

Meeting Minutes
Recruitment and Retention Work Team
Connecticut State Colleges and Universities
October 31, 2016

Present: Elsa Núñez, Daisy Cocco DeFilippis, William Gammell, Michael Rooke, James Lombella, Myrna Garcia-Bowen, Michael Shea (via telephone); Barbara Richards; Ed Osborn (recorder)

1. The minutes of the Oct. 3 meeting were approved. (W. Gammell moved; D. DeFilippis seconded)
2. **Focus Groups:** The two focus group sessions will take place on November 10 (recruitment) and November 15 (retention); both are from 2-4 p.m. at 61 Woodland Avenue. Two groups — one for the community colleges and one for the state universities — will meet simultaneously. Eastern will provide recorders and the sessions will be audio taped. The facilitators for the focus sessions are: Recruitment: Larry Hall (Central) and Chris Dorsey (Eastern) for the state universities and Sarah Gager (Naugatuck) and Gennaro De Angelis (Asnuntuck) for the community colleges. Retention: Wilson Luna (Gateway) and T.J. Barber (Manchester) for the community colleges and Missy Alexander (Western) and Stephen Adair (Central) for the state universities.

Jane Gates and Elsa Núñez will open the focus group sessions by giving some context. The co-facilitators will then take over. Depending on the size of the group, we may need to break up into multiple table groups. Mike Shea indicated that all names for the state universities have been submitted. Barbara Richards said that 14 names have been submitted for the community colleges; all will attend both dates. Six of the 12 colleges have submitted names. Barbara and Daisy will follow up with the other six presidents to complete the roster.

3. **Discussion of Focus Group Questions:** This agenda item began with an open discussion. Daisy DeFilippis suggested adding a question regarding the retention of students within the CSCU System: we should have strategies in place to retain students who start at a community college with the intention of transferring to a state university. Right now we are losing too many students to UCONN's branch campuses. There was agreement among the committee that the Transfer Articulation Program is still in its infancy and is facing growing pains on the state university campuses. When a student's attempt to transfer to a CSU is problematic, he or she may end up at a private institution or at UCONN. A concern was expressed that TAP agreements need to be more seamless in serving system students. Mike Rooke said we should use successful student stories to demonstrate TAP effectiveness. Jim Lombella asked what is the intake process for TAP? Do we capture a student's intent: what is his/her goal? Mike Shea made the point that not all students are ready for college; completion is not the only measure of success.

Dr. Núñez then reviewed the list of recruitment-based questions. The group agreed to remove the question about "out of state" recruitment for the community college focus group. Myrna Garcia-Bowen asked if the facilitators had seen the lists. Dr. Núñez said she would share the revised lists with the facilitators for additional thoughts they might have. Mike Shea: how do we know when a "best practice" is working? