuation of a program in Associate Network Specialist leading to a Certificate at Quinebaug Valley Connecticut Community College

BACKGROUNDSummary

The institution recommend discontinuation of this certification due to low student enrollment. This certification has not had a student since Fall 2014 when a single student was enrolled. QVCC will continue to offer an A.S. degree in Computer Networking and a 30-credit certification in computer networking (Senior Network Specialist).

Phase-Out/Teach-Out Strategy

There are no students enrolled in this program and no new students will be admitted; thus, there is no need for a phase-out/teach-out strategy.

Resources

No resources are required for the discontinuation of this program.

RECOMMENDATION

It is the recommendation of the System's Provost and Senior Vice President for Academic and Students Affairs that the Board of Regents approve discontinuation of this program.

12/02/2019 – BOR Academic & Student Affairs Committee
12/19/2019 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

December 19, 2019

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a program in Patient Care Technician (CIP Code: 13.0101 / OHE # 12953) leading to a Certificate at Quinebaug Valley Connecticut Community College

A True Copy:

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

ITEM

Discontinuation of a program in Patient Care Technician leading to a Certificate at Quinebaug Valley Connecticut Community College

BACKGROUNDSummary

The institution recommend discontinuation of this certification due to low student enrollment. This certificate program no longer serves the need of the students, community, or College. This program has no student enrollment due to lack of interest.

Phase-Out/Teach-Out Strategy

There are no students enrolled in this program and no new students will be admitted; thus, there is no need for a phase-out/teach-out strategy.

Resources

No resources are required for the discontinuation of this program.

RECOMMENDATION

It is the recommendation of the System's Provost and Senior Vice President for Academic and Students Affairs that the Board of Regents approve discontinuation of this program.

12/02/2019 – BOR Academic & Student Affairs Committee

12/19/2019 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

December 19, 2019

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Special Education (CIP Code: 13.1001 / OHE # 10180) leading to a Graduate Certificate at Central Connecticut State University, with a two-year phase-out/teach-out period ending Spring Semester 2021.

A True Copy:

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

ITEM

Discontinuation of a program in Special Education leading to a Graduate Certificate at Central Connecticut State University

BACKGROUNDSummary

The department has been encouraged by the University to end the post-baccalaureate program for various reasons including impending changes to financial aid for certificate programs. This post-baccalaureate program led to State of Connecticut special education teaching certification only, without a graduate degree. A master's degree is preferable to a certificate program because teachers with an MS command higher salaries in the state. A MS degree is also necessary for teachers to earn a professional educator certificate. The MS in Special Education has been in existence at the University since 1968.

Phase-Out/Teach-Out Strategy

There is one student currently enrolled in the program, all others have been migrated to the master's degree program. That student will be afforded to complete all program requirements since they are available through the master's degree program.

Resources

No resources are required for the discontinuation of this program.

RECOMMENDATION

It is the recommendation of the System's Provost and Senior Vice President for Academic and Students Affairs that the Board of Regents approve discontinuation of this program.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Modification

December 19, 2019

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program – Dental Hygiene (CIP Code: 51.0602 / OHE # 01744) leading to an Associate of Science degree at Tunxis Community College.

A True Copy:

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

ITEM

Program modification of program in Dental Hygiene leading to an Associate of Science degree at Tunxis Community College

BACKGROUNDSummary

The proposed changes address the following four concerns for the Dental Hygiene program:

- To provide a second option for entry into the program
- To address a national movement to transition 2-year Dental Hygiene programs to 3-year programs, more accurately reflecting the prerequisites required. This dovetails with a national movement towards transitioning community college Associate level degrees to community college Bachelor's level degrees for entry into the field.
- To redesign the curriculum in order to provide better outcomes for students. This will remedy an issue that has been problematic since the program was redesigned to accommodate credit normalization.
- To represent more accurately revenue derived from pre-requisite courses taken at Tunxis as a direct result of students who are seeking entry to the Dental Hygiene program.

In addition to the existing selective admissions process, the institution proposes adding a direct admissions option based on successful completion of the program pre-requisite requirements.

The proposed curricular changes would position the program to offer a Bachelor degree or prepare its students for entry into a Bachelor degree program.

The curricular redesign would afford students the opportunity to complete three of the four years of course credits (93 credits) toward a Bachelor's degree.

The institution proposes a more adequate accounting of tuition and other revenue generated to the college directly as a result of its Dental Hygiene program.

Resources

The institution expects the program's projected expenditures to exceed projected revenue over the course of the next three years by \$1.2 million.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve this program modification. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.

12/02/2019 – BOR Academic & Student Affairs Committee

12/19/2019 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Modification

December 19, 2019

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program – Dance Education (CIP Code: 13.1324 / OHE # 18177) leading to a Bachelor of Science degree; specifically the addition of a specialization in Entrepreneurship at Central Connecticut State University.

A True Copy:

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

ITEM

Program modification of program in Dance Education leading to a Bachelor of Science degree; specifically the addition of a specialization in Entrepreneurship at Central Connecticut State University

BACKGROUNDSummary

The original Dance Education major consists of a core of dance education major and teacher specialization courses designed to enable initial PK-12 certification for students wishing to teach in public and/or private schools. CCSU proposes adding a Specialization in Entrepreneurship for those students who are looking to pursue a business-based dance career. There is an increasing interest and need for a business preparation program that addresses marketing and business skills for those seeking employment and ownership of a business in the area of dance education (i.e., dance studios, dance director within small/large corporations, community centers, etc.). Therefore, CCSU is requesting a modification to the current Dance Education program to include a second specialization in Entrepreneurship in Dance Education. Current Dance Education students consistently request business courses to enhance their preparation in dance. This modification is to ensure Dance Education majors are appropriately prepared to enter the business workforce in Dance Education; this change by no means impacts students who wish to pursue the PK-12 Initial Teacher Certification program in Dance Education.

Resources

The institution expects the program's projected revenue to exceed projected expenditures in each of its first three years and to accumulate a small profit of \$2,229 during that time.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve this program modification. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.

12/02/2019 – BOR Academic & Student Affairs Committee
12/19/2019 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

December 19, 2019

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Advanced ESL Proficiency (CIP Code: 13.1401) leading to a Certificate, requiring 21 to 24 course credits delivered via an online, on ground and/or combined modalities, at Quinebaug Valley Community College; and grant its accreditation for a period of seven semesters beginning with its initiation.

A True Copy:

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

ITEM

Establishment of a new program leading to a Certificate in Advanced ESL Proficiency at Quinebaug Valley Community College

BACKGROUNDSummary

English Language Learner (ELL) students within the English as a Second Language (ESL) program at QVCC are currently enrolled in a number of degree and certificate programs. As ELL students achieve English proficiency, the ESL certificate packages the ESL courses currently available into a certificate which can be part of a stackable pathway to all available certificates and Associate degrees at the college.

Rationale

Becoming proficient in English opens opportunities for employment and promotion. As of 2018, the Bureau of Labor statistics reported the unemployment rate in Windham, CT at 4.5%. Although this is a low percentage, it is still the highest in Connecticut and higher than the national average at 3.7%. Many of the ELL students at QVCC are employed in low paying entry level jobs with little chance of advancement due to not having enough proficiency in English. In addition, ELL students often need to have more than one job in order to make ends meet.

QVCC offers a variety of Certificates and Degrees which students can choose from to improve their standard of living. In addition, an ESL Certificate would give ELL students a credential that can be used to justify being promoted at their current employment or in certain cases when immigrants choose to return to their country of origin, to obtain employment in settings where English is required.

Resources

Projected revenue for the proposed program exceeds projected expenditures in totality for the first three years of the program. It is anticipated that the program will generated approximately \$38,131 by the end of year three.

RECOMMENDATION

Following it review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve the establishment of this program. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.

12/02/2019 – BOR Academic & Student Affairs Committee
12/19/2019 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

December 19, 2019

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Data Analytics (CIP Code: 27.0304) leading to a Certificate, requiring 16 course credits delivered via an on ground modality, at Three Rivers Community College; and grant its accreditation for a period of seven semesters beginning with its initiation.

A True Copy:

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

ITEM

Establishment of a new program leading to a Certificate in Data Analytics Three Rivers Community College

BACKGROUNDSummary

The Data Analytics certificate provides exposure to essential elements of data analysis including data sources, programming languages, statistical principles, computing and analytics, graphics, and data science applications. This certificate will afford students more opportunities in the job market by providing them with skills which are highly sought by employers in many industries. While current jobs require a bachelor's degree, new jobs are being created at the associate's degree level of entry as well. This certificate will offer both employees with little higher education or with Bachelor's degrees the specific skills to work with many forms of data.

Rationale

With this program, the institution seeks professionals in business, marketing, information systems, information technology, etc. to use this learning opportunity as a way to enhance their existing career path. These include people that manage logistics, product development, marketing, business analysis/intelligence/analytics, bioinformatics, etc. Jobs that require Data Analytics include by title: IT Systems Analyst, Healthcare Data Analyst, Operations Analyst, Data Scientist, Data Engineer, Quantitative Analyst, Data Analytics Consultant, Digital Marketing manager, Project Manager, Transportation Logistics Specialist, and Statistician. According to the State of Connecticut Department of Labor, the above jobs are some among the fastest growing jobs in the State of Connecticut.

Resources

Projected revenue for the proposed program exceeds projected expenditures in totality for the first three years of the program. It is anticipated that the program will generated approximately \$385,860 by the end of year three.

