

Regular Meeting of the State of CT
Faculty Advisory Committee to the Board of Regents for Higher Education
Minutes
August 23 ,2019
61 Woodland St., Hartford, CT

Present:

Adair, Stephen, CCSU
Aime, Lois, Admin FAC, At-Large Rep, NCC
Cummings, Delwyn, Fac Chair, NVCC
Garcia-Bowen, Myrna, Admin FAC, CCSU,
SUOAF

Gentry, Susan, FAC, alternate, TXCC
Kaufman, Brian, FAC, QVCC (phone)
Owoye, Oluwole, FAC, WCSU
Richards, Barbara, FAC, HCC (phone)

Absent:

Billias, Nancy, FAC, alternate, COSC
Farquharson, Patrice, FAC, COSC
Lugo, William, ECSU
Newgarden, Kristi, Admin FAC, alternate,
COSC

Shea, Michael, FAC, SCSU
Thompson, Joy, Admin FAC, alternate, MCC
Wallace, Judy, FAC, MXCC
Washko, Lisa, Admin FAC, alternate, CCSU

Guests:

Colena Sesanker, GCC
Miguel Garcia, GCC
Daniel Roberts, NWCC
Michael Emanuel, NWCC
Jane Gates, Provost
Ken Klucznik, TAP Manager

Meeting called to order by Chair, Del Cummings at 1:05 PM

1. Motion to approve agenda, S. Adair, 2nd O. Owoye. Motion passed unanimously
2. Due to problem with the system's internet connection, the July minutes could not be printed. The July and August minutes will be reviewed in September.
3. Update-Teaching of courses by people without degrees.

Lois Aime reported that there are inconsistencies across the system on whether non-degreed people are teaching college courses. Course in manufacturing seem to be where the practice most often occurs. Noncredit courses appear to have fewer restrictions, although there have been situations where non-degreed people have taught credit courses.

Del Cummings will invite the following people to the September FAC meeting so that the FAC can more fully understand the situation:

Karen Wosczyzna-Birch, Executive Director, Next Generation Manufacturing Center
Mike Lopez, Director of Human Resources Administration
Mary Bidwell, Assistant Dean of AMTC, Asnuntuck Community College

4. New England Independent College Transfer Agreement

Provost Jane Gates gave an overview. She would like the FAC to provide feedback and share the attached document with the campuses. Provost Gates also discussed an initiative from the Institute for Higher Education Policy (IHEP). Degrees When Due (DWD) is a program to encourage adults with college credit to reengage with a college to earn a degree. (see attachment)

5. Update on FAC elections for 2020-2021

Barbara Richards reported that the elections for FAC representatives will be complete by the end of September.

6. FAC conference Update

No news to report.

7. Academic program creation or modification for the community colleges.

Stephen Adair presented a document from the last Academic Council meeting. Concern was expressed about the lack of faculty involvement in the process described in this document. A motion was made by S. Adair that in the event that the proposed policy change comes before the ASA committee of the BOR, the FAC presents the following statement:

The FAC requests that the ASA committee not consider this policy change at this time. The policy relates directly to curriculum matters and the FAC was not given an opportunity to review. We are concerned that this policy may not be in compliance with NECHE standards 3.13, 3.14, 3.15 and Standard 4 on the academic program.

The motion was seconded by S. Gentry, and passed unanimously.

Meeting was adjourned at 3:50 PM

Submitted by,
Del Cummings

New England Independent College Transfer Guarantee



Contact: Emily Decatur | Assistant Director, Transfer Initiatives | edecatur@nebhe.org | (617) 533-9513

Background

Higher education students in the U.S. have been transferring at record levels. More than two-thirds of students who earn bachelor's degrees from four-year institutions have changed colleges at least once, according to the National Student Clearinghouse Research Center. Additionally, the U.S. Department of Education reports that, on average, students who transfer lose 13 credits already earned and paid for. The impact of lost credit on students is enormous and contributes to students taking an average of five or more years to earn a four-year degree or, in many cases, not attaining a credential at all.

In New England, one in four postsecondary students attend a community college. While enrollment has declined by 8% since 2009, compared to 30% nationally, this sector increasingly represents a significant pool of qualified and motivated students for public and independent four-year institutions to draw upon.

Project Summary

The New England Board of Higher Education (NEBHE), supported by a seven month planning grant from the Teagle Foundation, is laying the foundation for the development of a systematic pathway for transfer from community colleges to four-year independent colleges in Connecticut, Massachusetts and Rhode Island with a focus on the liberal arts.

NEBHE is partnering with the Connecticut Conference of Independent Colleges (CCIC), Association of Independent Colleges and Universities in Massachusetts (AICUM), Association of Independent Colleges and Universities of Rhode Island (AICU *Rhode Island*) and community colleges in the three states to begin establishing an admission transfer guarantee, to be known as the New England Independent College Transfer Guarantee (Guarantee). This commitment will assure acceptance at an independent nonprofit four-year institution for students graduating from a community college with an associate degree. Students who meet eligibility criteria under the Guarantee will be able to transfer as juniors and be fully prepared to successfully complete a bachelor's degree. The overarching goal of this project is to focus on equitable participation.

