BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE
AGENDA
Friday, January 24, 2020 at 9:30 a.m.
61 Woodland Street, Htfd., CT – Board Room (ground floor)

1. Approval of Minutes
   a. December 2, 2019 – *Page 1*

2. CSCU Student Success Key Performance Indicators (KPIs): 2018 Community Colleges – *Page 14*

3. Consent Items
   a. Discontinuations
      i. Child Development Associate Preparation – Certificate – Quinebaug Valley CC – *Page 36*

4. Action Items
   a. Application for Accreditation of a Licensed Program
      i. Organizational Effectiveness and Leadership – MS – Charter Oak State College – *Page 39*

   b. Modifications
      i. Manufacturing Certificate: CNC Machine Technology – Certificate – Housatonic CC [Name Change] – *Page 46*
      ii. Applied Behavior Analysis – Online MS – Western CT State University [Reallocate/add new content to create a 9-course sequence] – *Page 49*
      iii. Applied Behavior Analysis – Online Certificate – Western CT State University [Reallocate/add new content to create a 6-course sequence] – *Page 57*
      iv. Surgical Technology – AS – Gateway CC [Change from satellite to stand-alone program] – *Page 64*

   c. NECHE Institutional Accreditations
      i. Central CT State University – *Page 72*

   d. State University Centers and Institutes
      i. Continuation and Name Change of a Center/Institute
         a) Center for East Asian Studies - Central CT State University – *Page 80*
      ii. Discontinuation of a Center/Institute
         a) Center for Compassion, Creativity, and Innovation – Western CT State University – *Page 89*
         b) Center for the Study of Culture and Values - Western CT State University – *Page 91*

   e. BOR CSU Centers and Institutes Policy – Modification – *Page 93*

5. Informational Items
   a. Presentation on Enrollment Management and Marketing

   b. CSCU Sabbatical Leaves
      i. Central CT State University – *Page 100*
      ii. Eastern CT State University – *Page 103*
      iii. Southern CT State University – *Page 108*
      iv. Western CT State University – *Page 113*

   c. NECHE Interim 5th Year Report
      i. Naugatuck Valley CC – *Page 116*
      ii. Norwalk CC – *Page 119*

   d. Below Threshold
      i. Political Science – BA – Central CT State University [Program Modification – Credit Distribution] – *Page 124*
      ii. Earth Sciences – BS – Central CT State University [Program Modification – Credit Distribution] – *Page 129*
      iii. Hospitality and Tourism – BS – Central CT State University [Program Modification – Credit Distribution] – *Page 139*
      iv. Mathematics – Minor – Central CT State University [Program Modification – Credit Distribution] – *Page 143*
      v. Music – BA – Central CT State University [Program Modification – Credit Distribution] – *Page 146*
      vi. Supply Chain Logistics Management – MS – Central CT State University [Program Modification – Credit Distribution] – *Page 149*

CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting – December 2, 2019
9:30 a.m. – 61 Woodland Street, Hartford

MINUTES

Regents Present:	Aviva Budd (via teleconference), Naomi Cohen (via teleconference), Merle Harris, William Lugo (via teleconference), Peter Rosa (via teleconference)
Regents Absent:	None
Staff Present:	Alison Buckley, Greg DeSantis, Bill Gammell, Jane Gates, Ken Klucznik, Amanda MacTaggart, Lesley Mara, Arthur Poole, Alice Pritchard, Oscar Rivera, Pat Ryiz, Kim Sorrentino, Mike Stefanowicz, Heidi Zenie,
Other Attendees:	In Person: Teresa Foley (ACC) Via Teleconference: Missy Alexander (WCSU), Mary Pat Bigley (CCSU), Carol Ciotte (CCSU), Basia Dellaripa (CCC), Monique Durant (CCSU), Elkin Espitia-Loaiza (QVCC), Marianne Fallon (CCSU), Robert Farinelli (TRCC), Amy Feest (TxCC), Seth Freeman (CCC), Miah LaPierre-Dreger (CCC), Patricia Johnson (TxCC), John Lewis (QVCC), Sam Najarian (TxCC graduate), Elsa Núñez (ECSU), Katie O'Callaghan (WCSU), Joan Palladino (WCSU), Mike Proulx (CCC), Cleo Rolle (CCC), Olivia Sagan (TxCC graduate)

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

Chair Harris called for a motion to amend the December 2, 2019 Academic and Student Affairs Committee Agenda to include the recommendation to change the name and extend the continuation date of the Central CT State University East Asian Center. On a motion by A. Budd and seconded by P. Rosa, the December 2, 2019 Academic and Student Affairs agenda was amended.

2. Approval of Minutes
   a. October 11, 2019
   On a motion by A. Budd and seconded by N. Cohen, the minutes from the October 11, 2019 BOR ASA Committee meeting were approved.

3. Consent Items
    a. Discontinuations
        i. Land Surveying – Certificate – Charter Oak State College
        ii. Computer Services: Web Development – AS - Quinebaug Valley CC
        iii. Microcomputer Software Applications – C2 Certificate - Quinebaug Valley CC
        iv. Microcomputer Software Fundamentals - C2 Certificate - Quinebaug Valley CC
        v. Associate Network Specialist - C2 Certificate - Quinebaug Valley CC
        vi. Patient Care Technician - C2 Certificate - Quinebaug Valley CC
        vii. Special Education - Graduate Certificate (Post-baccalaureate) – Central CT State University

    On a motion by A. Budd and seconded by N. Cohen to approve the Consent Items, a vote was taken and the consent items were unanimously approved.

Chair Harris called for a motion to approve the continuation of the Central CT State University East Asian Center to February 29, 2020. On a motion by A. Budd seconded by N. Cohen a vote was taken and the continuation of the Central CT State University East Asian Center was unanimously approved to February 29, 2020.

4. Action Items
    a. Accreditation of a Licensed Program
        i. Master's in Education in Literacy and Language Arts Program – MSED – Western CT State University

        Chair Harris called for a motion to approve the accreditation of the Western CT State University Master's in Education (MSED) in Literature and Language Arts. The motion was moved by A. Budd and seconded by P. Rosa.

        Chair Harris explained the previous process for licensure at the program's inception with accreditation following after three years. The new process is for programs to be licensed and accredited at the same time for seven semesters. Institutions will apply for continued accreditation after seven semesters. Provost Missy Alexander and Katie O'Callaghan, Chair, Education and Educational Psychology Department, presented this program for Western CT State University which seeks the accreditation of this previously licensed program. The original enrollment projections fell short in part due to a lack of sufficient advertising when the program launched. WCSU is rectifying this shortfall by developing a more robust advertising and recruiting plan. The institution hopes to break even with this program in Year 4.

        Discussion and Questions centered on:

        a) *Resources and Cost Estimates Form – How is faculty time calculated?* Response: By the percentage of time the faculty teaches the program.
        b) *Resources and Cost Estimates Form – Explain the calculations for Revenue and Expenditures?* Response: There is an error in the calculations on the chart. Year 1 is negative revenue; Years 2 and 3 are positive revenue.
        c) *Enrollment – What was the projected enrollment for 2020, 2021, and beyond?* Response: The projections were based on an assumption that students would continue in the program. WCSU's new recruiting efforts should increase enrollment.

d) *What are the 9 additional credits?* Response: The additional 9 credits are a remedial reading specialization and courses in leadership to enable graduates to become Language Arts Reading Consultants at the district-level.

Chair Harris called for a vote to approve the accreditation of the Western CT State University Master's in Education (MSED) in Literacy and Language Arts. The vote was unanimous.

ii. Master's in Education – Special Education Program (K-12) – MSED – Western CT State University

Chair Harris called for a motion to approve the accreditation of the Western CT State University Master's in Education (MSED) in Special Education (K-12). The motion was moved by N. Cohen and seconded by P. Rosa.

Western CT State University is seeking accreditation of this licensed program. Provost Alexander noted that the original enrollment projections were poor; but, WCSU made an adjustment in administration costs and has added programs in different modalities to attract more students.

Discussion and Questions centered on:

a) *Why is there such a big difference between projected and actual enrollment?* Response: We agree that a projected enrollment of 35 students was too high and a projection of 20 students would have been more realistic. Even with the lower than projected enrollments, the program is at a breakeven point.
b) *What is WCSU doing to grow the program?* Response: WCSU has developed a comprehensive marketing and recruitment campaign for all education programs which will launch in January 2020.
c) *Can we take another look at the enrollment and revenue after the marketing campaign is launched?* Response (from Chair Harris): If the Committee votes to approve the accreditation of the program, we can request additional information regarding the program's progress in the interim.
    1) Regent Budd responded that she would like to review the program before 7 semesters have passed.
    2) Regent Cohen noted that it would be very helpful for the Academic and Student Affairs Committee to have a conversation about enrollment and how projections are made, with Dr. Alison Buckley, VP for Enrollment Management.
    3) Chair Harris asked that Dr. Buckley present at the January 24, 2020, Academic and Student Affairs Committee Meeting on the process of how projections are made for new or continuing academic programs and strategies for increasing enrollment. Provost Gates noted that Dr. Buckley's responsibility centers on the community colleges and Students First; but, the discussion can also include representatives of the CT State Universities. Dr. Harris requested that such representatives be included in the January 24 meeting.

Provost Gates noted that this program is not a new program. It was licensed in 2017. No marketing was done to promote the program at its inception. JobsEQ was not available to Provosts and Academic Deans in 2017 to identify employment opportunities which would have made enrollment projections more accurate.

d) *Should we have a conversation at the CSCU Academic Council about including a marketing plan?* Response: Provost Gates noted that the New Academic Program Approval Form now includes a requirement for a marketing plan. The MSED in Special Education (K-12) was approved for licensure before a marketing plan was required.

Chair Harris called for an amendment to the motion. The Academic and Student Affairs Committee will approve the accreditation of the Western CT State University Master's in Education (MSED) in Special Education (K-12) and will review the program in 2021. On a motion by A. Budd, seconded by N. Cohen, a vote was taken and the amended motion was unanimously approved.

b. Applications for Continued Accreditation

i. Dance Education – BS – Central CT State University

Chair Harris called for a motion to approve the continued accreditation of the Central CT State University BS in Dance Education (K-12). The motion was moved by N. Cohen and seconded by A. Budd.

Dr. Marianne Fallon, Interim AVP for Academic Affairs, presented for CCSU which seeks continued accreditation for its BS in Dance Education Program. Provost Gates noted that this program was previously licensed and accredited; but, under the new policy, the institution must apply for continued accreditation after 7 semesters. The Committee considers three performance measures: enrollment, cost effectiveness, and learning objectives in making its decision. Dr. Fallon noted that CCSU's BS in Dance Education is the only public bachelor's degree in Dance Ed. in CT. If accreditation is approved, CCSU will seek to modify the degree and the modification will be discussed later in the agenda (Item 4.c.ii.). The program's enrollment dropped and expenditures exceeded revenue in Year 3 of the program. To increase enrollment, CCSU is adding an Entrepreneurship specialization (modification) and developing a marketing plan. Discussion and Questions centered on:

a) *What is the enrollment over the last three years of the program?* Response: Page 51 of the agenda packet shows the projected enrollment for the next 3 years. There was no place on the application to show the original enrollment projections. Dr. Fallon noted that the actual enrollment decreased from 2018 to 2019. Chair Harris noted that, though the enrollment did not meet the projections, the program is growing. Regent Budd noted that enrollment numbers would be easier to view in a chart format to see trends from year to year.
b) *What is the projected revenue for the program based on?* Response: The projected revenue is based on the projected number of enrollments. The revenue for Year 3 is actual; but revenue for the remaining years is projected as requested in the application. In response to a question from Regent Rosa, the .5 student is based on a December graduation.
c) *Is there a marketing plan?* Response: CCSU is working with the AVP of Enrollment Management to develop marketing plans for all programs.

Chair Harris reiterated the need for the VP for Enrollment Management of the CCs, and, in addition, enrollment representatives from the CSUs, to discuss enrollment projections

and marketing. Chair Harris said that Provost Gates can decide whether to have the enrollment presentation at either the January 24 or March 13, 2020, ASA Committee meeting.

Chair Harris called for a vote to approve the continued accreditation of the Central CT State University BS in Dance Education (K-12). The vote was unanimous.

ii. Accounting – MS – Central CT State University

Chair Harris called for a motion to approve the continued accreditation of the Central CT State University MS in Accounting. The motion was moved by P. Rosa and seconded by N. Cohen.

Dr. Marianne Fallon and Monique Durant, JD, Professor and Department Chair, Accounting, presented for CCSU which is seeking continued accreditation for its MS in Accounting program. The actual enrollment for Year 3 of the program is lower than the projected enrollment; but, the actual revenue for Year 3 is higher than the projected revenue. In an effort to increase enrollment, CCSU added a specialization in Business Analytics to its MS in Accounting degree and is developing a three-year marketing plan. Dr. Fallon discussed the enrollment trends from Fall 2016 to Fall 2019. During this period FT enrollment decreased and PT enrollment increased. Professor Durant stated that enrollments have decreased across the CSUs and many students had internships with accounting firms which ultimately hired them. Students with full-time jobs switched to part-time status in the MS Accounting program.

Discussion and Questions centered on:

a) *Is the number of PT students, 325, in 2019-20, accurate?* – Response: This was the sum of the total PT students in the Fall, Spring and Summer semesters. This was an error in the way the number of PT students were counted in each semester; they should have been counted only once. Chair Harris noted that the enrollment chart in the form is confusing and should mirror the charts in the New Academic Program Approval Form.
b) *Are the revenues and expenses accurate?* Response: Yes the expenditures and expected revenues are correct.
c) *Do you track the number of internships and those resulting in jobs for the students?* Response: CCSU places 25-30% of its Accounting students in internships and many students have full-time jobs in accounting. Interns and full-time employees usually transfer to the part-time program. 95% of internships lead to full-time employment.
d) *What are CCSU's competitors in the Accounting field?* Response: The University of Hartford (MSAT) and UCONN (Online MS in Accounting).
e) *Are students prepared for the CPA Exams?* Response: The BS in Accounting prepares students for the CPA exams. The new Business Analytics specialization helps students with the Data Analytics portion of the CPA exam. Students sit for the CPA exam directly after they complete the BS or the MS in Accounting degree. Most accounting firms require 150 credits for employment in the accounting profession. Students usually take the MS in Accounting first, then sit for the CPA Exam.

Chair Harris called for a vote to approve the continued accreditation of the Central CT State University MS in Accounting. The vote was unanimous.

iii. Biotechnology – AS – Capital

Chair Harris called for a motion to approve the continued accreditation of the Capital CC AS in Biotechnology for five semesters. The motion was moved by P. Rosa and seconded by N. Cohen.

Dr. Miah LaPierre-Dreger, Dean of Academic and Student Affairs; Dr. Cleo Rolle, Asst. Professor, Biotechnology; and, Mike Proulx, Assoc. Professor of Mathematics, presented for Capital CC which is seeking continued accreditation for five semesters. Capital CC is only one of two community colleges offering an AS degree in Biotechnology. The other is Middlesex CC. This program, which launched in Fall 2014, was one of several programs presented to the BOR ASA as a group in April, 2019. These programs' licensure had expired and accreditation had never been requested. Dean LaPierre-Dreger noted that when this program was launched, the State of CT had anticipated growth in the biotechnology sector and there has been a shift in the employment pipeline for biotech. Although the program has low enrollment, revenue is continuing to exceed expenditures. Capital is developing a robust improvement plan which proposes a consolidation of the biotechnology programs with Middlesex CC. Dr. Cleo Rolle noted that the two Biotechnology AS programs currently transfer to Central CT State University and Eastern CT State University for the BS in Biotechnology and plans are to develop a transfer path to Southern CT State University. The program will serve Capital CC's student base of underrepresented minorities. Jackson Labs and the UCONN Health Center offer internships to Capital CC's Biotechnology students.

Discussion and Questions centered on:

a) *Can you expand on the collaboration with Middlesex CC?* Response: The proposed consolidation with Middlesex CC for the AS Biotechnology will allow the colleges to offer both daytime and evening classes at different times to allow students to take classes that align with their schedules. The proposed Capital CC and Middlesex CC biotechnology consolidation will be presented to the CSCU Academic Council and the BOR Academic and Student Affairs Committee as a modification to the program after the accreditation is approved.
b) *Do you offer online classes?* Response: Currently all classes in the AS Biotechnology program are on ground. After the consolidation with Middlesex CC, both colleges will offer online classes.
c) *Biotechnology is very pertinent to today's economy. Why is the program not heavily enrolled? Is the student body hesitant to enroll in STEM courses?* Response: There has been an increase in enrollment in the STEM programs. Previously, there was a poor marketing strategy for program promotion. There has been a shift in the college's leadership and a new marketing staff has been hired.
d) *How does the Marketing Plan interface with Enrollment Management?* Response: Dean LaPierre-Dreger referred the Committee to page 73 of the agenda packet, section "Expanded Marketing and Program Outreach". Capital CC is working with the Enrollment Management team for the community colleges to enhance the college's marketing strategy.

Chair Harris reiterated that the BOR CSCU Application for Continued Accreditation will be revised to include Enrollment Tables that are clearer and provide consistency across the system.

Chair Harris called for a vote to approve the continued accreditation of the Capital CC AS in Biotechnology for five semesters. The vote was unanimous.

iv. Construction Management – AS – Capital CC

Chair Harris called for a motion to approve the continued accreditation of the Capital CC AS in Construction Management. The motion was moved by P. Rosa and seconded by A. Budd.

In addition to Dean LaPierre-Dreger, Basia Dellaripa, Program Coordinator and Asst. Professor, Construction Management, and, Seth Freeman, Interim Department Chair, Business and Technology and Professor, Computer Information Systems, presented for Capital CC which seeks continued accreditation for its AS in Construction Management. Chair Harris stated that motions will be taken separately on the Capital CC Construction Management AS and the C2 Certificate; but, the programs will be discussed together. The AS in Construction Management program was launched in Fall 2013 and the C2 Certificate program in Fall 2016. After the inception of the AS program, Capital CC experienced faculty turnover in the program. Professor Dellaripa joined the faculty in Year 3 and the program has grown consistently. The AS and C2 Certificate programs have had 34 graduates combined. Dean LaPierre-Dreger explained that the institution can only report enrollment in one program, the program that the student has identified as primary. In this case, many students are enrolled in both the AS and C2 certificate programs simultaneously, but they can only be counted once in either program, not both. The program has been consistently operating in the black. Professor Dellaripa noted that 25% of the students in the program are female. She is working with the CT Dept. of Labor to approve Capital CC's Construction Management Certificate program as the required credential for two new CT state apprenticeship programs: 1) Construction Manager-in-Training Apprentice; and, 2) Inspector-in-Training Apprentice. Professor Dellaripa anticipates that the CT DOL approval of Capital CC's program will result in increased enrollments. Students will complete internships, have paid on the job training, and will sit for national industry certifications which are very much in demand. Professor Dellaripa has established strong connections with companies in the construction industry. The AS in Construction Management program is 100% transferrable to the CCSU BS in Construction Management program.

Chair Harris called for a vote to approve the continued accreditation of the Capital CC AS in Construction Management. The vote was unanimous.

v. Construction Management – C2 Certificate – Capital CC

Chair Harris called for a motion to approve the continued accreditation of the Capital CC C2 Certificate in Construction Management. The motion was moved by N. Cohen and seconded by P. Rosa. A vote was taken and it was unanimous.

vi. Registered Medical Assisting – C3 Certificate – Asnuntuck CC

Chair Harris called for a motion to approve the continued accreditation of the Asnuntuck CC C3 Certificate in Registered Medical Assisting for five semesters. The motion was moved by P. Rosa and seconded by N. Cohen.

Dr. Teresa Foley, Interim Dean of Academic Affairs, presented the program for Asnuntuck which seeks continued accreditation of the program for five semesters. The Registered Medical Assisting C3 Certificate is a stackable certificate that includes the AS degree. Currently 30 students are in the internship program. The program is operating at a loss; but, the size of the loss is decreasing. When students complete the certificate, they can sit for the American Medical Technologists (AMT) national exam. Asnuntuck CC students have a 100 % pass rate, higher than the national pass rate for the exam. There is a 95% employment rate. Asnuntuck CC is experiencing the same issue as Capital CC regarding enrollment reporting which only reports the students' primary major, whether students declare the AS degree or the Certificate as the primary major. Dr. Foley noted that since Spring 2017, 54 students graduated in the RMA Certificate program, 8 in the RMA AS degree, and, 5 students graduated with both the RMA Certificate and the AS degree.

Chair Harris called for a vote to approve the continued accreditation of the Asnuntuck CC C3 Certificate in Registered Medical Assisting. The vote was unanimous.

The discussion continued after the vote on the following issues:

a) *On the Resources and Costs Estimates Form, Year 3 (2022-2023) shows a huge increase in revenue. How will your marketing plan result in the projected increase in revenue?* Response: Asnuntuck is implementing a new overall marketing strategy for all programs. The RMA program will be featured on ACC's public access TV show "Changing Lives". Because of its proximity to MA, the college has an outreach program across the state line into MA.

b) *How does ACC work with high schools in the area? Does ACC reach out to local high schools on a regular basis?* Response: ACC staff recruits high school students directly at open houses. RMA program staff will explore recruiting students directly at the local high schools.

c. Modifications

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

Chair Harris called for a motion to approve the modifications to the Tunxis CC AS degree in Dental Hygiene. The motion was moved by N.Cohen and seconded by P. Rosa.

Amy Feest, Interim Dean of Academic Affairs, Dr. Patricia Johnson, Professor of Dental Hygiene and Program Coordinator; Sam Najarian (graduate), and, Olivia Sagan (graduate) presented for Tunxis CC which seeks approval to modify its AS in Dental Hygiene program. The Tunxis CC AS in Dental Hygiene is the only public program offered in CT. Tunxis CC proposed the following modifications to the AS in Dental Hygiene:

a) Increase the total number of credits from 68 to 93 (includes General Ed. credits) and transition to a 3-year program.

b) Add a second option for entry into the program

Currently, the AS in Dental Hygiene has a selected admission into the program after the pre-requisites are completed. Tunxis CC is proposing a new direct entry path into the program wherein students are accepted into the program contingent upon the completion of pre-requisites.
Discussion and Questions centered on:

a) *In the new entry mode, students apply to the Dental Hygiene program and have to pass all pre-requisite courses to stay in the program.* Response: Yes
b) *The state requires only two years in the Dental Hygiene program. When will the state move to four years?* Response: The path recommended by the American Dental Hygiene (ADH) Association is a Bachelor's Degree in Dental Hygiene. The State of CT Dept. of Public Health has not yet addressed this issue.
c) *What is the GPA is required for the proposed Direct Admissions Option?* Response: A 3.0 in high school.
d) *Are graduates of the program getting jobs?* Response: According to the CT Dept. of Labor statistics, graduates of the program, if they reside in CT, are working in the field of dental hygiene.
e) *Do students need science courses if they are applying to the program directly?* Response: Tunxis CC does not require students to take science courses in high school in order to apply to the Dental Hygiene program.
f) *Why is there a total deficit of $1.28M after the third year of the program?* Response: The low faculty to student ratio required in the dental clinic and the union contract are very expensive. The cost of the program inhibits Tunxis CC's ability to grow beyond one cohort. Chair Harris noted that the AS in Dental Hygiene is a program with a revenue problem, like the Nursing program, and, as the only program in the state, it needs to be supported.

A separate discussion ensued on the need to create a BS in Dental Hygiene and how and where the degree will be offered. Chair Harris asked Provost Gates to work with Tunxis CC on this issue. Tunxis CC academic staff, faculty and graduates spoke in favor of Tunxis CC being the first community college to offer a Bachelor's degree in Dental Hygiene. Chair Harris stated that we want to explore every option of the next step for the Dental Hygiene program and do it the right way in a timely manner. President Núñez noted that a 3+1 program could work with students getting the BS in Dental Hygiene from a CSU.

Chair Harris called for a vote to approve the modifications to the Tunxis CC AS in Dental Hygiene. The vote was unanimous.

ii. Dance Education – BS – Central CT State University [significant modification of courses/course substitutions/adding a specialization]

Chair Harris called for a motion to approve the modifications to the Central CT State University BS degree in Dance Education. The motion was moved by P. Rosa and seconded by A. Budd.

Dr. Marianne Fallon presented the program modification for Central CT State University which seeks to add a second specialization, Entrepreneurship, to its existing BS in Dance Education. The Dance Education Core is common to both paths with two specializations:

Teacher Education (leading to PK-12 licensure) and Entrepreneurship for those students seeking employment in and/or ownership of a business in dance education.
Chair Harris called for a vote to approve the modifications to the Central CT State University BS degree in Dance Education. The vote was unanimous.

d. New Programs

i. Advanced English as a Second Language (ESL) Proficiency – C2 Certificate - Quinebaug Valley CC

Chair Harris called for a motion for licensure and accreditation of the Quinebaug Valley CC Advanced English as a Second Language (ESL) Proficiency C2 Certificate program. The motion was moved by N. Cohen and seconded by P. Rosa.
John Lewis, Interim Dean of Academic Affairs, and, Elkin Espitia-Loaiza, Professor of Spanish and ESL, presented for Quinebaug Valley CC. Graduates of the Advanced ESL Proficiency C2 Certificate program will be awarded a stackable credential, which did not exist before, which will provide a pathway to an AS degree at QVCC. The certificate will provide graduates with opportunities for employment and advancement.
Chair Harris called for a vote to license and accredit the new Quinebaug Valley CC Advanced English as a Second Language (ESL) Proficiency C2 Certificate. The vote was unanimous.

ii. Data Analytics – C2 Certificate – Three Rivers CC

Chair Harris called for a motion to license and accredit the Three Rivers CC Data Analytics C2 Certificate. The motion was moved by A. Budd and seconded by N. Cohen.
Robert Farinelli, Dean of Academics, presented for Three Rivers CC. Dean Farinelli noted that this certificate is designed for students with or without a degree who wish to apply for entry-level positions or to improve their employability in their current position. The 16 credits are comprised of two existing courses and two new courses in data analytics, Principles of Statistics for Data Science and Elements of Data Science.
Discussion and Questions centered on:

a) *The Need/Demand for the Program – Where are the job opportunities? –* Response: The certificate will help those who already have a degree to enhance their skills in data analytics and potentially advance in their organizations. And, the certificate will help those seeking entry-level jobs.
b) *Are we sure that graduates with the certificate will get jobs?* Response: We looked at the JobsEQ employment data and have been approached by several businesses regarding the proposed Data Analytics Certificate.
c) *Budget – On the Pro Forma budget, what constitutes "Other Revenue"?*
d) *Enrollment – One Year of Projected Enrollment is not enough. We need a three-year projection.*

For items c) and d) above, Provost Gates reminded the Committee that the form included in the agenda packet is the short version, or summary, of the full Application for New Program Approval Form which is in the MS Teams folder for the Committee's Review. Provost Gates stated that the short (summary) New Academic Program Approval Form will be revised include Other Revenue Sources (explanation required) and Projected Enrollment for Years 1, 2, and 3.

Chair Harris called for a vote to approve the licensure and accreditation of the Three Rivers CC Data Analytics C2 Certificate. The vote was unanimous.

e. Institutional Accreditation

i. Central CT State University

Chair Harris asked if anyone was on the line to address the CCSU NECHE letter to Pres. Toro, CCSU, dated May 22, 2019. No one from CCSU responded.

Chair Harris called for a motion to extend the CCSU institutional accreditation to 2028 with the request that an appropriate representative from CCSU attend the January 24, 2020, BOR Academic and Student Affairs Committee meeting to address points raised in the NECHE letter dated May 22, 2019. The motion was moved by N. Cohen and seconded by A. Budd.

Chair Harris asked Dr. Alice Pritchard, CSCU Chief of Staff, to address the Title IV issue raised in the NECHE letter. Dr. Pritchard stated that the consolidation of shared services under Students' First primarily impacts the community colleges. The only two shared services that will affect the CSUs are Purchasing and Payroll which have no bearing on CCSU's institutional accreditation. Dr. Pritchard stated that she had a conversation with Pres. Toro that the most recent information on IT and HR is not applicable to the CSUs. Regent Cohen, who chairs the BOR HR and Administration Committee, commented on Title IX and the ongoing conversation and concerns about investigating complaints and remediation. Dr. Pritchard noted that HR is not part of Students First. Issues with investigation of Title IX complaints do affect the CSUs. Dr. Marianne Fallon stated that she had taken notes on the discussion and she will pass them along to Pres. Toro.

Chair Harris called for a vote on and restated the amended motion to extend the CCSU institutional accreditation to 2024, not 2028 as originally stated, with the request that an appropriate representative from CCSU attend the January 24, 2020, BOR Academic and Student Affairs Committee meeting to address points raised in the NECHE letter dated May 22, 2019. A vote was taken and the extension of the CCSU institutional accreditation to 2024 was unanimously approved.

f. Mid-Year (2019-2020) Tenure Recommendations

i. ECSU – Mr. David Vrooman

ii. SCSU – Dr. Kimberly Bean

iii. WCSU – Dr. Mary Nielson

Chair Harris noted that there were no letters to President Ojakian in the agenda packet recommending tenure for Dr. Kimberly Bean and Dr. Mary Nielson. Provost Gates read the names and titles of the three candidates recommended for tenure.

Chair Harris called for a motion to approve the three candidates recommended for tenure. On a motion by P. Rosa seconded by N. Cohen, a vote was taken and the tenure for the three candidates was approved.

5. Informational Items

a. Below Threshold

i. Health Informatics – MS - Charter Oak State College [Program Modification]

ii. English – MA – Central CT State University [Addition of a New Modality]

iii. Veterinary Technology – AS – Northwestern CT CC [Program Modification]

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

This item was addressed before Item 2.b. The revised Policy for Stipends and Waiver of Fees for Graduate Assistants was voted on by the BOR HR and Administration Committee. The proposed revisions to the policy were submitted to the BOR HR and Administration Committee by the Presidents of the CSUs. Regent Cohen discussed the action taken by the Committee. The BOR HR and Administration Committee, at the recommendation of the Presidents of the CSUs, voted that increasing tuition and/or fee waivers for graduate assistants would be permitted at the discretion of the individual institutions rather than be required of all. The cost of graduate assistant stipends, tuition and or fees waivers, scholarship and/or grants will be borne by the individual CSUs. The revised policy will be presented to the BOR for approval at the upcoming BOR meeting on December 19, 2019.

b. CSCU Student Success Key Performance Indicators (KPI): 2018 Community Colleges Report

Dr. Greg DeSantis, Executive Director of the CSCU Student Success Center and Academic Initiatives, Mr. Michael Stefanowicz, Interim CSCU Associate Vice President for Academic & Student Affairs, and, Dr. Ken Klucznik, Associate Vice President for Academic Affairs, presented this item for CSCU. Chair Harris stated that this is a large topic and should be placed at the start of the meeting rather than at the end. She called for a quick review and update at this meeting, and asked that the report be discussed more fully at the next BOR ASA Committee meeting on January 24, 2020. Dr. DeSantis thanked Dr. Bill Gammell and Oscar Rivera of the CSCU Office of Research and System Effectiveness who provided the data and updates. Dr. DeSantis noted that two new KPIs were added, #22. Percentage of students who earned zero credits of any kind in the first term (Fall); and, #23. Percentage of students who earned zero college credits in the first term (Fall) and that the KPIs are for a single year, the first academic year. Definitions were added at the end of the KPIs. Chair Harris expressed concern that the KPIs have not improved or, in some cases, have decreased. Dr. DeSantis noted that the data does not change; it is very consistent year after year. This will continue until Guided Pathways is fully implemented and the practices are adopted and when the One College is established. Dr. DeSantis stated that some small pieces have been introduced as policies; but, the larger pieces won't be available until the major initiatives are completely implemented. He reiterated that this initiative is large scale reform and long term change which will take 1-4 years.

Chair Harris responded that some progress has been made in the areas of Developmental Education and the transfer policy. She asked that the Students First and Guided Pathways teams focus on what has already happened and when other policies will be implemented. AVP Stefanowicz discussed the PA 12-40 reform and stated that there will be a presentation/report regarding recommendations from the PA 12-40 Advisory Committee to the BOR ASA Committee at its April 3, 2020 meeting. AVP Stefanowicz noted that there has been progress in the embedded level of co-requisite support. The numbers for completion of English and Math have not changed even with the reforms. Pres. Nunez stated that progress has been made in the intensive level; but, the models differ from institution to institution. She recommended that CSCU adopt one model for all institutions.

Dr. Klucznik reviewed the four pillars of Guided Pathways: 1) map programs, 2) students intentionally choose their program, 3) keep students on track, and, 4) insure that students learn what they need to learn to get to where they want to be. He noted that only the first pillar is in place. The # of TAP students has increased from 5,400 to 6,700; but, Dr. Klucznik noted that we don't know why the students chose their majors and if they are pursuing their majors. A lot of TAP students are transferring to CSUs. Dr. Klucznik noted that the CSUs are doing a good job of receiving TAP students. Regent Cohen stated that we need some way to track TAP students and Dr. Klucznik agreed. Regent Budd asked for the definition of a cohort and Dr. DeSantis responded that it's the first-time students (the freshman class) that start in the Fall. The cohort represents 15-20% of all students. Measurement is done for the full year, Fall, Winter, Spring and Summer. Chair Harris requested that, once the full implementation of Guided Pathways is in place, we compare how CSCU is doing against its peers. Dr. DeSantis agreed that we should compare CSCU's progress against neighboring states (NY, NJ) in the Student Success network as well as against very large community college systems.

Chair Harris recognized Director Arthur Poole on his impending retirement and thanked him for his years of service.

On a motion by N. Cohen and seconded by P. Rosa, the Committee voted unanimously to adjourn the meeting of the BOR Academic and Student Affairs Committee at 12:26 p.m.

CSCU Student Success Key Performance Indicators:
2018 Community Colleges Report
November 5, 2019

This is the second annual CSCU report on Student Success Key Performance Indicators (KPI).

The CSCU Board of Regents have determined that this report will be disseminated each year to the faculty, staff, and administrators of all CSCU community colleges. The report is presented jointly by the CSCU Student Success Center and the CSCU Office of Research and System Effectiveness.

Why This Report?

Community colleges are measured by long-term indicators such as three-year completion rates. When we focus solely on these long-term measures, it is difficult to determine in the near term whether our educational innovations are effective.

Colleges commonly turn to short-term measures, such as semester-to-semester persistence, to measure the effectiveness of innovations. These indicators provide timely feedback, but they do not always correlate with long-term completion rates. This report focuses on short-term KPIs that have been demonstrated nationally to correlate with completion.

What's New This Year?

Two KPIs have been added this year: KPI 22, which is the percentage of students who earned zero credits of any kind in the first term, and KPI 23, the percentage of students who earned zero college-level credits in the first term.

We have also added KPI definitions and descriptions at the end of the report for those who are seeking additional information on how the data was gathered.

How to Promote Equity Through Data

The CSCU system has partnered with Achieving the Dream to help our institutions understand how their programs and services can be used to build capacity, accountability, and sustainability in pursuit of reduced disparity in degree and credential attainment when disaggregated by race, ethnicity, and gender.

Using Student Success KPIs to support data discovery in partnership with Achieving the Dream will:

- Help colleges use their campus, regional, and statewide data to evaluate, improve, and scale services and programs.
- Leverage data evidence to cultivate scaled solutions aimed at reducing disparate student success outcomes for our students.
- Ensure that every student receives the support and services needed to attain their personal degree and career goals.

The CSCU Student Success Center hopes that this will prompt conversations between you and your colleagues about how policy and practice could be modified to change this data in your area, across your college, and in our system. For more information, please visit www.ct.edu/gp and www.ct.edu/studentsuccess.