RECOMMENDATION

Following it review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve the establishment of this program. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.

12/02/2019 – BOR Academic & Student Affairs Committee

12/19/2019 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Accreditation

December 19, 2019

RESOLVED: That the Board of Regents for Higher Education grant accreditation of a Dance Education program (CIP Code: 13.1324, OHE # 18177) leading to a Bachelor of Science degree, requiring 120 course credits delivered via an on ground modality, at Central Connecticut State University.

A True Copy:

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

ITEM

Continued Accreditation of a Dance Education program leading to a Bachelor of Science degree at Central Connecticut State University

BACKGROUND

Per the BOR's Academic Programming Approval policy, programs previously licensed and accredited by the Board must submit an Application for Continued Accreditation during its seventh semester if the institution elects to recommend its continuation.

PERFORMANCE INDICATORSStudent Enrollment

The department reports a **negative difference** between the projected Year 3 enrollment and actual Fall '19 FTE enrollments of 6.3 students.

Cost Effectiveness

The department reports a **negative difference** between total revenue generated by the program during its third year and total expenditures apportioned to the program of \$12,410.

Learning Outcomes

Departmental faculty specified the assessment of the student learning outcomes but did not report the results. The learning outcomes were recently updated.

PROGRAM CHANGES

A Program Modification of the referenced program is submitted at the same timeframe as this Application.

EXPLANATORY & CORRECTIVE ACTION PLAN

The department is developing a 3-year marketing plan to improve enrollment. Special emphasis will be placed upon recruiting high school students who attend its high school festival. The proposed modification to add a specialization in entrepreneurship will appeal to students.

It is anticipated that increased enrollments will shrink then eliminate the differences between expenditures and revenue.

FUTURE PROGRAM RESOURCES

The department projects that the program's revenue will exceed its expenditures over the course of the next three years by \$5,919.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents grant accreditation of this program. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.

12/02/2019 – BOR Academic & Student Affairs Committee

12/19/2019 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Accreditation

December 19, 2019

RESOLVED: That the Board of Regents for Higher Education grant accreditation of an Accounting program (CIP Code: 52.0301, OHE # 18549) leading to a Master of Science degree, requiring 30 course credits delivered via a hybrid modality, at Central Connecticut State University.

A True Copy:

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

ITEM

Continued Accreditation of an Accounting program leading to a Master of Science degree at Central Connecticut State University

BACKGROUND

Per the BOR's Academic Programming Approval policy, programs previously licensed and accredited by the Board must submit an Application for Continued Accreditation during its seventh semester if the institution elects to recommend its continuation.

PERFORMANCE INDICATORSStudent Enrollment

The department reports a **negative difference** between the projected Fall '18 and actual Fall '19 FTE enrollments of 21.45 students, after actual Fall '18 FTE enrollment exceeded the projection by 4.75 FTE.

Cost Effectiveness

The department reports a **positive difference** between total revenue generated by the program during its third year and total expenditures apportioned to the program of \$351,825.

Learning Outcomes

Departmental faculty identified weak student performances during the '17-'18 academic year among a few dimensions and decided upon corrective actions for the '18-'19 academic year whose the results are to be assessed during the Fall '19 semester.

PROGRAM CHANGES

Due to growing demands in the profession, the department added a specialization in Business Analytics through four elective courses – three are required and the forth to be selected from a group of three.

EXPLANATORY & CORRECTIVE ACTION PLAN

The department is developing a 3-year marketing plan to improve enrollment while acknowledging declining enrollments throughout the institution and the System. Above average licensure pass rates achieved by the program's students, and recent and planned hires to stabilize departmental faculty are factors that foster departmental optimism.

FUTURE PROGRAM RESOURCES

The institution/department projects that the program's revenue will exceed its expenditures over the course of the next three years by \$555,795.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents grant accreditation of this program. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendations.

12/02/2019 – BOR Academic & Student Affairs Committee

12/19/2019 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Accreditation

December 19, 2019

RESOLVED: That the Board of Regents for Higher Education grant accreditation of a Biotechnology program (CIP Code: 26.1201, OHE # 17700) leading to an Associate in Science degree, requiring 60 course credits delivered via an on ground modality, at Capital Community College for five semesters when a second Application for Continued Accreditation must be submitted in Spring 2022.

A True Copy:

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

ITEM

Continued Accreditation of a Biotechnology program leading to an Associate in Science degree at Capital Community College

BACKGROUND

Per the BOR's Academic Programming Approval policy, programs previously licensed and accredited by the Board must submit an Application for Continued Accreditation during its seventh semester if the institution elects to recommend its continuation. Additionally, the Academic and Student Affairs Committee required select programs that received the BOR's retroactive accreditation in June 2019, to submit an Application for Continued Accreditation in Fall 2019.

PERFORMANCE INDICATORSStudent Enrollment

The institution reports a **negative difference** between the referenced program's projected for Year 3 and actual Fall '19 FTE enrollments of 14.6 students.

Cost Effectiveness

The institution reports a **positive difference** between total revenue generated by the program during the 2018-19 Year and total expenditures apportioned to the program of \$8,500.

Learning Outcomes

The institution list assessments of each learning outcome but not their results; perhaps given the low number (4 since Spring 2015) of graduates.

PROGRAM CHANGES

During the normalization process, curricular changes reduced degree requirements from 62 to 60. Also, student are now allowed greater flexibility in selecting courses to meet their educational and career goals.

EXPLANATORY & CORRECTIVE ACTION PLAN

The institution proposes to execute a targeted marketing campaign to increase enrollment and to consolidate the referenced program with the program at Middlesex Community College. The consolidation plan for the two Biotechnology AS programs will create greater opportunity and flexibility for students to complete their degree requirements in a timely manner by aligning the course offerings on both campuses. The proposed consolidation maintains the Biotechnology AS degree at 60 credits, including the common General Education requirements, and allows program-specific courses to be offered at both CCC and MxCC. Moreover, the consolidation affords students the opportunity to complete some courses online, optimizes the expertise and laboratory equipment available on each campus to offer distinct specialized upper level courses, and increases the availability of more open science electives during alternate semesters at each campus.

FUTURE PROGRAM RESOURCES

The institution/department projects that the program's revenue will exceed its expenditures over the course of the next three years by \$53,920.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents grant accreditation of this program. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation with the stipulation that accreditation be for five semesters and that the program be required to submit a second Application for Continued Accreditation in Spring 2022; given the greater than 50% negative differential in student enrollment.

12/02/2019 – BOR Academic & Student Affairs Committee

12/19/2019 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Accreditation

December 19, 2019

RESOLVED: That the Board of Regents for Higher Education grant accreditation of a Construction Management program (CIP Code: 52.2001, OHE # 17183) leading to an Associate in Science degree, requiring 60 course credits delivered via an on ground modality, at Capital Community College.

A True Copy:

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

ITEM

Continued Accreditation of a Construction Management program leading to an Associate in Science degree at Capital Community College

BACKGROUND

Per the BOR's Academic Programming Approval policy, programs previously licensed and accredited by the Board must submit an Application for Continued Accreditation during its seventh semester if the institution elects to recommend its continuation. Additionally, the Academic and Student Affairs Committee required select programs that received the BOR's retroactive accreditation in June 2019, to submit an Application for Continued Accreditation in Fall 2019.

PERFORMANCE INDICATORSStudent Enrollment

The institution reports a **negative difference** between the referenced program's projected for Year 3 and actual Fall '19 FTE enrollments of 0.5 students.

Cost Effectiveness

The institution reports a **positive difference** between total revenue generated by the program during the 2018-19 Year and total expenditures apportioned to the program of \$13,124.

Learning Outcomes

The institution presents students' licensure/certification passage rates of 100% on a number of industry exams as evidence of students achieving the program's learning outcomes.

PROGRAM CHANGES

The program has made a number of curricular changes since its initiation to enhance student learning and ensure full transferability to the baccalaureate program at Central Connecticut State University.

EXPLANATORY & CORRECTIVE ACTION PLAN

The institution expects enrollment in both the degree program and the feeder certificate to increase by small margins in the next several years. Recent developments including the identification of the program's certificate as a requirement of state's apprenticeship and national certification requirements will prompt additional enrollments.

FUTURE PROGRAM RESOURCES

The institution/department projects that the program's revenue will exceed its expenditures over the course of the next three years by \$80,962.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents grant accreditation of this program. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Accreditation

December 19, 2019

RESOLVED: That the Board of Regents for Higher Education grant accreditation of a Construction Management program (CIP Code: 52.2001, OHE # 18550) leading to a Certificate, requiring 28-29 course credits delivered via an on ground modality, at Capital Community College.

A True Copy:

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

ITEM

Continued Accreditation of a Construction Management program leading to a Certificate at Capital Community College

BACKGROUND

Per the BOR's Academic Programming Approval policy, programs previously licensed and accredited by the Board must submit an Application for Continued Accreditation during its seventh semester if the institution elects to recommend its continuation. Additionally, the Academic and Student Affairs Committee required select programs that received the BOR's retroactive accreditation in June 2019, to submit an Application for Continued Accreditation in Fall 2019.

PERFORMANCE INDICATORSStudent Enrollment

The institution reports a **negative difference** between the referenced program's projected for Year 3 and actual Fall '19 FTE enrollments of 14.4 students.

NOTE: This Certificate is a stacked and latticed feeder pipeline for the Construction Management A.S. (parent) degree and most students are included in the FTE for the parent program instead. In total, the entire CM program (including parent degree and related certificate) had a combined FTE of 19.5 in Fall 2019.

Cost Effectiveness

The institution reports a **positive difference** between total revenue generated by the program during the 2018-19 Year and total expenditures apportioned to the program of \$876.

Learning Outcomes

The institution presents students' licensure/certification passage rates of 100% on a number of industry exams as evidence of students achieving the program's learning outcomes.

PROGRAM CHANGES

The program has made a number of curricular changes since its initiation to enhance student learning and ensure full transferability to the parent degree program and subsequently to the baccalaureate program at Central Connecticut State University.

EXPLANATORY & CORRECTIVE ACTION PLAN

The institution expects enrollment in both the degree program and the feeder certificate to increase by small margins in the next several years. Recent developments including the identification of the program's certificate as a requirement of state's apprenticeship and national certification requirements will prompt additional enrollments.

FUTURE PROGRAM RESOURCES

The institution/department projects that the program's revenue will exceed its expenditures over the course of the next three years by \$15,614.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents grant accreditation of this program. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Accreditation

December 19, 2019

RESOLVED: That the Board of Regents for Higher Education grant accreditation of a Registered Medical Assisting program (CIP Code: 51.0801, OHE # 18544) leading to a Certificate, requiring 38 course credits delivered via an on ground modality, at Asnuntuck Community College for five semesters when a second Application for Continued Accreditation must be submitted in Spring 2022.

A True Copy:

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

ITEM

Continued Accreditation of a Registered Medical Assisting program leading to a Certificate at Asnuntuck Community College

BACKGROUND

Per the BOR's Academic Programming Approval policy, programs previously licensed and accredited by the Board must submit an Application for Continued Accreditation during its seventh semester if the institution elects to recommend its continuation.

PERFORMANCE INDICATORSStudent Enrollment

The department reports a **negative difference** between the projected Year 3 enrollment and actual Fall '19 FTE enrollments of 16.5 students.

Cost Effectiveness

The department reports a **negative difference** between total revenue generated by the program during its third year and total expenditures apportioned to the program of \$27,849.

Learning Outcomes

The institution reports that the program's learning outcomes have been successfully assessed. A total of 20 program graduates achieved a 100% pass rate on the national certification exam over a three year period; and that 95% of the graduates were employed as registered medical assistants.

PROGRAM CHANGES

No changes have been implemented.

EXPLANATORY & CORRECTIVE ACTION PLAN

The institution reports the referenced program shares faculty and course enrollment with other allied health certificate programs. Additionally, students are enrolling in the Registered Medical Assisting degree program, not matriculating in the certificate program but planning to acquire the certificate while pursuing the degree; thus, deflating the actual enrollment in the Certificate program. It is expected that over time, given the demand for registered medical assistants, enrollments in both programs will grow and a positive revenue stream will be generated.

FUTURE PROGRAM RESOURCES

The department projects that the program's expenditures will exceed its revenue over the course of the next three years by \$385,691.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents grant accreditation of this program. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation with the stipulation that accreditation be for five semesters and the requirement that the institution/department submit a second Application for Continued Accreditation in Spring 2022; given the greater than 50% negative differential in student enrollment, and the substantial and continuing deficits.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Accreditation

December 19, 2019

RESOLVED: That the Board of Regents for Higher Education grant accreditation of a program in Literacy and Language Arts (CIP Code: 13.1315, OHE # 18721) leading to a Master of Science in Education degree, requiring 36 to 45 course credits delivered via a hybrid modality, at Western Connecticut State University; for a period of seven semesters, ending Spring 2023.

A True Copy:

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

ITEM

Accreditation of a Literacy and Language Arts Program leading to a Master of Science in Education degree at Western Connecticut State University

BACKGROUNDSummary

The MSED in Literacy and Language Arts program builds upon Western's strong partnerships with Danbury and Bethel school districts. The curriculum was co-designed with school partners to prepare teachers who will impact student learning in urban, diverse settings. Practicum experiences for this program are conducted by university faculty and school partners in collaboration to serve struggling readers. Working together in this way brings experts from the university and schools into a collaborative dialogue that is expected to lead to better prepared candidates.

Rationale

The program meets the professional development needs of public school teachers in the region. In addition to Danbury School District hosting informational sessions, Bethel, New Fairfield and Weston school districts have advertised the program among their teachers.

Resources

The program will continue to operate at deficit levels; however, the deficit will only be \$288 during the 2020-21 academic year. In addition to a more robust advertising and recruitment plan, the institution is considering ways to reduce the program's administrative costs. Breakeven is expected for the program's fourth year.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve the accreditation of this program. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.

12/02/2019 – BOR Academic & Student Affairs Committee

12/19/2019 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Accreditation

December 19, 2019

RESOLVED: That the Board of Regents for Higher Education grant accreditation of a program in Special Education (CIP Code: 13.1001, OHE # 18722) leading to a Master of Science in Education degree, requiring 36 course credits delivered via a hybrid modality, at Western Connecticut State University; for a period of seven semesters, ending Spring 2023, with the stipulation that the program's Fall 2021 enrollment data be presented to the Academic and Student Affairs Committee for its consideration.

A True Copy:

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

ITEM

Accreditation of a Special Education Program leading to a Master of Science in Education degree at Western Connecticut State University

BACKGROUNDSummary

The MSED in Special Education program builds upon Western's strong partnerships with Danbury and Bethel school districts. The curriculum was co-designed with school partners to prepare teachers who will impact student learning in urban, diverse settings. Practicum experiences for this program are conducted by university faculty and school partners, in collaboration. Program candidates work with school districts' special education teachers to assist students with severe emotional and learning needs. Working together in this way brings experts from the university and schools into a collaborative dialogue that is expected to lead to better prepared candidates.

Rationale

The program meets the professional development needs of public school teachers in the region. In addition to Danbury School District hosting informational sessions, Bethel, New Fairfield and Weston school districts have advertised the program among their teachers. The State Department of Education has designated this field as a shortage area; a distinction that will increase the interests of potential candidates.

Resources

Although projected enrollment and program were not achieved in the program's first year; it is expected that revenue will exceed expenditures over the course of the next two years by \$65,589.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve the accreditation of this program. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.

12/02/2019 – BOR Academic & Student Affairs Committee
12/19/2019 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Institutional Accreditation for

Central Connecticut State University

December 19, 2019

RESOLVED: That the Connecticut Board of Regents for Higher Education accept NECHE actions of May 22, 2019 regarding the regional accreditation of Central Connecticut State University and grant continued state accreditation of Central Connecticut State University until November 2024.

A True Copy:

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

ITEM

Institutional Accreditation of Central Connecticut State University

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

The Board of Regents last accredited Central Connecticut State University on June 25, 2015 when it accepted the New England Association of Schools & Colleges (NEASC) granting continued accreditation of Central after reviewing its fifth-year interim report.

In accepting the institution's ten-year Fall 2018 comprehensive evaluation, the successor to NEASC – the New England Commission of Higher Education (NECHE) continued its regional accreditation of Central Connecticut State University at its May 22, 2019 meeting. The Commission expressed its appreciation for the institution's preparation of a candid and comprehensive self-study. The Commission complimented Central on its governance process, significant gains in assessment of student learning outcomes, increase in institutional research capacity, new building construction and renovation, and expansion of graduate programs in engineering.

The Commission scheduled Central Connecticut State University's next ten-year comprehensive evaluation for Fall 2028, and an interim report in Fall 2023 for its consideration. In this interim report, the University is expected to update its progress in:

1. completing the strategic planning process and beginning to implement its strategic goals;
2. achieving its enrollment goals;
3. documenting compliance with Title IV and Title IX requirements with attention to ensuring that staffing is sufficient to comply with Title IX requirements

Additionally, NECHE request that Central report on its success in clarifying expectations and demonstrating outcomes related to the Board of Regents' shared services and "Student First" initiatives.

The Commission hopes that the evaluative process has contributed to institutional improvement, and appreciates Central's cooperation with its effort to provide public assurance of the quality of higher education in New England.

RECOMMENDATION

It is the recommendation of the System's Provost and Senior Vice President for Academic and Students Affairs that the Board of Regents accept the action of the New England Commission of Higher Education in accepting the comprehensive evaluation submitted by Central Connecticut State University and grant the State of Connecticut's accreditation of Central Connecticut State University through November 2024.

