BOARD OF REGENTS FOR HIGHER EDUCATION
CT STATE COLLEGES AND UNIVERSITIES (CSCU)
MINUTES – REGULAR MEETING – THURSDAY, DECEMBER 19, 2019
CSCU SYSTEM OFFICE, 61 WOODLAND STREET, HARTFORD, CT

REGENTS – PARTICIPATING (Y = yes / N = no)	
Matt Fleury, Chair	Y
Merle Harris, Vice Chair *via teleconference*	Y
Richard J. Balducci	Y
Aviva D. Budd	Y
Naomi K. Cohen	Y
Felice Gray-Kemp *via teleconference*	Y
Holly Howery	N
David R. Jimenez	Y
Pete Rosa	Y
JoAnn Ryan	Y
Elease E. Wright	Y
Monica Maldonado, SAC Chair *via teleconference*	Y
Elena Ruiz, SAC Vice Chair *via teleconference*	Y
*William Lugo, FAC Chair	Y
*Del Cummings, FAC Vice Chair *via teleconference*	Y
*Kurt Westby, Labor Commissioner *via teleconference*	Y
*Renee D. Coleman-Mitchell, Public Health Commissioner	Y
*David Lehman, DECD Commissioner	N
*Miguel A. Cardona, Education Commissioner	N
*e*x-officio, non-voting member*	

CSCU STAFF
> Mark E. Ojakian, President
> Alice Pritchard, Chief of Staff
> Benjamin Barnes, Chief Financial Officer
> Erin A. Fitzgerald, Director of Board Affairs / Secretary of the Board of Regents
> Jane Gates, Provost & Senior Vice President, Academic & Student Affairs
> Andrew Kripp, VP Human Resources & Labor Relations
> Joe Tolisano, Chief Information Officer
> Ernestine Y. Weaver, Counsel

UNIVERSITY PRESIDENTS/ COLLEGE PRESIDENTS/REGIONAL PRESIDENTS/CEOs

Michelle Coach, Interim CEO, Asnuntuck Community College	Yes
Duncan Harris, President, Capital Community College	Yes
Paul Broadie, President - Gateway Community College & Housatonic Community College	Yes
Tanya Millner-Harlee, Interim CEO - Manchester Community College	Yes
Steven Minkler, Interim CEO - Middlesex Community College	No
Daisy Cocco De Filippis, President - Naugatuck Valley Community College	No
Michael Rooke, President - Northwestern CT Community College	Yes
Cheryl DeVonish, Interim CEO, Norwalk Community College	Yes
Rose Ellis, Interim CEO, Quinebaug Valley Community College	Yes
Mary Ellen Jukoski, President - Three Rivers Community College	Yes
Daryl Reome, Interim CEO, Tunxis Community College	Yes
Ed Klonoski, President - Charter Oak State College	Yes

UNIVERSITY PRESIDENTS/ COLLEGE PRESIDENTS/REGIONAL PRESIDENTS/CEOs	
Zulma Toro, President - Central CT State University	Yes
Elsa Núñez, President - Eastern CT State University	Yes
Joe Bertolino, President - Southern CT State University	Yes
John Clark, President - Western CT State University	Yes
Rob Steinmetz, Region One – Capitol-East *Capital, Manchester, Middlesex, Three Rivers, Quinebaug*	Yes
Jim Lombella, Region Two – North-West *Asnuntuck, Naugatuck, Northwestern, Tunxis*	Yes
Thomas Coley, Region Three – Shoreline-West *Gateway, Housatonic, Norwalk*	Yes

CALL TO ORDER

Chair Fleury called the meeting to order at 10:05 am and, following roll call, declared a quorum present.

ADOPT AGENDA

Chair Fleury called for a motion to adopt the meeting agenda as amended (moving Agenda Item #15, Students First – Reaffirmation of Guiding Principles and Stipulation of Priorities and Key Considerations to be utilized during the transition to a singly-accredited College, up on the agenda immediately after the CSCU President's remarks); **on a motion by Regent Budd, seconded by Regent Howery, the Agenda was unanimously adopted.**

OPPORTUNITY TO ADDRESS THE BOARD

The following individual addressed the Board

Name	Dept./Group	Topic/Issue
Dr. David Blitz	CCSU faculty	Agenda Item #10.vi, Accreditation - Institutional - Central CSU

FACULTY ADVISORY COMMITTEE (FAC)

Faculty Advisory Committee Chair William Lugo offered remarks focusing on the FAC's report to the Board and the questions therein. Noting that while the FAC members recognized responses wouldn't be provided at this meeting, FAC Vice Chair Lugo noted the FAC looked forward to receiving the answers to the questions posed (questions listed below; full report with FAC commentary on each is attached hereto as Attachment A).