System Student Success Key Performance Indicators (KPI)

		Cohort					
		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
KPI 01: Percentage of students who have earned 15 or more college-level credits after year one (fall, winter, spring, summer)	Percent	34%	36%	35%	35%	36%	35%
KPI 02: Percentage of students who have earned 24 or more college-level credits after year one (fall, winter, spring, summer)	Percent	12%	14%	13%	13%	15%	13%
KPI 03: Percentage of students who have earned 30 or more college-level credits after year one (fall, winter, spring, summer)	Percent	4%	4%	4%	4%	5%	5%
KPI 04: Percentage of students who have passed (C or better) college-level math in year one (fall, winter, spring, summer)	Percent	27%	29%	28%	27%	26%	26%
KPI 05: Percentage of students who have passed (C or better) college-level English in year one (fall, winter, spring, summer)	Percent	41%	45%	45%	44%	43%	41%
KPI 06: Percentage of students who have passed (C or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	20%	22%	22%	21%	21%	20%
KPI 07: Percentage of students who have completed (D- or better) college-level math in year one (fall, winter, spring, summer)	Percent	33%	35%	35%	33%	32%	32%
KPI 08: Percentage of students who have completed (D- or better) college-level English in year one (fall, winter, spring, summer)	Percent	47%	51%	51%	49%	49%	46%
KPI 09: Percentage of students who have completed (D- or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	25%	29%	28%	27%	27%	25%
KPI 10: Percentage of students who have earned 6 or more college-level credits in first term (fall)	Percent	48%	51%	51%	51%	51%	50%
KPI 11: Percentage of students who have earned 12 or more college-level credits in first term (fall)	Percent	15%	17%	17%	17%	18%	17%
KPI 12: Percentage of students who persisted from term one to term two (fall to spring)	Percent	76%	78%	75%	75%	74%	72%
KPI 13: Average rate of college-level course passing (C or above) in students' first academic year (fall, winter, spring, summer)	Percent	64%	63%	63%	63%	63%	61%
KPI 14: Average rate of college-level course completion (D- or above) in students' first academic year (fall, winter, spring, summer)	Percent	75%	74%	74%	74%	73%	71%
KPI 15: Percentage of students who have attempted 12 or more credits, including developmental, in the first term (fall)	Percent	58%	58%	57%	55%	56%	54%
KPI 16: Percentage of students who have attempted 15 or more credits, including developmental, in the first term (fall)	Percent	10%	13%	13%	14%	14%	14%
KPI 17: Percentage of students who have attempted 30 or more credits, including developmental, in the first year (fall, winter, spring, summer)	Percent	8%	9%	9%	9%	10%	10%
KPI 18: Average number of credits attempted in the first term (fall)	Average	10.4	10.5	10.5	10.3	10.4	10.3
KPI 19: Average number of credits earned in the first term (fall)	Average	7.6	7.7	7.6	7.5	7.4	7.1
KPI 20: Average number of credits attempted in the first year (fall, winter, spring, summer)	Average	18.6	19	18.6	18.4	18.5	18.3
KPI 21: Average number of credits earned in the first year (fall, winter, spring, summer)	Average	13.8	13.9	13.5	13.5	13.4	12.9
KPI 22: Percentage of students who earned zero credits of any kind in the first term (fall)	Percent	12%	13%	14%	13%	14%	16%
KPI 23: Percentage of students who earned zero college-level credits in the first term (fall)	Percent	27%	25%	26%	24%	25%	26%
N	Count	10,689	9,901	9,508	9,404	9,359	8,551

Cohort: New degree seeking students.
Generated by the Office of Research and System Effectiveness on October 22, 2019 at 10:00 AM
SAS program file: KPIs macro v14 20191022.sas

Capital East Region Student Success Key Performance Indicators (KPI)

		Capital East1					
		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
KPI 01: Percentage of students who have earned 15 or more college-level credits after year one (fall, winter, spring, summer)	Percent	33%	36%	35%	34%	34%	33%
KPI 02: Percentage of students who have earned 24 or more college-level credits after year one (fall, winter, spring, summer)	Percent	13%	15%	14%	14%	15%	13%
KPI 03: Percentage of students who have earned 30 or more college-level credits after year one (fall, winter, spring, summer)	Percent	4%	4%	4%	5%	5%	5%
KPI 04: Percentage of students who have passed (C or better) college-level math in year one (fall, winter, spring, summer)	Percent	29%	32%	32%	31%	28%	28%
KPI 05: Percentage of students who have passed (C or better) college-level English in year one (fall, winter, spring, summer)	Percent	41%	45%	45%	44%	43%	40%
KPI 06: Percentage of students who have passed (C or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	21%	25%	25%	24%	22%	22%
KPI 07: Percentage of students who have completed (D- or better) college-level math in year one (fall, winter, spring, summer)	Percent	34%	38%	39%	36%	33%	34%
KPI 08: Percentage of students who have completed (D- or better) college-level English in year one (fall, winter, spring, summer)	Percent	47%	51%	51%	50%	48%	46%
KPI 09: Percentage of students who have completed (D- or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	27%	31%	31%	29%	27%	26%
KPI 10: Percentage of students who have earned 6 or more college-level credits in first term (fall)	Percent	51%	52%	52%	50%	50%	49%
KPI 11: Percentage of students who have earned 12 or more college-level credits in first term (fall)	Percent	17%	19%	19%	17%	18%	17%
KPI 12: Percentage of students who persisted from term one to term two (fall to spring)	Percent	75%	76%	76%	75%	72%	70%
KPI 13: Average rate of college-level course passing (C or above) in students' first academic year (fall, winter, spring, summer)	Percent	63%	63%	63%	63%	62%	60%
KPI 14: Average rate of college-level course completion (D- or above) in students' first academic year (fall, winter, spring, summer)	Percent	73%	74%	73%	74%	72%	70%
KPI 15: Percentage of students who have attempted 12 or more credits, including developmental, in the first term (fall)	Percent	56%	55%	56%	50%	50%	50%
KPI 16: Percentage of students who have attempted 15 or more credits, including developmental, in the first term (fall)	Percent	10%	13%	13%	13%	13%	16%
KPI 17: Percentage of students who have attempted 30 or more credits, including developmental, in the first year (fall, winter, spring, summer)	Percent	7%	8%	9%	9%	11%	10%
KPI 18: Average number of credits attempted in the first term (fall)	Average	10	10.1	10.1	9.7	9.7	9.9
KPI 19: Average number of credits earned in the first term (fall)	Average	7.2	7.3	7.4	7.1	7	6.7
KPI 20: Average number of credits attempted in the first year (fall, winter, spring, summer)	Average	17.9	18.2	18.1	17.4	17.6	17.4
KPI 21: Average number of credits earned in the first year (fall, winter, spring, summer)	Average	13.1	13.4	13.3	13	12.7	12.2
KPI 22: Percentage of students who earned zero credits of any kind in the first term (fall)	Percent	13%	14%	14%	15%	16%	18%
KPI 23: Percentage of students who earned zero college-level credits in the first term (fall)	Percent	26%	26%	25%	27%	27%	27%
N	Count	4,257	3,939	3,442	3,330	3,357	3,173

1Capital East (Manchester, Middlesex, Three Rivers, Quinebaug Valley, Capital)

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SAS program file: KPIs macro v14 20191022.sas

North West Region Student Success Key Performance Indicators (KPI)

		North West[1]					
		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
KPI 01: Percentage of students who have earned 15 or more college-level credits after year one (fall, winter, spring, summer)	Percent	37%	39%	38%	35%	40%	37%
KPI 02: Percentage of students who have earned 24 or more college-level credits after year one (fall, winter, spring, summer)	Percent	13%	15%	14%	14%	17%	16%
KPI 03: Percentage of students who have earned 30 or more college-level credits after year one (fall, winter, spring, summer)	Percent	4%	4%	5%	4%	5%	6%
KPI 04: Percentage of students who have passed (C or better) college-level math in year one (fall, winter, spring, summer)	Percent	27%	29%	27%	24%	28%	25%
KPI 05: Percentage of students who have passed (C or better) college-level English in year one (fall, winter, spring, summer)	Percent	38%	44%	45%	43%	44%	41%
KPI 06: Percentage of students who have passed (C or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	19%	22%	21%	20%	22%	20%
KPI 07: Percentage of students who have completed (D- or better) college-level math in year one (fall, winter, spring, summer)	Percent	33%	35%	34%	31%	34%	32%
KPI 08: Percentage of students who have completed (D- or better) college-level English in year one (fall, winter, spring, summer)	Percent	44%	49%	51%	49%	50%	46%
KPI 09: Percentage of students who have completed (D- or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	25%	28%	28%	26%	28%	26%
KPI 10: Percentage of students who have earned 6 or more college-level credits in first term (fall)	Percent	50%	55%	54%	56%	57%	53%
KPI 11: Percentage of students who have earned 12 or more college-level credits in first term (fall)	Percent	16%	17%	17%	17%	21%	19%
KPI 12: Percentage of students who persisted from term one to term two (fall to spring)	Percent	76%	78%	74%	75%	76%	74%
KPI 13: Average rate of college-level course passing (C or above) in students' first academic year (fall, winter, spring, summer)	Percent	65%	64%	64%	63%	65%	61%
KPI 14: Average rate of college-level course completion (D- or above) in students' first academic year (fall, winter, spring, summer)	Percent	75%	74%	74%	74%	75%	72%
KPI 15: Percentage of students who have attempted 12 or more credits, including developmental, in the first term (fall)	Percent	63%	61%	60%	57%	63%	63%
KPI 16: Percentage of students who have attempted 15 or more credits, including developmental, in the first term (fall)	Percent	11%	13%	12%	10%	13%	16%
KPI 17: Percentage of students who have attempted 30 or more credits, including developmental, in the first year (fall, winter, spring, summer)	Percent	9%	10%	10%	8%	10%	12%
KPI 18: Average number of credits attempted in the first term (fall)	Average	10.9	10.8	10.7	10.5	11.1	11.1
KPI 19: Average number of credits earned in the first term (fall)	Average	8.1	8.1	7.9	7.7	8	7.6
KPI 20: Average number of credits attempted in the first year (fall, winter, spring, summer)	Average	19.3	19.6	19.1	18.7	19.7	19.6
KPI 21: Average number of credits earned in the first year (fall, winter, spring, summer)	Average	14.5	14.6	14.1	13.7	14.5	13.7
KPI 22: Percentage of students who earned zero credits of any kind in the first term (fall)	Percent	11%	11%	12%	11%	12%	14%
KPI 23: Percentage of students who earned zero college-level credits in the first term (fall)	Percent	23%	20%	21%	19%	19%	22%
N	Count	2,890	2,774	2,813	2,806	2,737	2,556

[1]North West (Northwestern CT, Naugatuck Valley, Tunxis, Asnuntuck)
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SAS program file: KPIs macro v14 20191022.sas

Shoreline West Region Student Success Key Performance Indicators (KPI)

		Shoreline West[1]					
		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
KPI 01: Percentage of students who have earned 15 or more college-level credits after year one (fall, winter, spring, summer)	Percent	32%	34%	33%	36%	33%	33%
KPI 02: Percentage of students who have earned 24 or more college-level credits after year one (fall, winter, spring, summer)	Percent	11%	11%	12%	13%	12%	11%
KPI 03: Percentage of students who have earned 30 or more college-level credits after year one (fall, winter, spring, summer)	Percent	3%	3%	3%	4%	4%	4%
KPI 04: Percentage of students who have passed (C or better) college-level math in year one (fall, winter, spring, summer)	Percent	25%	25%	25%	26%	24%	24%
KPI 05: Percentage of students who have passed (C or better) college-level English in year one (fall, winter, spring, summer)	Percent	44%	47%	46%	44%	44%	42%
KPI 06: Percentage of students who have passed (C or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	20%	20%	20%	21%	19%	19%
KPI 07: Percentage of students who have completed (D- or better) college-level math in year one (fall, winter, spring, summer)	Percent	30%	32%	31%	32%	30%	30%
KPI 08: Percentage of students who have completed (D- or better) college-level English in year one (fall, winter, spring, summer)	Percent	48%	53%	51%	49%	49%	48%
KPI 09: Percentage of students who have completed (D- or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	25%	26%	25%	26%	24%	24%
KPI 10: Percentage of students who have earned 6 or more college-level credits in first term (fall)	Percent	42%	47%	47%	49%	49%	48%
KPI 11: Percentage of students who have earned 12 or more college-level credits in first term (fall)	Percent	12%	14%	15%	17%	16%	14%
KPI 12: Percentage of students who persisted from term one to term two (fall to spring)	Percent	77%	79%	75%	76%	75%	74%
KPI 13: Average rate of college-level course passing (C or above) in students' first academic year (fall, winter, spring, summer)	Percent	66%	64%	63%	63%	62%	63%
KPI 14: Average rate of college-level course completion (D- or above) in students' first academic year (fall, winter, spring, summer)	Percent	76%	74%	74%	74%	72%	73%
KPI 15: Percentage of students who have attempted 12 or more credits, including developmental, in the first term (fall)	Percent	57%	60%	56%	57%	56%	52%
KPI 16: Percentage of students who have attempted 15 or more credits, including developmental, in the first term (fall)	Percent	10%	14%	15%	18%	15%	12%
KPI 17: Percentage of students who have attempted 30 or more credits, including developmental, in the first year (fall, winter, spring, summer)	Percent	8%	8%	9%	10%	9%	9%
KPI 18: Average number of credits attempted in the first term (fall)	Average	10.4	10.8	10.5	10.7	10.5	10.1
KPI 19: Average number of credits earned in the first term (fall)	Average	7.7	7.8	7.5	7.7	7.3	7.1
KPI 20: Average number of credits attempted in the first year (fall, winter, spring, summer)	Average	18.8	19.3	18.7	19.1	18.6	18.3
KPI 21: Average number of credits earned in the first year (fall, winter, spring, summer)	Average	13.9	13.9	13.3	13.8	13.1	13
KPI 22: Percentage of students who earned zero credits of any kind in the first term (fall)	Percent	11%	12%	15%	14%	15%	16%
KPI 23: Percentage of students who earned zero college-level credits in the first term (fall)	Percent	33%	29%	31%	27%	27%	29%
N	Count	3,546	3,190	3,256	3,272	3,272	2,824

[1]Shoreline West (Housatonic, Gateway, Norwalk)
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SAS program file: KPIs macro v14 20191022.sas

Asnuntuck Student Success Key Performance Indicators (KPI)

		Asnuntuck					
		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
KPI 01: Percentage of students who have earned 15 or more college-level credits after year one (fall, winter, spring, summer)	Percent	58%	54%	50%	31%	44%	46%
KPI 02: Percentage of students who have earned 24 or more college-level credits after year one (fall, winter, spring, summer)	Percent	28%	29%	28%	18%	28%	28%
KPI 03: Percentage of students who have earned 30 or more college-level credits after year one (fall, winter, spring, summer)	Percent	13%	14%	13%	11%	14%	15%
KPI 04: Percentage of students who have passed (C or better) college-level math in year one (fall, winter, spring, summer)	Percent	23%	23%	24%	13%	15%	15%
KPI 05: Percentage of students who have passed (C or better) college-level English in year one (fall, winter, spring, summer)	Percent	37%	43%	41%	32%	27%	34%
KPI 06: Percentage of students who have passed (C or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	19%	21%	19%	11%	13%	12%
KPI 07: Percentage of students who have completed (D- or better) college-level math in year one (fall, winter, spring, summer)	Percent	29%	28%	30%	16%	17%	20%
KPI 08: Percentage of students who have completed (D- or better) college-level English in year one (fall, winter, spring, summer)	Percent	41%	46%	45%	35%	28%	36%
KPI 09: Percentage of students who have completed (D- or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	24%	26%	24%	13%	14%	16%
KPI 10: Percentage of students who have earned 6 or more college-level credits in first term (fall)	Percent	66%	62%	64%	68%	54%	69%
KPI 11: Percentage of students who have earned 12 or more college-level credits in first term (fall)	Percent	37%	38%	33%	21%	32%	34%
KPI 12: Percentage of students who persisted from term one to term two (fall to spring)	Percent	72%	78%	79%	73%	74%	73%
KPI 13: Average rate of college-level course passing (C or above) in students' first academic year (fall, winter, spring, summer)	Percent	75%	72%	72%	71%	72%	70%
KPI 14: Average rate of college-level course completion (D- or above) in students' first academic year (fall, winter, spring, summer)	Percent	84%	80%	80%	79%	80%	77%
KPI 15: Percentage of students who have attempted 12 or more credits, including developmental, in the first term (fall)	Percent	76%	72%	68%	42%	63%	62%
KPI 16: Percentage of students who have attempted 15 or more credits, including developmental, in the first term (fall)	Percent	31%	34%	28%	21%	33%	34%
KPI 17: Percentage of students who have attempted 30 or more credits, including developmental, in the first year (fall, winter, spring, summer)	Percent	20%	24%	21%	16%	20%	24%
KPI 18: Average number of credits attempted in the first term (fall)	Average	12.2	11.8	11.5	9.2	11.1	11.1
KPI 19: Average number of credits earned in the first term (fall)	Average	9.9	9.5	9.1	7.1	8.3	8.4
KPI 20: Average number of credits attempted in the first year (fall, winter, spring, summer)	Average	21.8	21.8	21.4	16.7	20.3	20.1
KPI 21: Average number of credits earned in the first year (fall, winter, spring, summer)	Average	18	17.4	17	13.3	15.8	15.4
KPI 22: Percentage of students who earned zero credits of any kind in the first term (fall)	Percent	9%	10%	11%	11%	12%	12%
KPI 23: Percentage of students who earned zero college-level credits in the first term (fall)	Percent	17%	19%	16%	14%	15%	15%
N	Count	298	302	325	510	313	327

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SAS program file: KPIs macro v14 20191022.sas

Capital Student Success Key Performance Indicators (KPI)

		Capital					
		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
KPI 01: Percentage of students who have earned 15 or more college-level credits after year one (fall, winter, spring, summer)	Percent	23%	21%	27%	21%	25%	26%
KPI 02: Percentage of students who have earned 24 or more college-level credits after year one (fall, winter, spring, summer)	Percent	6%	5%	8%	6%	7%	6%
KPI 03: Percentage of students who have earned 30 or more college-level credits after year one (fall, winter, spring, summer)	Percent	1%	1%	1%	1%	2%	2%
KPI 04: Percentage of students who have passed (C or better) college-level math in year one (fall, winter, spring, summer)	Percent	18%	21%	25%	20%	21%	28%
KPI 05: Percentage of students who have passed (C or better) college-level English in year one (fall, winter, spring, summer)	Percent	31%	33%	35%	27%	32%	33%
KPI 06: Percentage of students who have passed (C or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	13%	15%	17%	13%	16%	20%
KPI 07: Percentage of students who have completed (D- or better) college-level math in year one (fall, winter, spring, summer)	Percent	22%	26%	30%	24%	29%	33%
KPI 08: Percentage of students who have completed (D- or better) college-level English in year one (fall, winter, spring, summer)	Percent	34%	39%	40%	32%	37%	38%
KPI 09: Percentage of students who have completed (D- or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	17%	19%	20%	17%	22%	23%
KPI 10: Percentage of students who have earned 6 or more college-level credits in first term (fall)	Percent	38%	38%	44%	37%	41%	47%
KPI 11: Percentage of students who have earned 12 or more college-level credits in first term (fall)	Percent	6%	8%	9%	6%	8%	8%
KPI 12: Percentage of students who persisted from term one to term two (fall to spring)	Percent	77%	74%	78%	77%	75%	75%
KPI 13: Average rate of college-level course passing (C or above) in students' first academic year (fall, winter, spring, summer)	Percent	59%	54%	61%	56%	53%	56%
KPI 14: Average rate of college-level course completion (D- or above) in students' first academic year (fall, winter, spring, summer)	Percent	67%	63%	69%	66%	62%	64%
KPI 15: Percentage of students who have attempted 12 or more credits, including developmental, in the first term (fall)	Percent	45%	39%	40%	33%	31%	34%
KPI 16: Percentage of students who have attempted 15 or more credits, including developmental, in the first term (fall)	Percent	4%	8%	7%	8%	4%	5%
KPI 17: Percentage of students who have attempted 30 or more credits, including developmental, in the first year (fall, winter, spring, summer)	Percent	4%	4%	5%	2%	4%	5%
KPI 18: Average number of credits attempted in the first term (fall)	Average	9.4	9.1	8.8	8.4	8.4	8.8
KPI 19: Average number of credits earned in the first term (fall)	Average	6.6	6.2	6.6	6	6.1	6.4
KPI 20: Average number of credits attempted in the first year (fall, winter, spring, summer)	Average	16.8	16.1	16.1	15	15.4	16
KPI 21: Average number of credits earned in the first year (fall, winter, spring, summer)	Average	11.7	10.8	12	10.7	11.1	11.7
KPI 22: Percentage of students who earned zero credits of any kind in the first term (fall)	Percent	13%	18%	14%	15%	17%	14%
KPI 23: Percentage of students who earned zero college-level credits in the first term (fall)	Percent	34%	37%	36%	43%	39%	29%
N	Count	660	624	538	492	513	469

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Gateway Student Success Key Performance Indicators (KPI)

		Gateway					
		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
KPI 01: Percentage of students who have earned 15 or more college-level credits after year one (fall, winter, spring, summer)	Percent	32%	34%	29%	31%	31%	31%
KPI 02: Percentage of students who have earned 24 or more college-level credits after year one (fall, winter, spring, summer)	Percent	10%	9%	9%	9%	11%	9%
KPI 03: Percentage of students who have earned 30 or more college-level credits after year one (fall, winter, spring, summer)	Percent	3%	2%	2%	3%	3%	3%
KPI 04: Percentage of students who have passed (C or better) college-level math in year one (fall, winter, spring, summer)	Percent	25%	24%	23%	26%	25%	23%
KPI 05: Percentage of students who have passed (C or better) college-level English in year one (fall, winter, spring, summer)	Percent	41%	45%	42%	39%	40%	37%
KPI 06: Percentage of students who have passed (C or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	20%	19%	18%	20%	19%	18%
KPI 07: Percentage of students who have completed (D- or better) college-level math in year one (fall, winter, spring, summer)	Percent	29%	31%	28%	30%	31%	27%
KPI 08: Percentage of students who have completed (D- or better) college-level English in year one (fall, winter, spring, summer)	Percent	47%	53%	48%	46%	46%	44%
KPI 09: Percentage of students who have completed (D- or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	25%	25%	23%	24%	24%	22%
KPI 10: Percentage of students who have earned 6 or more college-level credits in first term (fall)	Percent	45%	49%	43%	47%	49%	46%
KPI 11: Percentage of students who have earned 12 or more college-level credits in first term (fall)	Percent	10%	11%	10%	11%	13%	12%
KPI 12: Percentage of students who persisted from term one to term two (fall to spring)	Percent	73%	79%	73%	73%	71%	69%
KPI 13: Average rate of college-level course passing (C or above) in students' first academic year (fall, winter, spring, summer)	Percent	66%	63%	64%	62%	62%	62%
KPI 14: Average rate of college-level course completion (D- or above) in students' first academic year (fall, winter, spring, summer)	Percent	77%	75%	75%	73%	73%	73%
KPI 15: Percentage of students who have attempted 12 or more credits, including developmental, in the first term (fall)	Percent	52%	54%	45%	45%	49%	47%
KPI 16: Percentage of students who have attempted 15 or more credits, including developmental, in the first term (fall)	Percent	7%	9%	7%	9%	12%	9%
KPI 17: Percentage of students who have attempted 30 or more credits, including developmental, in the first year (fall, winter, spring, summer)	Percent	6%	6%	6%	7%	7%	7%
KPI 18: Average number of credits attempted in the first term (fall)	Average	9.8	10.5	9.8	9.9	10.1	9.8
KPI 19: Average number of credits earned in the first term (fall)	Average	7.4	7.7	7	7.2	7.3	6.8
KPI 20: Average number of credits attempted in the first year (fall, winter, spring, summer)	Average	17.7	18.7	17.4	17.7	17.6	17.1
KPI 21: Average number of credits earned in the first year (fall, winter, spring, summer)	Average	13.4	13.5	12.6	12.7	12.6	12.2
KPI 22: Percentage of students who earned zero credits of any kind in the first term (fall)	Percent	10%	11%	13%	13%	13%	16%
KPI 23: Percentage of students who earned zero college-level credits in the first term (fall)	Percent	29%	25%	28%	27%	25%	27%
N	Count	1,571	1,376	1,367	1,367	1,288	1,191

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Housatonic Student Success Key Performance Indicators (KPI)

		Housatonic					
		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
KPI 01: Percentage of students who have earned 15 or more college-level credits after year one (fall, winter, spring, summer)	Percent	25%	32%	29%	35%	32%	34%
KPI 02: Percentage of students who have earned 24 or more college-level credits after year one (fall, winter, spring, summer)	Percent	9%	12%	12%	14%	12%	13%
KPI 03: Percentage of students who have earned 30 or more college-level credits after year one (fall, winter, spring, summer)	Percent	3%	4%	4%	6%	4%	5%
KPI 04: Percentage of students who have passed (C or better) college-level math in year one (fall, winter, spring, summer)	Percent	22%	27%	25%	22%	20%	22%
KPI 05: Percentage of students who have passed (C or better) college-level English in year one (fall, winter, spring, summer)	Percent	42%	47%	44%	46%	45%	43%
KPI 06: Percentage of students who have passed (C or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	17%	23%	20%	19%	16%	19%
KPI 07: Percentage of students who have completed (D- or better) college-level math in year one (fall, winter, spring, summer)	Percent	27%	34%	32%	30%	27%	28%
KPI 08: Percentage of students who have completed (D- or better) college-level English in year one (fall, winter, spring, summer)	Percent	46%	53%	48%	50%	49%	47%
KPI 09: Percentage of students who have completed (D- or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	21%	29%	26%	25%	23%	25%
KPI 10: Percentage of students who have earned 6 or more college-level credits in first term (fall)	Percent	32%	43%	45%	47%	45%	47%
KPI 11: Percentage of students who have earned 12 or more college-level credits in first term (fall)	Percent	11%	17%	19%	19%	17%	17%
KPI 12: Percentage of students who persisted from term one to term two (fall to spring)	Percent	80%	79%	76%	78%	76%	77%
KPI 13: Average rate of college-level course passing (C or above) in students' first academic year (fall, winter, spring, summer)	Percent	64%	62%	61%	64%	61%	62%
KPI 14: Average rate of college-level course completion (D- or above) in students' first academic year (fall, winter, spring, summer)	Percent	73%	72%	70%	74%	71%	71%
KPI 15: Percentage of students who have attempted 12 or more credits, including developmental, in the first term (fall)	Percent	57%	60%	59%	64%	57%	60%
KPI 16: Percentage of students who have attempted 15 or more credits, including developmental, in the first term (fall)	Percent	10%	17%	18%	21%	13%	17%
KPI 17: Percentage of students who have attempted 30 or more credits, including developmental, in the first year (fall, winter, spring, summer)	Percent	8%	10%	7%	11%	8%	10%
KPI 18: Average number of credits attempted in the first term (fall)	Average	10.3	10.7	10.6	10.9	10.2	10.6
KPI 19: Average number of credits earned in the first term (fall)	Average	7.5	7.8	7.5	8.2	7.4	7.5
KPI 20: Average number of credits attempted in the first year (fall, winter, spring, summer)	Average	18.7	19.2	18.5	19.6	18.4	19
KPI 21: Average number of credits earned in the first year (fall, winter, spring, summer)	Average	13.6	14	13	14.6	13.3	13.6
KPI 22: Percentage of students who earned zero credits of any kind in the first term (fall)	Percent	13%	15%	18%	13%	15%	16%
KPI 23: Percentage of students who earned zero college-level credits in the first term (fall)	Percent	49%	44%	42%	30%	31%	35%
N	Count	994	866	1,012	1,054	1,070	847

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Manchester Student Success Key Performance Indicators (KPI)

		Manchester					
		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
KPI 01: Percentage of students who have earned 15 or more college-level credits after year one (fall, winter, spring, summer)	Percent	37%	38%	37%	38%	33%	33%
KPI 02: Percentage of students who have earned 24 or more college-level credits after year one (fall, winter, spring, summer)	Percent	15%	17%	16%	16%	14%	13%
KPI 03: Percentage of students who have earned 30 or more college-level credits after year one (fall, winter, spring, summer)	Percent	4%	4%	4%	5%	5%	5%
KPI 04: Percentage of students who have passed (C or better) college-level math in year one (fall, winter, spring, summer)	Percent	34%	36%	36%	35%	29%	27%
KPI 05: Percentage of students who have passed (C or better) college-level English in year one (fall, winter, spring, summer)	Percent	43%	48%	46%	45%	41%	38%
KPI 06: Percentage of students who have passed (C or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	25%	29%	29%	28%	23%	20%
KPI 07: Percentage of students who have completed (D- or better) college-level math in year one (fall, winter, spring, summer)	Percent	40%	42%	42%	40%	34%	32%
KPI 08: Percentage of students who have completed (D- or better) college-level English in year one (fall, winter, spring, summer)	Percent	50%	55%	54%	54%	47%	44%
KPI 09: Percentage of students who have completed (D- or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	31%	34%	35%	34%	28%	26%
KPI 10: Percentage of students who have earned 6 or more college-level credits in first term (fall)	Percent	54%	55%	55%	54%	49%	46%
KPI 11: Percentage of students who have earned 12 or more college-level credits in first term (fall)	Percent	21%	20%	21%	20%	18%	18%
KPI 12: Percentage of students who persisted from term one to term two (fall to spring)	Percent	76%	78%	78%	76%	71%	69%
KPI 13: Average rate of college-level course passing (C or above) in students' first academic year (fall, winter, spring, summer)	Percent	62%	64%	62%	62%	61%	58%
KPI 14: Average rate of college-level course completion (D- or above) in students' first academic year (fall, winter, spring, summer)	Percent	75%	75%	74%	75%	73%	69%
KPI 15: Percentage of students who have attempted 12 or more credits, including developmental, in the first term (fall)	Percent	59%	55%	56%	49%	47%	47%
KPI 16: Percentage of students who have attempted 15 or more credits, including developmental, in the first term (fall)	Percent	8%	9%	10%	10%	11%	14%
KPI 17: Percentage of students who have attempted 30 or more credits, including developmental, in the first year (fall, winter, spring, summer)	Percent	7%	7%	8%	9%	9%	9%
KPI 18: Average number of credits attempted in the first term (fall)	Average	10.1	10	10.3	9.8	9.5	9.8
KPI 19: Average number of credits earned in the first term (fall)	Average	7.4	7.2	7.4	7	6.7	6.3
KPI 20: Average number of credits attempted in the first year (fall, winter, spring, summer)	Average	18.3	18.5	18.2	17.9	17	17.1
KPI 21: Average number of credits earned in the first year (fall, winter, spring, summer)	Average	13.6	13.7	13.2	13.2	12.1	11.5
KPI 22: Percentage of students who earned zero credits of any kind in the first term (fall)	Percent	13%	14%	14%	17%	17%	21%
KPI 23: Percentage of students who earned zero college-level credits in the first term (fall)	Percent	23%	23%	22%	23%	27%	30%
N	Count	1,616	1,452	1,164	1,158	1,224	1,215

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Middlesex Student Success Key Performance Indicators (KPI)

		Middlesex					
		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
KPI 01: Percentage of students who have earned 15 or more college-level credits after year one (fall, winter, spring, summer)	Percent	36%	41%	38%	39%	39%	37%
KPI 02: Percentage of students who have earned 24 or more college-level credits after year one (fall, winter, spring, summer)	Percent	13%	16%	16%	19%	17%	19%
KPI 03: Percentage of students who have earned 30 or more college-level credits after year one (fall, winter, spring, summer)	Percent	5%	6%	6%	8%	7%	8%
KPI 04: Percentage of students who have passed (C or better) college-level math in year one (fall, winter, spring, summer)	Percent	28%	34%	36%	37%	32%	32%
KPI 05: Percentage of students who have passed (C or better) college-level English in year one (fall, winter, spring, summer)	Percent	44%	49%	51%	53%	52%	45%
KPI 06: Percentage of students who have passed (C or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	22%	29%	30%	32%	28%	27%
KPI 07: Percentage of students who have completed (D- or better) college-level math in year one (fall, winter, spring, summer)	Percent	33%	39%	42%	41%	35%	36%
KPI 08: Percentage of students who have completed (D- or better) college-level English in year one (fall, winter, spring, summer)	Percent	50%	55%	57%	58%	57%	52%
KPI 09: Percentage of students who have completed (D- or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	27%	34%	37%	36%	32%	31%
KPI 10: Percentage of students who have earned 6 or more college-level credits in first term (fall)	Percent	54%	54%	53%	51%	56%	52%
KPI 11: Percentage of students who have earned 12 or more college-level credits in first term (fall)	Percent	17%	20%	20%	21%	20%	21%
KPI 12: Percentage of students who persisted from term one to term two (fall to spring)	Percent	76%	77%	77%	76%	74%	70%
KPI 13: Average rate of college-level course passing (C or above) in students' first academic year (fall, winter, spring, summer)	Percent	67%	67%	65%	71%	68%	67%
KPI 14: Average rate of college-level course completion (D- or above) in students' first academic year (fall, winter, spring, summer)	Percent	77%	78%	75%	78%	77%	76%
KPI 15: Percentage of students who have attempted 12 or more credits, including developmental, in the first term (fall)	Percent	60%	68%	67%	64%	65%	63%
KPI 16: Percentage of students who have attempted 15 or more credits, including developmental, in the first term (fall)	Percent	14%	24%	24%	22%	16%	22%
KPI 17: Percentage of students who have attempted 30 or more credits, including developmental, in the first year (fall, winter, spring, summer)	Percent	10%	14%	12%	14%	13%	15%
KPI 18: Average number of credits attempted in the first term (fall)	Average	10.3	11.1	10.9	10.4	10.5	10.6
KPI 19: Average number of credits earned in the first term (fall)	Average	7.8	8.1	8.2	8	7.8	7.5
KPI 20: Average number of credits attempted in the first year (fall, winter, spring, summer)	Average	18.6	19.6	19.7	19.2	19.2	18.8
KPI 21: Average number of credits earned in the first year (fall, winter, spring, summer)	Average	14.2	14.9	14.6	14.8	14.3	13.8
KPI 22: Percentage of students who earned zero credits of any kind in the first term (fall)	Percent	13%	15%	13%	13%	15%	17%
KPI 23: Percentage of students who earned zero college-level credits in the first term (fall)	Percent	24%	25%	23%	23%	23%	22%
N	Count	566	576	529	500	499	407

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Naugatuck Valley Student Success Key Performance Indicators (KPI)

		Naugatuck Valley					
		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
KPI 01: Percentage of students who have earned 15 or more college-level credits after year one (fall, winter, spring, summer)	Percent	35%	35%	36%	37%	39%	37%
KPI 02: Percentage of students who have earned 24 or more college-level credits after year one (fall, winter, spring, summer)	Percent	12%	12%	12%	14%	16%	13%
KPI 03: Percentage of students who have earned 30 or more college-level credits after year one (fall, winter, spring, summer)	Percent	3%	3%	4%	3%	4%	4%
KPI 04: Percentage of students who have passed (C or better) college-level math in year one (fall, winter, spring, summer)	Percent	26%	31%	27%	28%	30%	27%
KPI 05: Percentage of students who have passed (C or better) college-level English in year one (fall, winter, spring, summer)	Percent	40%	42%	46%	47%	46%	43%
KPI 06: Percentage of students who have passed (C or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	20%	23%	22%	23%	24%	22%
KPI 07: Percentage of students who have completed (D- or better) college-level math in year one (fall, winter, spring, summer)	Percent	31%	36%	34%	34%	36%	35%
KPI 08: Percentage of students who have completed (D- or better) college-level English in year one (fall, winter, spring, summer)	Percent	45%	45%	51%	52%	52%	47%
KPI 09: Percentage of students who have completed (D- or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	24%	28%	29%	29%	30%	28%
KPI 10: Percentage of students who have earned 6 or more college-level credits in first term (fall)	Percent	50%	53%	54%	53%	55%	50%
KPI 11: Percentage of students who have earned 12 or more college-level credits in first term (fall)	Percent	12%	13%	15%	16%	18%	15%
KPI 12: Percentage of students who persisted from term one to term two (fall to spring)	Percent	75%	77%	75%	76%	75%	73%
KPI 13: Average rate of college-level course passing (C or above) in students' first academic year (fall, winter, spring, summer)	Percent	65%	64%	64%	63%	65%	60%
KPI 14: Average rate of college-level course completion (D- or above) in students' first academic year (fall, winter, spring, summer)	Percent	75%	73%	74%	73%	75%	71%
KPI 15: Percentage of students who have attempted 12 or more credits, including developmental, in the first term (fall)	Percent	60%	54%	56%	62%	60%	61%
KPI 16: Percentage of students who have attempted 15 or more credits, including developmental, in the first term (fall)	Percent	6%	7%	6%	5%	7%	7%
KPI 17: Percentage of students who have attempted 30 or more credits, including developmental, in the first year (fall, winter, spring, summer)	Percent	7%	7%	8%	6%	7%	8%
KPI 18: Average number of credits attempted in the first term (fall)	Average	10.9	10.6	10.6	11.1	11.2	11.1
KPI 19: Average number of credits earned in the first term (fall)	Average	7.9	7.6	7.6	7.8	8	7.4
KPI 20: Average number of credits attempted in the first year (fall, winter, spring, summer)	Average	19	18.9	18.9	19.5	19.7	19.3
KPI 21: Average number of credits earned in the first year (fall, winter, spring, summer)	Average	13.9	13.5	13.5	13.9	14.3	13.2
KPI 22: Percentage of students who earned zero credits of any kind in the first term (fall)	Percent	11%	12%	13%	11%	12%	13%
KPI 23: Percentage of students who earned zero college-level credits in the first term (fall)	Percent	22%	20%	22%	20%	21%	22%
N	Count	1,529	1,440	1,434	1,279	1,332	1,285

