**Next meeting April 26th. By that time, provide some input into the guiding questions from the agenda for 2/8/22 (and other questions that have arisen). What are the boots on the ground questions about your topic? What are the recommendations you’ve developed? You are the experts and we need to give our input to the Committee.**

**Finance/Grading/Transcript**

NAMES: Stacey Musulin, Andrew Sottile, Melanie Majeski; Steve McDowell,

Organizers: Mike Stefanowicz , and Amy Feest

Financial Aid database for possible grades

Discussed institutional credit vs graduation credit, looked at how BAnner records credit/contact hours

Discovered that a new grading notation (non-punitive) is possible

Questions:

* Do support courses need to be credit hour? (need Financial Aid eligibility)
* Role of Supplemental Fees versus per-credit charges?
* Credit Hours versus Billing Hours vs Contact Hours (for instructor contracts)?
* Grading:
  + Do grades for support need to be non-punitive - what does this mean in relation to rules needed around grading for financial aid?
  + Registrar opinion: Don’t want to re-use grades that mean something different
* How to program this all in Banner? - need Banner Team input

**DSP/Placement**

Group Members:

Organizer: Michael Buccilli

James Austin

Michelle Breaker

Brian Cleary

Elizabeth Hart

Kaitlyn Kos

Hannah Moeckel-Rieke

Andrew Pelletier

Amanda Sweeney

Our conversation centered around leveraging technology. Specifically, how we can leverage existing SIS such as, CRM Recruit-BANNER-CRM Advise to ensure we collect and securely store data on directed self-placement and ensure stakeholders have access to critical information during the new student advising process.

It is clear that other systems for math, English, and ESL will need to be utilized for writing samples and other multiple measures. Once these are identified by faculty and test administrators and consensus is reached, these tools will need to be scaled. Contracting and cost will need to be discussed.

Survey Dig is a tool that CSCU owns for electronic course evaluations. CT State has recently begun the process to upgrade the course eval tool as well as expand the use for other survey needs such as, a holistic student support survey. This tool could be leveraged for student self appraisals for directed self-placement.

This is an excellent resource for our group to review: <https://strongstart.org/resource/developmental-education-self-placement-approaches/>

Many of us shared information about what was either currently being done at their campus with using technology to capture information/data for course placement in math, English, and ESL.

Norwalk CC: Hannah - ESL - online questionnaire

<https://norwalk.edu/placement-testing/esl-placement-test-intake/>

Manchester CC: Georgette - Math Q is online and Writing Sample is conducted using Blackboard

We got some good links to read up on models and theory. Just getting started with hearing what different colleges are doing at the moment.

A summary of the various approaches and software used at some of our institutions. We ran out of time for a more comprehensive discussion.

James: we used Qualtrics at my previous institution; we cross referenced DSP scores with ACT English scores to find our target group for basic writing.

A link to the DSP survey pilot and results I [James] mentioned in meeting: <https://myccsu-my.sharepoint.com/:b:/g/personal/jpaustin_ccsu_edu/EbUfUv43hD5Bq9eIdXiLrhUBi01c2AkC5Hk84JCM4xdmhA?e=fYTFbo>

Questions to consider:

1. What information/data should we collect?
2. How will we collect that?
3. What software needs to be implemented?

Additional Questions:

1. How DSP data/information integrated in the student onboarding process?
   1. Can CRM Recruit be leveraged post acceptance via Com Plans?
2. Where is DSP data stored to ensure advisors have access?
   1. Can a custom import be built to pull data into CRM Advise?
3. How is DSP data coded and recorded in BANNER for program assessment?
4. What tools are needed for advisors during new student intake process?
5. What training is needed for GP advisors, faculty, admissions and placement staff?
6. How is DSP grounded in equitable practices?

**Communications**

**Name: Organizer Laura McCarthy**

**Debora Rimkus, Jill Rushbrook, Jenn Meny,Ron Chomicz, Samantha Kusiak Murphy, Kerry Beckford, Frank Savina**

Large group convening (faculty/staff from all 12 campuses) is needed; that convening would focus on 3 big conversations and develop action plans for each area

Making the case for co-reqs and directed self-placement

Talking to each academic dean, maybe council of deans meeting, maybe meeting with each department

Getting designs communicated as soon as possible.

Have 3 month, 6 month action plans at a large group convening

Ease of access to college-wide communication for current and prospective students

Talk about the value of student agency (student voice) in making decisions about their placement

**Ongoing Assessment (Mike Butcaris, James Gentile, & Organizer: JD Mathewson)**

Three report outs:

1. State and college leadership reporting (KPIs)

Tracking downstream success

1. Qualitative information from students and faculty
2. Research relevant to development and ongoing revision (1-3 options, support structures, etc.)