12/02/19 – Academic and Student Affairs Committee

12/19/19 – Board of Regents



DAVID QUIGLEY, Chair (2021)
Boston College

GEORGE W. TETLER, Vice Chair (2019)
Worcester, MA

HARRY E. DUMAY (2019)
College of Our Lady of the Echo

JEFFREY R. GODLEY (2019)
Groton, CT

COLEEN C. PANTALONE (2019)
Northeastern University

MARIKO SILVER (2019)
Berkshire College

KASSANDRA J. D'ARDINOFF (2020)
Trustee Member, Concord, NH

RUSSELL CAREY (2020)
Brown University

FRANCESCO D. CESAREO (2020)
Assumption College

F. JAVIER CEVALLOS (2020)
Framingham State University

RICK DANIELS (2020)
Cohasset, MA

DONALD D. DEHAYES (2020)
University of Rhode Island

PAM Y. EDDINGER (2020)
Bunker Hill Community College

THOMAS S. EDWARDS (2020)
Thomas College

KIMBERLY W. GOFF-CREWS (2020)
Yale University

MARTIN J. HOWARD (2020)
Boston University

SUSAN D. HUARD (2020)
Manchester Community College, NH

JEFFREY S. SOLOMON (2020)
Worcester Polytechnic Institute

ELEANOR BAKER (2021)
Fairport, ME

KATHERINE BERGERON (2021)
Connecticut College

PETER J. FBB (2021)
Trustee Member, Boston, MA

GREGORY W. FOWLER (2021)
Southern New Hampshire University

DENNIS M. HANNO (2021)
Wheaton College

LILY S. HSU (2021)
Johnson & Wales University

ELLEN L. KENNEDY (2021)
Berkshire Community College

ABDALLAH A. SFEIR (2021)
Lebanese American University

JOHN M. SWEENEY (2021)
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May 22, 2019

Dr. Zulma Toro
President
Central Connecticut State University
1615 Stanley Street
New Britain, CT 06050-4010

Dear President Toro:

I am pleased to inform you that at its meeting on April 12, 2019, the New England Commission of Higher Education took the following action with respect to Central Connecticut State University:

that Central Connecticut State University be continued in accreditation;

that the information regarding implementation of the Doctor of Nurse Anesthesia Program be accepted and inclusion of the program within the institution's accreditation be confirmed;

that the University submit a report for consideration in Fall 2020 that gives emphasis to the institution's success in:

1. completing the strategic planning process and beginning to implement its strategic plan;
2. achieving its enrollment goals;
3. documenting compliance with Title IV and Title IX requirements with attention to ensuring that staffing is sufficient to comply with Title IX requirements;

that the University submit an interim report for consideration in Fall 2023;

that, in addition to the information included in all interim reports, the University address the matters specified for attention in the Fall 2020 report, as well as its success in clarifying expectations and demonstrating outcomes related to the Board of Regents' shared services and "Students First" initiatives;

that the next comprehensive evaluation be scheduled for Fall 2028.

The Commission gives the following reasons for its action.

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

The Commission joins the visiting team in commending Central Connecticut State University (CCSU) for preparing a comprehensive and candid self-study that highlights the institution's many accomplishments over the last decade and documents the ways in which the University is achieving its mission. The visiting team verified that University governance processes are clear: the roles and responsibilities of the committees are differentiated and understood; stakeholders feel included; and faculty have a voice in decision-making. CCSU has also made significant gains in student learning outcomes assessment over the last few years; we are particularly gratified to learn of the faculty-driven structure that is in place for evaluating student learning, as well as the enthusiasm with which faculty and staff embrace continuous improvement through evaluation and assessment. We are further encouraged to note that the University has increased its institutional research capacity by establishing a new full-time position in the Office of Institutional Research and Assessment (OIRA). While the position is currently filled temporarily, a search is underway to hire a well-qualified staff member who will "help coordinate assessment activities," thus allowing the Director of OIRA "to devote more time to activities related to institutional effectiveness." Additional evidence of the institution's commitment to its mission is the \$254 million (funded by the State of Connecticut) used to construct new academic and student services spaces and renovate a number of facilities, including the library and science center; we also understand that plans are underway to establish a new engineering building in support of the institution's strategic plans to expand its graduate programs in engineering. With Central Connecticut State University's long history of educating teachers in Connecticut and its vision for increasing its programs to meet the needs of contemporary learners, combined with the leadership of a capable president and the dedication of its qualified faculty and staff, the University is poised to address its challenges and continue achieving its mission well into the future.

The Commission further appreciates receiving an update regarding the implementation of CCSU's Doctor of Nurse Anesthesia Program (DNAP), the University's second doctoral-level program, that was launched in Fall 2017. We understand that the DNAP has two specialization tracks: (1) a three-year entry-level program for licensed registered nurses with a bachelor's degree to become certified registered nurse anesthetists; and (2) a two-year, part-time, Advanced DNAP program for Certified Registered Nurse Anesthetists (CRNAs) with master's degrees allowing them to expand their backgrounds in biology and anesthesia-specific areas. The visiting team confirmed that the DNAP, offered in collaboration with the Nurse Anesthesia Program of Hartford and the Yale New Haven Hospital School of Nurse Anesthesia Programs, was accredited by the Council on Accreditation of Nurse Anesthesia Programs in 2015 for a ten-year period. The DNAP is supported by seven full-time, appropriately credentialed faculty members and 11 part-time faculty members who are either CRNA's or anesthesiologists, and we appreciate CCSU's candid acknowledgment that the University will need to hire more faculty as the program grows. Finally, we note positively that CCSU has updated its information resources (e.g., journal and book offerings) to support the DNAP, plans are in place to add online resources, and students have access to "excellent" resources at the clinical sites. Lastly, we are especially gratified to learn that DNAP students reported to the visiting team that they are happy with the program.

The items the institution is asked to report on in Fall 2020 are related to our standards on *Planning and Evaluation; Students; and Integrity, Transparency, and Public Disclosure*.

The visiting team confirmed that CCSU is developing its new strategic plan, and we particularly note with approval that this is a highly participatory process that engages members of the campus

community at all levels. It is also noteworthy that, since the time of the visit, the University has developed a framework for the plan that includes project and communication plans, as well as a timeline for completion in December 2019. We ask that the report submitted for consideration in Fall 2020 include an update on the institution's progress in completing the strategic planning process and implementing the plan as evidence that "[t]he institution has a demonstrable record of success in implementing the results of its planning" (2.5).

The team further confirmed during its visit that CCSU's overall headcount enrollment in Fall 2018 was 11,822 students, down from 12,233 students in 2008: undergraduate enrollment was down 3.6% to 9,546 students, and graduate enrollment was down 2.2% to 2,276 students. We therefore appreciate CCSU's candid acknowledgment that its plan to increase its overall headcount enrollment to 15,000 students by Fall 2023 is ambitious. To achieve this goal, CCSU has implemented a "multi-pronged" approach aimed at transitioning its enrollment profile toward adult learners and graduate students, expanding online options, developing new programs in high demand disciplines (e.g., engineering), and implementing a "more aggressive" marketing campaign. To further support this goal, the University has created a new Associate Vice President for Enrollment Management position, established a faculty liaison position to facilitate communication between students and academic departments, and submitted a first-year experience model to the faculty senate for consideration and recommendations. As evidence that "the institution sets and achieves realistic goals to enroll students who are broadly representative of the population the institution wishes to serve" (*Students*, Statement of the Standard), we look forward, in Fall 2020, to receiving an update on the University's success in achieving its enrollment goals. We remind you, also, of our standard on *Planning and Evaluation* (cited above).

Through the report of the visiting team, we understand that it is the perception of some members of the campus community that Title IX investigations of employees may be somewhat unsatisfactory due to limited staffing of this area. We therefore appreciate learning that CCSU has established a Task Force on Sexual Misconduct and Campus Climate that is examining programmatic initiatives currently in place to prevent sexual misconduct and also exploring best practices to improve the handling of such complaints. In particular, the University is seeking a vendor to examine the Office of Diversity and Equity and the Department of Human Resources to identify opportunities to improve functionality and foster a more inclusive culture at the University. Additional evidence that CCSU is committed to adhering to federal and state regulations is the institution's compliance with additional requirements related to Title IV funding associated with being placed on Provisional Certification Status in March 2017. In addition to implementing a corrective action plan to address one "non-repeat finding," and preparing documents for recertification in September 2019, CCSU is making "critical investments to address opportunities for improvement." For example, a division of Enrollment Management has been established, the University is "actively working" to fill vacant positions in the Financial Aid office, and, as noted above, a new cabinet-level position, Associate Vice President for Enrollment Management, has been established to "provide a more focused layer of supervision for the Office of Financial Aid." To demonstrate that "[t]he institution observes the spirit as well as the letter of applicable legal requirements" (9.4), we ask that the University assure the Commission, in the Fall 2020 report, that it is in compliance with Title IV and Title IX requirements, with attention to ensuring that staffing is sufficient to comply with Title IX requirements. Our standard on *Students* is also relevant here:

Student financial aid is provided through a well-organized program. Awards are based on the equitable application of clear and publicized criteria (5.13).

Through a systematic program, the institution regularly provides students before borrowing with clear and timely information about cost, debt, and repayment (5.14).

Commission policy requires an interim (fifth-year) report of all institutions on a decennial evaluation cycle. Its purpose is to provide the Commission an opportunity to appraise the institution's current status in keeping with the Policy on Periodic Review. In addition to the information included in all interim reports, the University is asked, in Fall 2023, to address the matters specified for attention in the Fall 2020 report. The Commission recognizes that these matters do not lend themselves to rapid resolution and will require the institution's sustained attention; hence, we ask that further information be provided in the interim report. We also ask that the University address a matter related to our standard on *Organization and Governance*.