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Northwestern CT Student Success Key Performance Indicators (KPI)

		Northwestern CT					
		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
KPI 01: Percentage of students who have earned 15 or more college-level credits after year one (fall, winter, spring, summer)	Percent	33%	46%	46%	50%	50%	37%
KPI 02: Percentage of students who have earned 24 or more college-level credits after year one (fall, winter, spring, summer)	Percent	12%	21%	23%	26%	22%	16%
KPI 03: Percentage of students who have earned 30 or more college-level credits after year one (fall, winter, spring, summer)	Percent	3%	7%	7%	11%	9%	6%
KPI 04: Percentage of students who have passed (C or better) college-level math in year one (fall, winter, spring, summer)	Percent	28%	32%	39%	34%	44%	29%
KPI 05: Percentage of students who have passed (C or better) college-level English in year one (fall, winter, spring, summer)	Percent	49%	55%	60%	66%	64%	46%
KPI 06: Percentage of students who have passed (C or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	22%	27%	31%	31%	40%	24%
KPI 07: Percentage of students who have completed (D- or better) college-level math in year one (fall, winter, spring, summer)	Percent	36%	42%	48%	48%	56%	37%
KPI 08: Percentage of students who have completed (D- or better) college-level English in year one (fall, winter, spring, summer)	Percent	55%	62%	66%	71%	69%	52%
KPI 09: Percentage of students who have completed (D- or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	29%	34%	41%	45%	50%	31%
KPI 10: Percentage of students who have earned 6 or more college-level credits in first term (fall)	Percent	46%	63%	58%	63%	60%	55%
KPI 11: Percentage of students who have earned 12 or more college-level credits in first term (fall)	Percent	15%	24%	25%	32%	29%	21%
KPI 12: Percentage of students who persisted from term one to term two (fall to spring)	Percent	77%	78%	76%	78%	80%	75%
KPI 13: Average rate of college-level course passing (C or above) in students' first academic year (fall, winter, spring, summer)	Percent	62%	61%	66%	65%	65%	57%
KPI 14: Average rate of college-level course completion (D- or above) in students' first academic year (fall, winter, spring, summer)	Percent	72%	71%	76%	75%	75%	68%
KPI 15: Percentage of students who have attempted 12 or more credits, including developmental, in the first term (fall)	Percent	70%	67%	65%	71%	61%	64%
KPI 16: Percentage of students who have attempted 15 or more credits, including developmental, in the first term (fall)	Percent	28%	21%	25%	22%	21%	19%
KPI 17: Percentage of students who have attempted 30 or more credits, including developmental, in the first year (fall, winter, spring, summer)	Percent	12%	16%	18%	16%	15%	14%
KPI 18: Average number of credits attempted in the first term (fall)	Average	11.4	11.5	11.5	12.1	11.3	11.4
KPI 19: Average number of credits earned in the first term (fall)	Average	8.9	9	9.1	9.5	8.9	8.1
KPI 20: Average number of credits attempted in the first year (fall, winter, spring, summer)	Average	19.7	20.7	20.3	21.7	20.8	20.3
KPI 21: Average number of credits earned in the first year (fall, winter, spring, summer)	Average	15.2	16	16.4	16.8	16.5	14.5
KPI 22: Percentage of students who earned zero credits of any kind in the first term (fall)	Percent	9%	7%	9%	11%	8%	16%
KPI 23: Percentage of students who earned zero college-level credits in the first term (fall)	Percent	27%	14%	16%	15%	15%	21%
N	Count	260	256	222	231	245	242

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Norwalk Student Success Key Performance Indicators (KPI)

		Norwalk					
		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
KPI 01: Percentage of students who have earned 15 or more college-level credits after year one (fall, winter, spring, summer)	Percent	38%	37%	42%	43%	38%	37%
KPI 02: Percentage of students who have earned 24 or more college-level credits after year one (fall, winter, spring, summer)	Percent	13%	13%	15%	17%	15%	13%
KPI 03: Percentage of students who have earned 30 or more college-level credits after year one (fall, winter, spring, summer)	Percent	4%	4%	4%	5%	5%	4%
KPI 04: Percentage of students who have passed (C or better) college-level math in year one (fall, winter, spring, summer)	Percent	28%	24%	25%	30%	27%	26%
KPI 05: Percentage of students who have passed (C or better) college-level English in year one (fall, winter, spring, summer)	Percent	49%	49%	55%	50%	49%	50%
KPI 06: Percentage of students who have passed (C or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	22%	19%	22%	24%	21%	21%
KPI 07: Percentage of students who have completed (D- or better) college-level math in year one (fall, winter, spring, summer)	Percent	34%	32%	35%	38%	32%	35%
KPI 08: Percentage of students who have completed (D- or better) college-level English in year one (fall, winter, spring, summer)	Percent	51%	54%	59%	53%	53%	53%
KPI 09: Percentage of students who have completed (D- or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	27%	26%	29%	31%	26%	26%
KPI 10: Percentage of students who have earned 6 or more college-level credits in first term (fall)	Percent	48%	50%	56%	55%	53%	51%
KPI 11: Percentage of students who have earned 12 or more college-level credits in first term (fall)	Percent	16%	17%	20%	22%	19%	16%
KPI 12: Percentage of students who persisted from term one to term two (fall to spring)	Percent	81%	79%	80%	78%	77%	78%
KPI 13: Average rate of college-level course passing (C or above) in students' first academic year (fall, winter, spring, summer)	Percent	66%	66%	64%	63%	62%	64%
KPI 14: Average rate of college-level course completion (D- or above) in students' first academic year (fall, winter, spring, summer)	Percent	76%	76%	76%	74%	72%	75%
KPI 15: Percentage of students who have attempted 12 or more credits, including developmental, in the first term (fall)	Percent	64%	69%	69%	69%	66%	51%
KPI 16: Percentage of students who have attempted 15 or more credits, including developmental, in the first term (fall)	Percent	13%	18%	25%	27%	22%	10%
KPI 17: Percentage of students who have attempted 30 or more credits, including developmental, in the first year (fall, winter, spring, summer)	Percent	11%	11%	15%	15%	13%	10%
KPI 18: Average number of credits attempted in the first term (fall)	Average	11.3	11.3	11.7	11.6	11.2	10.2
KPI 19: Average number of credits earned in the first term (fall)	Average	8.3	7.8	8.2	7.9	7.3	7.1
KPI 20: Average number of credits attempted in the first year (fall, winter, spring, summer)	Average	20.7	20.3	21.1	20.9	20.2	19.2
KPI 21: Average number of credits earned in the first year (fall, winter, spring, summer)	Average	15.2	14.3	14.9	14.6	13.7	13.7
KPI 22: Percentage of students who earned zero credits of any kind in the first term (fall)	Percent	11%	13%	13%	16%	17%	15%
KPI 23: Percentage of students who earned zero college-level credits in the first term (fall)	Percent	24%	21%	21%	24%	24%	27%
N	Count	981	948	877	851	914	786

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Quinebaug Valley Student Success Key Performance Indicators (KPI)

		Quinebaug Valley					
		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
KPI 01: Percentage of students who have earned 15 or more college-level credits after year one (fall, winter, spring, summer)	Percent	33%	38%	39%	36%	39%	41%
KPI 02: Percentage of students who have earned 24 or more college-level credits after year one (fall, winter, spring, summer)	Percent	16%	16%	17%	14%	20%	18%
KPI 03: Percentage of students who have earned 30 or more college-level credits after year one (fall, winter, spring, summer)	Percent	6%	5%	6%	6%	11%	6%
KPI 04: Percentage of students who have passed (C or better) college-level math in year one (fall, winter, spring, summer)	Percent	25%	31%	26%	27%	24%	36%
KPI 05: Percentage of students who have passed (C or better) college-level English in year one (fall, winter, spring, summer)	Percent	35%	42%	47%	46%	43%	51%
KPI 06: Percentage of students who have passed (C or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	17%	21%	21%	22%	19%	29%
KPI 07: Percentage of students who have completed (D- or better) college-level math in year one (fall, winter, spring, summer)	Percent	31%	38%	33%	36%	31%	44%
KPI 08: Percentage of students who have completed (D- or better) college-level English in year one (fall, winter, spring, summer)	Percent	39%	48%	52%	51%	48%	54%
KPI 09: Percentage of students who have completed (D- or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	21%	28%	27%	29%	26%	34%
KPI 10: Percentage of students who have earned 6 or more college-level credits in first term (fall)	Percent	50%	56%	56%	53%	59%	59%
KPI 11: Percentage of students who have earned 12 or more college-level credits in first term (fall)	Percent	21%	21%	21%	21%	24%	22%
KPI 12: Percentage of students who persisted from term one to term two (fall to spring)	Percent	71%	75%	74%	79%	75%	72%
KPI 13: Average rate of college-level course passing (C or above) in students' first academic year (fall, winter, spring, summer)	Percent	69%	69%	70%	69%	71%	71%
KPI 14: Average rate of college-level course completion (D- or above) in students' first academic year (fall, winter, spring, summer)	Percent	78%	79%	80%	81%	81%	78%
KPI 15: Percentage of students who have attempted 12 or more credits, including developmental, in the first term (fall)	Percent	55%	57%	62%	49%	50%	60%
KPI 16: Percentage of students who have attempted 15 or more credits, including developmental, in the first term (fall)	Percent	15%	17%	18%	14%	18%	22%
KPI 17: Percentage of students who have attempted 30 or more credits, including developmental, in the first year (fall, winter, spring, summer)	Percent	10%	8%	11%	9%	17%	14%
KPI 18: Average number of credits attempted in the first term (fall)	Average	10	10.3	10.6	9.4	10	10.5
KPI 19: Average number of credits earned in the first term (fall)	Average	7.6	8.2	8.1	7.8	7.8	8.2
KPI 20: Average number of credits attempted in the first year (fall, winter, spring, summer)	Average	17.7	18	18.5	17.1	18.5	18.7
KPI 21: Average number of credits earned in the first year (fall, winter, spring, summer)	Average	13.7	14.1	14.4	13.9	14.6	14.5
KPI 22: Percentage of students who earned zero credits of any kind in the first term (fall)	Percent	13%	10%	12%	8%	11%	11%
KPI 23: Percentage of students who earned zero college-level credits in the first term (fall)	Percent	28%	20%	23%	19%	21%	18%
N	Count	477	409	351	355	334	311

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Three Rivers Student Success Key Performance Indicators (KPI)

		Three Rivers					
		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
KPI 01: Percentage of students who have earned 15 or more college-level credits after year one (fall, winter, spring, summer)	Percent	33%	37%	34%	33%	36%	33%
KPI 02: Percentage of students who have earned 24 or more college-level credits after year one (fall, winter, spring, summer)	Percent	13%	16%	13%	12%	17%	13%
KPI 03: Percentage of students who have earned 30 or more college-level credits after year one (fall, winter, spring, summer)	Percent	4%	5%	4%	4%	6%	5%
KPI 04: Percentage of students who have passed (C or better) college-level math in year one (fall, winter, spring, summer)	Percent	28%	32%	32%	29%	28%	25%
KPI 05: Percentage of students who have passed (C or better) college-level English in year one (fall, winter, spring, summer)	Percent	47%	47%	44%	44%	46%	42%
KPI 06: Percentage of students who have passed (C or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	23%	25%	23%	20%	24%	19%
KPI 07: Percentage of students who have completed (D- or better) college-level math in year one (fall, winter, spring, summer)	Percent	36%	40%	41%	34%	33%	30%
KPI 08: Percentage of students who have completed (D- or better) college-level English in year one (fall, winter, spring, summer)	Percent	53%	53%	50%	50%	51%	46%
KPI 09: Percentage of students who have completed (D- or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	29%	32%	31%	26%	28%	23%
KPI 10: Percentage of students who have earned 6 or more college-level credits in first term (fall)	Percent	52%	52%	51%	49%	50%	48%
KPI 11: Percentage of students who have earned 12 or more college-level credits in first term (fall)	Percent	17%	23%	21%	17%	22%	18%
KPI 12: Percentage of students who persisted from term one to term two (fall to spring)	Percent	72%	75%	74%	72%	70%	67%
KPI 13: Average rate of college-level course passing (C or above) in students' first academic year (fall, winter, spring, summer)	Percent	60%	61%	60%	61%	60%	57%
KPI 14: Average rate of college-level course completion (D- or above) in students' first academic year (fall, winter, spring, summer)	Percent	69%	72%	70%	69%	68%	67%
KPI 15: Percentage of students who have attempted 12 or more credits, including developmental, in the first term (fall)	Percent	55%	58%	56%	53%	57%	53%
KPI 16: Percentage of students who have attempted 15 or more credits, including developmental, in the first term (fall)	Percent	12%	14%	14%	14%	18%	18%
KPI 17: Percentage of students who have attempted 30 or more credits, including developmental, in the first year (fall, winter, spring, summer)	Percent	7%	9%	10%	10%	14%	10%
KPI 18: Average number of credits attempted in the first term (fall)	Average	10.1	10.3	10.1	9.8	10.2	9.9
KPI 19: Average number of credits earned in the first term (fall)	Average	6.8	7.4	7.2	7	7.1	6.6
KPI 20: Average number of credits attempted in the first year (fall, winter, spring, summer)	Average	17.7	18.4	17.9	17.3	18.4	17.3
KPI 21: Average number of credits earned in the first year (fall, winter, spring, summer)	Average	12.3	13.4	12.9	12.6	12.8	11.9
KPI 22: Percentage of students who earned zero credits of any kind in the first term (fall)	Percent	14%	14%	15%	17%	16%	18%
KPI 23: Percentage of students who earned zero college-level credits in the first term (fall)	Percent	25%	24%	26%	28%	25%	28%
N	Count	938	878	860	825	787	771

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Tunxis Student Success Key Performance Indicators (KPI)

		Tunxis					
		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
KPI 01: Percentage of students who have earned 15 or more college-level credits after year one (fall, winter, spring, summer)	Percent	33%	38%	34%	31%	37%	35%
KPI 02: Percentage of students who have earned 24 or more college-level credits after year one (fall, winter, spring, summer)	Percent	12%	12%	10%	8%	14%	16%
KPI 03: Percentage of students who have earned 30 or more college-level credits after year one (fall, winter, spring, summer)	Percent	2%	2%	4%	2%	3%	5%
KPI 04: Percentage of students who have passed (C or better) college-level math in year one (fall, winter, spring, summer)	Percent	30%	26%	24%	24%	25%	25%
KPI 05: Percentage of students who have passed (C or better) college-level English in year one (fall, winter, spring, summer)	Percent	33%	44%	40%	37%	39%	38%
KPI 06: Percentage of students who have passed (C or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	18%	19%	19%	17%	19%	19%
KPI 07: Percentage of students who have completed (D- or better) college-level math in year one (fall, winter, spring, summer)	Percent	37%	34%	30%	31%	30%	31%
KPI 08: Percentage of students who have completed (D- or better) college-level English in year one (fall, winter, spring, summer)	Percent	41%	53%	48%	47%	48%	46%
KPI 09: Percentage of students who have completed (D- or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	25%	28%	25%	25%	25%	25%
KPI 10: Percentage of students who have earned 6 or more college-level credits in first term (fall)	Percent	47%	53%	49%	51%	58%	49%
KPI 11: Percentage of students who have earned 12 or more college-level credits in first term (fall)	Percent	14%	15%	13%	13%	20%	19%
KPI 12: Percentage of students who persisted from term one to term two (fall to spring)	Percent	79%	80%	71%	74%	77%	76%
KPI 13: Average rate of college-level course passing (C or above) in students' first academic year (fall, winter, spring, summer)	Percent	61%	62%	59%	57%	60%	60%
KPI 14: Average rate of college-level course completion (D- or above) in students' first academic year (fall, winter, spring, summer)	Percent	73%	74%	71%	71%	72%	71%
KPI 15: Percentage of students who have attempted 12 or more credits, including developmental, in the first term (fall)	Percent	63%	67%	64%	57%	67%	67%
KPI 16: Percentage of students who have attempted 15 or more credits, including developmental, in the first term (fall)	Percent	6%	14%	12%	9%	15%	23%
KPI 17: Percentage of students who have attempted 30 or more credits, including developmental, in the first year (fall, winter, spring, summer)	Percent	6%	9%	9%	5%	9%	12%
KPI 18: Average number of credits attempted in the first term (fall)	Average	10.3	10.6	10.4	9.9	10.8	10.9
KPI 19: Average number of credits earned in the first term (fall)	Average	7.7	8.3	7.6	7.4	7.8	7.5
KPI 20: Average number of credits attempted in the first year (fall, winter, spring, summer)	Average	18.6	19.7	18.2	17.7	19.2	19.5
KPI 21: Average number of credits earned in the first year (fall, winter, spring, summer)	Average	14	14.9	13.3	13	14	13.6
KPI 22: Percentage of students who earned zero credits of any kind in the first term (fall)	Percent	12%	10%	13%	13%	13%	15%
KPI 23: Percentage of students who earned zero college-level credits in the first term (fall)	Percent	25%	22%	23%	22%	20%	24%
N	Count	803	776	832	786	847	702

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System Student Success Key Performance Indicators (KPI) by Race/Ethnicity of Students as a Percent Distribution								
Cohort	White	Hispanic/ Latino	Black or African American	Asian	American Indian or Alaska Native	Native Hawaiian or Other Pacific Islander	Two or More Races	Race and Ethnicity Unknown
	KPI 02: Percentage of students who have earned 24 or more college-level credits after year one (fall, winter, spring, summer)							
Fall 2013	18%	8%	6%	16%	7%	13%	9%	8%
Fall 2014	19%	9%	5%	16%	10%	11%	15%	11%
Fall 2015	17%	10%	7%	22%	11%	19%	11%	13%
Fall 2016	19%	9%	6%	20%	8%	8%	15%	11%
Fall 2017	21%	10%	8%	19%	5%	6%	13%	9%
Fall 2018	19%	10%	7%	21%	17%	0%	8%	16%
	KPI 06: Percentage of students who have passed (C or better) both college-level math and college-level English in year one (fall, winter, spring, summer)							
Fall 2013	26%	16%	11%	26%	19%	6%	18%	17%
Fall 2014	29%	17%	13%	21%	15%	17%	24%	19%
Fall 2015	28%	18%	14%	30%	16%	19%	19%	23%
Fall 2016	29%	17%	12%	25%	23%	17%	21%	17%
Fall 2017	28%	16%	14%	27%	14%	22%	19%	16%
Fall 2018	26%	17%	12%	27%	29%	0%	19%	17%
	KPI 16: Percentage of students who have attempted 15 or more credits of any kind, including developmental, in the first term (fall)							
Fall 2013	13%	8%	6%	10%	11%	13%	10%	6%
Fall 2014	15%	12%	10%	17%	10%	17%	16%	11%
Fall 2015	14%	13%	11%	13%	16%	25%	13%	12%
Fall 2016	15%	12%	12%	19%	19%	8%	13%	12%
Fall 2017	18%	11%	11%	15%	5%	11%	14%	10%
Fall 2018	19%	12%	10%	14%	25%	10%	11%	14%
	KPI 20: Average number of credits attempted in the first year (fall, winter, spring, summer)							
Fall 2013	19.4	17.8	17.7	19.6	20.0	18.2	18.6	17.4
Fall 2014	19.8	18.2	17.9	19.6	16.4	18.8	19.0	17.9
Fall 2015	19.3	17.9	17.6	20.3	17.6	18.3	18.6	18.7
Fall 2016	19.4	17.7	17.1	21.0	16.9	19.0	18.1	17.1
Fall 2017	19.6	17.8	17.5	19.5	16.8	17.2	18.3	17.1
Fall 2018	19.2	17.9	17.0	19.6	20.0	19.9	17.6	17.7
	KPI 21: Average number of credits earned in the first year (fall, winter, spring, summer)							
Fall 2013	15.1	12.7	11.6	15.7	14.3	14.4	12.7	12.7
Fall 2014	15.6	12.6	11.4	15.5	9.8	11.3	13.3	12.9
Fall 2015	14.9	12.5	11.3	16.9	10.2	13.7	12.1	13.5
Fall 2016	15.1	12.3	11.3	17.3	11.9	15.1	12.4	12.8
Fall 2017	15.3	12.1	11.3	16.1	10.3	10.9	12.0	11.9
Fall 2018	14.5	12.1	10.6	15.5	14.7	11.6	11.1	12.8
	KPI 22: Percentage of students who earned zero credits of any kind in the first term (fall)							
Fall 2013	10%	13%	16%	8%	11%	6%	15%	14%
Fall 2014	9%	15%	19%	7%	30%	22%	13%	12%
Fall 2015	11%	15%	20%	7%	26%	13%	16%	14%
Fall 2016	11%	15%	17%	6%	15%	8%	16%	12%
Fall 2017	10%	17%	20%	9%	27%	17%	16%	17%
Fall 2018	12%	17%	22%	10%	21%	20%	19%	18%
	KPI 23: Percentage of students who earned zero college-level credits in the first term (fall)							
Fall 2013	20%	32%	40%	26%	26%	19%	30%	30%
Fall 2014	18%	31%	37%	22%	50%	50%	21%	28%
Fall 2015	19%	30%	37%	21%	32%	25%	25%	28%
Fall 2016	18%	30%	32%	20%	27%	25%	26%	24%
Fall 2017	17%	30%	33%	20%	32%	33%	25%	34%
Fall 2018	19%	30%	36%	22%	25%	40%	28%	31%

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System Student Success Key Performance Indicators (KPI) by Age of Student

		Age of Students											
		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
		24 and Under	25 and Over	24 and Under	25 and Over	24 and Under	25 and Over	24 and Under	25 and Over	24 and Under	25 and Over	24 and Under	25 and Over
KPI 02: Percentage of students who have earned 24 or more college-level credits after year one (fall, winter, spring, summer)	Percent	13%	8%	14%	8%	14%	8%	14%	9%	15%	10%	14%	9%
KPI 06: Percentage of students who have passed (C or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	22%	13%	24%	13%	23%	14%	23%	11%	22%	13%	21%	13%
KPI 16: Percentage of students who have attempted 15 or more credits of any kind, including developmental, in the first term (fall)	Percent	10%	8%	14%	8%	14%	8%	15%	8%	15%	7%	15%	7%
KPI 20: Average number of credits attempted in the first year (fall, winter, spring, summer)	Average	19.2	15.1	19.5	15.1	19.2	14.6	19.2	14	19.1	15.1	18.9	14.9
KPI 21: Average number of credits earned in the first year (fall, winter, spring, summer)	Average	14.1	11.8	14.2	11.7	13.9	11.4	13.9	11.5	13.6	12.2	13.1	11.9
KPI 22: Percentage of students who earned zero credits of any kind in the first term (fall)	Percent	12%	13%	12%	15%	14%	15%	14%	11%	15%	12%	16%	13%
KPI 23: Percentage of students who earned zero college-level credits in the first term (fall)	Percent	26%	36%	24%	35%	25%	34%	24%	26%	24%	28%	26%	29%
Students In Cohort	Count	9,116	1,573	8,619	1,282	8,232	1,275	7,978	1,424	8,051	1,308	7,374	1,174

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System Student Success Key Performance Indicators (KPI) by Gender of Student

		Gender of Students											
		Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018	
		F	M	F	M	F	M	F	M	F	M	F	M
KPI 02: Percentage of students who have earned 24 or more college-level credits after year one (fall, winter, spring, summer)	Percent	12%	13%	13%	14%	13%	14%	13%	14%	14%	15%	13%	14%
KPI 06: Percentage of students who have passed (C or better) both college-level math and college-level English in year one (fall, winter, spring, summer)	Percent	21%	20%	23%	22%	24%	21%	23%	20%	22%	20%	21%	20%
KPI 16: Percentage of students who have attempted 15 or more credits of any kind, including developmental, in the first term (fall)	Percent	8%	12%	12%	15%	13%	14%	13%	14%	11%	16%	13%	16%
KPI 20: Average number of credits attempted in the first year (fall, winter, spring, summer)	Average	18.5	18.6	18.8	19.1	18.5	18.7	18.6	18.2	18.4	18.7	18.3	18.3
KPI 21: Average number of credits earned in the first year (fall, winter, spring, summer)	Average	14.2	13.3	14.3	13.5	14	13.1	13.9	13.2	13.7	13.1	13.1	12.7
KPI 22: Percentage of students who earned zero credits of any kind in the first term (fall)	Percent	10%	14%	11%	15%	12%	16%	13%	14%	13%	16%	15%	17%
KPI 23: Percentage of students who earned zero college-level credits in the first term (fall)	Percent	27%	28%	26%	24%	25%	26%	26%	23%	25%	24%	27%	26%
Students In Cohort	Count	5,484	5,205	5,134	4,766	4,844	4,664	4,737	4,667	4,760	4,597	4,507	4,043

Generated by the Office of Research and System Effectiveness on October 22, 2019 at 10:00 AM
SAS program file: KPIs macro v14 20191022.sas

Term	Definition
Cohort	New degree seeking students as recorded at time of Fall census.
N	Total number of students in the Cohort.
KPI	**KPI Description**
1	Percentage of students who have earned 15 or more college-level credits after year one (Fall, Winter, Spring, and Summer terms). Numerator: The number of students in cohort who have earned 15 or more credits in 100 or 200 level course work during the period beginning in the Fall term and concluding in the Summer term. Denominator: Total number of students in the Cohort.
2	Percentage of students who have earned 24 or more college-level credits after year one (Fall, Winter, Spring, and Summer terms). Numerator: The number of students in cohort who have earned 24 or more credits in 100 or 200 level course work during the period beginning in the Fall term and concluding in the Summer term. Denominator: Total number of students in the Cohort.
3	Percentage of students who have earned 30 or more college-level credits after year one (Fall, Winter, Spring, and Summer terms). Numerator: The number of students in cohort who have earned 30 or more credits in 100 or 200 level course work during the period beginning in the Fall term and concluding in the Summer term. Denominator: Total number of students in the Cohort.
4	Percentage of students who have passed (C or better) college-level math in year one (in Fall, Winter, Spring, or Summer terms). Numerator: The number of students in cohort whose final grade was a 'C', 'C+', 'B-', 'B', 'B+', 'A-', 'A', or 'A+' in a 100 or 200 level Math course during the period beginning in the Fall term and concluding in the Summer term. Denominator: Total number of students in the Cohort.
5	Percentage of students who have passed (C or better) college-level English in year one (in Fall, Winter, Spring, or Summer terms). Numerator: The number of students in cohort whose final grade was a 'C', 'C+', 'B-', 'B', 'B+', 'A-', 'A', or 'A+' in a 100 or 200 level English course during the period beginning in the Fall term and concluding in the Summer term. Denominator: Total number of students in the Cohort.
6	Percentage of students who have passed (C or better) both college-level math and college-level English in year one (in Fall, Winter, Spring, or Summer terms). Numerator: The number of students in cohort whose final grade was a 'C', 'C+', 'B-', 'B', 'B+', 'A-', 'A', or 'A+' in a 100 or 200 level English and Math course during the period beginning in the Fall term and concluding in the Summer term. Denominator: Total number of students in the Cohort.
7	Percentage of students who have completed (D- or better) college-level math in year one (in Fall, Winter, Spring, or Summer terms). Numerator: The number of students in cohort whose final grade was a 'D-', 'D', 'D+', 'C-', 'C', 'C+', 'B-', 'B', 'B+', 'A-', 'A', or 'A+' in a 100 or 200 level Math course during the period beginning in the Fall term and concluding in the Summer term. Denominator: Total number of students in the Cohort.
8	Percentage of students who have completed (D- or better) college-level English in year one (in Fall, Winter, Spring, or Summer terms). Numerator: The number of students in cohort whose final grade was a 'D-', 'D', 'D+', 'C-', 'C', 'C+', 'B-', 'B', 'B+', 'A-', 'A', or 'A+' in a 100 or 200 level English course during the period beginning in the Fall term and concluding in the Summer term. Denominator: Total number of students in the Cohort.
9	Percentage of students who have completed (D- or better) both college-level Math and college-level English in year one (in Fall, Winter, Spring, or Summer terms). Numerator: The number of students in cohort whose final grade was a 'D-', 'D', 'D+', 'C-', 'C', 'C+', 'B-', 'B', 'B+', 'A-', 'A', or 'A+' in a 100 or 200 level English and Math course during the period beginning in the Fall term and concluding in the Summer term. Denominator: Total number of students in the Cohort.
10	Percentage of students who have earned 6 or more college-level credits in first term (Fall). Numerator: The number of students in cohort who have earned 6 or more credits in 100 or 200 level course work during the Fall term. Denominator: Total number of students in the Cohort.

11	Percentage of students who have earned 12 or more college-level credits in first term (Fall). Numerator: The number of students in cohort who have earned 12 or more credits in 100 or 200 level course work during the Fall term. Denominator: Total number of students in the Cohort.
12	Percentage of students who persisted from term one to term two (Fall to Spring). Numerator: The number of students in cohort enrolled in the Fall and Spring term. Denominator: Total number of students in the Cohort.
13	The average rate of college-level course passing (C or above) in students' first academic year (in Fall, Winter, Spring, and Summer terms). Numerator: The total number of 100 or 200 level courses taken by the Cohort with a final grade of 'C', 'C+', 'B-', 'B', 'B+', 'A-', 'A', or 'A+' in the period beginning with the Fall term and concluding with the Summer term. Denominator: the total number of 100 or 200 level courses taken by the Cohort during the period beginning with the Fall term and concluding with the Summer term.
14	The average rate of college-level course completion (D- or above) in students' first academic year (in Fall, Winter, Spring, and Summer terms). Numerator: The total number of 100 or 200 level courses taken by the Cohort with a final grade of 'D-', 'D', 'D+', 'C-', 'C', 'C+', 'B-', 'B', 'B+', 'A-', 'A', or 'A+' in the period beginning with the Fall term and concluding with the Summer term. Denominator: the total number of 100 or 200 level courses taken by the Cohort during the period beginning with the Fall term and concluding with the Summer term.
15	Percentage of students who have attempted 12 or more credits, including developmental, in the first term (Fall). Numerator: The number of students in Cohort who have attempted 12 or more credits in 'below 100', 100, or 200 level course work during the Fall term. Denominator: Total number of students in the Cohort.
16	Percentage of students who have attempted 15 or more credits, including developmental, in the first term (Fall). Numerator: The number of students in Cohort who have attempted 15 or more credits in 'below 100', 100, or 200 level course work during the Fall term. Denominator: Total number of students in the Cohort.
17	Percentage of students who have attempted 30 or more credits, including developmental, in the first year (in Fall, Winter, Spring, and Summer terms). Numerator: The number of students in Cohort who have attempted 30 or more credits in 'below 100', 100, or 200 level course work during the Fall term. Denominator: Total number of students in the Cohort.
18	The average number of credits attempted in the first term (Fall). Numerator: The sum of credits of any kind attempted by all students in the Cohort. Denominator: Total number of students in the Cohort.
19	The average number of credits earned in the first term (Fall). Numerator: The sum of credits of any kind earned by all students in the Cohort. Denominator: Total number of students in the Cohort.
20	The average number of credits attempted in the first year (in Fall, Winter, Spring, and Summer terms). Numerator: The sum of credits of any kind attempted by all students in the Cohort in the Fall, Winter, Spring, and Summer semesters. Denominator: Total number of students in the Cohort.
21	The average number of credits earned in the first year (in Fall, Winter, Spring, and Summer terms). Numerator: The sum of credits of any kind earned by all students in the Cohort in the Fall, Winter, Spring, and Summer semesters. Denominator: Total number of students in the Cohort.
22	The percentage of students who earned zero credits of any kind in the first term (Fall). Numerator: The number of students in the Cohort who received zero credits in the Fall term for all course work ('below 100', 100, or 200 level courses) taken. Denominator: Total number of students in the Cohort.
23	Percentage of students who earned zero college-level credits in the first term (Fall). Numerator: The number of students in the Cohort who received zero credits for all 100 or 200 level course work taken in the Fall term. Denominator: Total number of students in the Cohort.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

February 6, 2020

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a program in Child Development Associate Preparation (CIP Code: 19.0709 / OHE # 015196) leading to a Certificate at Quinebaug Valley Community College.

A True Copy:

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

ITEM
Discontinuation of a program in Child Development Associate Preparation leading to a Certificate at Quinebaug Valley Community College.

BACKGROUND
The Early Childhood Education faculty and advisory board members recommended termination. The CDA credential is awarded by the CDA Council in Washington, D.C., not the college. Students can complete the necessary education hours for the portfolio by completing 12 early childhood credits and preparing the CDA portfolio.

At present, there are no students enrolled in this certificate. All declared Early Childhood Education majors are enrolled in the associates degree track and pursing the CDA within that degree. There is no need to phase out or teach out the certificate. Early Childhood Education faculty advisors report no pending enrollments or student interest.

RECOMMENDATION
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 discontinuation of this Certificate.

01/24/2020 – BOR -Academic and Student Affairs Committee
02/06/2020 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
*APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM***

SECTION 1: GENERAL INFORMATION

Institution: Quinebaug Valley Community College	Date of Submission to CSCU Office of the Provost: 11/15/2019

Discontinued Program: CIP: 190709 OHE#: 015196 BOR Accreditation Date: 6/20/2006
Phase Out /Teach Out Period N/A Expected Date of Program Termination ASAP

Program Characteristics
Name of Program: Child Development Associate Preparation
Degree: Title of Award *(e.g. Master of Arts)* Certificate
Degree Certificate: *(specify type and level)* Certificate – less than 15 units
Stand-Alone Certificate: *(specify type and level)* C1
Modality of Program: X On ground Online Combined
Locality of Program: X On Campus Off Campus Both

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* offering the Program: Main Campus - Danielson

Institutional Contact for this Proposal: Susan Spencer	Title: Professor and Program Coordinator of Early Childhood Education	Tel.: (860) 932-4154 e-mail: sspencer@qvcc.edu

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

Consider whether discontinuation: a) occurs in the context of a related academic improvement, e.g., the merging of programs with declining enrollment/completions into a new program that effectively addresses relevant state needs and students' interests; b) emerge as a result of the periodic Academic Program Review for all programs at each institution, under the guidance of existing BOR policy; c) other institutional considerations such as redirecting capacity, adoption of new mission, etc. Provide any quantitative information in support of the discontinuation, including any relevant financial information. Program discontinuation should not impact state priorities for workforce preparation.

The Early Childhood Education faculty and advisory board members recommended termination. The CDA credential is awarded by the CDA Council in Washington, D.C., not the college. Students can complete the necessary education hours for the portfolio by completing 12 early childhood credits and preparing the CDA portfolio.

Phase Out/Teach Out Strategy

Describe how the institution will ensure that students currently enrolled will be provided opportunities to complete the program. Provide quantitative information as needed (e.g. enrollments, any special resources needed, etc.)

In 2014, there were only six students enrolled in this certificate. In 2015, that number dropped to one. At present, there are no students enrolled in this certificate. All declared Early Childhood Education majors are enrolled in the associates degree track and pursing the CDA within that degree. There is no need to phase out or teach out the certificate. Early Childhood Education faculty advisors report no pending enrollments or student interest.

SECTION 3: RESOURCES

Close Out

What resources/costs would be employed and/or expended to discontinue program? What would be the total cost?

No resources will be required to terminate this program.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Accreditation of a Licensed Program

February 6, 2020

RESOLVED: That the Board of Regents for Higher Education approve the accreditation of a licensed program – Organizational Effectiveness & Leadership (CIP Code: 52.1003 / OHE # 018066) – leading to a Master of Science at Charter Oak State College.