FACULTY ADVISORY COMMITTEE (FAC) cont.

Questions in 12-19-2019 FAC report:

1. For the consolidated college, will the system office apply for candidacy or seek a substantive change to receive NECHE accreditation?
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?
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)?
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?
5. How will the Community College consolidation address the achievement gap in Connecticut?
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?
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?
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?
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)?
10. What will be the procedure for the Board to license and accredit the academic programs that will be offered through the one college?
11. Will all independently accredited programs across the community colleges be able to retain their accreditation after the consolidation?

Chair Fleury thanked FAC Vice Chair William Lugo and FAC Chair Del Cummings for the thoughtful questions and noted some of the questions would be discussed and addressed in broad terms during the course of the meeting.

BOR CHAIR MATT FLEURY

Chair Fleury thanked the management team, faculty, staff and leadership at all the institutions for the extraordinary work they accomplished over the course of the past year. He thanked both Regent Pete Rosa and FAC Chair Del Cummings for their selfless dedication and commitment during their service on the Board.

CSCU PRESIDENT MARK OJAKIAN

President Ojakian commented on and provided updates on the following topics:

- Echoed Chairman Fleury's expression of appreciation to Regent Pete Rosa and noted that he first worked with Regent Rosa years ago in the Office of Higher Education. He noted his thanks and appreciation were bittersweet as Pete would be missed greatly.
- Thanked Housatonic and Gateway President Paul Broadie for his service and wished him well as he begin a new chapter in his career as President of Santa Fe College in Gainesville, Florida.
- PACT (Pledge to Advance Connecticut) debt free community college program (noting it would be discussed and considered under the Finance & Infrastructure Committee report)
- Thanked FAC Chair and Vice Chair, Del Cummings and William Lugo, not only for their thoughtful report, but, also, for their willingness to work collaboratively on issues of importance to the CSCU system and to public higher education in Connecticut.
- Noting the close out of the academic year, President Ojakian provided examples of
  - General Ed Work Group – approved a 21-25 credit General Ed proposal which will be sent to the community college for feedback and endorsement votes by 4/3/2020. Approval of this proposal will provide a consistent educational experience for students and ensure they can progress without the need for additional time or credits.
  - Following the BOR-approved process, 52 curriculum alignment work groups, led by faculty, are in varying stages of completion. The work groups are being asked to discuss and agree upon the mission, philosophy, and learning outcomes for their program, as well as aligning program course numbers, pre-requisites, co-requisites, and program/discipline outcomes for the One College. This too will create a more consistent, high quality educational experience for our students and allow them to take courses seamlessly between campuses.
  - Guided Pathways initiatives:
    - The Alignment and Completion of Math and English (ACME) team is working with the Dana Center at The University of Texas at Austin. These experts are supporting our faculty, staff, and administrators as CSCU implements strategies that have been nationally demonstrated to improve student completion rates in math and English.
    - The Holistic Student Success Redesign team is moving forward its Holistic Case Management Advising policy. This policy is designed to ensure that all students have an assigned professional advisor who will guide them toward the successful completion of their individualized academic and career plan.
    - The twelve community colleges each have a team that is continuing their work with Achieving the Dream. The campus teams are focused on providing every member of the college community with the tools they need to support student success and equity.
    - Many of these efforts are supported by national funders and partner agencies including Jobs for the Future, the Dana Center, and the Lumina Foundation for example who are eager to work with Connecticut to implement reforms as part of the One College.
    - Announced a $350,000 grant from Lumina to pilot a new approach to program review. They indicated that CSCU's proposal was one of the strongest they received and they have high hopes for how it will impact our system and serve as a model for other states. CSCU will partner on this grant with the National Institute for Learning Outcomes and NECHE.

After providing his report, President Ojakian offered the following statement:

"We have been entrusted to educate the next generation of Connecticut residents at our public institutions of higher learning. It is a great responsibility that at the bare minimum requires us to be honest, forthright, and truthful with our students.

It requires us to put the needs of our students at the forefront of everything we do.