The Commission shares the concerns expressed to the visiting team by members of the campus community related to the Board of Regents' (BOR) shared services and "Students First" initiatives. Particularly troubling is that a comprehensive plan detailing the consolidation of university services and documenting the potential impact of "Students First" on the campus planning process was not available at the time of the visit. For example, CCSU is waiting for clarification from the BOR as to "how much effort/time IR personnel [at CCSU] will be expected to put towards the Functional Groups, how much the Functional Groups will be able to support CCSU priorities in return, and how prioritization of projects will be determined." While we appreciate that the BOR candidly acknowledges "the four-year campuses [in the Connecticut State System] have campus-specific needs, such as institutional research, that cannot be met by a fully centralized entity," we also support the assessment of the team that, without receiving clear expectations and guidance from the BOR, it will be difficult for CCSU to establish the impact the Connecticut State System's shared services and "Students First" initiatives will have on setting the University's strategic priorities. We therefore note favorably that CCSU "should have finalized the metrics, collected the data, and be well into the interpretation [of the impact of the shared services and "Students First" initiative on CCSU] before July 1, 2019 when the Functional Groups are fully implemented." Through the Fall 2023 interim report, we look forward to receiving an update on the University's success in clarifying expectations and demonstrating outcomes related to the Board of Regents' shared services and "Students First" initiatives. We are informed here by our standard on *Organization and Governance*:

In multi-campus systems organized under a single governing board, the division of responsibility and authority between the system office and the institution is clear. Where system and campus boards share governance responsibilities or dimensions of authority, system policies and procedures are clearly defined and equitably administered (3.6).

The scheduling of a comprehensive evaluation in Fall 2028 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 Central Connecticut State University and for the report submitted by the visiting team. The Commission also welcomed the opportunity to meet with you, Yvonne Kirby, Director of Institutional Research and Assessment, and Jacqueline Maloney, 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 and the head of the system of action on its accreditation status. In a few days we will be sending a copy of this letter to Mr. Matt Fleury and Mr. Mark E. Ojakian. The institution is free to release information

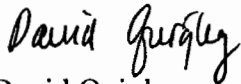
Dr. Zulma Toro
May 22, 2019
Page 5

about the evaluation and the Commission's action to others, in accordance with the enclosed policy on Public Disclosure of Information about Affiliated Institutions.

The Commission hopes that the evaluation process has contributed to institutional improvement. It appreciates your cooperation with the effort to provide public assurance of the quality of higher education in New England.

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

Sincerely,



David Quigley

DQ/jm

Enclosure

cc: Mr. Matt Fleury
Mr. Mark E. Ojakian
Visiting Team

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Tenure

December 19, 2019

RESOLVED: That the Board of Regents for Higher Education approve the following 2019-20 mid-academic year Connecticut State Universities' tenure recommendations by institutional presidents:

Eastern Connecticut State University - David Vrooman
Southern Connecticut State University - Kimberly Bean
Western Connecticut State University - Mary Nielson

A True Copy:

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

ITEM

Approval of the 2019-20 mid-academic year tenure recommendation by presidents of the Connecticut State Universities

BACKGROUND

In accordance with the CSU-AAUP Collective Bargaining Agreement, the Board of Regents awards tenure to faculty at the four institutions of the Connecticut State University. The contract prescribes a thorough, multi-level review process at the institutions.

RECOMMENATIONS

Recommendations forwarded to the Board have been approved by the respective university president and provost. The Board of Regents acts upon the presidents' recommendations. The letters of recommendation are attached. It is the recommendation of the System's Provost and Senior Vice President for Academic and Student Affairs that the Board of Regents approve the granting of tenure to the following faculty members:

Eastern Connecticut State University - David Vrooman
Southern Connecticut State University - Kimberly Bean
Western Connecticut State University - Mary Nielson

12/02/2019 – BOR Academic & Student Affairs Committee
12/19/2019 – Board of Regents



EASTERN CONNECTICUT STATE UNIVERSITY

A Liberal Education. Practically Applied.

Office of the President

November 25, 2019

Mr. Mark Ojakian
President, Board of Regents for Higher Education
Connecticut State Colleges and Universities
61 Woodland Street
Hartford, CT 06105-2237

Dear Mr. Ojakian:

The following is my recommendation for Tenure for a candidate reviewed in Fall 2019.

TENURE

Mr. David Vrooman (Library)

Please let me know if you have any questions.

Sincerely,

Dr. Elsa Núñez
President

Cc: William Salka, Provost and Vice President for Academic Affairs

EMN/agi

November 26, 2019

Mr. Mark Ojakian
President, Board of Regents for Higher Education
Connecticut State Colleges and Universities
61 Woodland Street
Hartford, CT 06105-2237

Dear Mr. Ojakian:

The following is my recommendation for Tenure, which will be effective January 21, 2020:

TENURE

Dr. Kimberly Bean (Special Education)

Please let me know if you have any questions.

Sincerely,




Joe Bertolino
President

cc: R. Prezant, Provost and Vice President for Academic Affairs



OFFICE OF THE PRESIDENT
DR. JOHN B. CLARK

To: Mark E. Ojikian
President
Connecticut State Colleges & Universities

From: Dr. John B. Clark 

Date: November 25, 2019

Re: Tenure Recommendation

I support and concur with Provost Missy Alexander's recommendation that Dr. Mary Nielson, Assistant Professor in our Nursing Department, be awarded tenure.

c: M. Alexander, WCSU Provost and V.P. for Academic Affairs
F. Cratty, WCSU Chief Human Resources Officer
J. Palladino, WCSU School of Professional Studies Int. Dean
M. Murray, WCSU Promotion & Tenure Committee Chair

RESOLUTION

concerning

A LICENSE AGREEMENT
BETWEEN NORTHWESTERN COMMUNITY COLLEGE
and
NORTHWEST REGIONAL WORKFORCE INVESTMENT BOARD

December 19, 2019

- WHEREAS, Northwestern Community College (NCCC) has a working relationship with the Northwest Regional Workforce Investment Board (NRWIB); and
- WHEREAS, The NRWIB, as an American Job Center, provides to the public and can offer additional recruitment opportunities for NCCC; and
- WHEREAS, The NRWIB can offer NCCC students, at greater levels than currently occur on campus, assistance with career counseling, job identification, connections to employers with current job openings and workshops; and
- WHEREAS, NRWIB administers all of Northwestern's Workforce Innovation and Opportunity Act of 2014 Federal funding for all of their workforce development programs, Trades Act funding and parts of the apprenticeship framework for students; and
- WHEREAS, The Connecticut Community Colleges' Policy Manual section 4.7.1, "Facilities - Use of Community College Facilities" indicates "that the college should reach out into the community to encourage utilization of the resources of the college, including its physical facilities"; and
- WHEREAS, The NRWIB will conduct some of its operations through a no cost license agreement in approximately 200 sf. of space out of NCCC's Goulet Building; and
- WHEREAS, The colocation will increase NCCC's recruitment opportunities and Career Service opportunities for students at higher levels than currently exist at NCCC; therefore, be it
- RESOLVED, For the benefit of NCCC and their students, the NRWIB will conduct operations out of NCCC space through a license agreement.

A True Copy:

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

ITEM

License Agreement for the Northwest Regional Workforce Investment Board at Northwestern Community College

BACKGROUND

The Connecticut Community Colleges' Policy Manual section 4.7.1, "Facilities - Use of Community College Facilities" states the following:

The policies enunciated herein derive from a conviction that the facilities of the Community Colleges should be generally available to the greater community. This conviction rests on two assumptions. The first holds that an institution of higher education should be an open forum for the exchange of ideas. The second relates to the community service function of the comprehensive Community College, a key component of which is the use of college resources by responsible persons and groups within the region served by the college. This implies that the college should reach out into the community to encourage utilization of the resources of the college, including its physical facilities.

However, no organization whose primary purpose is other than academic or student-centered shall be domiciled or have permanent location at a college facility without the approval of the Board of Regents. The board reserves the right to grant exceptions to the facilities use policy if it determines that an arrangement is consonant with the mission of the comprehensive Community College.

Northwestern Community College (NCCC) has the opportunity to extend community involvement on campus and the benefit the students of NCCC by licensing current available space which will both support students' job searches and encourage community members to take classes at NCCC.

Connecticut's northwest region affiliate of the American Job Centers (AJC) is the Northwest Regional Workforce Investment Board (NRWIB), administered out of their Waterbury location. The NRWIB provides to the public, and students who currently are aware, assistance with career counseling, job identification, connections to employers with current job openings and workshops that may include; resume writing, employment strategies, interview skills and computer basics. The NRWIB also administers all of NCCC's Workforce Innovation and Opportunity Act federal funding for all of NCCC's Trades Act funding and parts of the apprenticeship framework for students.

NCCC is requesting that a license agreement occur between the CSCU and the NRWIB allowing the NRWIB to conduct their work on campus with NCCC students in addition to local business operations. This colocation can decrease the proximity of services for students while increasing the convenience and heighten their awareness. New services at levels greater than are currently supported at NCCC that enhance student employment opportunities will include, but not limited to, enhanced employment search skills, alignment to viable employment opportunities, resume writing and interview skills.

ANALYSIS

Enacted in 1998 and reauthorized as the Workforce Innovation and Opportunity Act of 2014 (WIOA), this Federal legislation strives to strengthen and improve our nation's public workforce system and assists individuals, including youth and those with significant barriers to employment, into high-quality jobs and careers and help employers hire and retain skilled workers. The U.S. Department of Labor, in coordination with the U.S. Departments of Education and Health and Human Services work to assist implementing this Act.