A True Copy:

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

ITEM
Continued Accreditation of an Organizational Effectiveness & Leadership program leading to a Master of Science at Charter Oak State College.

BACKGROUND
The referenced program was approved by the Board of Regents. The program was also approved by the Connecticut State Department of Education for licensure.

PERFORMANCE INDICATORS

Student Enrollment
The institution reports a negative difference between the referenced program's projected for Year 3 and actual Fall '19 FTE enrollments of 32 FTEs.

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 $264,921.

Learning Outcomes
As of the end of AY2018-2019, 143 students have enrolled in the program and 50 students successfully completed all academic requirements and had degrees conferred.

A final summative assessment in each course within the program was utilized as a direct measure to assess student learning outcomes. All student learning outcomes reflected a final assessment rating of Satisfactory to Superior. No learning outcomes reflected an assessment rating of lower than Satisfactory.

The program utilizes an institutional End-of-Course Survey and a program specific End-of-Program Survey to assess student satisfaction with the quality of the program, its instructors, and perceived achievement of program learning outcomes.

PROGRAM CHANGES
A change to the degree program admission requirements was the elimination of the requirement for two references. It was determined that the references provided little value-add in the admissions decision-making process.

The program employs a continuous improvement philosophy. Course content modifications are made on a regular basis to reflect new theory and practice in the respective subject areas, and the implementation of pedagogies to enhance the student learning experience. This has included the piloting of asynchronous lectures in the Capstone Seminar, incorporation of additional OER materials, development of graduate writing manuals, APA guides, etc. There have been no changes made to the Program Learning Outcomes since initial program approval by the BOR.

Based on early student course reviews, enhancements were made to the course content in the three (3) nonprofit track courses. Course content was enhanced, and assignments were modified to further increase the quality of the course content and academic rigor. Any overlapping of content between the three (3) courses was eliminated. No changes were made to the learning outcomes. The student reviews have improved to expected levels ($\geq$ 90%) since the changes were made.

Effective Fall 2019, the program is offering three graduate certificate programs, utilizing entirely the courses currently offered in this program. There were no incremental development costs incurred to create these graduate certificate programs.

The program now allows Charter Oak State College undergraduate students who have achieved senior status to take specific courses within this masters-level program. These courses will satisfy undergraduate elective requirements. These courses will also count towards completion of their master's degree at Charter Oak State College should they formally apply to and enroll in this graduate program.

RECOMMENDATION

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

01/24/2020 – BOR -Academic and Student Affairs Committee
02/06/2020 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities System Office
*APPLICATION FOR **CONTINUED ACCREDITATION***

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Date of Submission to CSCU Office of the Provost: 10/2019

Most Recent NECHE Institutional Accreditation Action and Date: 2017 continued accreditation

Program Characteristics

Name of Program: Organizational Effectiveness & Leadership

Degree: Title of Award *(e.g. Master of Arts)* Master of Science

Degree's Associated Certificate(s) (if any): 1) Graduate Certificate in Leadership 2) Graduate Certificate in Nonprofit Leadership 3) Graduate Certificate in Organizational Development

Stand-Alone Certificate: *(specify type and level)* N/A

Semester Date Program was Initiated: Fall 2016

Year 3 – 7th Semester Date: Fall 2018

Date of First Graduation: December 2017

Modality of Program: On ground X Online Combined

If "Combined", % of fully online courses? N/A

Locality of Program: On Campus X Off Campus Both

Program Credit Distribution

Credits in General Education: 0

Credits in Program Core: 21

Credits of Electives in the Field: 9

Credits of Other Electives: 0

Cr Special Requirements *(include internship, etc.):* 3 (Capstone Seminar)

Total # Cr in the Program *(sum of all #Cr above)*: 33

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 33

Date of BOR Approval: 4/2017 CIP: 52.1003 OHE#: 018066

Institutional Contact for this Proposal: Dr. Shirley Adams	Title: Provost	Tel.: 860-515-3836 e-mail: sadams@charteroak.edu

SECTION 2: PERFORMANCE INDICATORS

Student Enrollment

Projected full-time equivalent (FTE) enrollment for program's Year 3: 60 FTE (FY 2018-19)

Actual full-time equivalent (FTE) enrollment for program's 7th Semester: 28 FTE (Fall 2019, 336 credits, preliminary)

Difference: -32 FTE

Cost Effectiveness

Total Revenue generated by program during its Year 3: 590,313

Total Expenditures apportioned to program in its Year 3: 325,392

Difference: 264,921

Learning Outcomes

Summarize assessment of student learning outcomes at end of program's Year 3:

As of the end of AY2018-2019, 143 students have enrolled in the program and 50 students successfully completed all academic requirements and had degrees conferred.

A final summative assessment in each course within the program was utilized as a direct measure to assess student learning outcomes. All student learning outcomes reflected a final assessment rating of Satisfactory to Superior. No learning outcomes reflected an assessment rating of lower than Satisfactory.

The program utilizes an institutional End-of-Course Survey and a program specific End-of-Program Survey to assess student satisfaction with the quality of the program, its instructors, and perceived achievement of program learning outcomes.

Student satisfaction scores reflected a score range of 90% - 95%. Perceived achievement of program learning outcomes for all core, business track, and capstone reflected a score range of 95% - 100%. The nonprofit track initially reflected a score range of 71% - 77%. These scores have risen based on changes made to the course content in this track as compared to students who first took these courses and are now ≥90%. See Section 3 Update of Program Changes for a summary of curricular changes to the courses in the nonprofit track.

SECTION 3: UPDATE OF PROGRAM CHANGES (if any)

Curricular and Other Program Changes *(Describe any changes since program was initiated, in curriculum, admission and/or completion requirements, program administration, faculty, and resources, or any other significant changes). If needed, provide details on curricular changes in the table below).*

- The only change to the degree program admission requirements was the elimination of the requirement for two references. It was determined that the references provided little value-add in the admissions decision-making process.
- The program employs a continuous improvement philosophy. Course content modifications are made on a regular basis to reflect new theory and practice in the respective subject areas, and the implementation of pedagogies to enhance the student learning experience. This has included the piloting of asynchronous lectures in the Capstone Seminar, incorporation of additional OER materials, development of graduate writing manuals, APA guides, etc. There have been no changes made to the Program Learning Outcomes since initial program approval by the BOR.
- Based on early student course reviews, enhancements were made to the course content in the three (3) nonprofit track courses. Course content was enhanced, and assignments were modified to further increase the quality of the course content and academic rigor. Any overlapping of content between the three (3) courses was eliminated. No changes were made to the learning outcomes. The student reviews have improved to expected levels (≥ 90%) since the changes were made.
- Effective Fall 2019, the program is offering three graduate certificate programs, utilizing entirely the courses currently offered in this program. There were no incremental development costs incurred to create these graduate certificate programs. (See Program Characteristics above)
- The program now allows Charter Oak State College undergraduate students who have achieved senior status to take specific courses within this masters-level program. These courses will satisfy undergraduate elective requirements. These courses will also count towards completion of their master's degree at Charter Oak State College should they formally apply to and enroll in this graduate program.

Other Narrative Background to be Considered Since Approval (As needed, discuss other changes such as program need and demand, transfer agreements developed, etc.)

The program will continue to research and seek approval for the implementation of additional graduate certificate programs that satisfy market demands in the future.

Compliance with Special Requirements Given at the time of Program Approval (As applicable, please summarize how the program responded to requirements issued by the BOR, at the time it was licensed. Include any attachments as necessary.)

No special requirements were issued by the BOR. Since the program was originally licensed by the BOR, the program was accredited by the BOR, been approved for federal veterans' benefits, and the program underwent two interim program reviews by NECHE, our regional accreditor. Based on these very favorable interim reviews, this program will be reviewed with all other programs offered by COSC under the standard NECHE accreditation visitation schedule.

Details of Curriculum Changes for a Licensed Program *(to be use as needed)*

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements*		
Not Applicable				Not Applicable		
Core Course Prerequisites				Elective Courses in the Field		
Not Applicable				Not Applicable		
				Total Other Credits Required to Issue Credential		

Other Narrative Background Since Licensure Approval (As needed, consider other changes such as program need and demand, transfer agreements developed, etc.)

Not Applicable

Learning Outcomes - L.O. *(Discuss any significant changes in the Learning Outcomes and relevant curricular changes; if any)*

There have been no significant changes in the Learning Outcomes to the program. There have been no relevant curricular changes except as previously detailed in Section 3 Curricular and Other Program Changes above.

SECTION 4: EXPLANATORY & CORRECTIVE ACTION PLAN

Fiscal Impact – succinctly disclose the financial impact upon institution of negative *Difference* within Cost Effectiveness

Not applicable. This program has generated a positive contribution/ operating surplus to Charter Oak State College's bottom line since its inception.

Improvement Plan

If negative *Difference*(s) reported above for Student Enrollment and/or Cost Effectiveness, present plan(s) for corrective actions:

Enrollment Improvement Plan:

With the creation of two new master's degree program, the institution is developing and implementing a set of strategies to increase graduate program growth. Areas of focus include SEO/SEM, website design enhancements, corporate recruiting, increase in traditional advertising strategies, increased admissions recruitment activities.

Cost Effectiveness:

The primary focus will be on increasing FTE's and related revenue streams based on the above enrollment activities. The program has always paid and will continue to pay very close attention to minimizing personnel, administrative, and equipment (operating and capital) costs. As noted in Section Five: Future Program Resources and Cost Estimates, the program not only is expected to contribute in a positive manner to the institution's operating profit / operating surplus; that surplus is expected to increase on an annual basis over the next three fiscal years.

Curricular Change

If institution/program is not satisfied with the degree to which the Learning Outcomes have been achieved, what course of action is planned for improvement of teaching and learning:

The program is currently satisfied with the level of Learning Outcomes achievement. The program will continue to implement its continual improvement philosophies and practices.

SECTION FIVE: FUTURE PROGRAM RESOURCES AND COST ESTIMATES

(For the next three years to be specified, please complete the Resources and Cost Estimates form below, and provide a narrative below regarding the financial sustainability of the program)

Resources and Costs Estimates Form

(Whole Dollars Only)

PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (do not include internal transfers)	0	454,061	0	476,764	0	500,602
Program-Specific Fees	0	77,221	0	81,082	0	85,136
Other Revenue (Annotate in narrative)	0	0	0	0	0	0
Total Program Revenue	0	531,282	0	557,846	0	585,738

PROJECTED Program Expenditures*	Year 1		Year 2		Year 3	
	Number	Amount	Number	Amount	Number	Amount
Administration (Chair or Coordinator)	1	99,019	1	99,019	1	99,019
Faculty (Full-time, total for program)	0	0	0	0	0	0
Faculty (Part-time, total for program)	10	152,187	11	165,884	12	174,178
Support Staff	0	0	0	0	0	0
Graduate Assistants	0	0	0	0	0	0
Library Resources Program	0	0	0	0	0	0
Equipment (List as needed)	0	0	0	0	0	0
Other (e.g. student services)	0	2,500	0	2,575	0	2,652
Estimated Indirect Costs (e.g. student services, operations, maintenance)	0	61,274	0	63,112	0	65,006
Total Annual Expenditures	0	253,706	0	267,478	0	275,849

*Note: Capital outlay costs, institutional spending for research and services, etc. can be excluded.

Please provide any necessary annotations below:

Not Applicable.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

February 6, 2020

RESOLVED: That the Board of Regents for Higher Education approve the modification of a certificate – Manufacturing Certificate: CNC Machine Technology (CIP Code: 48.0510 / OHE # 17040) specifically a name change to Manufacturing Certificate: Advanced Manufacturing: Machine Technology leading to a Certificate at Housatonic Community College.

A True Copy:

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

ITEM
Program modification to the Manufacturing Certificate: CNC Machine Technology; specifically a name change to Manufacturing Certificate: Advanced Manufacturing: Machine Technology at Housatonic Community College.

BACKGROUND
After consulting with Industry Advisory partners, it was determined that the name "CNC Machine Technology" gave off the perception that our program only focused on one aspect of manufacturing. In turn we have decided to use the original program name, "Advanced Manufacturing: Machine Technology."

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 Student Affairs concurs with this recommendation.

01/24/2020 – BOR -Academic and Student Affairs Committee
02/06/2020 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
*APPLICATION FOR NAME CHANGE - **MODIFICATION OF ACCREDITED PROGRAM***

NAME CHANGE REQUEST		
Institution: Housatonic Community College	Date of Submission to CSCU Office of the Provost:	
Characteristics of Current Academic Program Name of Program: Manufacturing Certificate: CNC Machine Technology Type of Offering *(e.g. Grad Certificate, Minor, Option)* Certificate Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Locality of Program: X On Campus Off Campus Both	Credit Distribution of the Program # Credits in General Education: 0 # Credits in Program Core Courses: 34 # Credits of Electives in the Field: 0 # Credits of Electives: 0 # Cr Special Requirements *(e.g. internship):* **0** Total # Cr the Institution Requires to Award the Credential: 34	
CIP Code No. 480510 Title of CIP Code Advanced Manufacturing Machine Technology OHE# 17040		
Institution's Unit *(e.g. School of Business)* Math and Science Department and Location *(e.g. main campus)* offering the Program: Housatonic Community College		
Proposed New Name of Program: Manufacturing Certificate: Advanced Manufacturing: Machine Technology		
Proposed Date Name Change Becomes Effective: Fall 2019		
Explanation / Justification *(Provide a concise rationale for the name change request, and discuss any anticipated impact upon the institution, its mission and its students.)* After consulting with our Industry Advisory partners, it was determined that the new name "CNC Machine Technology" gave off the perception that our program only focused on one aspect of manufacturing. In turn we have decided to use the original program name, "Advanced Manufacturing: Machine Technology."		
Programmatic Changes *(If applicable, provide a concise discussion regarding any programmatic changes to be necessitated by the requested name change.)* None		
Cost and Availability of Adequate Resources *(If applicable, provide a one paragraph narrative addressing additional cost and resources necessitated by the requested name change)* None		
Institutional Contact for this Proposal: Elizabeth Steeves	Title: Professor and Math/Science Department Chair	Tel.: 203-332-5157 e-mail: esteeves@housatonic.edu

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

February 6, 2020

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program – Applied Behavior Analysis (CIP Code: 42.2814 / OHE # 17969) – leading to a Master of Science at Western Connecticut State University.

A True Copy:

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

ITEM
Program modification of program in Applied Behavioral Analysis Master of Science at Western Connecticut State University; specifically the creation of a 9-course requirement, 6 from the Applied Behavioral Analysis Graduate Certificate and 3 additional courses for students admitted without a qualifying Master's degree to earn a Master of Science in addition to the certificate.

BACKGROUND
The Behavior Analyst Certification Board (BACB) released Task list 5 in January 2017 and as of January 1, 2022 all BCBA/BCaBA examinations will be based on BCBA/BCaBA task list (5th edition). To meet this standard, coursework at WCSU was revised and implemented in fall 2019. This will allow WCSU to continue to have a VCS moving forward.

Candidates admitted without a qualifying Master's degree will complete the 6-course sequence plus three additional courses in order to meet the requirements for the MS in Applied Behavior Analysis from WCSU.

This program revision also includes a revision to EPY 653 Capstone in Applied Behavior Analysis (not prompted by BACB). The revision for the Capstone course includes a change from a project based culminating assignment to a comprehensive examination. The rationale for this revision is to provide additional instruction such that students are professional competent and proficient in all areas of the BACB task list.

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 Student Affairs concurs with this recommendation.

01/24/2020 – BOR -Academic and Student Affairs Committee
02/06/2020 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
*APPLICATION FOR **MODIFICATION OF ACCREDITED PROGRAM***

SECTION 1: GENERAL INFORMATION

Institution: Western Connecticut State University	Date of Submission to CSCU Office of the Provost: 11.20.2019
Most Recent NECHE Institutional Accreditation Action and Date: **NEASC Report of Self-study and Site Visit (9/29-10/02/13) issued on 11-25-13**	
Original Program Characteristics CIP Code No. 42.2814 Title of CIP Code: Applied Behavior Analysis Name of Program: Applied Behavior Analysis Degree: Title of Award *(e.g. Master of Arts)* **MS** Stand-Alone Certificate: *(specify type and level)* Date Program was Initiated: 10/19/2017 OHE#: 17969 Modality of Program: **Online** Locality of Program: **On Campus**	**Original Program Credit Distribution** # Credits in General Education: N/A # Credits in Program Core Courses: **30** # Credits of Electives in the Field: N/A # Credits of Free Electives: N/A # Cr Special Requirements: N/A Total # Cr in the Program *(sum of all #Cr above)*: **30** From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution:
Type of Program Modification Approval Being Sought (mark all that apply): **X Significant Modification of Courses/Course Substitutions***	
Modified Program Characteristics Name of Program: **Applied Behavior Analysis** Degree: Title of Award *(e.g. Master of Arts)* **MS** Certificate[1]: *(specify type and level)* Program Initiation Date: 8/24/2019 Modality of Program: **Online** If "Combined", % of fully online courses? Locality of Program: **On Campus**	**Modified Program Credit Distribution** # Credits in General Education: N/A # Credits in Program Core Courses: **30** # Credits of Electives in the Field: N/A # Credits of Free Electives: N/A # Cr Special Requirements *(include internship, etc.):* N/A Total # Cr in the Program *(sum of all #Cr above)*: **30**
Total Number of courses and course credits to be modified by this application: **Seven (7)**	
If program modification is concurrent with discontinuation of related program(s), list information for such program(s): **N/A**	
Other Program Accreditation: If seeking specialized/professional/other accreditation, name of agency and intended year of review: **Association of Behavior Analysis International (ABAI) – Verified Course Sequence 2019** If program prepares graduates eligibility to state/professional license, please identify: **Licensed Behavior Analyst**	
Institutional Contact for this Proposal: Stephanie Kuhn Title: Assistant Professor Tel.: 203-837-3206 e-mail: kuhns@wcus.edu **Institution's Unit:** School of Professional Studies, Department of Education and Education Psychology.	

[1] If creating a Stand-Alone Certificate program from existing courses belonging to a previously approved baccalaureate/associate degree program, enter information about that program in the "Original Program" section.

SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION

(Please Complete Sections as Applicable)

Background and Rationale: The revised Master of Science Degree in Applied Behavior Analysis (ABA) is a 30 credit M.S. created by reallocating content from existing courses and adding new content to create a 9-course, 6 from the certificate and 3 more for the MS. The BACB approved the current WCSU ABA program verified course sequence (VCS) for Task List 4. They have now released new standards, Task List 5. Task list 5 was released by the Behavior Analyst Certification Board in January 2017 and as of January 1, 2022 all BCBA/BCaBA examinations will be based on BCBA/BCaBA task list (5th edition). To meet this standard, coursework at WCSU was revised and implemented in Fall 2019. This will allow us to continue to have a VCS moving forward.

Candidates admitted with a qualifying Master's degree can complete the 6-course sequence in completion of the certificate program in order to meet the coursework requirement for the Behavior Analyst Certification Board (BACB). All other students will complete the 6-course sequence plus three additional courses in order to meet the requirements for the MS in Applied Behavior Analysis degree from WCSU.

This program revision also includes a revision to EPY 653 Capstone in Applied Behavior Analysis (not prompted by BACB). The revision for the Capstone course includes a change from a project based culminating assignment to a comprehensive examination. The rationale for this revision is to provide additional instruction such that students are professional competent and proficient in all areas of the BACB task list.

How does the program address CT workforce needs and/or the wellbeing of CT society/communities? CT passed a licensure law wherein a license is required to practice behavior analysis in the State of CT effective 7/1/2018. Currently, certification as a board-certified behavior analyst is required in order to pursue licensure. In order to meet the requirements for certification, applicants must meet certain coursework requirements. The ABA program at WCSU meets these coursework requirements and has been approved as a Verified Course Sequence. As of January 2016, there were 489 certified BCBA's who are listed as residing in CT and although the exact number of professionals practicing in CT at the time was not known, it was been estimated that there were over 600 BCBA's practicing in this state at that time. In addition, the annual increase in the number of certificants continues to grow at a rate of approximately 25% each year (Behavior Analyst Leadership Council, 2017). Furthermore, given that the program is entirely online, we serve students outside of CT. In addition, the program has grown such that an additional section was added in Spring 2019 to raise capacity for 50 students entering the program each fall and 50 each spring. There continues to be multiple inquiries by email and phone each week as numerous applications per cycle such that the program can fill each cohort to full or close to full (i.e., approximately 80-85 students entering per year).

How does the program make use of the strengths of the institution and of its distinctive character and/or location? WCSU has long history of providing programs that advance careers in education. We continuously revise our offerings to meet changing standards so that our graduates and the region have adequate training. The ABA meets growing demands for trained professionals to address the needs of students (and increasingly staff) that need specific interventions to thrive. This program is just one more commitment to meeting the needs of the region that advance our students' opportunities.

The program also aligns with the University's new strategic planning goals in the following ways:
***Goal 1**: Create, strengthen, and enhance programs and curricula that are responsive to the needs of a diverse community of learners.*

- The ABA program at WCSU has strengthened its program by revising and updating the programming to meet the changing standards of the Behavior Analyst Certification Board in order to continue to meet the

needs of the students and offer a verified course sequence. Applied Behavior Analysis is a field that has grown exponentially over the past 10 years. In 2009, there were 5,731 certificants and in 2019, there were 36,106 certificants (Behavior Analyst Certification Board. (n.d). *BACB certificant data*. Retrieved from https://www.bacb.com/BACB-certificant-data)

Goal 2: *Develop and implement processes, facilities, and support services to meet the needs of a diverse campus community.*

- By offering coursework entirely online, the program at WCSU allows working professionals, parents, and other individuals who cannot attend an on-ground program the flexibility and quality that they need in a graduate program.

Goal 5: *Create a self-sustaining financial model.*

- Since its inception, this program has continually increased enrollment. Currently there are two cohorts accepted each fall/spring generating revenue for the university. In addition, program faculty are considering additional avenues for program development to propose to the university for consideration.

Please describe any transfer agreements with CSCU institutions that will become instituted as a result of the approval of this program **Not Applicable**

Please indicate what similar programs exist in other institutions within the CSCU System, and how unnecessary duplication is being avoided

- Southern Connecticut State University offers a similar program on ground. The program at WCSU is offered completely online. This enables students from all geographical areas to attend the program at WCSU. Eastern Connecticut State University offers an undergraduate program.

Please provide a description/analysis of employment prospects for graduates of this proposed program.
Per the Behavior Analyst Leadership Council, as of 2016 the number of BCBA certificants worldwide has been growing at the annual rate 20-25% per year, and in Connecticut has been approximately 25% year-to-year, with growth rate of 26% over the last 12 months (in January 2016). Based on this rate of growth it was anticipated that by January 2017 there would be approximately 893 BCBA's working in Connecticut, including those that reside out of state but are regularly employed in Connecticut. Recent information suggests that there is a shortage of Board Certified Behavior Analysts (BCBAs) and it was estimated that the current number of BCBAs would need to be doubled to meet the need **(https://www.prnewswire.com/news-releases/as-autism-diagnoses-increase-shortage-of-aba-therapists-remains-a-problem-new-government-study-finds-1-in-40-american-children-has-autism-300773869.html)**

Present side-by-side listing of curricular modification: (From **Original** to **Modified**)

ORIGINAL	MODIFIED*
EPY641 Applied Behavior Analysis I	EPY 655 Introduction to Concepts and Principles of Behavior Analysis
EPY642 Applied Behavior Analysis II	EPY 658 Advanced Concepts and Principles of Behavior Analysis
EPY643 Applied Behavior Analysis III	EPY 656 Behavior Assessment EPY 657 Behavior Change Procedures
EPY644 Applied Behavior Analysis IV	EPY 660 Ethics and Professional Issues
EPY645 Applied Behavior Analysis V	Eliminated
EPY 651 Assistive Technology for Applied Behavior Analysis	EPY 651 Assistive Technology for Applied Behavior Analysis (No change)
EPY652 Grant Writing in ABA	EPY652 Grant Writing in Applied Behavior Analysis (No change)
EPY653 Research in ABA Literature	EPY653 Capstone Project in ABA
EPY 654 Methods and Measurement in Applied Behavior Analysis	EPY 659 Methods and Measurement in Applied Behavior Analysis

***New numbers and titles were used for clarity, but the changes are modifications of the original courses.**

Description of Related Modification*:* There were no changes in admissions or graduation requirements.

Description of Resources Needed

There are three full-time faculty to support the program. Online library resources and technology assistance are provided through the WCSU Library and Instructional Technology Department. The School of Professional Studies also has a dedicated instructional facilitator for online programs. There are no additional resources needed.

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	Fall Term, Year 2017-18		Fall Term, Year 2018-19		Fall Term, Year 2019-20	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	0	0	0	0	0	0
New Students	1	53	0	49	0	71
Returning Students	0	32	2	35	0	27
ACTUAL Headcount Enrollment	1	85	2	84	0	98
Fall FTE accounted for by Program Majors	46.46		45.25		51.25	
Size of Credentialed Group(s) for Given Year	17		39		51	

Curriculum Details for a Program Modification *(to be used as appropriate for specific modification request)*[2]

Course Number and Name [3]		L.O. #	Cr Hrs
Program Core Courses			
EPY 655	Introduction to Concepts and Principles of Behavior Analysis	1	3
EPY 656	Behavior Assessment	2	4
EPY 657	Behavior Change Procedures	2	4
EPY 658	Advanced Concepts and Principles of Behavior Analysis	1	4
EPY 659	Methods and Measurement in Applied Behavior Analysis	2	4
EPY 660	Ethics and Professional Issues	3	3
EPY 651	Assistive Technology for Applied Behavior Analysis	2	3
EPY 652	Grant Writing in Applied Behavior Analysis	3	2
EPY 653	Capstone Project in Applied Behavior Analysis	3	3

Learning Outcomes - L.O.

1. Students will demonstrate knowledge of the concepts and principles that underlie the science of behavior analysis and to application of those concepts and principles to the practice of the profession.
2. Students will demonstrate knowledge of the process and procedures for implementing functional behavioral assessment procedures as well as the application of applied behavior analysis-based intervention procedures.
3. Students will demonstrate knowledge of research design and procedures in applied behavior analysis.

[3] Make any detailed annotations for individual courses as needed to understand the curricular modifications taking place

SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

PRO FORMA Budget - Projected Revenues and Expenditures
(Whole Dollars Only)

PROJECTED Program Revenue	Fall 2020	Fall 2021	Fall 2022
Tuition (do not include internal transfers)	$816,719	$777,811	$825,475
Program-Specific Fees			
Other Revenue (Annotate in narrative)			
Total Estimated Program Revenue	**$ 816,719**	**$ 777,811**	**$ 825,475**

PROJECTED Program Expenditures*	Fall 2020	Fall 2021	Fall 2022
Administration (Chair or Coordinator)	$43,630	$46,030	$48,101
Faculty (Full-time, total for program)	$325,629	$382,985	$400,218
Faculty (Part-time, total for program)	$95,512	$77,184	$80,658
Support Staff			
Library Resources Program			
Equipment (List as needed)			
Other (e.g. student services)			
Estimated Indirect Costs			
Total Estimated Program Expenditures	**$ 464,771**	**$ 506,199**	**$ 528,977**
Total Estimated Program Revenue	**$ 816,719**	**$ 777,811**	**$ 825,475**
Net Revenue	**$ 351,948**	**$ 271,612**	**$ 296,498**

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

February 6, 2020

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program – Applied Behavior Analysis (CIP Code: 42.2814 / OHE # 15799) – leading to a Graduate Certificate at Western Connecticut State University.

A True Copy:

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

ITEM
Program modification of program in Applied Behavioral Analysis Graduate Certificate at Western Connecticut State University; specifically the creation of a 6-course sequence to meet a revised standard of the Behavior Analyst Certification Board.

BACKGROUND
The Behavior Analyst Certification Board (BACB) released Task list 5 in January 2017 and as of January 1, 2022 all BCBA/BCaBA examinations will be based on BCBA/BCaBA task list (5th edition). To meet this standard, coursework at WCSU was revised and implemented in fall 2019. This will allow WCSU to continue to have a VCS moving forward. Candidates admitted with a qualifying Master's degree can complete the 6-course sequence in completion of the certificate program in order to meet the coursework requirement for the Behavior Analyst Certification Board.

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 Student Affairs concurs with this recommendation.

01/24/2020 – BOR -Academic and Student Affairs Committee
02/06/2020 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
*APPLICATION FOR **MODIFICATION OF ACCREDITED PROGRAM***

SECTION 1: GENERAL INFORMATION

Institution: Western Connecticut State University	Date of Submission to CSCU Office of the Provost: 11.20.2019
Most Recent NECHE Institutional Accreditation Action and Date: **NEASC Report of Self-study and Site Visit (9/29-10/02/13) issued on 11-25-13**	
Original Program Characteristics CIP Code No. 42.2814 ~~51.3820~~ Title of CIP Code Applied Behavior Analysis Name of Program: Applied Behavior Analysis, Online Degree: Title of Award **Certificate** Stand-Alone Certificate: **Graduate** Date Program was Initiated: 5/12/2012 OHE#: 15799 Modality of Program: **Online** Locality of Program: **On Campus**	**Original Program Credit Distribution** # Credits in General Education: N/A # Credits in Program Core Courses: **22** # Credits of Electives in the Field: N/A # Credits of Free Electives: N/A # Cr Special Requirements N/A Total # Cr in the Program *(sum of all #Cr above)*: **22** From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **22**
Type of Program Modification Approval Being Sought (mark all that apply): **X Significant Modification of Courses/Course Substitutions***	
Modified Program Characteristics Name of Program: **Applied Behavior Analysis** Degree: Title of Award **Certificate** Certificate[1]: *(specify type and level)* **Graduate** Program Initiation Date: **8/25/2019** Modality of Program: **Online** Locality of Program Administration: **On Campus**	**Modified Program Credit Distribution** # Credits in General Education: N/A # Credits in Program Core Courses: **22** # Credits of Electives in the Field: N/A # Credits of Free Electives: N/A # Cr Special Requirements *(include internship, etc.)*: N/A Total # Cr in the Program *(sum of all #Cr above)*: **22** From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **22**
Total Number of courses and course credits to be modified by this application: **Six (6)**	
If program modification is concurrent with discontinuation of related program(s), list information for such program(s): **N/A**	
Other Program Accreditation: • If seeking specialized/professional/other accreditation, name of agency and intended year of review: Association of Behavior Analysis International (ABAI) – Verified Course Sequence 2019 • If program prepares graduates eligibility to state/professional license, please identify: Licensed Behavior Analyst	
Institutional Contact for this Proposal: Stephanie Kuhn Title: Assistant Professor Tel.: 203-837-3206 e- mail: kuhns@wcsu.edu **Institution's Unit** *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: Education and Educational Psychology Department, Westside Campus	

[1] If creating a Stand-Alone Certificate program from existing courses belonging to a previously approved baccalaureate/associate degree program, enter information about that program in the "Original Program" section.

SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION
(Please Complete Sections as Applicable)

Background and Rationale: The revised Certificate in Applied Behavior Analysis is a 22-credit program created by reallocating content from existing courses and adding new content to create a 6-course sequence. The BACB approved the current WCSU ABA program verified course sequence (VCS) for Task List 4. They have now released new standards, Task List 5. Task list 5 was released by the Behavior Analyst Certification Board in January 2017 and as of January 1, 2022 all BCBA/BCaBA examinations will be based on BCBA/BCaBA task list (5th edition). To meet this standard, coursework at WCSU was revised and implemented in Fall 2019. This will allow us to continue to have a VCS moving forward.

Candidates admitted with a qualifying Master's degree can complete the 6-course sequence in completion of the certificate program in order to meet the coursework requirement for the Behavior Analyst Certification Board (BACB).

How does the program address CT workforce needs and/or the wellbeing of CT society/communities? CT passed a licensure law wherein a license is required to practice behavior analysis in the State of CT effective 7/1/2018. Currently, certification as a board-certified behavior analyst is required in order to pursue licensure. In order to meet the requirements for certification, applicants must meet certain coursework requirements. The ABA program at WCSU meets these coursework requirements and has been approved as a Verified Course Sequence. As of January 2016, there were 489 certified BCBA's who are listed as residing in CT and although the exact number of professionals practicing in CT at the time was not known, it was been estimated that there were over 600 BCBA's practicing in this state at that time. In addition, the annual increase in the number of certificants continues to grow at a rate of approximately 25% each year (Behavior Analyst Leadership Council, 2017). Furthermore, given that the program is entirely online, we serve students outside of CT. In addition, the program has grown such that an additional section was added in Spring 2019 to raise capacity for 50 students entering the program each fall and 50 each spring. There continues to be multiple inquiries by email and phone each week as numerous applications per cycle such that the program can fill each cohort to full or close to full (i.e., approximately 80-85 students entering per year).

How does the program make use of the strengths of the institution and of its distinctive character and/or location? WCSU has long history of providing programs that advance careers in education. We continuously revise our offerings to meet changing standards so that our graduates and the region have adequate training. The ABA meets growing demands for trained professionals to address the needs of students (and increasingly staff) that need specific interventions to thrive. This program is just one more commitment to meeting the needs of the region that advance our students' opportunities.

The program also aligns with the University's new strategic planning goals in the following ways:
***Goal 1**: Create, strengthen, and enhance programs and curricula that are responsive to the needs of a diverse community of learners.*

- The ABA program at WCSU has strengthened its program by revising and updating the programming to meet the changing standards of the Behavior Analyst Certification Board in order to continue to meet the needs of the students and offer a verified course sequence. Applied Behavior Analysis is a field that has grown exponentially over the past 10 years. In 2009, there were 5,731 certificants and in 2019, there were 36,106 certificants (Behavior Analyst Certification Board. (n.d). *BACB certificant data*. Retrieved from https://www.bacb.com/BACB-certificant-data)

***Goal 2:** Develop and implement processes, facilities, and support services to meet the needs of a diverse campus community.*

- By offering coursework entirely online, the program at WCSU allows working professionals, parents, and

other individuals who cannot attend an on-ground program the flexibility and quality that they need in a graduate program.

Goal 5: *Create a self-sustaining financial model.*

- Since its inception, this program has continually increased enrollment. Currently there are two cohorts accepted each fall/spring generating revenue for the university. In addition, program faculty are considering additional avenues for program development to propose to the university for consideration.

Please describe any transfer agreements with CSCU institutions that will become instituted as a result of the approval of this program Not Applicable

Please indicate what similar programs exist in other institutions within the CSCU System, and how unnecessary duplication is being avoided

- Southern Connecticut State University offers a similar program on ground. The program at WCSU is offered completely online. This enables students from all geographical areas to attend the program at WCSU. Eastern Connecticut State University offers an undergraduate program.

Please provide a description/analysis of employment prospects for graduates of this proposed program.
Per the Behavior Analyst Leadership Council, as of 2016 the number of BCBA certificants worldwide has been growing at the annual rate 20-25% per year, and in Connecticut has been approximately 25% year-to-year, with growth rate of 26% over the last 12 months (in January 2016). Based on this rate of growth it was anticipated that by January 2017 there would be approximately 893 BCBA's working in Connecticut, including those that reside out of state but are regularly employed in Connecticut. Recent information suggests that there is a shortage of Board Certified Behavior Analysts (BCBAs) and it was estimated that the current number of BCBAs would need to be doubled to meet the need **(https://www.prnewswire.com/news-releases/as-autism-diagnoses-increase-shortage-of-aba-therapists-remains-a-problem-new-government-study-finds-1-in-40-american-children-has-autism-300773869.html)**

Present side-by-side listing of curricular modification: (From **Original** to **Modified**)

ORIGINAL	MODIFIED*
EPY641 Applied Behavior Analysis I	EPY 655 Introduction to Concepts and Principles of Behavior Analysis
EPY642 Applied Behavior Analysis II	EPY 658 Advanced Concepts and Principles of Behavior Analysis
EPY643 Applied Behavior Analysis III	EPY 656 Behavior Assessment
EPY644 Applied Behavior Analysis IV	EPY 659 Methods and Measurement in Applied Behavior Analysis
EPY645 Applied Behavior Analysis V	EPY 660 Ethics and Professional Issues
EPY657 Behavior Change Procedures	EPY 657 Behavior Change Procedures (No change)
***New numbers and titles were used for clarity, but the changes are modifications of the original courses.**	

Description of Related Modification*:* There were no changes in admissions or graduation requirements.