That is why I, and this board, are committed to moving Students First forward -- and it is why we are so thankful to the faculty and professional staff members who have worked tirelessly and in good faith – and will continue to do so – to do the important work that is required of this process.

That is why our teams are working day and night to remove barriers to students succeeding, and helping them move seamlessly between campuses without losing credits. That should not be controversial. It only serves to help our students succeed.

The bottom line is that every component of Students First is based on national models that have shown dramatic results in other states.

I have been around a long time and one of the things I have heard consistently is that there are too many layers of management in state government, too many layers of administration, too much bureaucracy and not enough emphasis on teaching and learning. What this initiative strives to do is to streamline many of those management functions and reduce administrators on campuses. And, indeed, not only looking to maintain, but, expand, our faculty and advising positions on campus. The most recent CSCU budget submission called for a dramatic increase in the number of full-time tenure-track faculty on all campuses, as well as the academic advisors needed to be successful.

Perhaps most importantly, it preserves access to all of our campus locations. The mission on which our community colleges were founded is to provide affordable, accessible educational opportunities to all of Connecticut's citizens. Reneging access to any one of our current campuses would be antithetical to that mission.

I truly believe this is the right path forward. The status quo is unacceptable for our institutions and our state, which relies heavily on our colleges for its economic development vision – but especially for our students who rely on us to do better.

I remain committed to putting the needs of students at the center of everything we do – so does this board. It is why we continue to move Students First forward.

And it is why we will continue to be honest and forthright with our students, our government partners, and with the general public.

Our students and our institutions deserve nothing less."

EXECUTIVE COMMITTEE

BOR Chair Fleury noted the Executive Committee met on November 21 and agreed to bring to the Board a recommendation related to Students First reaffirming the originally adopted guiding principles and setting forth the priorities and key considerations to be utilized during the transition to the singly-accredited community college. The subject resolution, **Students First– Reaffirmation of Guiding Principles and Stipulation of Priorities and Key Considerations to be utilized during the transition to a singly-accredited College**, **was moved on a motion by Regent Balducci, seconded by Regent Howery**. Discussion ensued with Chair Fleury indicating the Executive Committee felt it important that there was an abundance of clarity regarding the guideposts for the work going forward in terms of the key considerations to be utilized. President Ojakian noted that some of the key criteria listed were actually responsive to some of the questions posed by the FAC in terms of the integrity of the current institutions, ensuring that students still have access to what they currently have access to (federal financial aid), guided pathways, etc. In closing, he stated that the key considerations and priorities are the pillars on which we will transition from where we are to where we are going in terms of the college consolidation. **Upon conclusion of discussion, Chair Fleury called for a vote and, on a prior motion by Regent Balducci, seconded by Regent Howery, the following was unanimously adopted**.

Students First – Reaffirmation of Guiding Principles and Stipulation of Priorities and Key Considerations to be utilized during the transition to a singly-accredited College

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

(continued on following page)

Students First – Reaffirmation of Guiding Principles and Stipulation of Priorities and Key Considerations to be utilized during the transition to a singly-accredited College (continued)

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.

APPROVAL OF PREVIOUS MEETING MINUTES

On a motion by Regent Cohen, seconded by Regent Budd, the October 24, 2019

meeting minutes were unanimously approved as submitted.

CONSENT AGENDA

Chair Fleury called for a motion on the Consent Agenda. **On a motion by Regent**

Balducci, seconded by Regent Ryan, the Consent Agenda was unanimously adopted.

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 – Cert. - 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– MSED – Western CSU
      b. Master's in Education – Special Education (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

RESOLUTIONS APPROVED ON CONSENT

Academic Programs

Discontinuations

Land Surveying – Certificate – Charter Oak State College
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.

Computer Services: Web Development – AS - Quinebaug Valley CC
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.

Microcomputer Software Applications – C2 Certificate - Quinebaug Valley CC
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

Microcomputer Software Fundamentals - C2 Certificate - Quinebaug Valley CC
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

Associate Network Specialist - C2 Certificate - Quinebaug Valley CC
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

Patient Care Technician - C2 Certificate - Quinebaug Valley CC
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

Special Education - Graduate Certificate (Post-baccalaureate) – Central CSU
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.

Modifications

Dental Hygiene – AS – Tunxis CC [significant modification of courses/course substitutions]
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.

Dance Education – BS – Central CSU [significant modification of courses/course substitutions/adding a specialization]
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.