AJC's were created under the WIOA, funded from both Federal and private funding as not for profit organizations, provide a full range of assistance to job seekers. Assistance includes career counseling, job search assistance, connections to employers with current job openings and workshops that may include; resume writing, employment strategies, interview skills and computer basics. There are currently five regional work force development boards in the state, Connecticut's northwestern affiliate of the AJC is the NRWIB. This affiliate, based in Waterbury, covers 41 towns and cities with two AJC walk-in centers located in Torrington and Danbury. The NRWIB organization is guided by a Board who represents business, education and government. Currently, President Rooke, for NCCC, President De Filippis for Naugatuck Community College, representatives from The CT Department of Labor, CT Department of Economic and Community Development and 25 other public and private sector members comprise the Board. Workforce Innovation and Opportunity Act federal funding for all of NCCC's Trades Act funding and parts of the apprenticeship framework for students are administered by the NRWIB.

The primary benefit to the college is that the clients for the NRWIB, who are soon-to-be or are unemployed, will have the opportunity to be connected to the college's short-term job training programs. This is a recruitment opportunity for NCCC's Continuing Education classes and credit programs. As a secondary benefit, due to budget constraints in recent years NCCC offers only limited career services guidance to its' students and does not project an opportunity to expand those services. Collocating the NRWIB at available space in NCCC's Goulet Building provides an opportunity to expand both recruitment efforts and career services for students and recent graduates (up to one-year after graduation) by way of establishing a working relationship with a local AJC walk-in center. Other College services currently located in the Goulet Building include the Center for Workforce Development, the Entrepreneurial Center of Northwest Connecticut and the State Office of Rural Health.

NCCC is requesting that a two-year license agreement with renewal options of 1-year extensions, not exceeding 10-years above the base term, with a termination clause be granted that allows the NRWIB an opportunity to conduct their business operations at NCCC. The NRWIB will occupy approximately 200 s.f. of unused office space, deploy 1 to 2 employee's part time and be onsite up to 3-days per week. The NRWIB will service both students and the public at this location. It is projected that development of the collocated relationship will significantly benefit NCCC students on campus by way of decreasing proximity of services while increasing convenience and heighten awareness. Important walk-in and scheduled services include at this and other NRWIB locations include, but are not limited to, enhancing

employment search skills, alignment to viable employment opportunities, resume writing and interview skills. Stipulations to the license will include that the NRWIB with NCCC develop and implement specific strategies and services to assist NCCC enrolled students and recent graduates with employment development services at greater depths than are currently offered by NCCC. Evaluation systems will be developed implemented and reassessed semi-annually that document performance of the collocation. On an annual basis, continuation of the license agreement will require that NRWIB outcomes display past, ongoing and future performance to the benefit of NCCC's students and graduates.

Asnuntuck Community College (ACC) and Tunxis Community College (TCC), having established a similar relationship with their local AJC's over the past 18 months are already deriving benefits from having their organization on campus. The AJC's are attracting members of the public to its locations, which increases the college's visibility with the public at large. Beyond that, ACC's Continuing Education department has seen an increase in foot traffic as the AJC Career Agents direct clients to its office.

As a general overview, conditions of the license will allow the NRWIB to operate part time within the 200 s.f. Goulet space at no cost to the NRWIB. In exchange for the space use the NRWIB will provide student and graduate employment assistance services. Use of classrooms or other spaces to conduct business and off-hour functions will incur charges. The NRWIB assumes full responsibility for Cable TV, telecom, networking, computer equipment and IT support which is not part of this agreement.

Projected upfront or space improvement costs for NCCC are none. NCCC's operating expense are not projected to increase by way of this agreement. The return on investment for NCCC recruitment opportunities, students and recent graduates is anticipated to be extremely beneficial and will be documented through the annual evaluations.

RECOMMENDATION

Approve the CSCU to enter into a license agreement with the Northwest Regional Workforce Investment Board at Northwestern Community College.

12/4/19 Finance & Infrastructure Committee
12/19/19 Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Revision of Policy for Stipends and Waiver of Fees for Graduate Assistants

December 19, 2019

- WHEREAS, The purpose of graduate assistantships is to allow well qualified matriculated graduate students to participate in institutional and CSCU System Office activities academically relevant to the student's program of study and in support of the institution and/or System Office; and
- WHEREAS, Stipends, tuition and/or fee waivers, and scholarships for graduate assistants will provide graduate students with financial assistance to undertake graduate study; and therefore, be it
- RESOLVED, That graduate assistantships shall be awarded only to matriculated graduate students in three categories: Graduate Assistant (GA), Teaching Assistant (TA) and Research Assistant (RA) who provide support for the university and/or System Office; and be it further
- RESOLVED, That the universities shall be permitted the discretion to waive fees and/or tuition for full and/or part-time graduate assistantships; and be it further
- RESOLVED, That the maximum stipend for full-time graduate assistantships shall be \$6,000 per semester and shall be \$3,000 per semester for half-time graduate assistantships, and shall not include negotiated benefits; and be it further
- RESOLVED, That the universities may provide from other funds at their disposition, scholarships, tuition and/or fee waivers or grants to supplement the above stipends; and be it further
- RESOLVED, That the cost of any tuition and/or fee waiver, scholarship and/or grants, along with the stipend expense, shall be borne by the awarding institution or, in the case of System Office graduate assistantships, by the System Office; and be it further
- RESOLVED, That this resolution be reviewed at least every five years thereafter; and be it further
- RESOLVED, That Board Resolution 97-53 be rescinded, and be it further
- RESOLVED, That this resolution shall be effective as of spring semester 2020.

A True Copy:

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

ITEM

Revision of Policy: Stipends and Waiver of Fees for Graduate Assistants

BACKGROUND

In May 2019, the presidents, provosts and graduate deans of the Connecticut State Universities began discussions with the CSU Provost and Senior Vice-President for Academic and Student Affairs regarding financial support for graduate assistants. CSU stipends and waiver of fees for graduate assistants have not been updated since June 13, 1997 when they were established by Board Resolution 97-53.

University administrators voiced concerns about their inability to compete with peer institutions for outstanding graduate students. The awards and other provisions currently offered by the CSUs were described as significantly below market value, placing the institutions at a severe disadvantage in being less competitive.

Recommendations for revision of the policy were forwarded to the BOR's Human Resources & Administration Committee including information about stipends. The impact of waivers of tuition and/or fees was also discussed.

The Academic division provided the following documentation/ data in response to the Committee's request for additional information:

- Current CSU Graduate Assistants Costs
- Graduate Assistantships at Regional Institutions
- Graduate Assistantships at Peer Institutions in Connecticut

In consultation with representatives of universities' administrations, consensus was reached that tuition and/or fees waivers would be permitted at the discretion of the individual institutions rather than be required. The cost of any tuition and/or fee waiver, scholarship and/or grants, along with the stipend expense, shall be borne by the awarding institution.

RECOMMENDATION

The System's Provost and Senior Vice President for Academic and Students Affairs concurs with the recommendation of the university administrators that the Board of Regents adopts the proposed policy revision.

11/21/2019 – BOR HR & Administration Committee

12/02/2019 – BOR Academic & Student Affairs Committee (Information Item)

12/19/2019 – Board of Regents

12-19-2019 – Finance Committee

11. **Finance & Infrastructure Committee – Richard J. Balducci, Chair**
 - A. Establishment of Pledge to Advance Connecticut (PACT)

CT BOARD OF REGENTS FOR HIGHER
EDUCATION RESOLUTION

concerning

Establishment of Pledge to Advance Connecticut

(PACT) December 19, 2019

WHEREAS, Public Act 19-117, sections 362-364, requires the Board of Regents to establish a debt-free community college program starting in the fall of 2020 under which awards will be made to qualifying students that will offset any cost of tuition and fees not covered by other sources of financial aid, and

WHEREAS, Public Act 19-117 also requires the General Assembly and the Governor to identify and authorize funding to support this program in the 2020 legislative session; and

WHEREAS, That same act requires the Board of Regents to adopt rules, procedures and forms necessary to administer this new program and report on those rules to the General Assembly by January 1, 2020; therefore, be it

RESOLVED, That the Board of Regents does hereby establish the Pledge to Advance Connecticut, or PACT, and be it further

RESOLVED, That the PACT Manual is adopted and shall be transmitted to the Connecticut General Assembly by January 1, 2020; and be it further

RESOLVED, That the CSCU President or their designee may institute further administrative guidance, procedures and rules necessary to implement PACT; and be it further

RESOLVED, That this resolution shall be effective as of January 1, 2020.

A True Copy:

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

ITEM

Adoption of Pledge to Advance Connecticut (PACT)

BACKGROUND

In the 2019 session of the Connecticut General Assembly, Public Act 19-117 was passed including the establishment of a last-dollar scholarship program intended to ensure that Connecticut high school graduates who are attending college for the first time will be able to attend a Connecticut community college without any out-of-pocket charges for tuition or mandatory fees.

Staff consulted with other states that have implemented similar programs, and convened a steering committee charged with developing a policy for implementing the new program. That group met twice, and reviewed multiple drafts of the policy.

PACT includes the following features:

- The PACT will provide grants to eligible community college students that, when combined with other available financial aid, will reduce the cost of tuition and fees to \$0.
- The program will begin in the fall of 2020
- Generally, eligible students must graduate from a Connecticut high school and reside in Connecticut, complete a FAFSA, enroll for 12 credits or more for both the fall and winter/spring semesters, and meet Satisfactory Academic Progress.
- Eligibility for assistance under PACT continues for three years from initial participation, for up to 72 credit hours, provided that students maintain eligibility.
- Provisions are made for students with disabilities and for appeals.

The proposed program has been crafted to meet the requirements of the law while aligning administratively with other forms of financial assistance that are already offered by the colleges.