Description of Resources Needed: There are three full-time faculty to support the program. Online library resources and technology assistance are provided through the WCSU Library and Instructional Technology Department. The School of Professional Studies also has a dedicated instructional facilitator for online programs. There are no additional resources needed.

Other Considerations: N/A

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	Fall Term, Year 2017-18		Fall Term, Year 2018-19		Fall Term, Year 2019-20	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	0	0	0	0	0	0
New Students	0	8	0	12	0	9
Returning Students	0	1	0	1	0	2
ACTUAL Headcount Enrollment	0	9	0	13	0	11
Fall FTE accounted for by Program Majors	2.75		4.17		3.58	
Size of Credentialed Group(s) for Given Year	3		5		1	

Curriculum Details for a Program Modification *(to be used as appropriate for specific modification request)*[2]

Course Number and Name [3]		**L.O. #**	**Cr Hrs**
Program Core Courses			
EPY 655	Introduction to Concepts and Principles of Behavior Analysis	1	3
EPY 658	Advanced Concepts and Principles of Behavior Analysis	1	4
EPY 656	Behavior Assessment	2	4
EPY 659	Methods and Measurement in Applied Behavior Analysis	2	4
EPY 660	Ethics and Professional Issues	3	3
EPY 657	Behavior Change Procedures	2	4
Prerequisites: Admission to program			

Learning Outcomes - L.O.

1. Students will demonstrate knowledge of the concepts and principles that underlie the science of behavior analysis and to application of those concepts and principles to the practice of the profession.
2. Students will demonstrate knowledge of the process and procedures for implementing functional behavioral assessment procedures as well as the application of applied behavior analysis-based intervention procedures.
3. Students will demonstrate knowledge of research design and procedures in applied behavior analysis.

[2]

[3] Make any detailed annotations for individual courses as needed to understand the curricular modifications taking place

SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

PRO FORMA Budget - Projected Revenues and Expenditures
(Whole Dollars Only)

PROJECTED Program Revenue	Fall 2020	Fall 2021	Fall 2022
Tuition (do not include internal transfers)	$126,940	$129,064	$136,561
Program-Specific Fees			
Other Revenue (Annotate in narrative)			
Total Estimated Program Revenue	**$ 126,940**	**$ 129,064**	**$ 136,561**

PROJECTED Program Expenditures*	Fall 2020	Fall 2021	Fall 2022
Administration (Chair or Coordinator) 10% of ABA Coordinator	$4,848	$5,114	$5,345
Faculty (Full-time, total for program)	86,605	103,957	108,635
Faculty (Part-time, total for program)	29,617	18,542	19,376
Support Staff			
Library Resources Program			
Equipment (List as needed)			
Other (e.g. student services)			
Estimated Indirect Costs (e.g. student services, operations, maintenance)			
Total Estimated Program Expenditures	**$ 121,070**	**$ 127,613**	**$ 133,356**
Total Estimated Program Revenue	**$ 126,940**	**$ 129,064**	**$ 136,561**
Total Net Revenue	**$ 5,870**	**$1,451**	**$ 3,205**

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

February 6, 2020

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program – Surgical Technology (CIP Code: 51.0909 / OHE # 19465) – leading to an Associate of Science degree at Gateway Community College.

A True Copy:

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

ITEM
Program modification of Surgical Technology Associate of Science at Gateway Community College; specifically from a satellite program of Housatonic Community College's program to a stand-alone program.

BACKGROUND
The GCC Surgical Technology program was initially established to serve as a satellite program of the HCC Surgical Technology program. The satellite campus designation was sought after many months of consultation with staff members from the accrediting body, Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA).

Based on findings from a site visit in October 2019, the ARC/STSA visiting team stated that the GCC Surgical Technology program could not proceed forward as a satellite program of HCC and needed to submit an application to ARC/STSA for initial accreditation as a stand-alone program. This recommendation was verified by the Director of Accreditation at ARC/STSA, who accompanied the accreditation team on this site visit.

The program will need to hire a full-time Assistant Professor/Program Coordinator and 2-3 part-time faculty. The proposed stand-alone degree program is designed after the nationally accredited program at Housatonic Community College.

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 Student Affairs concurs with this recommendation.

01/24/2020 – BOR -Academic and Student Affairs Committee
02/06/2020 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
*APPLICATION FOR **MODIFICATION OF ACCREDITED PROGRAM***

SECTION 1: GENERAL INFORMATION

Institution: Gateway Community College | Date of Submission to CSCU Office of the Provost: 1/7/2020

Most Recent NECHE Institutional Accreditation Action and Date: Continuing 2026

Original Program Characteristics

CIP Code No. 510909 Title of CIP Code: Surgical/Operating Room Tech

Name of Program: Surgical Technology

Degree: Title of Award *(e.g. Master of Arts)* Associate in Science

Stand-Alone Certificate: *(specify type and level)*

Date Program was Initiated: Fall 2018 OHE#: 19465

Modality of Program: On ground Online X Combined

If "Combined", % of fully online courses? Less than 1%

Locality of Program: On Campus Off Campus X Both

Original Program Credit Distribution

Credits in General Education: 19

Credits in Program Core Courses: 22

Credits of Electives in the Field: 3

Credits of Free Electives: 6

Cr Special Requirements *(include internship, etc.):* 12

Total # Cr in the Program *(sum of all #Cr above)*: 62

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 24

Type of Program Modification Approval Being Sought (mark all that apply):

Significant Modification of Courses/Course Substitutions*

Offering of Program at Off-Campus Location (specify new location)

Offering of Program Using an Alternate Modality (e.g. from on ground to online)

Change of Degree Title or Program Title

***Significant** is defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program.

Modified Program Characteristics

Name of Program: Surgical Technology

Degree: Title of Award *(e.g. Master of Arts)* Associate in Science

Certificate[1]: *(specify type and level)*

Program Initiation Date: Fall 2018

Modality of Program: On ground Online X Combined

If "Combined", % of fully online courses? Less than 1%

Locality of Program: On Campus Off Campus X Both

Modified Program Credit Distribution

Credits in General Education: 19

Credits in Program Core Courses: 22

Credits of Electives in the Field: 3

Credits of Free Electives: 6

Cr Special Requirements *(include internship, etc.):* 12

Total # Cr in the Program *(sum of all #Cr above)*: 62

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 24

Total Number of courses and course credits to be modified by this application: 0

If program modification is concurrent with discontinuation of related program(s), list information for such program(s):

Program Discontinued: CIP: OHE#: Accreditation Date:

Phase Out Period Date of Program Termination

Other Program Accreditation:

- If seeking specialized/professional/other accreditation, name of agency and intended year of review: Commission on Accreditation of Allied Health Educational Programs (CAAHEP), February 2020
- If program prepares graduates eligibility to state/professional license, please identify: National Board of Surgical Technology and Surgical Assisting (NBSTSA) examination

[1] If creating a Stand-Alone Certificate program from existing courses belonging to a previously approved baccalaureate/associate degree program, enter information about that program in the "Original Program" section.

(As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)

Institutional Contact for this Proposal: Sheila Solernou Title: Division Director, Allied Health & Nursing
Tel.: 203-285-2393 e- mail: ssolernou@gwcc.commnet.edu

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: Division of Allied Health & Nursing, Main Campus

SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION

(Please Complete Sections as Applicable)

Background and Rationale *(Please provide the context for and need for the proposed modification, and the relationship to the originally approved program)*

As applicable, please describe:

- How does the program address CT workforce needs and/or the wellbeing of CT society/communities? *(Succinctly present as much factual evidence and evaluation of stated needs as possible)*

  The Surgical Technology Program would address the need of vacant Surgical Technology positions in the local region and the State of CT at-large by creating a pipeline of prospective technologists for hospitals. In a February 2017 CT Department of Labor analysis of job losses and workforce needs, the report indicated that the healthcare sector is one of the five fastest growing job sectors in the state. The program also addresses the forecasted national need for Surgical Technologists. According to U.S. News, Surgical Technologists rank #23 in Best Health Care Support Jobs. The U.S. Bureau of Labor Statistics projects that the Surgical Technology profession will grow faster than the average of all other occupations through the year 2020, and it is anticipated that the volume of surgery will increase exponentially due to the expanding senior population"(source: www.ast.org.). The Bureau of Labor Statistics predicts 12,600 new jobs and employment growth of about 12 percent between 2016 and 2026. The proposed associate degree Surgical Technology Program also addresses the changing national accreditation requirement. The accrediting body for surgical technology programs, Commission on Accreditation of Allied Health Education Programs, CAAHEP, has projected that Surgical Technology programs award an associate degree beginning August 2021. Surgical technologists who have completed an accredited program will have the best job prospects. Creating opportunities for jobs in the Surgical Technology field adds to the economic vitality of the region and affords individuals with prospects to earn a livable wage. According to the U.S. Bureau of Labor Statistics (2016), Surgical Technologists earned an hourly mean wage of $22.30 and a median annual salary of $45,160, with the highest earners making more than $64,800 annually.

- How does the program make use of the strengths of the institution (*e.g. curriculum, faculty, resources)* and of its distinctive character and/or location?

  The Surgical Technology Program will be under the auspices of the Allied Health and Nursing Division, a division that currently houses eight other health care programs and is the largest Allied Health and Nursing Division in the Community College System. This division is comprised of an associate degree nursing program; six Allied Health associate degree programs (Diagnostic Medical Sonography, Exercise Science and Wellness, Nuclear Medicine Technology, Nutrition & Dietetics, Radiation Therapy, and Radiography); two Allied Health certificate programs (Nuclear Medicine Technology and Fitness Specialist), a Pre-Dental Hygiene Transfer Compact with the University of New Haven; and certificate programs in Culinary Arts and Professional Baker. In addition, in fall 2017, over 1100 students declared pre-nursing or pre-allied health programs as their major of choice in the General Studies degree option.

  The Division Director is very familiar with overseeing health related programs, to include program development and evaluation and adherence to national accreditation standards. The Allied Health and Nursing Division also has the necessary staff resources to support the operation of the program, which include a full-time Administrative Assistant, Assistant Director of Admission for Allied Health & Nursing and Office Assistant.

  Gateway Community College is located in downtown New Haven where a myriad of health care institutions, such as Yale-New Haven Hospital, are located which support the clinical placement of students. The Surgical Technology program would provide another health care related degree option for students that has viable and in-demand employment opportunities in the New Haven region and beyond. In addition, the program would meet the workforce needs of the

largest employer in the southwestern and south-central sector of CT, Yale- New Haven Health System.

- Please describe any transfer agreements with CSCU institutions that will become instituted as a result of the approval of this program *(Please highlight details in the Quality Assessment portion of this application, as appropriate)*

  There are currently no transfer agreements in place for the Surgical Technology Program. However, the Division has several articulation agreements with other CSCU institutions in place for the Nursing and Allied Programs.
- Please indicate what similar programs exist in other institutions within the CSCU System, and how unnecessary duplication is being avoided

  There are two other Surgical Technology programs in the CT Community College System located at Manchester Community College (MCC) and Housatonic Community College (HCC). MCC enrolls 10 students annually, and HCC enrolls 20 students annually. Based on the need for Surgical Technologists in the state, the program will meet the workforce needs by providing an additional pipeline of graduates.
- Please provide a description/analysis of employment prospects for graduates of this proposed program

  There is a shortage of Surgical Technologists in the State of CT. A search on the Yale-New Haven Health System and Hartford Health Care System websites revealed 81 vacancy positions for surgical technologists as of December 18, 2019. At a recent Surgical Technology Advisory Committee meeting, it was noted that there are 30 Surgical Technologist vacant positions at Yale-New Haven Hospital.

Present side-by-side listing of curricular modification: (From Original to Modified)

There are no curricular modifications to the program of study.

Description of Related Modification *(Provide a summary of other changes necessitated by curricular modification such as admissions or graduation requirements ,mode of delivery etc., and concisely describe how the institution will support these changes.)*

The GCC Surgical Technology program was initially established to serve as a satellite program of the HCC Surgical Technology program. The satellite campus designation was sought after many months of consultation with staff members from the accrediting body, Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA). GCC submitted a satellite/branch campus application to the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA) in April 2019. A site visit was scheduled for October 28-29, 2019 in response to the application. The site visit team conducted a review of the HCC program on October 28, 2019 and provided a review of compliance of the HCC program with the Standards at an exit meeting on that date. The site visit team was scheduled to review the GCC program on October 29, 2019. The agenda for the day was changed during the evening of 10/28 and again in the morning of 10/29. On October 29th, the site visit team reviewed documents in the evidence room and conducted a site visit of the GCC Surgical Technology laboratory and classroom space at Eli Whitney Technical High School. Upon return to the college after the visit, the accreditation site visit team announced that they were terminating the visit. At the exit meeting, the accreditation team noted that the GCC Surgical Technology program was not the "exact mirror image" of the HCC Surgical Technology program, and therefore the application for a satellite campus was being suspended. The site visit team noted that the laboratory at HCC had a sterile processing area, but the GCC laboratory at Eli Whitney did not have that equipment. The team also noted that both the GCC and HCC Surgical Technology programs should be on the same clinical affiliate contract agreements, even though it was explained to the team that the lawyers at the clinical affiliate institutions required separate agreements. The team also noted that the resources were not the "exact mirror image" at GCC as they were at HCC. Based on those findings, the team stated that the GCC Surgical Technology program could not proceed forward as a satellite program of HCC and needed to submit an application to ARC/STSA for initial accreditation as a stand-alone program. This recommendation was verified by the Director of Accreditation at ARC/STSA, who accompanied the accreditation team on this site visit.

The proposed stand-alone degree program is designed after the nationally accredited program at Housatonic Community College.

Description of Resources Needed *(As appropriate please summarize faculty and administrative resources, library holdings, specialized equipment, etc. Details to be provided in the next section, as appropriate)*

The program will need to hire a full-time Assistant Professor/Program Coordinator and 2-3 part-time faculty. Part-time faculty will be hired on PTL contracts to teach surgical technology classroom and laboratory courses not covered under the

full-time PC maximum workload as defined by the bargaining union contract. The Surgical Technology laboratories, classroom, office space, and equipment at Eli Whitney Vocational Technical School has been allocated for use by the GCC Surgical Technology program. A Memorandum of Agreement is in place between the CT Vocational Technical System and the CSCU System, specifically GCC, regarding the use of these facilities. Disposable supplies, such as drapes and gloves, need to be purchased for specific courses. GCC has library and student service resources available on campus for all students. The library has Surgical Technology resources available for student use. Any additional textbook resources for the program may be purchased if needed. Additional surgical equipment was ordered since fall 2018 to meet required standards for teaching surgical technology skills.

Other Considerations

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	Fall Term, Year 2019		Fall Term, Year 2020		Fall Term, Year 2021	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In						
New Students			17		20	
Returning Students	11		11		17	
ACTUAL Headcount Enrollment	11		28		37	
Fall FTE accounted for by Program Majors	11		28		37	
Size of Credentialed Group(s) for Given Year			11		17	

Curriculum Details for a Program Modification *(to be used as appropriate for specific modification request)*[2]

Course Number and Name [3]	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
SUR*109 - Microbiology for Surgical Technologists	1		2	SUR*211 – Clinical Surgical Experience I	3,4,5,6	6
SUR*110 – Operating Room Techniques	3,4		4	SUR*212 – Clinical Surgical Experience II	3,4,5,6	6
SUR*111 – Operating Room Skills Seminar	3,4		4			
SUR*213 – Surgical Procedures I	3,4		3			
SUR*215 – Surgical Tech Pharmacology	2		3			
SUR*214 – Surgical Procedures II	3,4		3			
SUR*250 – Advanced Seminar for the Surgical Technologist	3,4		3			

[2] **Details of course changes for Community College institutions should be provided with enough detail to introduce necessary changes in the centralized programmatic database for that system.**
[3] Make any detailed annotations for individual courses as needed to understand the curricular modifications taking place

Core Course Prerequisites		Elective Courses in the Field		
ENG* 101- Composition	3	Elective- Social Phenomena		3
MAT*109 -Quantitative Reasoning	3	Elective- Aesthetic Dimensions		3
HIM*101- Medical Terminology	3			
CSA*105- Introduction to Software Applications	3			
BIO*115- Human Biology	4			
ENG*102- Literature & Composition	3			
PSY*111- General Psychology	3			
Total Other Credits Required to Issue Modified Credential				

Learning Outcomes - L.O. *(Please list up to seven of the most important student learning outcomes for the program, and any changes introduced)*

1. Apply principles of anatomy, physiology, pathophysiology, and microbiology to perioperative patient care. *Assessment: Successful completion of preparatory courses such as Biology for Allied Health, Medical Terminology, and Microbiology for Surgical Technology.*
2. Distinguish the elements, action, and use of medications and anesthetic agents used during the perioperative experience. *Assessment: Successful completion of Surgical Technology Pharmacology course.*
3. Demonstrate safe practice in the role of Surgical Technologist. *Assessment: Successful completion of Operating Room Techniques and Operating Room Skills Seminar, as well as the hours spent in the actual operating room setting.*
4. Display competence in technical skills and aseptic technique in the perioperative environment. *Assessment: Successful completion of Operating Room Techniques and Operating Room Skills Seminar, as well as the hours spent in the actual operating room setting.*
5. Practice responsible and accountable behavior within the role and competencies of the Surgical Technologist. *Assessment: Observation and evaluation of student performance in the 640 clinical hours required for accreditation.*
6. Organize the intraoperative environment efficiently as a member of the surgical team. *Assessment: Observation and evaluation of student performance in the 640 clinical hours required for accreditation.*
7. Apply learned knowledge and skills in the cognitive, psychomotor, and affective domains to become nationally certified as a Surgical Technologist. *Assessment: Passing score on the Surgical Technology certification exam*

SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

Cost Effectiveness and Availability of Adequate Resources

(Please complete the Pro-Forma Budget – Projected Revenues and Expenditures on the following page. Provide any necessary annotations for the Pro-Forma Budget and other commentary regarding the cost effectiveness and availability of adequate resources for the proposed modification below:

** Includes fringe rate costs at a rate of 68.29%

Tuition revenue assumes no tuition increases.

2019-2021- adjusts for 5.5% wage increase.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
*APPLICATION FOR **MODIFICATION OF ACCREDITED PROGRAM***
PRO FORMA Budget - Projected Revenues and Expenditures
(Whole Dollars Only)

PROJECTED Program Revenue	Fall 2018	Fall 2019	Fall 2020
Tuition (do not include internal transfers)	$56,784	$87,282	120,852
Program-Specific Fees	$5,844	$18,993	26,298
Other Revenue (Annotate in narrative)			
Total Estimated Program Revenue	**$62,628** -	**$106,275** -	**$147,150** -

PROJECTED Program Expenditures*	Fall 2018	Fall 2019	Fall 2020
Administration (Chair or Coordinator) **includes fringe	0	$24,703**	$118,249**
Faculty (Full-time, total for program)	0	0	0
Faculty (Part-time, total for program)**includes fringe	22,834	$65,875	$49,237
Support Staff	No additional expense	No additional expense	No additional expense
Library Resources Program	No additional expense	No additional expense	No additional expense
Equipment (List as needed) laboratory equipment, surgical trays, and disposable supplies	0	$10,000	$2,000
Other (e.g. student services)	0	0	0
Estimated Indirect Costs (e.g. student services, operations, maintenance)			
Total Estimated Program Expenditures	**$22,834** -	**$100,578** -	**$169,486** -

*Note: Capital outlay costs, institutional spending for research and services, etc. can be excluded.

This PRO FORMA Budget provides reasonable assurance that the proposed program modification can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in narrative on page 4 of Application.

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

NECHE
New England Commission of Higher Education

DAVID QUIGLEY, Chair (2021)
Boston College
GEORGE W. TETLER, Vice Chair (2019)
Worcester, MA
HARRY E. DUMAY (2019)
College of Our Lady of the Elms
JEFFREY R. GODLEY (2019)
Groton, CT
COLEEN C. PANTALONE (2019)
Northeastern University
MARIKO SILVER (2019)
Bennington College
KASSANDRA S. ARDINGER (2020)
Trustee Member, Concord, NH
RUSSELL CAREY (2020)
Brown University
FRANCESCO C. 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 M. 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)
Falmouth, ME
KATHERINE BERGERON (2021)
Connecticut College
PETER L. EBB (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)
Providence College

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May 31, 2019

Mr. Matt Fleury
Board Chair
Connecticut Board of Regents
61 Woodland Street
Hartford, CT 06105

Dear Mr. Fleury:

Enclosed for you is a copy of the New England Commission of Higher Education's letter of May 22, 2019 to President Toro notifying her of the action taken by the Commission at its April, 2019 meeting. It is being sent to you in keeping with the Commission's policy to routinely inform board chairs of such actions.

Sincerely,

Barbara E. Brittingham

BEB/sjp

Enclosure

cc: President Toro

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NECHE
New England Commission of Higher Education

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.

3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514
Toll Free: 855-886-3272 | Tel: 781-425-7785 | Fax: 781-425-1001
www.neche.org

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

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

David Quigley

DQ/jm

Enclosure

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Continuation and Name Change of a Center

February 6, 2020

RESOLVED: That the Board of Regents for Higher Education approve continuation and name change of the Center for East Asian Studies to the Asian Studies Center at Central Connecticut State University until December 31, 2026.

A True Copy:

_____

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

ITEM
Continuation of the East Asian Center at Central Connecticut State University

BACKGROUND
The Board of Regents established a new Policy for the Establishment of Centers and Institutes in the Connecticut State Colleges and University System on September 19, 2017. That Policy requires the chief administrative officer of each center or institute in the System to undertake an evaluation of the entity in terms of its achieving its goals and objectives, and to submit a Sunset Report for Continuation or Discontinuation every seven years.

Following the institution's acceptance, the Sunset Report is forwarded to the System Office. This Staff Report, prepared by a staff member within the System's Office of the Provost and Senior Vice-President for Academic and Student Affairs, is a summation of the East Asian Center's 2018 Sunset Report – a 16-page document.

The East Asian Center was originally established as the China Resource Center on February 6, 1998 (BR 98-09) and renamed the East Asian Studies Center on November 6, 2003 (BR 03-61) by the CSU Board of Trustees. The Center was authorized by the Board of Regents on November 21, 2013 to continue until December 31, 2018.

On October 5, 2019, the Student and Academic Affairs Committee of the Board of Regents voted to continue authorization for CCSU's Center for East Asian Studies until December 31, 2019. The motion called for CCSU to "submit a recommendation to the ASA Committee to continue the Center with changes or to terminate it." CCSU develop a charter for a revised East Asian Center with a dual purpose of supporting Asian and Asian-American students at the University and promoting the academic, research, and service interests of the East Asian Studies Program. The charter broadens the scope of the center from "East Asian" to "Asian" and establishes a formal connection between the East Asian Studies program and faculty members who have recently participated in the activities, events, or leadership of the East Asian Center. This connection will broaden the impact of CCSU's interdisciplinary programs and serve as an avenue to provide students opportunities for academically based cultural enrichment.

RECOMMENDATION
President Zulma R. Toro recommends that the Board of Regents authorize the modification and continuation of the renamed Asian Studies Center until December 31, 2026.

01/24/2020 – BOR -Academic and Student Affairs Committee
02/06/2020 – Board of Regents

OFFICE OF THE PRESIDENT

CCSU

Central Connecticut State University

November 21, 2019

Dr. Jane Gates
Provost and Senior Vice President for
Academic and Student Affairs
Connecticut State Colleges & Universities
61 Woodland Street
Hartford, CT 06105

Dear Dr. Gates:

SUBJECT: RECOMMENDATION TO CHANGE THE EAST ASIAN CENTER TO SERVE AS THE ASIAN STUDIES CENTER

Please forward this recommendation to the Academic and Student Affairs Committee for approval of the operational charter for the CCSU Asian Studies Center as presented in this document.

On October 5, 2018, the Student and Academic Affairs Committee of the Board of Regents voted to continue authorization for CCSU's Center for East Asia Studies until December 31, 2019. The motion called for CCSU to "submit a recommendation to the ASA Committee to continue the Center, with changes, or to terminate it." *[Note: A copy of the report from the Minutes of the October 5, 2018, meeting of the Academic and Student Affairs Committee of the Board of Regents appears as an appendix at the end of this letter]*

Among the potential changes discussed were the following suggestions: (a) To create stronger linkages between the center and academic programs; (b) To identify how the center would generate revenue; and (c) To consider combining CCSU's three culturally based centers [the Africana Center; the Latin American, Latino, & Caribbean Center; and the East Asian Center] into a single entity. Discussions with the center directors in Spring 2019 led to the conclusions that (a) creating stronger linkages was a potentially positive action, (b) stronger linkages may lead to stronger grant-related and fund-raising possibilities, and (c) creating a singular entity to serve multiple cultural communities was not consistent with best practices in achieving the goals of the centers.

Based on these discussions, we worked toward establishing a formal connection between (a) the East Asian Studies program as represented by faculty members who have taught a required or elective course within the East Asian Studies Minor, the B.A. International Studies—East Asia, and/or the M.S. International Studies—East Asia academic programs over the past three years and (b) faculty members who have recently participated in the activities, events, or leadership of the East Asian Center.

Establishing such a connection will broaden the impact of CCSU's interdisciplinary programs and serve as an avenue to provide students opportunities for academically based cultural enrichment. In addition, this union appears to be the best way to address the Board of Regents' concerns regarding the continuation of the center while strengthening the center's and perhaps the programs' impact on our students and support for our faculty. This approach, therefore, characterizes the actions employed to revise the East Asian Center and will also be employed in guiding future reviews and updates of the Latin American, Latino, & Caribbean Center and the Africana Center at Central Connecticut State University.

Consequently, a draft charter of a potentially revised East Asian Center with a dual purpose of supporting Asian and Asian-American students at CCSU and promoting the academic, research, and service interests of the East Asian Studies Program was developed.

A copy of the draft charter was distributed to the nine full-time faculty members meeting the characteristics identified in the preceding paragraph, three additional faculty directors of the two other cultural centers, and eight academic administrators. Each was invited to participate in a meeting designed to gauge whether faculty involved in the current East Asian Center and the faculty teaching within the East Asian Studies-related academic programs would join in a defined organizational structure—a revised center that would expand its academic mission and hopefully achieve Board approval for its continuation.

Discussion occurred. Suggested changes included broadening the scope of the center from "East Asian" to "Asian." At the end of the meeting, the participants agreed by consensus to forward the proposed charter with the modified name and with an additional section describing the amendment process to me as president for my review and approval and subsequently to the Board of Regents of the Connecticut State Colleges and Universities for its review and approval

THE ORGANIZATIONAL CHARTER—The following text presents the charter being proposed to serve as the key organizational document for the new Center for Asian Studies:

CHARTER
ASIAN STUDIES CENTER
November 18, 2019

Mission

The Asian Studies Center (ASC) serves a dual role: (1) The center enhances instruction, research and creative activity, and service through programs, events, grants, and partnerships designed to create a broad understanding of the complexities of Asia in the context of an ever-changing world. (2) The center offers a supportive environment intended to meet the interests and needs of Asian and Asian-American students on the CCSU campus through access to support services, advising and mentoring services, as well as cultural, social and co-curricular programs.

Goals

- To serve as a means through which CCSU can advance its distinctive elements of "international education" and "interdisciplinary studies and cross-cultural initiatives."
- To enhance instructional programs and encourage research and creative activity on the part of CCSU students and faculty.
- To foster a welcoming, inclusive, informed, and sensitive campus climate to international Asian and Asian-American students, faculty, and staff through social opportunities for individuals to feel connected to campus life.
- To advocate and participate in efforts to recruit, retain, and guide to degree completion international Asian and Asian-American students.
- To serve as advocates and as a source of mentoring for international Asian and Asian-American faculty and staff.
- To provide academic-development experiences and encourage international Asian and Asian-American students to pursue leadership roles on campus.
- To collaborate with the Center for Africana Studies and the Latin American, Latino, and Caribbean Center in sponsoring and coordinating an array of programs, events/activities, workshops, and conferences to enhance academic learning, encourage social interactions, and inspire leadership among international Asian and Asian American students.
- To work with the Office of Equity & Inclusion to promote principles of diversity, equity, and inclusion.
- To work with Institutional Advancement and with Grants & Funded Programs to generate external funds to support the activities of the Asian Studies Center.

Director

The director reports to the provost and vice president for academic affairs or designee. The director is appointed to a two-year term by the provost with the appointment taking effect at the beginning of fall semester and running through two academic years. During the spring semester of even-numbered years, the Faculty Advisory Council of the Asian Studies Center nominates and identifies by secret ballot its recommendation for a director to serve the next term.

All Asian Studies Center Faculty Advisory Council members are eligible for consideration for service as director. The provost reviews the recommended appointment. If the provost agrees, then the appointment is made. If the provost disagrees, then the provost goes back to the Asian Studies Center Faculty Advisory Council for a subsequent nomination not to include the prior nomination.

The director performs the following functions:

- Serves as the chief program advocate.
- Chairs meetings of the Asian Studies Center Faculty Advisory Council.
- Maintains the official list of Asian Studies Center Faculty Advisory Council members.
- Pursues and coordinates the effort to obtain external funding.
- Coordinates preparation of grant proposals.
- Manages grant-based funding.
- Seeks partnership opportunities with potential external partners; coordinates preparation of draft MOUs with external partners.
- Serves as liaison with the Center for International Education and other university offices representing the Center for Asian Studies.
- Collaborates with the directors of the CCSU Center for Africana Studies and the CCSU Latino, Latin American, & Caribbean Center.
- Requests and receives from the Registrar lists of students who have self-identified as Asian-heritage students and from the CIE lists of international students from Asian countries to serve as primary student participants in center activities.
- Promotes the services and events of the Center for East Asian Studies to the full set of primary student participants and campus wide.
- Serves as the liaison to the faculty overseeing the East Asia Studies Minor, the B.A. International Studies—East Asia, and the M.S. International Studies—East Asia academic programs.
- Manages allocated Operating Expense and Discretionary Personal Services funding.
- Prepares the center's annual report for Academic Affairs.

The director will receive re-assigned load credit to perform the leadership activities of the director during fall and spring semesters. Summer assignments will be determined separately based on the magnitude of summer activities.

Asian Studies Center Faculty Advisory Council

Membership—Membership in the Asian Studies Center Faculty Advisory Council is determined by one of two methods:

1. *Instructional Assignments in East Asia Studies Academic Programs*—All CCSU tenured and tenure-track faculty members who in the prior three years (Fall-Winter-Spring-Summer) have taught at least one course from the following set of courses that comprise course selections in the East Asian Studies program are invited to accept membership in the EAC program faculty. East Asian Studies Courses: ANTH 423; ART 412; CHIN 304, 315; GEOG 435, 437; HIST 252, 353, 354, 422; IS 462, 596, 597; PHIL 250, 275, 350, 376; PS 425; or REL 250.
2. *Related Teaching, Scholarship/Creative Activity, Service*—Other CCSU faculty may request membership based on evidence of multiple works of scholarship, teaching, or service activities directly relating to the Asian Studies Center's mission. Such requests are forwarded to the faculty member's dean. The dean recommends to the provost. The provost appoints.

Role of the Asian Studies Center Faculty Advisory Council

- Recommends the center director to the provost.
- Collaborates in the development of instructional, research, creative activity, and service-related grant proposals to generate external funding for center activities.
- Recommends to the center director the annual goals for the center.
- Recommends support programs and activities designed to promote awareness and understanding of a broad set of issues related to complexities of Asian cultures and their impact on the world.
- Identifies and recommends support programs and activities designed to assist students of Asian heritage and international students from Asian countries in achieving academic success and participating in student life activities.
- Advises the center director in the preparation of the annual budget request.

Budget

The budget is proposed annually through the established CCSU budget-proposal process to provide support to generate grant activity, fund-raising efforts, and augment the cost of events that supports the center in performing its mission.

Establishment of the Charter and Subsequent Amendments

This *Charter of the Asian Studies Center* shall be approved once the following actions have occurred: (1) The charter as forwarded to President Zulma Toro is recommended by her for approval by the Board of Regents of the Connecticut State Colleges and Universities. (2) The charter is approved by the Board of Regents for a seven-year period as a revision to the center known until Fall 2019 as the Center for East Asian Studies.

Amendments to the *Charter of the Asian Studies Center* may be initiated by any member of the Asian Studies Center Faculty Advisory Council, the academic deans, or the provost. Proposed amendments must be approved by a majority of the Asian Studies Center Faculty Advisory Council. The votes must be in person and submitted by secret ballot. For the purposes of amending the charter, a majority includes more than 50 percent of the official membership of the council. Once approved by the Asian Studies Center Advisory Council, the recommended changes to the charter must be forwarded to the provost and vice president for academic affairs for review and recommendation to the president. If approved by the president, the charter will be forwarded to the Board of Regents' Academic and Student Affairs Committee, which will review and forward if approved to the Board of Regents. Upon approval of the proposed change by the Board of Regents, the charter will then be amended.

Following the letter is an appendix carrying the text from the Minutes of the Academic and Student Affairs Committee of the CSCU Board of Regents for October 5, 2018. I encourage your approval of this new structure designed to promote the academic success of CCSU students and faculty.

Sincerely,

Zulma R. Toro
President

APPENDIX TO THE NOVEMBER 13, 2019 LETTER
FROM PRESIDENT ZULMA R. TORO TO
DR.. JANE M. GATES
November 13, 2019

APPENDIX—Excerpt from the Minutes of the Academic and Student Affairs Committee of the CSCU Board of Regents for October 5, 2018.

Center for East Asian Studies
A motion to approve the continuation of the CCSU Center for East Asian Studies for an additional seven years, until December 31, 2025, was made by N. Cohen and seconded by A. Budd.

Provost David Dauwalder and Dr. Chris Galligan, VP of Institutional Advancement, discussed the CCSU Center and Institute. The CCSU Center for East Asian Studies has been in operation since 1998, first as the China Resource Center, renamed to the East Asian Studies Center in November 2003. The Center employs four strategies to support Asian and Asian-American students at CCSU: (1) Academic Performance Analysis; (2) the Mentoring Program; (3) the Early Academic Alert System; and (4) Center-sponsored events.

Questions/Comments centered on:

(a) *Student Monitoring* – Why do Asian Americans need special monitoring? CCSU is working with the Center's Director to potentially expand the work of the Center.
(b) *Can CCSU consider making this an International Center? Or, alternatively, combining this Center other similar Centers?* There are two other similar Centers at CCSU, the Africana Center and the Latin American, Latino and Caribbean Center. Provost Dauwalder noted that he has been at CCSU for seven months and was asked to look at the three centers noted above, but The East Asian Center is up for renewal now. CCSU has hired external consultants to look at the three Centers and to determine how to establish stronger linkages between the Centers and academic programs. President Toro has charged Provost Dauwalder to work with the Center Director to consider changes to the mission of the Center and to develop a five-year Strategic Plan. Chair Harris asked how much time CCSU would need to review the Center and move the recommendations forward to the ASA Committee.
(c) *Revenue* – Regent Budd asked how much revenue the Center generated and how it would change if the three Centers were combined. Dr. Lugo 3 suggested that combining the three centers would result in a "one size fits all" approach, which may not be beneficial to any of the three groups.
(d) *Student Satisfaction Survey* – The 2017 survey for students in the East Asian Center showed that over 48% of the respondents expressed strong dissatisfaction with CCSU as a friendly and supportive campus. Chair Harris stated that while students responded to other questions regarding the campus environment positively; this issue, in addition to student retention, needs to be explored.

Chair Harris recommended that CCSU review the Center to determine whether they want to continue the center or combine it, and other Centers, into an International Center.

A substitute amendment was made by N. Cohen seconded by A. Budd to approve the continuation of the East Asian Center until December 31, 2019 and prior to that date CCSU should submit a recommendation to the ASA Committee to continue the Center, with changes, or to terminate it. A vote was taken on the amended motion and passed unanimously.