The four key goals of the Guarantee are to:

1. Build stronger partnerships between community colleges and independent institutions in three states.
2. Develop a seamless and, in some cases, a more affordable option, for community college students to attend an independent institution.
3. Develop and promote liberal arts transfer opportunities at independent colleges for community college graduates.
4. Increase the number of community college transfer students who earn a bachelor's degree at an independent institution.

The Guarantee will be modeled after the agreement between the Independent California Colleges and Universities (AICCU) and the California Community College System. The California agreement covers students who graduate from a California community college and seek admission into a participating private non-profit four-year college or university. To date, 41 private non-profit four-year institutions have signed onto the California agreement.

**Transfer Report Prepared for NEBHE by the National
Student Clearinghouse Research Center:
Enrollment in Connecticut's Independent Institutions**



Total Enrollment and Transfer from a Community College

	2016	2017	2018
Total Undergraduate Enrollment	56,787	58,110	59,663
Transfers from CT Community Colleges	5,851	5,799	5,686
Community college transfers from other NE states	6,632	6,589	6,465

Transfer Enrollment with Prior Credits from any New England State

	2016	2017	2018
Students who transferred with a prior credential	4,826	4,968	4,976
Students who transferred with an associates	3,869	3,861	3,730

* Some institutions' enrollment numbers have been suppressed in the calculation.

Associate Degree Earners by CIP Code 2016-2018

	2016	2017	2018
Students whose prior highest credential is an associate degree	3,875	3,865	3,736
Associate degree earning with Liberal Arts and Sciences, General Studies and Humanities CIP Code	1,393	1,421	1,384

* Calculation without suppression.



Frequently Asked Questions (FAQ): Degrees When Due

What is Degrees When Due?

- Degrees When Due is a three-year degree-completion initiative that aims to equip campuses with the tools and capacity (through an online learning platform) to help more students complete their studies and cross the degree-completion finish line by using a process we call *degree reclamation*.

What is degree reclamation?

- *Degree reclamation* – a term coined by IHEP – is a set of evidence-based and equity-focused strategies to help colleges:
 - reengage students who paused their studies, or stopped-out, just before earning a degree, and provide these students with targeted supports to help them complete their studies; and
 - retroactively award associate's degrees to students – with their consent – who earned enough credits according to predefined degree requirements at a 2 year institution prior to transferring (this practice is commonly referred to as reverse transfer)

How does degree reclamation help institutions close equity gaps in attainment?

- Both groups of students mentioned above disproportionately hail from low-income populations and communities of color.
- Degree reclamation tools support institutions in investigating where other underserved student populations fall out of the pipeline, in order to suggest supports that would help these students cross the finish line as well.

How many states and campuses will participate in Degrees When Due?

- Eight states joined the inaugural Degrees When Due cohort, ranging from a handful of institutions in some states to system-wide institutional participation in others. A [final list](#) of participating states and institutions is posted on the initiative's website. Additional states and institutions will be selected and onboarded in the second DWD cohort in 2019.

What is the role of data in Degrees When Due?

- Degrees When Due helps institutions improve their data collection, analysis and interpretation in order to improve the completion rates of students who start college, but stop out before crossing the finish line.
- Participating institutions will be expected to report **Key Performance Indicators** (1- the number of associates degrees conferred through degree reclamation strategies; 2- the number of reenrolled students; 3- cohort reenrollment rate or cohort reverse transfer conferral rate) to help the initiative understand the impact of degree reclamation strategies.



- Teams will also report on Implementation Metrics (see below) that will guide institutions through the actual work of degree reclamation strategies. *All indicators and metrics will be disaggregated by race/ethnicity, age, income, gender and GPA.*

For **reverse transfer**, there are five primary implementation metrics, with a few sub-metrics, for which your institution will report:

- (1) Transfer Without Degree
 - (1a) Transfer Without Degree: Enrolled at Partner/Participating 4-Year
 - (1b) Transfer Without Degree: Enrolled at Non-Partner
 - (1c) Transfer Without Degree: Not Enrolled
- (2) Universe of Interest
- (3) Consenter
- (4) Eligible
 - (4a) Completer
- (5) Potential Completer
 - (5a) Potential Completer: Reasons

For **adult reengagement**, there are four primary implementation metrics, with a few sub-metrics, for which your institution will report:

- (1) Stop-out Without Degree
 - (1a) Stop-out Without Degree: Not Enrolled
 - (1b) Stop-out Without Degree: Enrolled at Another Institution (No Degree)
 - (1c) Stop-out Without Degree: Completed Degree Elsewhere
- (2) Universe of Interest
- (3) Eligible
 - (3a) Contacted: Eligible
 - (3b) Degree Award Consenter: Eligible
 - (3c) Associate's Degree Completer: Eligible
- (4) Potential Completer
 - (4a1) Contacted: Potential Completer
 - (4a2) Reasons for Not Eligible: Potential Completer
 - (4b) Re-Enroller: Potential Completer
 - (4c) Intent-to-Reenroll: Potential Completer
 - (4d) Associate's Degree Completer: Potential Completer

How can I learn more?