Projections for the cost of the program range from \$7 million to \$15 million per year. The statute requires the state to identify a funding source during the 2020 legislative session. In the event that insufficient resources are made available to CSCU, the program is designed to allow for pro-rating of grants or awarding on a first-come-first-served basis. There is no requirement in the law or the proposed policy that CSCU dedicate existing state appropriations or tuition revenue to this program.

RECOMMENDATION

It is recommended by staff that the Board of Regents adopt the attached resolution establishing PACT and implementing the program beginning in Fall 2020.

12/4/19 Finance & Infrastructure Committee
12/19/19 Board of Regents

Pledge to Advance Connecticut

PACT

Manual

Connecticut State Colleges & Universities



***Connecticut State
Colleges & Universities***

For consideration by the Board of Regents 12/19/19

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Appendix A: Program Calendar 10

I. Program Overview

The purpose of this policy manual is to set forth the BOR's policies related to the implementation of PACT, the Pledge to Advance Connecticut, which is hereby established in accordance with Public Act 19-117, sections 362-364. This document describes the policies and procedures that the community colleges under the Connecticut State Colleges & Universities (CSCU) system shall use in its administration of PACT (or the Program). This policy manual does not preclude the establishment of administrative procedures necessary to carry out the Program described here.

Pursuant to Public Act 19-117, Section 362, the Board of Regents for Higher Education (BOR) is required to create a debt-free community college program. Under this law, the BOR holds a responsibility to establish a last-dollar scholarship program to make awards to qualifying students each semester, and to adopt the rules, procedures, and forms necessary to implement the Program. Such rules, procedures, and forms were adopted on December 19, 2019 by the BOR

The goals of PACT are to:

1. Mitigate excess debt for students and families;
2. Increase student enrollment within the community college sector;
3. Support student retention efforts across the system; and
4. Support on-time credential completion.

II. Program Benefits to Students

Beginning in Fall 2020, Connecticut's PACT Program allows Connecticut residents who meet certain eligibility criteria to attend any of Connecticut's Community Colleges for up to three years free of mandatory tuition and fees related to an eligible program of study. Awards are only applicable to the fall and winter/spring semesters, and are available regardless of family income level.

A. Awards

PACT awards are made as a last dollar award, after all other sources of federal, state, and institutional financial aid grants are expended. For the purposes of awarding the Program, student loans, work-study programs of any type, and financial assistance dedicated to expenses beyond tuition and fees are not considered to be financial aid.

For students who qualify for PACT, a semester award is equal to the greater of:

1. Any remaining eligible institutional costs after subtracting all awarded financial aid; or
2. \$250

Students who already have their eligible institutional costs covered by an existing financial aid package shall be eligible for a \$250 minimum award each semester. Any excess credit balance on the student's account resulting from a PACT award shall be refunded in accordance with existing BOR policies and procedures.

B. Eligible Institutional Costs

The following institutional costs are eligible to be covered by PACT:

- Tuition
- Extension Fees
- College Service Fees
- Student Activity Fees
- Transportation Fees
- Mandatory Usage Fees, including Clinical Program Fees, Advanced Manufacturing Lab Fees, Supplemental Course Fees, and Material Fees.

Institutional costs not listed above are not eligible to be covered by PACT. Examples of costs not eligible to be covered under the program include, but are not limited to:

- Textbooks and Supplies
- Tier II Educational Extension Fees, including Academic Evaluation Fees, Portfolio Assessment Fees, Proctoring Fees, CT-CCNP Student Assessment Fees, and Nursing Media Fees.
- Tier II Auxiliary Activity Fees, including Late Registration Fees, ID Replacement Fees, Parking Access Card Replacement Fees, Returned Check Fees, Late Payment Fees, Installment Plan Fees, DSST Fees and CLEP Service Fees.

III. Academic Program Requirements

PACT awards may be applied to any degree or certificate program identified by the college as eligible for Title IV funding. Funding may not be applied to non-credit academic programs or programs deemed ineligible for participation in the Title IV programs. Academic program eligibility is defined in accordance with the college's active Program Participation Agreement (PPA) and Eligibility and Certification Approval Report (ECAR) validated by the US Department of Education. In the case of Academic programs that include both credit and non-credit requirements, all required credits and fees shall be eligible for assistance under PACT. Required developmental coursework is also eligible for assistance under PACT.

A PACT award is available to qualifying students for the first 72 credit hours earned from a Connecticut Community College during the first 36 months that the student is enrolled within a Connecticut Community College.

IV. Eligibility Requirements

A. Initial Eligibility

The PACT Program is available to students who meet the following criteria:

1. **In-State Residency.** Connecticut residents per [Connecticut General Statutes §10a-29](#).
2. **High School Graduate.** Students must have graduated from a Connecticut high school (public, nonpublic, or home schooled) or equivalency (including GED, HiSET, and TASC).
3. **Enrollment.** Students must enroll as a full-time student (12 or more credits) for the first time at any of Connecticut's Community Colleges. Students previously enrolled at any college or university prior to Fall 2020 are ineligible for Program participation, except for coursework completed prior to high school graduation or non-credit coursework.
 - a. For the following fall semester, students must be registered as full-time and have completed a Free Application for Federal Student Aid (FAFSA) by July 15 for priority consideration for a PACT award. Fall award eligibility after July 15 will be made on a fund-available basis.
 - b. For the winter/spring enrollment, students must be registered as full-time and have completed a Free Application for Federal Student Aid (FAFSA) by November 15 for priority consideration for a PACT award. Award eligibility after November 15 will be made on a fund-available basis.
 - c. Students must be continually enrolled as a full-time student during succeeding fall and winter/spring semesters to retain eligibility in the Program.
 - d. [PACT enrollment status will be finalized at the census date for the term](#). Should a qualifying student who is enrolled at a full-time rate prior to the date for priority consideration but then drop to part-time (fewer than 12 credits) at the time of the semester census, their PACT award and priority consideration status shall be rescinded.
 - e. Winter session enrollment shall be considered part of spring semester enrollment for the purpose of achieving full-time status, and will count toward the 72 earned credit hour timeframe. All summer session enrollment shall be excluded from determining full-time status for award eligibility, but will count toward the 72 earned credit hour aggregate limit on eligibility.
 - f. Developmental coursework shall be applied toward the full-time enrollment requirement.
4. **Eligible Program.** Students must be enrolled in an academic program that meets the requirements in Section III of this policy.
5. **FAFSA.** Students must complete a FAFSA. A completed FAFSA is defined as one that fully determines a student's eligibility for a Federal Pell Grant, including the federal Expected Family Contribution calculation.

B. Returning Qualifying Students

In order to remain eligible in the PACT Program, returning students must continue to meet the following eligibility criteria, including all established priority deadlines for full-time enrollment and filing a FAFSA:

1. **Complete a Renewal FAFSA.** A completed Renewal FAFSA is defined as one that fully determines a student's eligibility for a Federal Pell Grant, including an Official Expected Family Contribution.
2. **Full Time Enrollment.** Students must continue to be enrolled full time (12 or more credits) at a Connecticut Community College.
3. **Continuous Enrollment.** Students must enroll in each fall and spring semester to remain eligible for a Debt Free College award. Students who have demonstrated eligibility and have received a Debt Free College award are eligible to retain their Debt Free College award should the student elect to transfer to another Connecticut Community College.
4. **Satisfactory Academic Progress.** Students must meet the satisfactory academic progress (SAP) policy for determining financial aid eligibility, as approved by the BOR. ([click here for the SAP policy](#))

C. Removal of Students from the Program

Students shall be removed from participation in the Program upon failure to continually meet any of the Program eligibility requirements.

Examples of such instances include, but are not limited to, failing to file a FAFSA, failing to complete FAFSA verification requirements, not meeting the satisfactory academic progress requirements, not enrolling full-time in all fall and spring semesters, or moving out of state.

V. Student Appeals

The PACT Program requires students to maintain continuous full-time enrollment in the fall and spring semesters through the completion of their eligible degree or certificate program. Should an extenuating circumstance occur that prevents an otherwise qualifying student from meeting the continuous full-time enrollment requirement, an appeal process is available for consideration toward regaining Program eligibility.

To ensure the equal treatment of students across all colleges, appeals related to PACT shall be reviewed by an Appeals Committee at the CSCU System Office.

A. Consideration for Appeals

The following extenuating circumstances may be considered by the Appeals Committee. The total amount of time for all approved leaves of absence is capped at six months, except in cases of military deployment.

- Documented medical emergency
- Documented personal emergency
- Documented military deployment (must reenroll within four years of discharge)
- Selective admission programs that require less than full-time enrollment
- Part-time enrollment in final semester of program

B. Appeal Process

All appeals must include an appeal form that is available at each college financial aid office. This form shall include instructions for submitting an appeal, and any relevant information regarding notification to the student of the outcome.

Each appeal must contain supporting documentation to substantiate the appeal. This may include:

- A medical professional's note
- Hospital discharge documentation
- Obituary or death certificate
- Military deployment documentation
- Verification of a program-specific part-time enrollment
- Verification of a student's final semester in their program
- Other documentation on a case-by-case basis

C. Final Appeals

A final appeal of the decision of the Appeals Committee at the CSCU System Office may be made to the CSCU President, or designee. The decision of that official shall be final.