OFFICE OF THE PRESIDENT
CCSU
Central Connecticut State University

January 17, 2020

Dr. Jane Gates
Provost & Senior Vice President for
Academic & Student Affairs
Connecticut State Colleges & Universities
61 Woodland Street
Hartford, CT 06105

Dear Dr. Gates,

Would you please consider forwarding the following request and recommendation to the Board of Regents' Academic and Student Affairs Committee:

> ***The CCSU East Asian Studies Center be renamed the "Asian Studies Center," as described in my November 2019 recommendation, and that the Center be considered exempt from the provisions of the policy statement, "The Establishment of Centers and Institutes," which was approved by the Board of Regents (BOR) on September 19, 2017.***

The East Asian Studies Center, as it is currently known, was first authorized as the China Resource Center in February 1998. It was renamed the East Asian Studies Center in November 2003 and reauthorized in October 2008 and November 2013. The 2013 policy under which the Center was reauthorized, was repealed on September 19, 2017 and replaced with a new policy, "The Establishment of Centers and Institutes."

Effects of the Change
Both the 2001 policy and the 2017 policy defined the terms "center" and "institute." They also identified required features that were governed by the policies and listed the specific topics that were to be addressed when a new center or institute was proposed under the policy.

By repealing **BR 01-47** with the 2017 policy, the definitions of centers and institutes that were to be reviewed by the BOR and features required to be present in the centers and institutes substantially changed. The new policy also added significant restrictions to centers and institutes reviewed by the BOR in describing the elements required in a formal proposal to establish a center or institute.

Definitions
The definition for "center" changed as shown below:

> *A formally organized, scholarly unit with self-sustaining, substantial resource(s) of funding having either an instructional or research focus that tackles challenging and critical issues, in alignment with System and institutional missions.*

The 2017 policy narrows the scope of the previous policies. It defines centers and institutes reviewed by

the BOR as (a) scholarly, (b) self-sustaining, (c) demonstrating substantial sources of funding, (d) carrying a focus on challenging and/or critical issues, and (e) being in alignment with system and institutional missions.

Required Features
The required features of centers and institutes reviewed by the BOR had previously included (a) a separately identifiable budget, (b) an appointed director/coordinator, who has a defined task as administrative head of the center, and (c) professional staff normally representing more than one academic department of discipline."

Now, the interdisciplinary nature of a center is no longer required; instead, it is "encouraged."

Though the definition of a center required alignment with "System and institutional missions," only the "connection to System goals" is currently a required feature. The requirement also calls for a stated purpose that advances achievement of one or more of the five system goals (1) a successful first year, (2) student success, (3) affordability and sustainability, (4) innovation and economic growth, and (5) equity.

Elements Required in a Formal Proposal
The list of general elements required in a formal proposal are similar between the 2001 and 2017 policies, but the 2017 policy adds greater specificity in describing required elements. This creates expectations not present in the prior policy. The major change between the two is the stated requirement that proposals include "the identification of funding sources, a majority of which must be either self-sustaining and/or external to the institution."

Relevance of the Change
As written, the 2017 policy would remove the East Asian Studies Center from consideration due to its role to fulfill an operational function with CCSU. The Center has a long history of promoting, supporting, and enhancing academic success and excellence among Asian American and international Asian students at CCSU.

Upon my arrival at Central, it has been one of my objectives to ensure that our three cultural centers present a strong academic focus within their operation and are aligned with our goals and that of the System, including: excellence, access, culture, and community.

The mission of the restructured Asian Studies Center will carry an expanded focus of supporting students by providing enhanced instruction, research/creative activity, and service. Further, the center has and will continue to support our university-wide efforts to develop a positive culture that promotes equity and inclusion.

Taking all this into account, I respectfully request that you confirm the Asian Studies Center and that it is waived from the BOR's process for review of centers and institutes.

Sincerely,

Zulma R. Toro
CCSU President

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Discontinuation of a Center

February 6, 2020

RESOLVED: That the Board of Regents for Higher Education approve discontinuation of the Center for Compassion, Creativity, and Innovation at Western Connecticut State University effective December 31, 2019.

A True Copy:

_____

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

ITEM
Discontinuation of the Center for Compassion, Creativity, and Innovation at Western Connecticut State University effective December 31, 2019

BACKGROUND
The Board of Regents established a new Policy for the Establishment of Centers and Institutes in the Connecticut State Colleges and University System on September 19, 2017. That Policy requires the chief administrative officer of each center or institute in the System to undertake an evaluation of the entity in terms of its achieving its goals and objectives, and to submit a Sunset Report for Continuation or Discontinuation every seven years.

The Center for Compassion, Creativity, and Innovation was established by the Board of Regents on June 20, 2013 and authorized until December 31, 2018. The mission of the Center is to expand opportunities and support teaching, research and intellectual discourse exploring the values of compassion, creativity and innovation for undergraduate and graduate students, faculty, and staff across all academic disciplines working whenever possible with people of all communities.

In the Center's 2018 Sunset Report, President John B. Clark recommended that the Board of Regents authorize its continuation for only one year. During that timeframe, the institution would not expend any funds on the Center and would develop a strategic plan including a development/ fundraising plan for the Center.

During the interim, Dr. Clark has determined that:

> While the Center has been productive in terms of community engagement, it has failed to develop a community of scholars and a funding stream. The initiatives it supports can be sustained through the Compassion and Creativity Club, which host many compassion related events on campus each year.

RECOMMENDATION
Dr. John B. Clark, President of Western Connecticut State University recommends that the Board of Regents approves the discontinuation of the Center for Compassion, Creativity, and Innovation at Western effective December 31, 2019

01/24/20 – Academic and Student Affairs Committee
02/06/20 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Discontinuation of a Center

February 6, 2020

RESOLVED: That the Board of Regents for Higher Education approve discontinuation of the Center for the Study of Culture and Values at Western Connecticut State University effective December 31, 2019.

A True Copy:

_____

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

ITEM

Discontinuation of the Center for the Study of Culture and Values at Western Connecticut State University effective December 31, 2019

BACKGROUND

The Board of Regents established a new Policy for the Establishment of Centers and Institutes in the Connecticut State Colleges and University System on September 19, 2017. That Policy requires the chief administrative officer of each center or institute in the System to undertake an evaluation of the entity in terms of its achieving its goals and objectives, and to submit a Sunset Report for Continuation or Discontinuation every seven years.

The Center for the Study of Culture and Values was established March 7, 2003 (BR 03-09) by the CSU Board of Trustees. The Center was authorized to continue until December 31, 2018 by the Board of Regents on November 21, 2013. The mission of the Center is to "expand opportunities and enrich discourse in the university and community related to culture, values and issues of choice in history and contemporary life; and to support teaching, research and scholarship on topics related to the significance of culture and values in shaping our civilization."

In the Center's 2018 Sunset Report, President John B. Clark recommended that the Board of Regents authorize its continuation for only one year. For that timeframe, it was declared the Center's expenditures would not exceed its revenue.

In regards to the Center's future, Dr. Clark has determined that:

> The Center for the Study of Culture and Values was developed to oversee the Endowed Chair of Hellenic Studies and related aspects of the Macricostas Endowments. Additional endowments from the Macricostas Family Foundation has shifted the focus of these funds and, working with the donor, we have developed a new plan to select speakers and host events. In addition, the Chair has been reduced to a visiting scholar (alternating between part-time and full-time appointments depending on the endowment funds available). There is no need for the Center as there are no plans for fundraising or scholarship in this area.

RECOMMENDATION

Dr. John B. Clark, President of Western Connecticut State University recommends that the Board of Regents approves the discontinuation of the Center for the Study of Culture and Values at Western effective December 31, 2019

01/24/20 – Academic and Student Affairs Committee
02/06/20 – Board of Regents

BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

regarding

THE ESTABLISHMENT OF CENTERS AND INSTITUTES

in the

CONNECTICUT STATE COLLEGES & UNIVERSITIES SYSTEM

February 6, 2020

WHEREAS, The Board of Regents for Higher Education places importance upon the pursuit of excellence in all academic endeavors undertaken at institutions of the Connecticut State Colleges & Universities System, and

WHEREAS, The Board of Regents has fiduciary concerns regarding the viability and sustainability of new initiatives to be established at CSCU institutions, and

WHEREAS, Policy Statements and Policy Guidelines are necessary to ensure that the establishment, evaluation, and continuation or discontinuation of new Centers and Institutes comply with a particular protocol, process and procedures that affect desired results; therefore, be it

RESOLVED, New Centers and Institutes shall not be established without the prior approval of the Board of Regents, and be it further

RESOLVED, The attached Policy Statement and Guidelines regarding the Establishment of Centers and Institutes and for the review of Centers previously established prior to this approval are hereby adopted.

RESOLVED, That BR# 17-136, concerning the Establishment of Centers and Institutes, adopted by the Board of Regents for Higher Education on September 19, 2017 is rescinded.

A True Copy:

_____

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

ITEM
Revision of Policy: The Establishment of Centers and Institutions in the Connecticut Community Colleges and University System

BACKGROUND
On June 8, 2001, the Board of Trustees for the Connecticut State University System repealed its previously established policy for the establishment of instructional, research and service units and established a new policy for the Establishment of a Center or Institute at Connecticut State Universities which incorporates "Guidelines Regarding Academic Centers and Institutes" (BR 01-47). Therein, the guidelines stipulated proposal development, submission, review and approval procedures. The policy was last revised September 19, 2017 and implemented a more comprehensive review of proposals to establish centers or institutes.

ANALYSIS
The current modification adds language to the description of centers and institutions to clarify their purposes, to clarify their periodic review every seven years, and to differentiate them from other entities that also carry in their names the word "center," such as Student Centers or Teaching Centers.

RECOMMENDATION
That the Board of Regents for Higher Education approves the resolution adopting the Policy Statement and Policy Guidelines for the Establishment of a Center or Institute at institutions in the Connecticut State Colleges and Universities System.

01/24/2020 – BOR Academic & Student Affairs Committee
02/06/2020 – Board of Regents

THE ESTABLISHMENT OF CENTERS AND INSTITUTES

Policy Statement

The purpose of this Policy is to define CSCU Centers/Institutes and present Guidelines that provide common requirements for their establishment, evaluation, and continuation or discontinuation. CSCU Centers and Institutes are non-degree granting academic entities engaged in research, instruction, or clinical or other services. The BOR policy covers academic centers and requires initial approval of a center/institute and a review every seven years. These requirements ensure financial sustainability and that the mission is being achieved.

Other institutional entities such as a Student Center, Health Center, Women's Center, Career Center and Teaching Center provide pertinent services and/or support to students, staff and/or faculty, and typically do not require board approval.

Definitions -

Center: a formally organized, scholarly unit with self-sustaining, substantial source(s) of funding having either an instructional or research focus that tackles challenging and critical issues, in alignment with System and institutional missions.

Institute: a formally organized, scholarly unit with self-sustaining, substantial source(s) of funding with a focus upon clinical, community or public service – addressing a singular, compelling societal problem or need, in alignment with System and institutional missions.

Features -

The Board of Regents (BOR) requires Centers/Institutes to advance achievement of one or more of the System's Five Goals, which are:

GOAL 1. A SUCCESSFUL FIRST YEAR

GOAL 2: STUDENT SUCCESS

GOAL 3: AFFORDABILITY AND SUSTAINABILITY

GOAL 4: INNOVATION AND ECONOMIC GROWTH

GOAL 5: EQUITY

Additionally, BOR encourages Centers/Institutes:

- to afford research, service and/or experiential learning opportunities to CSCU students
- to be inter-institutional and/or interdisciplinary collaborations
- to develop marketable products and services, and to facilitate their movement into the marketplace

- to implement formalized linkages between its academic community and the professional and/or service community of focus in its region or service area
- to publish journal articles, make conference presentations, host forums and otherwise publicize research results and studies of services rendered

Policy Guidelines

Establishing a Center/Institute

Faculty, administrators and professional staff member at CSCU institutions and the System Office may submit proposals to establish a CSCU Center or Institute. After approval through an institution's established internal process, proposals are to be submitted to the System's Academic Council – the chief academic officers of CSCU institutions convened by the System Provost and Senior Vice President of Academic and Student Affairs. Prior to submission, the proposal must be formally endorsed by the institution's or System Office's chief academic officer who will make the initial presentation to the Academic Council.

In determining a proposal's merits, the Academic Council shall review the following proposal components:

1. *Need* – (a) define the need (a gap between the actual state of affairs and the desired state) for the proposed center or institute, and (b) state the manner (action plan) in which the proposed entity would address the described need. **NOTE:** Both the need and the action plan must be substantiated by reputable research.
2. *Goals and Objectives* – state the goals (broad statements of desired results) and objectives (specific, measurable steps to achieve the stated goal) of the proposed center or institute. State the relationship of the goals and objectives to the institution's mission and how the proposed entity would add value to the institution. If the goals and objective include impacting upon and/or actively involving the institution's students and/or some other audience; state explicitly what that impact and/or involvement would be. **NOTE:** The goals and objectives will serve as the foundation for the proposed entity's evaluation plan.
3. *Administration, Faculty and Staff* – present the administrative structure of the proposed entity and its departmental affiliation(s); and the identification of faculty and staff to be initially involved in the operations of the proposed center or institute, and discuss their expertise, roles and responsibilities.
4. *Budget and Sustainability* – exhibit and explain an estimated, itemized budget for the first year of operation, including space and equipment, projections to cover expenditures in each additional year of the initial four-year provisional period, and the identification of funding sources, a majority of which must be either self-sustaining and/or external to the institution.

5. *Evaluation Plan* – delineate a formal plan to: (a) monitor the implementation of activities to achieve the stated goals and objectives, (b) ascertain the extent to which the goals and objectives are actually achieved, and (c) use the results for program improvement and decision-making; during the initial four-year provisional period.

The proposal components should be outlined initially in a concept paper (no more than five pages) and subsequently elaborated upon in a full proposal, if the Academic Council endorses the concept. The full proposal should include a strategic plan that specifically aligns the proposed entity's goals and objectives with the major elements of its action plans and expenditures. In considering the full proposal, the Academic Council may elect to invite the proposal's principal investigator(s) to address any questions and concerns it may have. Additionally, as an element of its collective, deliberative process regarding the viability of the proposed Center or Institute; members of the Academic Council may study relevant issues and consult administrators, faculty, staff and/or students/alumni of their respective CSCU institution.

NOTE: Templates for the Concept Paper and Full Proposal to Establish a CSCU Center/Institute shall be developed by the Office of the System Provost.

If the Academic Council votes to endorse the proposal, it shall be forwarded by the Office of the System Provost via a Staff Report to the BOR's Academic and Student Affairs Committee (ASA) for its consideration The Staff Report shall contain an analysis regarding the proposal's merits and a recommendation concerning the Center's/Institute's initiation. The endorsing chief academic officer and principal investigator(s) shall present the proposal to the ASA and respond to any questions and concerns. If the ASA approves the establishment of the proposed Center/Institute, the proposal will be forwarded to the BOR for its consideration as a consent item. Upon BOR consent, the proposed Center/ Institute shall be authorized to be established for a four-year provisional period.

Center/Institute Evaluation

By September 1st, in the fourth year of a newly established Center/Institute, its director shall submit an Interim Progress Report to the System Provost, detailing its progress to date. The criteria for this self-study shall be the same as that of the proposal components, highlighting the Center's/Institute's accomplishments. If applicable, the accomplishments should detail the impact upon and/or involvement of the institution's students and/or some other intended audience. The Interim Progress Report shall also include a three-year accounting of revenue and expenditures. The Interim Progress Report shall be summarized through a Staff Report prepared by staff of the System Provost and forwarded to the ASA for its consideration. The Staff Report shall contain a recommendation from the Office of the Provost regarding acceptance or rejection of the report. The institution's chief academic officer and director will present the Interim Progress Report to the ASA and respond to any questions and concerns. If the ASA accepts the Interim Progress Report, its recommendation of provisional status of the Center/Institute will be removed and continuation will be authorized for a full seven-year period. Such recommendation will be forwarded to the BOR for its consideration as a consent item.

All Centers/Institutes shall go out of existence on December 31st seven years after authorization, unless action to the contrary is taken by the Board of Regents.

By September 1st, in the seventh year of a CSCU Center/Institute established under these guidelines, its director shall submit a Sunset Report for Continuation or Discontinuation to the institution's chief executive officer and chief academic officer, recommending continuation or discontinuation. In forwarding the Sunset Report to the System Office, the chief executive officer makes a recommendation regarding the continuation or discontinuation with comments and the chief academic officer verifies the contents of the report with comments. The format of the Sunset Report shall be similar to that of the Interim Progress Report. The Sunset Report shall be summarized through a Staff Report by staff of the System Provost and forwarded to the ASA for its consideration. The Staff Report shall contain a recommendation from the Office of the Provost regarding acceptance or rejection of the report. The chief academic officer and director will present the Sunset Report to the ASA and respond to any questions and concerns. The ASA may elect to direct the Office of the System Provost to conduct an additional assessment, including a formal site visit, of the Center/Institute or to arrange for such an assessment by a third party, external to the System; and to consider this assessment prior to making its decision. If the ASA accepts the Sunset Report, its recommendation that the Center/Institute be continued for another seven-year period or discontinued as of the following December 31st will be forwarded to the BOR for its consideration as a consent item.

After the initial seven year review, the review process for continued Centers shall be repeated every seven years.

NOTES: (1) Any reports to and reviews from an external funder should be appended to the applicable Interim Progress Report or Sunset Report. (2) Templates for the Interim Progress Report and the Sunset Report for Continuation or Discontinuation of a CSCU Center/Institute shall be developed by the Office of the System Provost.

Continuation or Discontinuation of Center/Institute

In its analysis of a CSCU Center's/Institute's Interim Progress Report and Sunset Report, the Office of the System Provost shall contrast the report with the proposal for establishment, or previous Sunset Report, if applicable, and:

- assess whether or not the Center/Institute meets a compelling need and appropriately addresses that need with appropriate and effectual activities
- assess the Center's/Institute's success in meeting its goals and objectives
- make a determination as to the adequacy of personnel and their commitment and contribution to the Center's/Institute's progression
- make a determination as to the adequacy of fiscal resources and their efficacy of their use
- make a determination as to the thoroughness, effectiveness and credibility of the Center's/Institute's evaluation plan

It is recommended that informal monitoring visits and interviews with Center/Institute staff members and oversight administrators be conducted over the course of the year preceding the due dates for Interim Progress Reports and Sunset Reports.

The recommendation to continue or discontinue an established Center/Institute is essentially an internal decision. While some other administrator might be assigned oversight of a CSCU Center/Institute, the chief executive officer and the chief academic officer of the initiating entity are ultimately responsible for Center's/Institute's operations. CSCU institutions, the lead institution for inter-institutional collaborations and the System Office are encouraged to construct their own annual reporting requirements and formats for Centers/Institutes, as well as other on-going monitoring procedures and mechanisms to remedy deficiencies and implement improvements. It will be important to the System Office's analysis of Interim Progress and Sunset reports, and subsequently to decision-making by the ASA that the comments of the chief executive and chief academic officers site these supervisory instruments in presenting the rationale for their recommendations.

NOTE: The initiating entity's chief academic officer will be required to verify all reports submitted by a Center/Institute to the System Office.

Revised: 9/8/2017
02/06/2020

OFFICE OF THE PRESIDENT

CCSU

Central Connecticut State University

MEMORANDUM

To: Mark E. Ojakian
President, Connecticut Board of Regents for Higher Education

From: Zulma R. Toro
President, CCSU

Date: December 18, 2019

Re: Sabbatical Leaves for 2020-2021

I have approved the following sabbatical leaves for instructional faculty at Central Connecticut State University for the 2020-2021 academic year.

First Name	Last Name	Title	Department	Project Title	Requested Time Period
Luz	Amaya	Associate Professor	Engineering	Design and Manufacture of Portable Solar Water Generation System	Spring 2021
Candace	Barrington	Professor	English	*Chaucer and Translation: The Global Roots and Branches of English Literature*	AY 2020-2021
David	Broderick	Associate Professor	Computer Electronics & Graphics Technology	Design and Manufacture of Portable Solar Potable Water Generation System	Spring 2021
Barbara	Clark	Professor	Literacy, Elementary & Early Childhood Education	Unmasking Hope: Children, Emotional Imagination & the Arts	Spring 2021
Stephen	Cohen	Professor	English	"Eating the Other: Consumption and Intercultural Contact in Shakespeare"	Spring 2021
Jaclyn	Geller	Associate Professor	English	"A Good Husband for Every Pretty Girl:" Jane Austen and Eighteenth-Century Marriage Satire	AY 2020-2021

Eugena	Givens	Associate Professor	Criminology & Criminal Justice	Evaluation of Community-Based Crime Reduction in Hartford, CT	Fall 2020
Sylvia	Halkin	Professor	Biology	Changes over Time and Space in the Song Reperoires of Northern Cardinals, Cardinalis cardinalis	Spring 2021
Paul	Hapeman	Associate Professor	Biology	Manuscript Completion and Project Development for the new M.S. Biological Sciences: Wildlife and Conservation Biology Specialization at Central Connecticut State University	Spring 2021
Heidi	Hartwig	Associate Professor	English	*Roman Fever: Conversion in Modern British Literature*	AY 2020-2021
Barry	Hoopengardner	Professor	Biomolecular Sciences	RNA Editing in Ion Channels of a Social Insect	Spring 2021
Andrea	June	Associate Professor	Psychological Science	Resilient Aging Routable: A Brief Psychoeducational Discussion Group	Spring 2021
Rati	Kumar	Associate Professor	Communication	"A Local and Global Culture Centered Approach to Improved Health Outcomes in Marginalized and Displaced Communities"	Fall 2020
Kate	McGrath	Professor	History	Warfare, Trauma, and Memory 1337-1648: Perspectives from History, Literature, and Visual Culture	Spring 2021
Beth	Merenstein	Professor	Sociology	From Policy to Practice: How History and Social Studies Courses Help to Maintain Inequality	Spring 2021
Angela	Morales	Professor	Modern Languages	Technologies and their cultural and Literary Articulations in Latin America and Spanish Literatures	AY 2020-2021
Oluyinka	Oyewumi	Associate Professor	Geological Sciences	Investigating the impacts of land use activities on the concentration of arsenic and seven toxic chemical elenents in soil, and groundwater systems of an agricultural region of Lebanon, CT	Spring 2021

Heather	Rodriguez	Associate Professor	Sociology	Using art to define the Latino experience and reconstruct racial identities in the U.S.	Fall 2020
Talat	Salama	Professor	Manufacturing & Construction Management	Designing and Testing Concrete Mixes using Volcanic Ash for Bridge Construction	Fall 2020
Karen	Santoro	Assistant Professor	Mathematical Sciences	Math Foundations Online	Fall 2020
Ivan	Small	Associate Professor	Anthropology	Southeast Asian Ethno-Mobilities	AY 2020-2021
Lynda M.	Valerie	Professor	Literacy, Elementary & Early Childhood Education	Permission- and Necessity-to Play with Language	Fall 2020
Matthew	Warshauer	Professor	History	Book entitled *Ground Zero: The 9/11 Generation*	Fall 2020

/sm

EASTERN CONNECTICUT STATE UNIVERSITY

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November 8, 2019

Mr. Mark Ojakian
President
Connecticut State Colleges & Universities
61 Woodland Street
Hartford, CT 06105

Dear President Ojakian:

Attached are my recommendations for the 2020 - 2021 sabbatic leaves for instructional faculty. As the brief project descriptions show, the leaves are requested to pursue a variety of scholarly and creative endeavors that strengthen the professional competence of faculty and enrich their teaching. I am confident that these sabbatic leaves will bring merit to the University.

The recommendations are submitted for your information and that of the Board of Regents.

Sincerely,

Elsa Núñez
President

Attachment

cc: Dr. Jane McBride Gates, Provost & Senior VP Academic & Student Affairs, BOR
Mr. Andrew Kripp, Vice President for Human Resources, BOR
Ms. Erin Fitzgerald, Associate for Board Affairs, BOR
Dr. William M Salka, Provost and Vice President for Academic Affairs
Dr. Carmen Cid, Dean, School of Arts and Sciences
Dr. Elizabeth Scott, Dean, School of Education and Professional Studies

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Sabbatical Recommendations for Instructional Faculty
For Academic year 2020-2021

1. **Dr. Kurt Lucin**
   Biology Department
   Spring 2021

Dr. Lucin will continue his research investigating the presence and function of bacteria within the brain. To do this, he will analyze bacterial DNA from healthy mouse and human brains. This will be compared to brain tissue from patients with epilepsy. He will also create figures and written material for publication, prepare and submit an NIH grant, present this work at the Society for Neuroscience conference, and work with two Eastern students. Eastern's reputation will benefit from the publication and possible grant award. Students will gain valuable research experience and will present their work.

2. **Dr. Garrett Dancik**
   Computer Science Department
   Spring 2021

Analyzing genomic data can provide insight into biological processes and diseases. The proposed sabbatical will support Dr. Dancik's scholarship and professional development by allowing him to 1) learn state of the art genomic data analysis methods through training under Dr. Manuel Garber, the director of the University of Massachusetts Medical School's Bioinformatics Core facility; 2) apply these techniques to identify genomic biomarkers in bladder cancer; and 3) begin a new research project involving the development of important bioinformatics tools. The sabbatical will further his research capabilities, lead to undergraduate research opportunities, and enhance Eastern's Bioinformatics and Computer Science programs.

3. **Dr. W. Dickson Cunningham**
   Environmental Earth Science Department
   Spring 2021

Dr. Cunningham will continue two major research themes he has developed since arriving at Eastern in 2012: 1) the crustal evolution of eastern Connecticut and, 2) distant effects of the Indo-Eurasia collision. For Project 1, he will combine EES student project data with his own data to generate several publications. For Project 2, he will complete two papers stemming from previous fieldwork in China and Mongolia. Publications in leading journals will raise the profile of Eastern.

4. **Dr. Xing Liu**
   Education Department
   Fall 2020

This sabbatical will support a book project titled "Categorical Data Analysis and Multilevel Modeling Using R." It is expected that a final manuscript will be submitted to Sage Publications

by spring 2021. Two national large-scale datasets will be used for data analysis with various packages in R in this book. This book will make an important contribution to the research field and will also benefit Eastern and the Education Department by increasing visibility and reputation.

5. **Dr. Allison Speicher**
   English Department
   2020-2021 Academic Year

This sabbatical will allow Dr. Speicher to complete necessary archival research for her second book project, entitled "Fictions of Age: Age Consciousness in Nineteenth-Century American Literature." She is currently applying for grants to visit multiple archives during this leave to access previously unstudied literary texts not available digitally. Assembling this archive will allow her to develop the chapter list and sample chapters necessary to submit a book proposal to an academic publisher. Publication and presentation of this work will enhance Eastern's reputation; this research will also inform her teaching of American and children's literature and her mentorship of undergraduate research.

6. **Dr. Kehan Gao**
   Computer Science Department
   Fall 2020

High class imbalance between majority and minority classes in datasets can skew the performance of machine learning algorithms and bias predictions in favor of the majority (negative) class. This bias, for cases where the minority (positive) class is of greater interest, may result in adverse consequences. This project focuses on utilizing a unique, combined approach of data sampling and feature selection to investigate the effect of class imbalance on big data analytics. Results of the study are expected to be published in Data Science related conferences and journals, and also be shared with the Data Mining and Big Data classes.

7. **Professor Afarin Rahmanifar**
   Art and Art History Department
   Spring 2021

This sabbatical will allow Professor Rahmanifar to accomplish several ongoing projects, including: complete the series of "The Women of Shahnameb," nine large scale mixed media paintings; complete a new mixed media sculptural installation project; co-curate "A Bridge Between You and Her," an exhibition of Iranian Women Artists; and submit new work to the exhibit "A Bridge Between You and Her." This collected work will inspire students by demonstrating how artists continue to evolve.

8. **Dr. Mihyun Kang**
   Communication Department
   2020-2021 Academic Year

This sabbatical will allow Dr. Kang to: (1) improve her professional competence in her current research stream which involves online consumer behavior and (2) enhance her knowledge in a new discipline, health communication. She will conduct four research projects, each of which

will lead to a journal manuscript. Three of these will be submitted to conferences and journals prior to the summer of 2021. The content and skills that will be gained or enhanced by completing these projects will broaden Eastern students' experience with new materials, and the presentations and publications of these projects will enhance the reputation of Eastern among scholars at peer-reviewed conferences.

9. **Dr. Megan Heenehan**
   Mathematical Sciences Department
   Spring 2021

The purpose of this sabbatical is three-fold. First, Dr. Heenehan will continue her research on graph immersions, producing two manuscripts to submit for publication. She will also expand her knowledge of Network Science, which is a form of Graph Theory, and begin research in that area. Finally, she will learn to program in R and/or Python, to further her research and to develop undergraduate research projects.

10. **Dr. Joel Rosiene**
    Computer Science Department
    Fall 2020

One of the major challenges of the Internet of Things (IoT) implementation is ensuring trust between devices. The IoT device (webcam, thermometer, lightbulb, etc.) must interact with either another device (peer) or with a broker (a known location or service on the web). The main object here is to prevent malevolent actors from gaining access to the device, or to prevent spoofing (pretending to be legitimate) the device in a private network of devices. The research proposed will use emerging machine learning techniques to construct a digital fingerprint of the IoT device to help identify and provide secondary authentication.

11. **Dr. Reginald Flood**
    English Department
    Spring 2021

In this sabbatical, Dr. Flood will write a multi-genre expressive text based on the historical reality of "The Slave Trail of Tears," that took place 50 years before the Civil War when the slave economy switched from tobacco to cotton. It was the largest forced migration in the history of the United States, when one million enslaved individuals of African descent were marched into the deep-south to a dramatically different plantation system that situated their labor as part of the factory reality of cotton production instead of domestic and agrarian servitude. The goal is to give those individuals a voice.

12. **Dr. Emiliano Villanueva**
    Business Administration Department
    Fall 2020

This proposal aims for the completion of three goals regarding an on-going large research project that Dr. Villanueva is involved in. The project is developed together with a colleague from the Geneva School of Business Administration, and is the continuation of efforts supported by

ECSU Research Reassigned Time for the spring semester of 2020, and a 2019-2020 CSU-AAUP University Research Grant. The first goal is to finish field work in Switzerland and Argentina (a total of 465 personal interviews). The second goal is to start data analysis, literature review, and writing of research outcomes. The final goal is to extend the project to new countries (Australia and Italy) for better comparison. These activities will contribute to finishing most of this large research project, while expanding his research agenda in the global wine business. This research area is rising, the number of practitioners and academics working in wine business worldwide have consistently grown in the last years, and Eastern can show through this work its commitment to this research area and its global reach.

Southern Connecticut State University
SCSU
Office of the President

January 8, 2020

Mr. Mark Ojakian
President, Board of Regents for Higher Education
Connecticut State Colleges & Universities
39 Woodland Street
Hartford, CT 06105

Dear Mr. Ojakian:

I am granting sabbatical leaves for the following faculty during the 2020 – 2021 academic year.

Full Year at Half Pay **August 2020 – May 2021**

Valerie Andrushko, Associate Professor, Anthropology **Rank 12**

My sabbatical leave will be used to complete two articles on ancient Inca burials from Cuzco, Peru. The first article focuses on health as measured by multiple skeletal and dental indicators such as stunted growth and enamel defects. The second article examines cranial vault modification (CVM), a cultural practice that served as a marker of ethnic identity. Patterns of health changes and CVM have not been previously published for Inca burials in Cuzco, so these two peer-reviewed articles will contribute significantly to the literature on empires and their impact on the health and cultural practices of their constituents.

Yulei Pang, Associate Professor, Mathematics **Rank 7**

During my sabbatical leave, a combination of two independent but not mutually exclusive projects will be conducted. 1) An interdisciplinary project with a faculty member from the department of environmental health at SUNY-Albany. We will focus on projecting spatially explicit life cycle greenhouse gas emissions of com production in the US mid-west under future climate scenarios with a machine learning approach. 2) Socially Intelligent Robots for Sign Language Recognition. This project targets building a humanoid robot that processes the sign language, provide a natural and user-friendly way of communication.

Half Year at Full Pay **Fall Semester** **August 2020 – December 2020**

Imad Antonios, Professor, Computer Science **Rank 10**

Smart grid capabilities in modem electricity distribution grids rely extensively on the use of digital data sources for efficient management and distribution of power. Offsets in the clocks of measuring devices introduce errors that affect estimation of power loss in the grid. The goal of the proposed work is to provide a detailed analysis of this error based on a study of a stochastic model and energy measurements, and to propose an online error prediction procedure.

Corrine Blackmer, Professor, English **Rank 5**

During my sabbatical, I propose to write the last two chapters and outline the conclusion of my book-length monograph, under contract with University of Wisconsin Press, on the extensive and enabling-if overlooked-influence of existentialism on prominent Cold War (1946-1969) gay and lesbian authors. They were inspired by postwar existentialist philosophy, which held that individuals were responsible for affirming themselves and rejecting conventional psychiatric, religious, judicial, and social labels imposed by society. Within existentialism, gays and lesbians who affirmed their authentic selves were cultural heroes who acted not in bad faith but rather in bonne Joi or good faith.

Leon Brin, Professor, Mathematics **Rank 19**

I will use my sabbatical to write four chapters of a linear algebra textbook to be used at SCSU and anywhere else a general-purpose first semester linear algebra textbook would be used.

Eric Cavallero, Associate Professor, Philosophy **Rank 22**

Involuntary displacement harms a distinctive set of individual interests by destroying socio--geographic spaces in which individual lives are rooted. These interests are sufficiently important to ground a set of individual moral rights·, which I term "rights of habitation." The moral implications of state actions that infringe these rights are examined in two contexts: politically motivated displacement (e.g., ethnic cleansing), and displacement associated with large-scale infrastructure projects (e.g., the Three Gorges Darn project). In some cases, I argue, rights of habitation can be trans-generational, in the sense that violations inflicted or suffered by one generation can generate duties or rights that are borne by a later generation.

James Dempsey, Professor, Communication Disorders **Rank 18**

Among the most common complaints stated by adult audiology clients is difficulty hearing in background noise. Age-related declines in hearing in noise abilities have been consistently reported in the literature; however, peripheral hearing loss does not fully account for these declines. It has been suggested that hearing in noise ability may be related to the auditory process of dichotic listening. Dichotic listening refers to the one's ability to process different signals presented simultaneously to each ear. There remains a paucity of experimental evidence supporting this connection. The purpose of my sabbatical is to investigate the relationship between dichotic listening and hearing in noise abilities in adult individuals with and without peripheral hearing loss.

Patricia Kahlbaugh, Professor, Psychology **Rank 13**

Given the population of those over 65 is projected to nearly double, a workforce gap in professions related to gerontology has been identified and is projected to worsen. The SAGE (Successful Aging and inter-Generational Experiences) research program assesses benefits of inter-generational contact. In SAGE, older people are paired with college students with the purpose of engaging in meaningful shared activities. Outcomes such as well-being, positive emotion, ageism and interest in careers related to gerontology have been assessed. I am requesting this sabbatical to analyze and publish SAGE data, and write a grant to support the research program in the future.

James Kearns, Associate Professor, Chemistry **Rank 11**

My sabbatical leave will quantify lead, cadmium, chromium, copper, and nickel in the muscle tissue of fish living in the Eastern Ecuador Amazonian river system. It will examine whether there is evidence of the negative impact of oil spills and pesticide runoff from encroaching petroleum drilling operations and palm oil plantations. It will provide indigenous communities with necessary scientific information to defend native rights and protect the environment. It will challenge me to develop skills and devise methods appropriate to environments lacking infrastructure on which laboratory/science relies, strengthening my professional competence and enriching my teaching.

Byron Nakamura, Associate Professor, History **Rank 16**

I plan on revising two academic papers (in various states of completion) for publication, and completing some preliminary research on a book chapter. The first paper is entitled "Herennius Dexippus, the Defender of Athens," while the second is "HP Lovecraft's Classicism." The preliminary research on a book chapter involves the examination of some recently discovered archaeological material on the Roman emperor Diocletian, in Turkey. This proposal will be comprised of three discreet projects.

Kelly Stiver, Associate Professor, Psychology **Rank 9**

One of the major impacts of climate change is increased levels of CO2 in oceans, which negatively impacts the behavior and cognition of marine species. During my sabbatical leave, I will examine the specific impacts of increased ambient CO2 on the social and reproductive behavior of Symphodus ocellatus. a wrasse with a complex breeding system that involves cooperation among some reproductive competitors. I expect that under high CO2 conditions, all individuals will invest non-optimally in social behavior, and that parental males have increased sensitivity to costly lost paternity. In addition to this planned project, I intend to travel to Melbourne, Australia to attend an international conference.