New

Advanced English as a Second Language (ESL) Proficiency – Cert. - Quinebaug Valley CC .
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.

Data Analytics – C2 Certificate – Three Rivers CC
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.

Continued Accreditation (Programs)

Dance Education – BS – Central CSU
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.

Accounting – MS – Central CSU
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.

Biotechnology – AS – Capital CC
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.

Construction Management – AS – Capital CC
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.

Construction Management – C2 Certificate – Capital CC
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.
Registered Medical Assisting – Certificate – Asnuntuck CC
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.

Accreditation of Licensed Programs

Master's in Education in Literacy and Language Arts– MSED – Western CSU
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.

Master's in Education – Special Education (K-12) – MSED – Western CSU
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.

Accreditation - Institutional - Central CSU

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.

CSU Tenure Recommendations

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

License Agreement with NW Regional Workforce Inv. Board – Northwestern CT CC

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.

Revision to CSU Policy concerning Stipends and Waiver of Fees for Graduate Assistants

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.

AUDIT COMMITTEE

   No report.

FINANCE & INFRASTRUCTURE

   Finance & Infrastructure Committee Chair Richard Balducci requested a point of personal privilege and shared that he attended the recent CCSU graduate commencement ceremony where the main speaker was Commissioner of Education Miguel Cardona. The Commissioner attributed much of his direction in higher education and a positive attitude towards school to Dr. Pete Rosa. Regent Balducci commented that this was a well-deserved tribute to Regent Rosa.

   Regent Balducci provided a brief overview of the **resolution concerning the Establishment of the Pledge to Advance Connecticut (PACT)**, noting this was the debt-free college program required to be administered by CSCU under the provisions of Public Act 19-117. The program provides last-dollar scholarships to graduates of CT high schools who attend community colleges full time starting in the fall of 2020. He further noted that the statute requires the Board of Regents to adopt rules, procedures, and forms necessary to administer the

program. Regent Balducci stated the goals of PACT are to mitigate excess debt for students and their families, to increase student enrollment, to support student retention efforts across the entire system and to support on time completion. He shared that the resolution was amended in the meeting to include language identifying the requirement under the law that the Governor identify funding to support this program in the budget for FY21. In the event that the funds made available for PACT are not sufficient to meet the demand, the awards may be pro-rated to avoid causing financial harm to the Community Colleges. Following discussion among Board members, **on a motion by Regent Balducci and a second by Chair Fleury, the resolution below was unanimously adopted**

Establishment of Pledge to Advance Connecticut (PACT)

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.

PACT manual referenced above attached hereto as Attachment B

ACADEMIC & STUDENT AFFAIRS COMMITTEE

No report.

HUMAN RESOURCES & ADMINISTRATION COMMITTEE

HR & Administration Committee Chair Naomi Cohen referenced comments made earlier in the meeting regarding Administration's efforts to streamline processes where appropriate. She noted that the revision to the Graduate Assistantship policy approved on Consent, was in keeping with that initiative.

EXECUTIVE SESSION

On a motion by Chair Fleury, seconded by Regent Fleury, the Board voted unanimously to go into Executive Session at 11:08 am for discussion concerning
1. security matters; and
2. the evaluation of a public officer or employee.

At the request of Chair Fleury, President Ojakian, Alice Pritchard, Erin Fitzgerald, Ernestine Weaver, Jane Gates, Joe Tolisano and Ben Barnes remained with the Board for item #1 of the Executive Session. Only President Ojakian remained with the Board for item #2.

RETURN TO OPEN SESSION

The Board returned to open session at 12:30 pm. Chair Fleury advised that there were no votes in executive session and that discussion was limited to #1) security matters and #2) the evaluation of a public officer or employee.

ADJOURNMENT

Chair Fleury declared the meeting adjourned at 12:30 pm.

Submitted,

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

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CT BOARD OF REGENTS FOR HIGHER EDUCATION
REGULAR MEETING – December 19, 2019
CSCU System Office, 61 Woodland Street, Hartford, CT

Attachments to Minutes and/or
Meeting Handouts/ Presentations

Posted online at http://www.ct.edu/regents/minutes

A. Faculty Advisory Committee (FAC) 12-10-2019 report to the BOR

B. Pledge to Advance Connecticut (PACT) Manual

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 progress 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?

Pledge to Advance Connecticut

PACT

Manual

Connecticut State Colleges & Universities

12/19/19

Contents

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