VI. Students with Disabilities

Otherwise qualifying students with documented disabilities that are unable to satisfy the full-time enrollment requirement and are seeking participation in PACT must contact the college's designated disability services coordinator. Based on an individualized assessment and existing disability accommodation policies and procedures, the college's designated disability services coordinator will work with the student and the student's academic advisor to determine the maximum number of credit hours that are feasible for the qualifying student with a disability(ies) to complete in a covered semester. The college's designated disability services

coordinator(s) is responsible for evaluating and documenting the outcome of the requested accommodations for eligibility in the Program. Enrollment deadlines outlined above must be met in order to participate.

VII. Payments and Refunds

Students who are recipients of a PACT award shall have the award disbursed to their account on each semester's financial aid disbursement date following fall and spring census.

Students who have paid for fall and/or spring semester tuition and required fees and then receive a PACT award, including students who receive a minimum award, shall be entitled to a refund of their excess credit balance. Any available credit balance on the student's account resulting from a PACT award shall be refunded in accordance with existing BOR policy.

PACT awards shall only be made if funds are available, and may be pro-rated or reduced if there is insufficient funding to make full awards to all eligible students.

VIII. Treatment of Previous College Credit

All PACT participants must be enrolled full-time to receive Program funding. Credits accepted from previous institutions, such as credits earned in a dual-enrollment program prior to high school graduation or credits earned at another Connecticut community college are not applicable toward each semester's full time enrollment status. All credits earned at any Connecticut Community College while eligible for this program shall count toward the 72 earned credit hour limitation.

IX. Reporting, Program Compliance, and Evaluation

A. Reporting

The CSCU System Office will be responsible for semiannual reporting (March 1 and October 1) on the PACT Program to the General Assembly. The following data will be included:

1. The number of qualifying students enrolled each semester
2. The number of qualifying students receiving minimum awards
3. The number of qualifying students receiving non-minimum awards
4. The average number of credit hours a qualifying student has enrolled

5. The average number of credit hours a qualifying student has completed
6. The average award made to qualifying students eligible for a non-minimum award
7. Completion rates of qualifying students by degree or certificate program
8. Demographic information about qualifying students
9. information about retention and completion by qualifying students

B. Program Compliance

During the reporting process, the System Office will perform quality assurance reviews as a means to determine all Program funds were applied according to Section 362 of PA19-117 and all related policies adopted by the BOR.

Students found to have received a PACT award as a result of an error by CSCU shall have the award rescinded from their account and replaced with institutional funds at no detriment to the student.

C. Evaluation

On an annual basis, the CSCU System Office will review the outcomes of the Program as a means to evaluate its effectiveness.

In addition, within one year of Program operation and periodically thereafter the CSCU system office shall review the utilization of institutional aid with respect to its impact on affordability and access for various groups of students, including low-income students, minority students, and other groups for whom achievement gaps have been identified within the Community College system. That review shall include policy recommendations to the Board of Regents.

Appendix A: Program Calendar

The following Program activities will help to guide CSCU and its institutions in implementing PACT:

| | |
|-------------|---|
| May | Outreach activities; Fund appropriation |
| June | Outreach activities |
| July 15 | Program awarding for priority deadline for fall registration |
| August | Program awarding for non-priority deadline |
| September | Award finalization and disbursement |
| October | Program reporting |
| November | FAFSA Month preparation |
| November 15 | Program awarding for priority deadline for winter/spring registration |
| December | FAFSA Month |
| January | Program awarding for non-priority deadline |
| February | Award finalization and disbursement |
| March | Program Reporting |
| April | Annual program Assessment |

12-19-2019 – Executive Committee

- 15. Executive Committee – Matt Fleury, Chair**
Students First– Reaffirmation of Guiding Principles and Stipulation of Priorities and Key Considerations to be utilized during the transition to a singly-accredited College

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
RESOLUTION

concerning

**REAFFIRMATION OF STUDENTS FIRST GUIDING PRINCIPLES AND
ESTABLISHMENT OF PRIORITIES/KEY CONSIDERATIONS
DURING TRANSITION TO SINGLY-ACCREDITED COLLEGE**

December 19, 2019

RESOLVED, that the Board of Regents for Higher Education reaffirms its commitment to the below-listed Students First Guiding Principles adopted on April 6, 2017:

- Ensure students are at the center of all decisions
- Prioritize teaching, learning and high-quality academic programming
- Preserve and enhance student support services
- Safeguard educational access and affordability
- Be conscientious stewards of the students' and the state's investment in our institutions
- Ensure campuses are positioned to build partnerships with the state's businesses and other enterprises to prepare a highly skilled and well-educated workforce

RESOLVED, that the Board of Regents stipulates the following priorities and key considerations to be utilized during the transition to a singly-accredited College.

1. The College will seek excellence in all functions, both academic and administrative.
2. The College will serve as an engine of social mobility for historically underserved populations. Gaps in participation and completion for these populations will be reduced.
3. The College will provide access for students across the state to affordable, consistent, high quality academic programs offered by the College with hands-on, classroom and online offerings at times of day and days of the week that meet their schedules.
4. The College will provide an orientation for all students and help students select a field of study. Once students select a program of study, they will be presented with a clear sequence of required courses through Guided Pathways.
5. The College will provide students with the support services they need to successfully take advantage of an array of academic programs and services.
6. The College will be a user-friendly institution with a single admission process and single point of contact to arrange for and manage financial aid.
7. The College will have a common General Education core delivered at all campuses to yield improved learning outcomes for all students.

8. The College will provide a full array of transfer opportunities for students who want to earn a bachelor's degree.
9. The College will educate individuals, both job seekers and incumbent workers, in key industry areas such as manufacturing, healthcare, insurance and financial services and STEM to meet the state, regional and local workforce needs of business and industry and respond to emerging workforce needs.
10. Administrative services will be delivered to all campuses that are efficient, responsive and high quality. Campus stakeholders—faculty, staff and administrators - will have a single point of contact to address their needs.
11. Savings as a result of the consolidation into a single college will mitigate the impact of changes in state appropriations, enable the continued solvency of individual campuses and the system and support the hiring of additional advisors and faculty positions to meet student needs.

A True Copy:

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

ITEM

Students First – Priorities and Key Considerations Transitioning to Single Community College

BACKGROUND

In April 2017 CSCU President Mark Ojakian recommended to the Board of Regents two management strategies to help address the system's fiscal challenges while maintaining high quality education and supports for students. One strategy was consolidation of administrative functions and the other was an organizational consolidation for the community colleges. The Board approved both strategies and, in doing so, endorsed the following Guiding Principles:

- Ensure students are at the center of all decisions
- Prioritize teaching, learning and high-quality academic programming
- Preserve and enhance student support services
- Safeguard educational access and affordability
- Be conscientious stewards of the students' and the state's investment in our institutions
- Ensure campuses are positioned to build partnerships with the state's businesses and other enterprises to prepare a highly skilled and well-educated workforce

Over two years have passed since the Board's approval of the Students First initiative, with ongoing progress towards both goals (consolidation of administrative functions and the organizational consolidation of the twelve community colleges into one singly-accredited institution). President Ojakian has offered frequent systemwide updates (20 to date) which have been posted online on the Students First webpages, along with many more general updates in his meetings with the CSCU community at large, business and community leaders and legislators.

At the November 21, 2019, meeting of the Board's Executive Committee, President Ojakian, once again, provided a general update to the Committee on systemwide initiatives. It was the consensus of the committee members present that it would be beneficial at this time to provide the Board with an opportunity to not only reaffirm the Students First guiding principles but also to stipulate the priorities and key considerations to be utilized during the transition to a singly-accredited community college. The Committee directed President Ojakian to share this item for the Board's review and consideration at the December 19, 2019, Board meeting. The attached resolution and listing below is provided by President Ojakian responsive to the Committee's request.

Priorities and Key Considerations Transitioning to a Single Community College

1. The College will seek excellence in all functions, both academic and administrative.
2. The College will serve as an engine of social mobility for historically underserved populations. Gaps in participation and completion for these populations will be reduced.
3. The College will provide access for students across the state to affordable, consistent, high quality academic programs offered by the College with hands-on, classroom and online offerings at times of day and days of the week that meet their schedules.
4. The College will provide an orientation for all students and help students select a field of study. Once students select a program of study, they will be presented with a clear sequence of required courses through Guided Pathways.
5. The College will provide students with the support services they need to successfully take advantage of an array of academic programs and services.

Priorities and Key Considerations Transitioning to a Single Community College (cont.)

6. The College will be a user-friendly institution with a single admission process and single point of contact to arrange for and manage financial aid.
7. The College will have a common General Education core delivered at all campuses to yield improved learning outcomes for all students.
8. The College will provide a full array of transfer opportunities for students who want to earn a bachelor's degree.
9. The College will educate individuals, both job seekers and incumbent workers, in key industry areas such as manufacturing, healthcare, insurance and financial services and STEM to meet the state, regional and local workforce needs of business and industry and respond to emerging workforce needs.
10. Administrative services will be delivered to all campuses that are efficient, responsive and high quality. Campus stakeholders—faculty, staff and administrators - will have a single point of contact to address their needs.
11. Savings as a result of the consolidation into a single college will mitigate the impact of changes in state appropriations, enable the continued solvency of individual campuses and the system and support the hiring of additional advisors and faculty positions to meet student needs.

RECOMMENDATION

That the Board of Regents for Higher Education adopts the proposed resolution reaffirming the existing Students First Guiding Principles and establishing the priorities and key considerations to be utilized during the transition to a singly-accredited College.

11/21/19 Executive Committee
12/19/17 Board of Regents