Half Year at Full Pay **Spring Semester** **January 2021 – May 2021**

Gregory Cochenet, Professor, Art **Rank 2**

My sabbatical leave is the construction of a specialized sodium vapor kiln at an off- site location. A creative activity in and of itself, the construction of the kiln will ultimately foster the creation of a body of ceramic artwork not possible on Southem's campus. Ceramics is dependent on artistic process. The atmosphere within a kiln is directly related to the physical and aesthetic qualities of the artworks that emerge

Leon Finch, Associate Professor, Physics **Rank 4**

The purpose of my sabbatical leave will be to (1) expedite the work on a particular research topic (symmetry violation in the strong nuclear interaction) that has been highly visible within the nuclear physics and adjacent communities, and with which I have been tightly involved and (2) to strengthen the general participation of myself and SCSU in the work of the STAR collaboration at Brookhaven National Lab, an affiliation that has been very beneficial for SCSU students' work and for the visibility of Southern as a research institution.

C. Patrick Heidkamp, Professor, EGMS **Rank 1**

In the context of an emerging "Blue Economy" (sustainable ocean economy) discourse, policy-makers and the business community have started to champion sustainability-focused Ocean Clusters -coastal agglomerations of interlinked ocean/maritime industries-as drivers for both regional economic competitiveness and also environmental sustainability and resilience. Given that coastal regions are highly complex social-ecological systems and given an ever-increasing demand for coastal/ocean resources, my sabbatical leave aims to assess, if sustainability-focused Ocean Clusters can, in fact, be catalysts for coastal sustainability and resilience while assuring the economic competitiveness of coastal regions. The research will take a case study approach of the Iceland Ocean Cluster.

Md Shafaeat Hossain, Associate Professor, Computer Science **Rank 14**

The goal of this research is to keep our children safe online. With a smartphone or tablet in hand, a child can go anywhere on the web, intentionally or unintentionally. Parents want to control their access because children can be affected by age-inappropriate content such as pornography, as well as by cyber-bullying. My sabbatical leave project aims to develop a methodology that is able to estimate a user's age from touchscreen usage and detect whether a child is on the device. After finding the age of the person actively using the device, age appropriate blocking can be started automatically.

Julia, Irwin, Professor, Psychology **Rank 6**

One of the most critical skills children develop is the ability to communicate effectively. Problems in language can create barriers in cognitive and social development and in long-term outcomes, such as the ability to live independently. My sabbatical leave will examine whether children with an autism spectrum disorder are less able to normalize over inter-speaker variability and benefit less from speaker familiarity than their typically developing peers, which would contribute to the slow development of spoken language characteristic of the disorder. Understanding the source of deficits in spoken language in ASD is crucial for the development of effective interventions.

Terrence Lavin, Professor, Art **Rank 3**

My creative work involves the construction of sculptural objects that draw from the techniques of traditional Metalsmithing & Jewelry practices while looking through a contemporary lens. This project will focus on the creation of a new body of work that explores the potential applications of 3D Modeling and computer-aided design, Rapid Prototyping/JD printing and explore electrolytic deposition of copper (electroforming) and direct casting methods to transform computer-designed output materials into metal. The technical focus of my sabbatical leave will include the research and construction of electroforming equipment of a scale suitable to the studio craftsperson and continued development of my 3D modeling skillset.

David Pettigrew, Professor, Philosophy **Rank 20**

My sabbatical leave will involve a book project that will address challenges to human rights and transitional justice in Bosnia from a philosophical and interdisciplinary perspective. Republika Srpska--an entity created by the 1995 Peace Accords--engages in genocide denial, the glorification of war criminals, the proliferation of hate speech, human rights violations and the threat of secession, practices that are antithetical to reconciliation and restorative justice. The UN diplomat who oversees the peace agreement has failed to respond to these destabilizing provocations and has not facilitated meaningful reconciliation. In response to these challenges, the book project will identify strategies for restoring human rights and insuring transitional justice in Bosnia.

Janet Phillips, Professor, Accounting **Rank 17**

My sabbatical leave will be used to examine the funded status of public and private defined benefit pension plans in comparison to financial condition of the sponsoring entity. Entities will be categorized as either Socially Responsible (fully funded plan, weak financial condition), Socially Irresponsible, Explainable Responsibility or Explainable Irresponsibility (unfunded plan, strong financial condition). Altman's Z score will be used to depict the financial condition of corporations; data from Comprehensive Annual Financial Reports will describe local governments. An empirical research project such as the current study published in an accounting journal will identify underfunded defined benefit pension plans and suggest potential explanation.

Thomas Radice, Associate Professor, History **Rank 21**

I will be using my sabbatical leave to complete two chapters of my book manuscript, Family Drama: Ritual Performance in Early Chinese Thought. I demonstrate that one important facet of early Chinese discourse on ritual is an awareness, appreciation, and concern for performer/spectator relationships in ritual contexts. This emphasis on the performer/spectator relationship allowed ritual to permeate through Chinese religion, ethics and politics in new ways. I will be working on two chapters of this project, and each will focus predominantly on a single philosophical text: the first on the Analects, the second on the Mozi.

Sarah Roe, Assistant Professor, History **Rank 15**

Research into and the practice of female medicine has a long history of willful ignorance, strict social norms, underfunding, misdiagnosis, and medical blunder. The purpose of this book is to track the history of female medicine, while paying special attention to the history of important technological advancements, alongside our developing societal values regarding the practice of medicine. The book focuses on a complex relation between (1) how we view women as a society, their role in medicine, and the acceptability of medical practices, and (2) how society's interest in advanced technology actually promoted a less personalized form of medical practice

Cynthia Stretch, Professor, English **Rank 8**

Although scholars of American literature have been increasingly attentive to the "psychosocial experience" of domestic space and its ideological valences, they have not focused on the housing system per se. My sabbatical leave project aims to address that blind spot in a set of two related articles that place literary scholarship in conversation with performance studies and political economy. By foregrounding the materiality of the home-the home as a literal place-I will analyze literary representations of housing precarity in light of the impact of financial and bureaucratic systems that drive evictions.

Sincerely,

Joe Bertolino
President

cc: R. Prezant, Provost and Vice President of Academic Affairs
M. Rozewski, Executive Vice President, Finance and Administration
D. Mazza, Director, Human Resources

OFFICE OF THE PRESIDENT
DR. JOHN B. CLARK

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

From: Dr. John B. Clark

Date: December 17, 2019

Re: Sabbatical Leaves 2020-2021

Below you will find my recommendations for the 2020-2021 sabbatical leaves for Western Connecticut State University's instructional faculty. These recommendations are submitted for your information and that of the Board of Regents. Please let me know if you need further information.

Janet Burke, Professor of Education, Full-Year 2020-2021
Project: Update approximately 50 Functional Behavior Assessments/Behavior Intervention Plans, and write the text entitled: *Functional Behavior Assessments/Behavior Intervention Plan Samples.* This text will support students and practicing Board Certified Behavior Analysts in their treatment documentation strategies. WCSU has a thriving MS in Applied Behavior Analysis, developed by Dr. Burke. This next step will be a great benefit to the program and continue to raise the university's profile as a leader in mental health programs.

Dr. David Burns, Professor of Mathematics, Spring 2021
Project: Develop appropriate course materials for two levels of geometry offered at WCSU. The resulting text, including course notes, and exercises, will be for use in WCSU classes and be made available as an open education resources (OER) upon completion. Dr. Burns has twenty-six years of experience creating materials and teaching geometry based courses. His text/materials will benefit the students at WCSU and support our efforts to move more courses to OER resources.

Dr. Joshua Cordeira, Associate Professor of Biological & Environmental Sciences, Fall 2020
Project: Synthesize results of ongoing research in obesity and diabetes and develop a strong application for ongoing research funding from the American Diabetes Association. Dr. Cordeira has strong background in moving his research from laboratory to publication (five co-authored peer-reviewed articles) and securing grants for his scholarship ($113,000 to date). A well-developed grant proposal will help sustain and grow his research program and support stipends for students as co-investigators. WCSU is committed to growing student research opportunities, and the Department of Biological & Environmental Sciences has been at the forefront of this goal. Dr. Cordeira's project will help to continue that trend.

Dr. Terrence Dwyer, Professor of Justice and Law Administration and CSCU Professor, Fall 2020
Project: Complete research on the topic of sexual harassment, sexual assault, and/or gender discrimination of female police officers. Drawing on prior research in this area, Dr. Dwyer plans to administer a national survey, conduct interviews with female police officers, and review transcripts and other materials related to sexual harassment lawsuits against the New York City Police Department. Prior research on this topic has not targeted police officers exclusively, and has been limited to the region. This expansion will help to find answers to questions regarding potential underreporting of incidence and inadequate penalties, for deterring the behavior. As a retired police officer and practicing lawyer with expertise in representing police officers who have experienced these behaviors, Dr. Dwyer is fully qualified to do this work. His research will benefit the industry and the curriculum at WCSU.

Dr. Wynn Gadkar-Wilcox, Professor of History & Non-Western Cultures, Fall 2020
Project: Continue work on the monograph *Dharma and the Vietnam War: An Intellectual History of Vietnam Buddhism 1945-1975*. Dr. Gadkar-Wilcox is a well-known scholar in Vietnamese history, with frequent publications and presentations, as well as regular speaking engagements. This project follows a line of scholarship that he has been developing over the past several years, with significant portions of the writing completed in the form of conference papers. The results of this work will enhance teaching about this topic, as well as the university's reputation for outstanding scholarship in history.

Dr. Senan Hayes, Professor of Mathematics, Fall 2020
Project: Develop videos to support the OER text *Math for Liberal Arts Students.* Having used the text in our Great Ideas in Mathematics course, Dr. Hayes would like to focus on increasing the rigor of the mathematics explanations and exercises in support of the text. In the past two years, Dr. Hayes has developed a greater understanding of how OER resources work, and the copyright processes involved. Building on that work, this sabbatical will provide time to research existing resources and develop a set of videos that build on the resources that are emerging in this field. As WCSU works to reduce the cost of course materials, this will be a great benefit to our students.

Dr. Samuel Lightwood, Professor of Mathematics, One semester, TBD with the department chair.
Project: Develop a manuscript on the topic of tiling systems. The article will include descriptions of

- the many known tiling systems,
- how each system is constructed, and
- the properties of each.

The result will be a catalog of systems such that common themes and differences will be evident. This project is an extension of Dr. Lightwood's prior research in the area of symbol dynamics and tiling.

Dr. Zuohong Pan, Professor of Social Science: Economics, Fall 2020
Project: Conduct research into the issue of the equilibrium value of the Chinese currency Renminbi (RMB), and the fundamental exchange rates of the Chinese yuan to the US dollar. China claims to have adopted a more flexible foreign exchange policy in response to US suggestions that China is a "currency manipulator." However, the question of undervalued vs. overvalued currency has large implications for trade surpluses and deficits. To answer the value question, an equilibrium value of the rate of exchange must be determined. Dr. Pan has a vast body of research in international trade questions. This project will add to his scholarship and the reputation of the university.

David Skora, Professor of Art, Fall 2020
Project: Develop skills and expertise necessary to incorporate 3-D Printing technology into the art curriculum. Dr. Skora has identified a series of workshops and online programs to support expanding his knowledge of 3-D printing in general and the specific techniques for using the Makerbot that WCSU currently owns. This is an important next step in the development of curriculum in the art program, keeping techniques current. The results will enhance learning opportunities for students.

c: M. Alexander, WCSU Provost and V.P. for Academic Affairs
F. Cratty, WCSU Chief Human Resources Officer
E. Fitzgerald, CSCU Associate Director for Board Affairs
A. Kripp, CSCU V.P. for Human Resources
J. Lupinacci, WCSU Academic Leave Committee Chair

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NECHE
New England Commission of Higher Education

December 9, 2019

Mr. Mark E. Ojakian
President
Connecticut State System Office
61 Woodland Street Rm 302
Hartford, CT 06105

Dear Mr. Ojakian:

Enclosed for you is a copy of the New England Commission of Higher Education's letter of November 25, 2019 to President De Filippis notifying her of the action taken by the Commission at its September, 2019 meeting. It is being sent to you in keeping with the Commission's practice to routinely inform system heads of such actions.

Sincerely,

Barbara E. Brittingham

BEB/sjp

Enclosure

cc: President De Filippis

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New England Commission of Higher Education

November 25, 2019

Dr. Daisy Cocco De Filippis
President
Naugatuck Valley Community College
Kinney Hall, Room K703B
750 Chase Parkway
Waterbury, CT 06708-3089

Dear President De Filippis:

I write to inform you that at its meeting on September 19, 2019, the New England Commission of Higher Education considered the report submitted by Naugatuck Valley Community College and took the following action:

> that the report submitted by Naugatuck Valley Community College be accepted;
>
> that the comprehensive evaluation scheduled for Fall 2022 be confirmed;
>
> that, in addition to the information included in all self-studies, as well as the matters specified in our letter of February 12, 2018, the institution give emphasis, in the self-study prepared for the Fall 2022 evaluation, to its continued success in implementing its plans to enhance its advising processes.

The Commission gives the following reasons for its actions.

The report submitted by Naugatuck Valley Community College (NVCC) was accepted because it was generally responsive to the concerns raised by the Commission in its letter of February 12, 2018.

We commend NVCC for the substantial progress it has made in the assessment of student learning in its general education program, work that has been accomplished during a time when the Connecticut State College and University system is proposing that all of the Connecticut community colleges adopt a 21-credit common general education core curriculum. In the meantime, NVCC continues to implement Framework 30, its 30-credit competency-based general education program. We note with favor that each of the general education competencies has a common rubric and is assessed at the course level. The College has built a "more systematic and structurally embedded plan and process" for assessment and convened an Academic Assessment Alliance to provide faculty professional development. NVCC's

report included examples of how evaluation of general education competencies led to changes in the curriculum, pedagogy, and assessment approaches in the areas of mathematics, oral communication, and aesthetic dimensions. The College's report also documented the institution's efforts to ensure the efficacy of its advising services. We are gratified to learn that Naugatuck Valley Community College assigns all degree and certificate students an academic advisor within two weeks of the start of the semester and uses a wide variety of tools and techniques to advise students, including MyCommnet, Degree Works, and Career Coach. The College holds an Advising Fair and has made changes to its orientation program to focus on academic literacy and the importance of advising. Feedback from advising surveys completed by students and faculty identified a number of areas for improvement, and NVCC has developed a multi-year plan to address those needs.

The scheduling of a comprehensive evaluation in Fall 2022 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive evaluation at least once every ten years. In addition to the information included in all self-studies and the items specified for attention in the Commission's letter of February 12, 2018, the College is asked, in Fall 2022, to report on a matter related to our standard on *Teaching, Learning, and Scholarship.*

As noted above, Naugatuck Valley Community College has developed a multi-year plan to ensure its advising processes and strategies are more responsive to students' needs. The plan includes initiatives related to at-risk students, financial aid, strengthening outreach to students, faculty development, and research into best practices. Through the Fall 2022 comprehensive evaluation, we welcome an update on NVCC's success in implementing these plans as evidence that its "system of academic advising meets student needs for information and advice compatible with its educational objectives [and that the] quality of advising is assured regardless of the location of instruction or the mode of delivery" (6.19).

The Commission expressed appreciation for the report submitted by Naugatuck Valley Community College and hopes that its preparation 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.

You are encouraged to share this letter with all of the institution's constituencies. It is Commission policy to inform the chairperson of the institution's governing board of action and the head of the state system on its accreditation status. In a few days we will be sending a copy of this letter to Mr. Matt Fleury and Mr. Mark Ojakian. The institution is free to release information about the report and the Commission's action to others, in accordance with the enclosed policy on Public Disclosure of Information about Affiliated Institutions.

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

Sincerely,

David Quigley

David Quigley

DQ/sjp

cc: Matt Fleury
Mark Ojakian

Enclosure

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Boston College

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NECHE
New England Commission of Higher Education

December 13, 2019

Mr. Matt Fleury
Chairman
Connecticut Board of Regents
61 Woodland Street
Hartford, CT 06105

Dear Mr. Fleury:

Enclosed for you is a copy of the New England Commission of Higher Education's letter of November 25, 2019 to Interim Campus Chief Executive Officer Cheryl DeVonish notifying her of the action taken by the Commission at its September 2019 meeting. It is being sent to you in keeping with the Commission's policy to routinely inform board chairs of such actions.

Sincerely,

Barbara E. Brittingham

BEB/jm

Enclosure

cc: Ms. Cheryl DeVonish, Esq.

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November 25, 2019

Ms. Cheryl DeVonish, Esq.
Interim Campus Chief Executive Officer
Norwalk Community College
188 Richards Avenue
Norwalk, CT 06854-1655

Dear Ms. DeVonish:

I am pleased to inform you that at its meeting on September 19, 2019, the New England Commission of Higher Education considered the interim (fifth-year) report submitted by Norwalk Community College and voted to take the following action:

> that the interim (fifth-year) report submitted by Norwalk Community College be accepted;
>
> that the College submit a report for consideration in Fall 2020 that gives emphasis to the institution's success in filling vacant positions with permanent staff members with emphasis on the position of Academic Dean;
>
> that the comprehensive evaluation scheduled for Fall 2024 be confirmed;
>
> that, in addition to the information included in all self-studies, the self-study prepared in advance of the Fall 2024 evaluation give emphasis to the institution's success in implementing its 2017-2022 Strategic Plan.

The Commission gives the following reasons for its action.

The interim (fifth-year) report submitted by Norwalk Community College was accepted because it responded to the concerns raised by the Commission in its letters of April 2, 2015 and April 19, 2017 and addressed each of the nine standards, including a reflective essay for Standard 8: *Educational Effectiveness* on student learning and success.

The Commission commends Norwalk Community College (NCC) for preparing an exemplary interim report that includes highlights of the institution's accomplishments over the last five years, as well as a candid update on the implementation of Connecticut State Colleges & Universities (CSCU) System's *Students First* initiatives. We particularly appreciate learning the manner in which NCC is managing the uncertainties and challenges "brought about by recent statewide restrictions on hiring and lack of

funding, as well as concerns surrounding [NCC's] ability to gather and analyze data locally by the consolidation and change in the reporting structure of Institutional Research functions under the *Students First* plan." For example, program coordinators and course leaders are assisting department chairs in overseeing, supporting, and evaluating part-time faculty, and the institution's Director of Information Technology and staff from human resources and the Chief Operating Officer's office have been supporting data collection and analysis efforts. In addition, the College has adjusted its 2016-2021 Strategic Plan to a timeframe of 2017-2022 to better align its strategic goals with CSCU's proposed 2023 *Students First* plan, and we note favorably that "as circumstances change," NCC will review its Plan and make adjustments as necessary. We are encouraged to learn that the first cohort of 12 students who graduated from NCC's dual enrollment program in May 2018 earned both their high school diploma and an Associate's degree in Software Engineering, and it is particularly noteworthy that these students transferred into baccalaureate programs at schools including Lehigh University, George Washington University, and University of Connecticut. We are further gratified to learn that NCC's commitment to diversifying its faculty is "steadfast," and the College has stepped up its efforts in this area by re-introducing the Minority Fellowship Program and implementing a web-based application that automates, centralizes, and streamlines the hiring process, enabling "more comprehensive recruitment options." We also recognize that, although the general fund appropriation has fallen from about $15 million in FY2015 to about $13 million in FY2019, the College has been able to "leverage grants to fill critical needs [with] over 30 active grants in fiscal year 2019" – the most notable of which is the $2.3 million Title V grant that has been instrumental in funding student success initiatives.

We further appreciate receiving Norwalk Community College's well-written, comprehensive reflective essay that confirms the institution's dedication to a philosophy of continuous improvement and includes evidence that NCC uses data to inform its long-term plans to "serve students effectively as well as to make incremental improvements as resources allow." For instance, based on data that confirmed only 28% of incoming students were prepared to enter college-level math and English courses, the College redesigned its English and mathematics curricula. Students who placed into developmental or co-requisite English and went on to complete college-level English by the end of the first year increased from 35% in 2012 to 59% in Fall 2015, and "this improvement occurred for all students, regardless of socioeconomic status." When a Foundation-funded Math Summer Bridge program was introduced in 2015, 18% of participants successfully completed a college-level math course in the fall. By 2016, this number had more than doubled to 39%, and retention has been steady at about 80% over the four-years the program has been offered. The College also experienced significant increases in student success rates where targeted initiatives have been implemented. For example, Title V grant funding enabled NCC to purchase software such as *Insight* (used by advisors, tutors, career services staff, counselors, and faculty to track the success of and connect with students) and *Degree Works* (a web-based advising and degree audit tool) that has contributed to a "steady improvement" in term-to-term retention rates – which have increased from 43% in Spring 2017 to 51% in Spring 2019 – for students identified as "at risk." We also appreciate that student success data analyzed over a six-year period tell a more meaningful story about student success at NCC than data reflecting success rates in years three or four. For instance, according to IPEDS data, 9% of the 2012 cohort completed a degree within three years; that rate increased to 13% at the four-year mark, and the six-year graduation rate was 22%.

The item the institution is asked to report on in Fall 2020 is related to our standards on *Institutional Resources* and *Organization and Governance.*

As NCC's candidly acknowledges in its report, "attracting qualified candidates to fill Dean and other management positions" has been difficult due, primarily, to budget constraints and salary ranges set by the CSCU System office. In response, the College has implemented a variety of strategies to manage vacancies and personnel costs, including: adding responsibilities to existing

positions; filling positions on a temporary or part-time basis; and, in the case of key management roles – such as the Academic Dean position – appointing "long-term" interim personnel. Accordingly, we concur with the College's judgment that, although interim assignments are generally filled by "internal personnel" which facilitates continuity within the institution, the ability to effectively develop and implement long-term plans is hindered and there is "increased strain on the particular department from which the candidate is taken." The report submitted for consideration in Fall 2020 will provide the College an opportunity to update the Commission on its success in filling vacant positions with permanent staff members with emphasis on the position of Academic Dean as evidence that "[t]he institution employs sufficient and qualified personnel to fulfill its mission" (7.1). Our standard on *Organization and Governance* is also relevant here:

> The institution's chief academic officer is directly responsible to the chief executive officer, and in concert with the faculty and other academic administrators, is responsible for the quality of the academic program. The institution's organization and governance structure assure the integrity and quality of academic programming however and wherever offered. Off-campus, continuing education, distance education, correspondence education, international, evening, and weekend programs are clearly integrated and incorporated into the policy formation, academic oversight, and evaluation system of the institution (3.14).

The scheduling of a comprehensive evaluation in Fall 2024 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive evaluation as least once every ten years. The item the Commission asks to be given special emphasis within the self-study prepared for the Fall 2024 comprehensive evaluation relates to our standards on *Mission and Purposes* and *Planning* and *Evaluation.*

While Norwalk Community College used its mission to guide the participatory strategic planning process that culminated in the development of its Strategic Plan 2017-2022, we also recognize that the College was mindful of the potential impact CSCU's 2023 *Students First* initiative could have on the institution over the next two-to-three years; hence, NCC's Plan reflects the "pressures [of an] ever-changing environment." As noted positively above, the interim report assures that NCC will "periodically evaluate the content and pertinence of its mission and purposes, ensuring they are current and provide overall direction in planning, evaluation, and resource allocation" (1.5). We look forward, through the self-study submitted for consideration in advance of the Fall 2024 comprehensive evaluation, to learning of the institution's success in implementing is Strategic Plan 2017-2022 as evidence that NCC "has a demonstrable record of success in implementing the results of its planning" (2.5). We are further guided here by our standard on *Planning and Evaluation*:

> The institution plans for and responds to financial and other contingencies, establishes feasible priorities, and develops a realistic course of action to achieve identified objectives. Institutional decision-making, particularly the allocation of resources, is consistent with planning priorities (2.4).

The Commission expressed appreciation for the report submitted by Norwalk Community College and hopes its preparation has contributed to institutional improvement. It appreciates your cooperation in the effort to provide public assurance of the quality of higher education in New England.

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

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

Sincerely,

David Quigley

David Quigley

DQ/jm

Enclosure

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University | Date of Submission to CSCU Office of the Provost: November 20, 2019

Most Recent NECHE Institutional Accreditation Action and Date: April 12, 2019

Original Program Characteristics

CIP Code No. 45.0101 Title of CIP Code Political Science and Government, General

Name of Program: **Political Science**

Degree: Title of Award *(e.g. Master of Arts)* **Bachelor of Arts**

Stand-Alone Certificate: *(specify type and level)*

Date Program was Initiated: 01/01/1976 OHE#: 00109

Modality of Program: X On ground Online Combined

If "Combined", % of fully online courses?

Locality of Program: X On Campus Off Campus Both

Original Program Credit Distribution

Credits in General Education: **38-40**

Credits in Program Core Courses: **27**

Credits of Electives in the Field: **12**

Credits of Free Electives: **17-25**

Cr Special Requirements *(include internship, etc.):* **18-24 (minor required)**

Total # Cr in the Program *(sum of all #Cr above)*: **120**

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **120**

Modified Program Characteristics

Name of Program: **Political Science**

Degree: Title of Award *(e.g. Master of Arts)* **Bachelor of Arts**

Certificate[1]: *(specify type and level)*

Program Initiation Date: Fall 2020

Modality of Program: X On ground Online Combined

If "Combined", % of fully online courses?

Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: **120**

Other:

Modified Program Credit Distribution

Credits in General Education: **44-46**

Credits in Program Core Courses: **36**

Credits of Electives in the Field: **27**

Credits of Free Electives: **17-25**

Cr Special Requirements *(include internship, etc.):* **18-24 (minor required)**

Total # Cr in the Program *(sum of all #Cr above)*: **120**

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **120**

If program modification is concurrent with discontinuation of related program(s), list information for such program(s):

Program Discontinued: CIP: OHE#: Accreditation Date:

Phase Out Period Date of Program Termination

Rationale for Modification

The modification involves:

- Add PS 210 (The International and Domestic Legal Environment of Cybersecurity; 3 credits) as an alternative that satisfies the Public Policy Law and Administration core and the Comparative and International Politics specialization.
- Add PS 455 (Environmental Politics and Policy; 3 credits) as an alternative that satisfies the Public Policy Law and Administration core and the U.S. and state government, administration, and policy specialization.
- Add PS 465 (Public and Nonprofit Organizations and Management Theory; 3 credits) as an alternative that satisfies the Public Policy Law and Administration core and Leadership, organizations, political behavior, and methods specialization.
- Add PS 493 (Special Topics in Comparative Politics; 3 credits) as one alternative that satisfies the Comparative and international politics specialization. We have always had special topics courses, but students did not know where

they fit in the major – other than as electives. the clarified title of the course makes clear in which pre-existing specializations the course applies.

Description of Resources Needed *(As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.)*

As these courses could have already been taken to satisfy the elective requirement of the major, there are no additional resources required to implement this modification.

Institutional Contact for this Proposal: Dr. Robbin Smith Title: Associate Professor and Chairperson of Political Science
Tel.: 860-832-2793 e- mail: smithr@ccsu.edu
Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: Ammon College of Liberal Arts and Social Sciences, main campus

SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	**L.O. #**	**Pre-Requisite**	**Cr Hrs**	**Course Number and Name**	**L.O. #**	**Cr Hrs**
Program Core Courses				**Specializations (6 credits in one of four options)**		
PS 104 The World's Political Systems	1		3	**Specialization 1: U.S. and state government, administration, and policy**		
-OR- PS 110 American Government & Politics	1		3	PS 111/AFAM 111 Race and Ethnicity in US and Global Politics	1	3
PS 250 Approaches to Political Science	3		3	PS 230 American State and Local Government	1	3
Core Area 1: U.S. Government and Politics (3 credits)				PS 231 U.S. Foreign Policy	1	3
PS 111/AFAM 111 Race and Ethnicity in US and Global Politics	1		3	PS 260 Public Administration	1	3
PS 230 American State and Local Government	1		3	PS 270 Law and Politics	1	3
PS 231 U.S. Foreign Policy	1		3	PS 325 Public Opinion in American Politics	2	3
PS 315 Internet & Media Politics	2		3	PS 331 American Constitutional Law	2	3
PS 325 Public Opinion in American Politics	2		3	PS 332 Civil Liberties	2	3
PS 330 American Parties and Interest Groups	2		3	PS 401 The Politics of Sport	2	3
PS 401 The Politics of Sport	2		3	PS 430 The American Presidency	1	3
PS 430/AMS 430 The American Presidency	1		3	PS 431 The Legislative Process	1	3
PS 431 The Legislative Process	1		3	PS 432 Urban Politics and Government	1	3
PS 432 Urban Politics and Government	1		3	PS 439 U.S. Middle East Policy	1	3
PS 494 Special Topics in U.S. Government and Politics	1, 3		3	PS 445 Public Policy Analysis and Evaluation	1	3
Core Area 2: Political Theory (3 credits)				PS 446 Power, Money, and Politics: The Public Budgeting Process	2, 3	
PS 232 Ancient and Medieval Political Thought	2		3	PS 448 Current U.S. Public Policy Issues	1, 3	3
			3	**PS 455 Environmental Politics and Policy**	**2**	**3**
PS 334 Modern Political Thought	2		3	PS 494 Special Topics in U.S. Government and Politics	1, 3	3
PS 335 American Political Thought	2		3	PS 495 Special Topics in Public Policy	1, 3	3
PS 433 Contemporary Political Thought	2		3	**Specialization 2: Comparative and International Politics**		
Core Area 3: Political Theory (3 credits)				**PS 210 The International and Domestic Legal Environment of Cybersecurity**	**1,2**	**3**
PS 280 Religion & Politics	2		3	PS 235/LAS 235 International Relations	2	3

PS 336 West European Governments	1		3	PS 336 West European Governments	1	3
PS 343 Political Leadership	2		3	PS 339 International Law	2	3
PS 380 International Conflict and Security	2		3	PS 345 International Terrorism	2	3
PS 420 Government and Politics of Latin America	1, 3		3	PS 370 Arab Uprisings	2	3
PS 421 Government and Politics of Africa	1, 3		3	PS 380 International Conflict and Security	2	3
PS 425 Asian Politics	1, 3		3	PS 420 Government and Politics of Latin America	1, 3	3
PS 434 Government and Politics of the Middle East and North Africa	1, 3		3	PS 421 Government and Politics of Africa	1, 3	3
PS 435 Russian and Eastern Europe	1, 3		3	PS 425 Asian Politics	1, 3	3
PS 493 Special Topics in Comparative Politics	1, 3		3	PS 434 Government and Politics of the Middle East and North Africa	1, 3	3
Core Area 4: International Relations (3 credits)				PS 435 Russian and Eastern Europe	1, 3	3
PS 235/LAS 235 International Relations	2		3	PS 491 Special Topics in International Relations	1, 3	3
PS 338 International Organization	2		3	**PS 493 Special Topics in Comparative Politics**	1, 3	**3**
PS 345 International Terrorism	2		3	**Specialization 3: Leadership, Organizations, Political Behavior and Methods**		
PS 370 Arab Uprisings	2		3	PS 111/AFAM 111 Race and Ethnicity in US and Global Politics	1	3
PS 380 International Conflict and Security	2		3	PS 280 Religion & Politics	2	3
PS 439 U.S. Middle East Policy	2		3	PS 315 Internet & Media Politics	2	3
PS 491 Special Topics in International Relations	2, 3		3	PS 330 American Parties and Interest Groups	1	3
Core Area 5: Public Policy, Law and Administration (3 credits)				PS 338 International Organization	2	3
PS 210 The International and Domestic Legal Environment of Cybersecurity	1		**3**	PS 343 Political Leadership	2	3
PS 241/WGSS 241 Women and American Law	1		3	PS 450 Public Sector Ethics	2	3
PS 260 Public Administration	1		3	**PS 465 Public and Nonprofit Organizations and Management Theory**	2	**3**
PS 270 Law and Politics	1		3	**Specialization 4: Political Theory**		
PS 331 American Constitutional Law	2		3	PS 232 Ancient and Medieval Political Thought	2	3
PS 332 Civil Liberties	2		3	PS 334 Modern Political Thought	2	3
PS 339 International Law	2		3	PS 335 American Political Thought	2	3
PS 445 Public Policy Analysis and Evaluation	1, 3		3	PS 433 Contemporary Political Thought	2	3
PS 446 Power, Money, and Politics: The	2, 3		3			

Public Budgeting Process						
PS 448 Current U.S. Public Policy Issues	1, 3		3			
PS 450 Public Sector Ethics	1		3			
PS 455 Environmental Political and Policy	**2**		**3**			
PS 465 Public and Non-Profit Organization and Management Theory	**2**		**3**			
PS 495 Special Topics in Public Policy	1, 3		3			
Core Course Prerequisites				**Elective Courses in the Field (12 credits)**		
PS 250: PS 104 or PS 110, open to majors only				Various alternatives		12
PS 330, 343, 430, 431, 432: PS 104, PS 110 or permission of instructor						
PS 260, 401: PS 110 or permission of instructor						
PS 491, 493, 494: 3 credits of Political Science						
PS 339: PS 110.						
PS 445, 446: PS 260, permission of instructor, or admission to graduate program						
PS 448: PS 110 and PS 230, or permission of instructor						
PS 450: Junior, senior, or graduate status						
Total Other Credits Required to Issue Modified Credential						

Learning Outcomes - L.O. *(List up to three of the most important student learning outcomes for the program, and any changes introduced)*

1. To comprehend the basic structure and processes of different government systems as these operate in national and/or comparative politics.
2. To explain the nature of, interplay, and relationships between interests, institutions, and ideas in government and politics.
3. To communicate arguments about significant political processes, events, and concepts using appropriate evidence.

***Bolded courses are program additions.**

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University | Date of Submission to CSCU Office of the Provost: November 20, 2019

Most Recent NECHE Institutional Accreditation Action and Date: April 12, 2019

Original Program Characteristics

CIP Code No. 40.601 Title of CIP Code Geology/Earth Science General

Name of Program: **Earth Sciences**

Degree: Title of Award *(e.g. Master of Arts)* **BS**

Stand-Alone Certificate: *(specify type and level)*

Date Program was Initiated: 01/01/1976 OHE#: 00092

Modality of Program: X On ground Online Combined

If "Combined", % of fully online courses?

Locality of Program: X On Campus Off Campus Both

Original Program Credit Distribution

Credits in General Education: **44-46**

Credits in Program Core Courses: **18**

Credits of Electives in the Field: **14-26**

Credits of Free Electives: **2-22**

Cr Special Requirements *(include internship, etc.):* **22-28**

Total # Cr in the Program *(sum of all #Cr above)*: **120**

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **120**

Modified Program Characteristics

Name of Program: **Earth Science**

Degree: Title of Award *(e.g. Master of Arts)* **BS**

Certificate[1]: *(specify type and level)*

Program Initiation Date: Fall 2020

Modality of Program: X On ground Online Combined

If "Combined", % of fully online courses?

Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: **120**

Other:

Modified Program Credit Distribution

Credits in General Education: **44-46**

Credits in Program Core Courses: **19**

Credits of Electives in the Field: **13-25**

Credits of Free Electives: **2-22**

Cr Special Requirements *(include internship, etc:* **22-28**

Total # Cr in the Program *(sum of all #Cr above)*: **120**

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **120**

If program modification is concurrent with discontinuation of related program(s), list information for such program(s):

Program Discontinued: CIP: OHE#: Accreditation Date:

Phase Out Period Date of Program Termination

Rationale for Modification

The modification involves adding one 1-credit course (GSCI 260) to the core requirements and removing 1 credit from the electives in the field.

For students in the Geology, Environmental Geology, and Planetary Geology BS specializations, the addition of GSCI 260 will be part of a two-course sequence (along with GSCI 360 Research Methods) to prepare students for a Senior Project. For students in the Environmental Earth Science and General Earth Science BS specializations, it will be a valuable course to develop communication skills in the Geological Sciences that would be useful in other classes, but more importantly, in the workplace.

Description of Resources Needed *(As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc.*

required to implement the proposed modification and estimate the total cost.)

GSCI 260 is a 1-credit course offered each Fall. The anticipated number of sections is one per academic year. No additional instructional expenses will be incurred; other courses will cycle with demand. If this change were to incur cost (because course cycling did not change), the instructional expense would be $6,559 based on median salary of members in the department with 73.28% estimated fringe. No special library holdings or equipment is required.