- Participate in an informational webinar hosted by the Degrees When Due team! Webinars will take place on [April 16, 2019](#) and [April 23, 2019](#).

Degrees When Due Application (Cohort 2): Participating Institutions

*Please complete the information below for *each postsecondary institution* that would be involved in DWD.*

1.	INSTITUTION		
1a.	NAME		
1b.	MAILING ADDRESS		
2.	SENIOR LEADER		
2a.	NAME	2b.	POSITION TITLE
2c.	E-MAIL ADDRESS	2d.	PHONE
3.	CAMPUS REGISTRAR		
3a.	NAME	3b.	POSITION TITLE
3c.	E-MAIL ADDRESS	3d.	PHONE
4.	TEAM MEMBER FROM INSTITUTIONAL RESEARCH		
4a.	NAME	4b.	POSITION TITLE
4c.	E-MAIL ADDRESS	4d.	PHONE
5.	Has the President of this institution been in position for at least 1 year?		
6.	What student information system does this institution use?		
7.	What technology platform does this institution use to exchange transcripts and audit degrees?		
8.	Are degree reclamation efforts currently underway at this institution?		
9.	How do degree reclamation efforts align with this institution's priorities?		
10.	How do degree reclamation efforts align with this institution's policies or practices to close equity gaps in postsecondary attainment (e.g. for students of color, low-income students, military and veteran students, justice impacted students, etc.)?		

Connecticut Board of Regents for Higher Education

Academic Programming Approval Policy

Policy Amendment

Development and Modification of Academic Programs at the Community Colleges

Purpose

In facilitating the future consolidation of the existing twelve community colleges into a single institution; it is expedient that the further development and modification of academic programs within the individual colleges is undertaken in collaborative manners to achieve programmatic congruence, across the individual colleges.

Domain

The Academic Programming Approval Policy outlines procedures for various developments and modifications of academic programming among the institutions in the Connecticut State Colleges and Universities System, for approval through the layers of governance. This amendment prescribes internal and collaborative procedures for the initiation of applications for certain programmatic developments and modifications among the System's community colleges during a transitional period.

Statement

Applications from community colleges seeking to establish a new academic program or modify an existing academic program must be undertaken in compliance with the stipulated procedural guidelines.

Procedural Guidelines

Program Development

By October 18, 2019, the Students First Academic and Student Affairs Consolidation Committee will have convened faculty work groups in all disciplines at the community colleges and charged these work groups to develop the single, aligned curriculum for their discipline for the one college.

Initiators desirous of establishing a new academic program (degree or certificate) must first ascertain whether a similarly titled or instructionally structured program exists among the other community colleges. If so, the initiators must confer with the appropriate discipline work group of that or those programs to collegially and collaboratively develop a new program proposal that aligns curriculum and learning outcomes as much as possible with the proposed single college curriculum. It is understood that, given local governance, local differences in general education, prerequisite requirements and course offerings that may continue until fall 2023; full alignment may not be possible until the adoption of the single college curriculum. Upon completion of the

alignment conference, the initiators shall complete the new academic program application process outlined in the Academic Programming Approval Policy and Procedural Guidelines.

If there is no similarly titled or instructionally structured program among the other community colleges, the initiators are free to develop an application to establish a new program as outlined in the Academic Programming Approval Policy and Procedural Guidelines.

Program Modification

Initiators desirous of modifying an existing academic program (degree or certificate) must first ascertain whether a similarly titled or instructionally structured program exist among the other community colleges. If so, the initiators must confer with the program coordinator(s) of that or those programs to collegially, collaboratively develop a congruent program consisting of a single curriculum and a set of learning outcomes. Upon completion of the alignment conference, the initiators completes the academic program modification process outlined in the Academic Programming Approval Policy and Procedural Guidelines.

If there is no similarly titled or instructionally structured program among the other community colleges, the initiators are free to develop an application to modify an academic program as outlined in the Academic Programming Approval Policy and Procedural Guidelines.

NOTES: For both instances of Program Development and Program Modification -

Modification of the previously existing program(s) may be necessary during the process of program alignment.

If disagreements arise during deliberations or negotiations of the alignment process, it is the Board's preference that priority be given to the program or program proposal allied with the standards of a recognized program accrediting entity.

If disputes cannot be resolved within the convened body, the CSUC System Provost shall appoint a sub-committee of the CSUC Academic Council to serve as arbiter.