Institutional Contact for this Proposal: Dr. Mark Evans Title: Professor of Earth Science Tel.: 860-832-2936 e- mail: evansmaa@ccsu.edu

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: School of Engineering, Science, and Technology, main campus

SECTION 2: Curriculum Details for a Program Modification
ENVIRONMENTAL SCIENCE SPECIALIZATION

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				**Other Related/Special Requirements**		
GSCI 121 The Dynamic Earth	1		3	GSCI 129 Introduction to Meteorology	1,2	4
-OR- GSCI 131 Environmental Geoscience	1		3	CHEM 161 General Chemistry		3
GSCI 125 The Dynamic Earth Laboratory	1,2		1	CHEM 162 General Chemistry Laboratory		1
-OR- GSCI 135 Environmental Geoscience Laboratory	1,2		1	CHEM 201 Foundations of Analytical Chemistry		3
GSCI 141 Earth and Life History	1		3	– AND – CHEM 260 Foundations of Inorganic Chemistry		1
GSCI 145 Earth and Life History Laboratory	1,2		1	– OR – BIO 121 General Biology I		4
GSCI 221 Mineralogy	1,32		4	MATH 152 Calculus I		4
GSCI 223 Stratigraphy and Sedimentology	1,2,3		4	– OR – MATH 124 Applied Calculus with Trigonometry		4
GSCI 290 Field Methods in Geology	1,2,3		2	– OR – MATH 119 Pre-Calculus with Trigonometry		4
GSCI 260 Communicating the Geological Sciences	**3**		**1**	– OR – MATH 115 Trigonometry		3
				MATH 221 Calculus II		4
				– OR – MATH 125 Applied Calculus		3
				– OR – MATH 116 Pre-Calculus Mathematics		3
				– OR – STAT 104 Elementary Statistics		3
				PHYS 125 University Physics I		4
				– OR – PHYS 121 General Physics I		4
				PHYS 126 University Physics II		4
				– OR – PHYS 122 General Physics II		4
Core Course Prerequisites				**Elective Courses in the Field**		
GSCI 125: GSCI 121 (may be taken concurrently)				GSCI 424 Geomorphology	1,2,3	4
GSCI 135: GSCI 131 (may be taken concurrently)				GSCI 425 Glacial and Quaternary Geology	1	3
GSCI 221: GSCI 125 or GSCI 135, CHEM 161 and CHEM 162				GSCI 431 Introduction to Hydrogeology	1,3	4
GSCI 223: GSCI 145, GSCI 290				GSCI 450 Environmental and Engineering Geology	1	3
GSCI 290: GSCI 125 or GSCI 135				BIO 132 Introductory Ecology		3
GSCI 260: Sophomore standing and Earth Sciences major				BIO 434 Ecology of Inland Waters		4
				BIO 436 Environmental Resources and Management		3

		BIO 438 Aquatic Pollution		4
		CHEM 406 Environmental Chemistry		3
		CHEM 456 Toxicology		3
		GSCI 350 Computer Methods in the Geological Sciences	2.3	3
		GSCI 441 Environmental Geochemistry	1,2	3
		GSCI 455 Energy Science and Technology	1	3
Total Other Credits Required to Issue Modified Credential				

Learning Outcomes - L.O. *(List up to three of the most important student learning outcomes for the program, and any changes introduced)*

1. Scientific literacy: Students will be able to identify, analyze, and apply earth science concepts, principles, laws, and theories.
2. Ability to do science: Students will be able to interpret, analyze, and apply the Scientific Method and other related inquiry related skills, as well as quantitative methods, in the earth science lab.
3. Communications: Students will be able to use oral and written communication to accurately and effectively convey earth science concepts.

SECTION 2: Curriculum Details for a Program Modification
ENVIRONMENTAL GEOLOGY SPECIALIZATION

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				**Other Related/Special Requirements**		
GSCI 121 The Dynamic Earth	1		3	GSCI 321 Structural Geology	1,2	4
-OR- GSCI 131 Environmental Geoscience	1		3	GSCI 360 Research Methods in the Geological Sciences	2,3	1
GSCI 125 The Dynamic Earth Laboratory	1.2		1	GSCI 424 Geomorphology	1,2,3	4
-OR- GSCI 135 Environmental Geoscience Laboratory	1,2		1	GSCI 431 Introduction to Hydrogeology	1,2,3	4
GSCI 141 Earth and Life History	1		3	GSCI 441 Environmental Geochemistry	1,2	3
GSCI 145 Earth and Life History Laboratory	1,2		1	GSCI 460 Senior Project	1,2,3	2-4
GSCI 221 Mineralogy	1.2,3		4	-OR- External Geology Field Camp	1,2,3	4
GSCI 223 Stratigraphy and Sedimentology	1,2,3		4	CHEM 161 General Chemistry		3
GSCI 260 Communicating the Geological Sciences	**3**		**1**	CHEM 162 General Chemistry Laboratory		1
				CHEM 201 Foundations of Analytical Chemistry		3
				– AND – CHEM 260 Foundations of Inorganic Chemistry		1
				MATH 152 Calculus I		4
				MATH 221 Calculus II		4
				PHYS 125 University Physics I		4
				PHYS 126 University Physics II		4
Core Course Prerequisites				**Elective Courses in the Field**		
GSCI 125: GSCI 121 (may be taken concurrently)				BIO 436 Environmental Resources and Management		3
GSCI 135: GSCI 131 (may be taken concurrently)				GSCI 425 Glacial and Quaternary Geology	1	3
GSCI 221: GSCI 125 or GSCI 135, CHEM 161 and CHEM 162				GSCI 450 Environmental and Engineering Geology	1	3
GSCI 223: GSCI 145, GSCI 290				GSCI 350 Computer Methods in the Geological Sciences	2,3	3
GSCI 260: Sophomore standing and Earth Sciences major				GSCI 455 Energy Science and Technology	1	3
Total Other Credits Required to Issue Modified Credential						

Learning Outcomes - L.O. *(List up to three of the most important student learning outcomes for the program, and any changes introduced)*

1. Scientific literacy: Students will be able to identify, analyze, and apply earth science concepts, principles, laws, and

theories.

2. Ability to do science: Students will be able to interpret, analyze, and apply the Scientific Method and other related inquiry related skills, as well as quantitative methods, in the earth science lab.

3. Communications: Students will be able to use oral and written communication to accurately and effectively convey earth science concepts.

SECTION 2: Curriculum Details for a Program Modification *GENERAL EARTH SCIENCE SPECIALIZATION*						
Course Number and Name	**L.O. #**	**Pre-Requisite**	**Cr Hrs**	**Course Number and Name**	**L.O. #**	**Cr Hrs**
Program Core Courses				**Other Related/Special Requirements**		
GSCI 121 The Dynamic Earth	1		3	GSCI 129 Introduction to Meteorology	1,2	4
-OR- GSCI 131 Environmental Geoscience	1		3	CHEM 161 General Chemistry		3
GSCI 125 The Dynamic Earth Laboratory	1,2		1	CHEM 162 General Chemistry Laboratory		1
-OR- GSCI 135 Environmental Geoscience Laboratory	1,2		1	CHEM 201 Foundations of Analytical Chemistry		3
GSCI 141 Earth and Life History	1		3	– AND – CHEM 260 Foundations of Inorganic Chemistry		1
GSCI 145 Earth and Life History Laboratory	1,2		1	– OR – BIO 121 General Biology I		4
GSCI 221 Mineralogy	1,2,3		4	MATH 152 Calculus I		4
GSCI 223 Stratigraphy and Sedimentology	1,2,3		4	– OR – MATH 124 Applied Calculus with Trigonometry		4
GSCI 290 Field Methods in Geology	1,2,3		2	– OR – MATH 119 Pre-Calculus with Trigonometry		4
GSCI 260 Communicating the Geological Sciences	**3**		**1**	– OR – MATH 115 Trigonometry		3
				MATH 221 Calculus II		4
				– OR – MATH 125 Applied Calculus		3
				– OR – MATH 116 Pre-Calculus Mathematics		3
				– OR – STAT 104 Elementary Statistics		3
				PHYS 125 University Physics I		4
				– OR – PHYS 121 General Physics I		4
				PHYS 126 University Physics II		4
				– OR – PHYS 122 General Physics II		4
Core Course Prerequisites				**Elective Courses in the Field**		
GSCI 125: GSCI 121 (may be taken concurrently)				Various AST or GSCI courses 200-level or above in consultation with student's advisor	1 and 1,2	14
GSCI 135: GSCI 131 (may be taken concurrently)						
GSCI 221: GSCI 125 or GSCI 135, CHEM 161 and CHEM 162						
GSCI 223: GSCI 145, GSCI 290						
GSCI 290: GSCI 125 or GSCI 135						
GSCI 260: Sophomore standing and Earth Sciences major						

Total Other Credits Required to Issue Modified Credential		

Learning Outcomes - L.O. *(List up to three of the most important student learning outcomes for the program, and any changes introduced)*

1. Scientific literacy: Students will be able to identify, analyze, and apply earth science concepts, principles, laws, and theories.
2. Ability to do science: Students will be able to interpret, analyze, and apply the Scientific Method and other related inquiry related skills, as well as quantitative methods, in the earth science lab.
3. Communications: Students will be able to use oral and written communication to accurately and effectively convey earth science concepts.

SECTION 2: Curriculum Details for a Program Modification
GEOLOGY SPECIALIZATION

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				**Other Related/Special Requirements**		
GSCI 121 The Dynamic Earth	1		3	GSCI 321 Structural Geology	1,2	4
-OR- GSCI 131 Environmental Geoscience	1		3	GSCI 322 Igneous and Metamorphic Petrology	1,2,3	4
GSCI 125 The Dynamic Earth Laboratory	1,2		1	GSCI 360 Research Methods in the Geological Sciences	2,3	1
-OR- GSCI 135 Environmental Geoscience Laboratory	1,2		1	GSCI 424 Geomorphology	1,2,3	4
GSCI 141 Earth and Life History	1		3	GSCI 460 Senior Project	1,2,3	2-4
GSCI 145 Earth and Life History Laboratory	1,2		1	-OR- External Geology Field Camp	1,2,3	4
GSCI 221 Mineralogy	1,2,3		4	CHEM 161 General Chemistry		3
GSCI 223 Stratigraphy and Sedimentology	1,2,3		4	CHEM 162 General Chemistry Laboratory		1
GSCI 260 Communicating the Geological Sciences	**3**		**1**	CHEM 201 Foundations of Analytical Chemistry		3
GSCI 290 Field Methods in Geology	1,2,3		2	– AND – CHEM 260 Foundations of Inorganic Chemistry		1
				MATH 152 Calculus I		4
				MATH 221 Calculus II		4
				PHYS 125 University Physics I		4
				PHYS 126 University Physics II		4
Core Course Prerequisites				**Elective Courses in the Field**		
GSCI 125: GSCI 121 (may be taken concurrently)				GSCI 425 Glacial and Quaternary Geology	1	3
GSCI 135: GSCI 131 (may be taken concurrently)				GSCI 431 Introduction to Hydrogeology	1,2,3	4
GSCI 221: GSCI 125 or GSCI 135, CHEM 161 and CHEM 162				GSCI 450 Environmental and Engineering Geology	1	3
GSCI 223: GSCI 145, GSCI 290				GSCI 350 Computer Methods in the Geological Sciences	2,3	3
GSCI 260: Sophomore standing and Earth Sciences major				GSCI 441 Environmental Geochemistry	1,2	3
				GSCI 455 Energy Science and Technology	1	3
Total Other Credits Required to Issue Modified Credential						

Learning Outcomes - L.O. *(List up to three of the most important student learning outcomes for the program, and any changes introduced)*

4. Scientific literacy: Students will be able to identify, analyze, and apply earth science concepts, principles, laws, and theories.
5. Ability to do science: Students will be able to interpret, analyze, and apply the Scientific Method and other related inquiry related skills, as well as quantitative methods, in the earth science lab.
6. Communications: Students will be able to use oral and written communication to accurately and effectively convey earth science concepts.

SECTION 2: Curriculum Details for a Program Modification
PLANETARY GEOLOGY SPECIALIZATION

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				**Other Related/Special Requirements**		
GSCI 121 The Dynamic Earth	1		3	AST 208 Planetary Astronomy	1,2	4
-OR- GSCI 131 Environmental Geoscience	1,2		3	AST 209 Stellar and Galactic Astronomy	1,2	4
GSCI 125 The Dynamic Earth Laboratory	1,2		1	AST 278 Observational Astronomy	2,3	4
-OR- GSCI 135 Environmental Geoscience Laboratory	1		1	AST 378 Comparative Planetology	1,2	3
GSCI 141 Earth and Life History	1		3	GSCI 360 Research Methods in the Geological Sciences	2,3	1
GSCI 145 Earth and Life History Laboratory	1,2		1	GSCI 460 Senior Project	1,2,3	2-4
GSCI 221 Mineralogy	1,2,3		4	-OR- External Geology Field Camp	1,2,3	4
GSCI 223 Stratigraphy and Sedimentology	1,2,3		4	CHEM 161 General Chemistry		3
GSCI 260 Communicating the Geological Sciences	**3**		**1**	CHEM 162 General Chemistry Laboratory		1
GSCI 290 Field Methods in Geology	1,2,3		2	CHEM 201 Foundations of Analytical Chemistry		3
				– AND – CHEM 260 Foundations of Inorganic Chemistry		1
				MATH 152 Calculus I		4
				MATH 221 Calculus II		4
				PHYS 125 University Physics I		4
				PHYS 126 University Physics II		4
Core Course Prerequisites				**Elective Courses in the Field**		
GSCI 125: GSCI 121 (may be taken concurrently)				AST 418 Astrophysics	1,2	3
GSCI 135: GSCI 131 (may be taken concurrently)				AST 470 Extrasolar Planets and Astrobiology	1,2	3
GSCI 221: GSCI 125 or GSCI 135, CHEM 161 and CHEM 162				AST 478 Planetary Image Analysis	1,2	3
GSCI 223: GSCI 145, GSCI 290				GSCI 321 Structural Geology	1,2	4
GSCI 260: Sophomore standing and Earth Sciences major				GSCI 322 Igneous and Metamorphic Petrology	1,2,3	4
				GSCI 350 Computer Methods in the Geological Sciences	2,3	3
Total Other Credits Required to Issue Modified Credential						

Learning Outcomes - L.O. *(List up to three of the most important student learning outcomes for the program, and any changes introduced)*

1. Scientific literacy: Students will be able to identify, analyze, and apply earth science concepts, principles, laws, and theories.
2. Ability to do science: Students will be able to interpret, analyze, and apply the Scientific Method and other related inquiry related skills, as well as quantitative methods, in the earth science lab.
3. Communications: Students will be able to use oral and written communication to accurately and effectively convey earth science concepts.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University | Date of Submission to CSCU Office of the Provost: November 20, 2019

Most Recent NECHE Institutional Accreditation Action and Date: April 12, 2019

Original Program Characteristics

CIP Code No. 52.0901 Title of CIP Code Hospitality Administration/Management, General

Name of Program: Hospitality and Tourism

Degree: Title of Award *(e.g. Master of Arts)* **BS**

Stand-Alone Certificate: *(specify type and level)*

Date Program was Initiated: Jun 17, 1998 OHE#: 04091

Modality of Program: X On ground Online Combined

If "Combined", % of fully online courses?

Locality of Program: X On Campus Off Campus Both

Original Program Credit Distribution

Credits in General Education: 45

Credits in Program Core Courses: 36

Credits of Electives in the Field: 18

Credits of Free Electives: 21

Cr Special Requirements *(include internship, etc.):*

Total # Cr in the Program *(sum of all #Cr above)*: 120

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **120**

Modified Program Characteristics

Name of Program: Hospitality and Tourism

Degree: Title of Award *(e.g. Master of Arts)* **BS**

Certificate[1]: *(specify type and level)*

Program Initiation Date: Fall 2020

Modality of Program: X On ground Online Combined

If "Combined", % of fully online courses?

Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: 120

Other:

Modified Program Credit Distribution

Credits in General Education: 45

Credits in Program Core Courses: 36

Credits of Electives in the Field: 18

Credits of Free Electives: 21

Cr Special Requirements *(include internship, etc.):*

Total # Cr in the Program *(sum of all #Cr above)*: 120

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **120**

If program modification is concurrent with discontinuation of related program(s), list information for such program(s):

Program Discontinued: CIP: OHE#: Accreditation Date:

Phase Out Period Date of Program Termination

Rationale for Modification

The program is adding:

- GEOG 453 (Recreation and Resort Planning) as an alternative 3-credit option with an existing core course, GEOG 450 (Tourism Planning).
- GEOG 438 (Australia, New Zealand, and Oceania) to its list of electives.
- GEOG 459 (Field Studies in Regional Geography) or SUST 459 (Field Studies in Sustainability) to its list of electives.

GEOG 453 is being offered in addition to the existing planning course (GEOG 450) within the core. This addition gives students more variety in fulfilling this planning requirement.

GEOG 438 and GEOG 459 or SUST 459 are being added to the 18 credits of electives in the field. These courses complement other regional Geography electives. SUST 459 relates specifically to the growing trend in tourism to be sustainable and green.

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PROGRAM MODIFICATION

Description of Resources Needed *(As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.)*

No resources are needed to implement these changes.

Institutional Contact for this Proposal: Dr. Jeffery Kreeger Title: Assistant Professor of Geography, Program Director of the Hospitality and Tourism Tel.: 860-832-2787 e- mail: jkreeger@ccsu.edu

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: Ammon College of Liberal Arts and Social Sciences, main campus

SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	**L.O. #**	**Pre-Requisite**	**Cr Hrs**	**Course Number and Name**	**L.O. #**	**Cr Hrs**
Program Core Courses				**Other Related/Special Requirements**		
AC211 Introduction to Financial Accounting	B		3			
GEOG 120 World Regional Geography	G		3			
GEOG 290 Geography of Tourism	TH,G		3			
FIN 295 Managerial Finance	B		3			
-OR- LAW 250 The Legal and Ethical Environment of Business	B		3			
MGT 295 Fundamentals of Management and Organizational Behavior	B		3			
MIS 201 Introduction to Management Information Systems	B		3			
MKT 295 Fundamentals of Marketing	B		3			
THS 300 The Hospitality Industry	TH		3			
THS 410 Tourism & Hospitality Operations	TH		3			
-OR- GEOG 453 Recreative and Resort Planning	TH,B		3			
GEOG 454 Geography of Tourism Marketing	TH,B		3			
One 400-level THS elective	TH		3			
Core Course Prerequisites				**Elective Courses in the Field**		
AC 211: MATH 101, MATH 102, or MATH 103 (C- or higher)				WRT 382 Travel Writing	G	3
FIN 295: AC211 and one of the following: STAT 104, STAT 200, STAT 215, STAT 314, or STAT 315 (C- or higher)				GEOG 451 Tourism Development in Southern New England	TH,G	3
LAW 250: At least 30 credits completed.				GEOG 453 Recreation and Resort Planning	TH	3
MGT 295: WRT 110, WRT 202, or HON 140 (C- or higher); sophomore status				GEOG 455 New Directions in Tourism	TH	3
THS 410: THS 300				MKT 359 Special Events Marketing	TH	3
GEOG 453: GEOG 450 or permission of instructor or department chair				THS 430 Internship in Tourism and Hospitality	TH,B	3
GEOG 454: GEOG 290 and MKT 295 or permission of instructor				THS 435 Independent Study in Tourism and Hospitality	TH	3
				THS 460 Hotel and Lodging Practicum	TH	3
				THS 465 Convention, Event, and Meeting Planning	TH	3
				THS 490 Current Topics in Tourism & Hospitality	TH	3
				GEOG 330 United States and Canada	G	3
				GEOG 434 Mexico, Central American, and the Caribbean	G	3
				GEOG 435 Japan and Korea	G	3

		GEOG 436 South America	G	3
		GEOG 437 China	G	3
		GEOG 438 Australia, New Zealand, and Oceania	G	3
		GEOG 439 Urban Geography	G	3
		GEOG 444 European Union	G	3
		GEOG 446 Sub-Saharan Africa	G	3
		GEOG 448 Russia and Neighboring Regions	G	3
		GEOG 459 Field Students in Regional Geography	G	3
		-OR- SUST 459 Fields Studies in Sustainability	G	3
Total Other Credits Required to Issue Modified Credential				

Learning Outcomes - L.O. *(List up to three of the most important student learning outcomes for the program, and any changes introduced)*

1. **TH** Explore and describe what are successful practices in the Tourism and Hospitality industries.
2. **B** Learn business basics on how to run a business and analyze results for Tourism and Hospitality functions.
3. **G** Develop globally awareness and build an increased appreciation for foreign countries and customs as they pertain to Tourism and Hospitality.

***Bolded courses are additions.**

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PROGRAM MODIFICATION

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University | Date of Submission to CSCU Office of the Provost: November 20, 2019

Most Recent NECHE Institutional Accreditation Action and Date: April 12, 2019

Original Program Characteristics

CIP Code No. 27.0101 Title of CIP Code Mathematics, General

Name of Program: **Mathematics**

Degree: Title of Award *(e.g. Master of Arts)* **Minor (nonteaching)**

Stand-Alone Certificate: *(specify type and level)*

Date Program was Initiated: 01/01/1976 OHE#: 00084

Modality of Program: X On ground Online Combined

If "Combined", % of fully online courses?

Locality of Program: X On Campus Off Campus Both

Original Program Credit Distribution

Credits in General Education: 0

Credits in Program Core Courses: **12**

Credits of Electives in the Field: **8**

Credits of Free Electives: 0

Cr Special Requirements *(include internship, etc.):* **0**

Total # Cr in the Program *(sum of all #Cr above)*: **20**

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **20**

Modified Program Characteristics

Name of Program: **Mathematics**

Degree: Title of Award *(e.g. Master of Arts)* **Minor (nonteaching)**

Certificate[1]: *(specify type and level)*

Program Initiation Date: **Fall 2020**

Modality of Program: X On ground Online Combined

If "Combined", % of fully online courses?

Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: **20-21**

Other:

Modified Program Credit Distribution

Credits in General Education: 0

Credits in Program Core Courses: **12**

Credits of Electives in the Field: **8-9**

Credits of Free Electives: 0

Cr Special Requirements *(include internship, etc.):* **0**

Total # Cr in the Program *(sum of all #Cr above)*: **20-21**

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **20-21**

If program modification is concurrent with discontinuation of related program(s), list information for such program(s):

Program Discontinued: CIP: OHE#: Accreditation Date:

Phase Out Period Date of Program Termination

Rationale for Modification

The modification involves adding one 1-credit course (MATH 422) as an option for the electives in the field and increasing the total number credits in the minor from 20 to 20 to 21. To earn the minor, the residency requirement is 9 credits; adding MATH 422 with 1 credit will help many transfer students fulfill that residency requirement. In addition, many of our students completing this minor are in Engineering or Computer Science; adding an additional course option that focuses on applications would be very beneficial to them.

Description of Resources Needed *(As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.)*

MATH 422 is a 1-credit course offered each Spring and can also be taken for graduate credit. The anticipated number of

sections is one per academic year. The cost of 1 credit of instruction based on the median salary of full-time faculty within the department plus 73.28% estimated fringe is $6,682.

Institutional Contact for this Proposal: Dr. Marian Anton Title: Associate Professor of Mathematics Tel.: 860-832-1941
e- mail: anton@ccsu.edu

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: School of Engineering, Science, and Technology, main campus

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SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	**L.O. #**	**Pre-Requisite**	**Cr Hrs**	**Course Number and Name**	**L.O. #**	**Cr Hrs**
Program Core Courses				**Other Related/Special Requirements**		
MATH 152 Calculus I	1		4			
MATH 221 Calculus II	1		4			
MATH 222 Calculus III	1		4			
Core Course Prerequisites				**Elective Courses in the Field**		
MATH 152: MATH 115, MATH 116, or MATH 119 (C- or higher)				MATH 218 Discrete Mathematics	2	4
MATH 221: MATH 152 (C- or higher)				MATH 226 Linear Algebra and Probability for Engineers	2	3
MATH 222: MATH 221 (C- or higher)				MATH 228 Introduction to Linear Algebra	2	4
				MATH 355 Introduction to Differential Equations with Applications	3	3
				MATH 366 Introduction to Abstract Algebra	2, 3	3
				MATH 377 Introduction to Real Analysis	1, 3	4
				MATH 422 Introduction to Mathematical Software	**3**	**1**
Total Other Credits Required to Issue Modified Credential						

Learning Outcomes - L.O. *(List up to three of the most important student learning outcomes for the program, and any changes introduced)*

1. Understand basic analytic arguments using such common notions as epsilon/delta, infinite sums, and limits.
2. Understand basic algebraic and discrete notions, such as facts about vector spaces and counting arguments.
3. Be able to independently investigate more advanced topics in mathematics and present their results to others in a clear way.

***Bolded courses are additions to the curriculum.**

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BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University | Date of Submission to CSCU Office of the Provost: November 20, 2019

Most Recent NECHE Institutional Accreditation Action and Date: April 12, 2019

Original Program Characteristics

CIP Code No. 50.0901 Title of CIP Code **Music, General**
Name of Program: **Music**
Degree: Title of Award *(e.g. Bachelor of Arts)* **Bachelor of Arts**
Stand-Alone Certificate: *(specify type and level)*
Date Program was Initiated: 09/19/1989 OHE#: 02608
Modality of Program: **X** On ground Online Combined
If "Combined", % of fully online courses?
Locality of Program: **X** On Campus Off Campus Both

Original Program Credit Distribution

Credits in General Education: **35-36**
Credits in Program Core Courses: **25**
Credits of Electives in the Field: **5-13**
Credits of Free Electives: **25**
Cr Special Requirements *(include internship, etc.):* **22-30 (specializations)**
Total # Cr in the Program *(sum of all #Cr above)*: **120**
From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **120**

Modified Program Characteristics

Name of Program: **Music, General**
Degree: Title of Award *(e.g. Bachelor of Arts)* **Bachelor of Arts**
Certificate[1]: *(specify type and level)*
Program Initiation Date: **Fall 2020**
Modality of Program: **X** On ground Online Combined
If "Combined", % of fully online courses?
Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: **120**
Other:

Modified Program Credit Distribution

Credits in General Education: **35-36**
Credits in Program Core Courses: **25**
Credits of Electives in the Field: **5-13**
Credits of Free Electives: **25**
Cr Special Requirements *(include internship, etc.):* **22-30 (specializations)**
Total # Cr in the Program *(sum of all #Cr above)*: **33**
From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **120**

If program modification is concurrent with discontinuation of related program(s), list information for such program(s):
Program Discontinued: CIP: OHE#: Accreditation Date:
Phase Out Period Date of Program Termination

Rationale for Modification

The modification involves adding a new 2-credit course (MUS 201: Listening to Western Art Music of the 20th and 21st centuries) to the list of electives in the field.

Description of Resources Needed *(As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.)*

No new instructional resources are required as this course is added to a list of electives and will cycle accordingly with demand. Scores and recordings may need to be purchased as part of departments' yearly library allotment (~$2000).

Institutional Contact for this Proposal: Dr. Carlotta Parr Title: Chairperson and Professor of Music Tel.: 860-832-3317 e-mail: parrc@ccsu.edu

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: Ammon College of Liberal Arts and Social Sciences, main campus

SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	**L.O. #**	**Pre-Requisite**	**Cr Hrs**	**Course Number and Name**	**L.O. #**	**Cr Hrs**
Program Core Courses				**Specialization: Performance**		
MUS 114: Intro to Music Technology	1	See below	1	MUS 178-478: Applied Music I-IV	2	7
MUS 121: Music Theory I	1		2	MUS 140, 141, 142, 143: Ensemble	2	10
MUS 115: Aural Skills I	1		1	MUS 367: Choral Conducting	1	2
MUS 122: Music Theory II	1		2	MUS 380/401: Advanced Tech/Topics	1	2
MUS 116: Aural Skills II	1		1	MUS 400: Project (Recital)	2	4
MUS 211: Ethnomusicology	1		3	MUS 404: Topics in Performance	2	3
MUS 221: Music Theory III	1		2	Music Electives	1-3	7
MUS 215: Aural Skills III	1		1	**Specialization: Theory/Composition**		
MUS 222: Music Theory IV	1		2	MUS 178-478: Applied Music I-IV	2	7
MUS 216: Aural Skills IV	1		1	MUS 140, 141, 142, 143: Ensemble	2	2-6
MUS 235: Music History I	1		3	MUS 147: Jazz Ensembles	2	0-4
MUS 236: Music History II	1		3	MUS 295: Beginning Composition	1	2
MUS 335: Music History III	1		3	MUS 367: Choral Conducting	1	2
				MUS 380: Adv Seq & Notation	1	2
				MUS 390: Orchestration	1	3
				MUS 395/405: Comp/Topics	1	3
				MUS 400: Project (Composition)	1	4
				Music Electives	1-3	6
				Specialization: Jazz Studies		
				MUS 178-478: Applied Music I-IV	2	7
				MUS 147: Jazz Ensembles	2	8
				MUS 213: Jazz Styles and Chron.	2	3
				MUS 273: Jazz Improv I	2	2
				MUS 274: Jazz Improv II	2	2
				MUS 380: Adv Seq & Notation	1	2
				MUS 400: Project (Jazz Recital)	2	4
				Music Electives	1-3	7
				Specialization: General Studies		
				MUS 250, 251, 350, 351 – or – Piano proficiency	3	8
				MUS 178-478: Applied Music I-IV	2	6
				MUS 141, 142, 143, 147, 148, 149	2	8
				MUS 367: Choral Conducting	1	2
				Music Electives	1-3	5-20
Core Course Prerequisites				**Elective Courses in the Field**		
MUS 114: MUS 109 or MUS 121, and MUS 250 (or equivalent skills)				**MUS 201: Listening to Western Art Music of the 20th and 21st Centuries**	**1**	**2**
MUS 121: MUS 114 (may be taken concurrently), open only to Music majors or minors; or permission of instructor.				MUS 213: Jazz Styles and Chron.	1	3

MUS 115, 116: Open only to music majors.		MUS 214: Electro-acoustic Music & Sonic Art	1	3
MUS 122: MUS 121, open only to Music majors or minors; or permission of instructor.		MUS 273: Jazz Improv I	2	2
MUS 211: MUS 121 or MUS 109 for music majors; or permission of the Chair of the Department		MUS 274: Jazz Improv II	2	2
MUS 221: MUS 122; open only to Music majors		MUS 368: Instrumental Conducting	2	2
MUS 215: MUS 116; open only to Music majors		MUS 380: Adv Seq & Notation	1	2
MUS 222: MUS 121; open only to Music majors		MUS 390: Orchestration	1	3
MUS 216: MUS 215; open only to Music majors		MUS 250: Piano Class I	3	2
MUS 235: MUS 121		MUS 251: Piano Class II	3	2
MUS 236: MUS 122 and MUS 235		MUS 350: Piano Class III	3	2
MUS 335: MUS 221 and MUS 236; open only to Music majors		MUS 351: Piano Class IV	3	2
Total Other Credits Required to Issue Modified Credential				

Learning Outcomes - L.O. *(List up to three of the most important student learning outcomes for the program, and any changes introduced)*

1. Students will demonstrate knowledge and understanding of music history and theory.
2. Students will demonstrate competence in musical performance on his/her primary instrument, with particular emphasis on technical precision.
3. Students will demonstrate competence in basic piano playing skills.

***Bolded courses are additions to the curriculum.**

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BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University | Date of Submission to CSCU Office of the Provost: November 20, 2019

Most Recent NECHE Institutional Accreditation Action and Date: April 12, 2019

Original Program Characteristics

CIP Code No. 52.1301 Title of CIP Code **Management Science**

Name of Program: **Supply Chain Logistics Management**

Degree: Title of Award *(e.g. Master of Arts)* **Master of Science**

Stand-Alone Certificate: *(specify type and level)*

Date Program was Initiated: 12/13/2018 OHE#: 19544/19545

Modality of Program: On ground Online X Combined

If "Combined", % of fully online courses? 100% for OHE# 19544 up to 91% for OHE# 19545

Locality of Program: **X** On Campus Off Campus Both

Original Program Credit Distribution

Credits in General Education: 0

Credits in Program Core Courses: **21**

Credits of Electives in the Field: **9-12**

Credits of Free Electives: 0

Cr Special Requirements *(include internship, etc.):* **0-3 (Thesis, Comprehensive Exam, or Applied research project)**

Total # Cr in the Program *(sum of all #Cr above)*: **33**

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **33**

Modified Program Characteristics

Name of Program: **Supply Chain Logistics Management**

Degree: Title of Award *(e.g. Master of Arts)* **Master of Science**

Certificate[1]: *(specify type and level)*

Program Initiation Date: **Fall 2020**

Modality of Program: On ground Online X Combined

If "Combined", % of fully online courses? 100% for OHE# 19544 up to 91% OHE# 19545

Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: **33**

Other:

Modified Program Credit Distribution

Credits in General Education: 0

Credits in Program Core Courses: **21**

Credits of Electives in the Field: **9-12**

Credits of Free Electives: 0

Cr Special Requirements *(include internship, etc.):* **0-3 (Thesis, Comprehensive Exam, or Applied research project)**

Total # Cr in the Program *(sum of all #Cr above)*: **33**

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **33**

If program modification is concurrent with discontinuation of related program(s), list information for such program(s):

Program Discontinued: CIP: OHE#: Accreditation Date:

Phase Out Period Date of Program Termination

Rationale for Modification

The modification involves adding three new and one existing 3-credit courses to the list of electives in the field. These courses provide additional elective options to students that are specific to Supply Chain and Logistics Management MS as well as the Technology Management MS.

Description of Resources Needed *(As appropriate summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.)*

No new resources are required as these courses are added to a list of electives and will cycle accordingly with demand.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

Institutional Contact for this Proposal: Dr. Mohammad Rahman Title: Associate Professor of Manufacturing and Construction Management Tel.: 860-832-1881 e- mail: rahman@ccsu.edu

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: School of Engineering, Science, and Technology, main campus

SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	**L.O. #**	**Pre-Requisite**	**Cr Hrs**	**Course Number and Name**	**L.O. #**	**Cr Hrs**
Program Core Courses				**Other Related/Special Requirements**		
SCLM 562: Supply Chain Strategy	1, 3		3	Plan A: TM 599: Thesis – OR -	various	3
SCLM 563: Strategic Logistics Management	4		3	Plan B: Comprehensive Exam – OR-	various	0
SCLM 564: Quality Systems Management	2, 5		3	Plan C: TM 595: Applied Research Capstone Project	various	3
SCLM 565: Logistics: Traffic & Transportation	1		3			
SCLM 566: Distribution & Warehouse Management	1, 4		3			
TM 510: Industrial Operations Management	1, 5		3			
TM 561: Applications of Lean Principles	2		3			
Core Course Prerequisites				**Elective Courses in the Field**		
TM 510: Admission to a CCSU graduate program or permission of department chair				TM 500: Product Life Cycle Management	1, 4	3
				TM 502: Human Relation & Behavior in Complex Organizations	3, 5	3
				TM 512: Principles of Occupation Safety	1	3
				TM 464: Six Sigma Quality	2	3
				TM 490: Advanced Six Sigma Quality	2	3
				TM 551: Project Management	3, 5	3
				TM 572: Innovative Leadership	5	3
				AC 521: Accounting and Performance Measurement for Lean Enterprise		3
				SET 590: International Field Studies: Global Supply Chain	1, 4	3
				SCLM 570: Supply Chain Modeling and Analysis	**1, 2**	**3**
				SCLM 576: Autonomous Logistics	**1, 2**	**3**
				SCLM 596: Topics in Supply Chain & Logistics Management	**various**	**3**
				TM 582: Evolution of Industrial Management	**3**	**3**
Total Other Credits Required to Issue Modified Credential						

Learning Outcomes - L.O. *(List up to three of the most important student learning outcomes for the program, and any changes introduced)*

1. Apply knowledge of technology and management principles to the contemporary supply chain and logistics practices as the following
    - Sourcing raw materials and parts, flow of materials
    - Manufacturing and assembly operations support, scheduling
    - Warehousing, inventory, data analysis, tracking
    - Forecasting, order entry and order management
    - Transportation, distribution network, delivery to the customer
2. Identify, analyze, and solve supply chain and logistical problems using continuous improvement methods.
3. Relationship management with suppliers inside and outside the organization.
4. Acquire knowledge and skills to meet the evolving challenges of global supply chains and logistics.
5. Communicate effectively in written, oral, graphic and visual modes. Coordinate and communicate with key stakeholders inside and outside the organization.

***Bolded courses are additions to the program.**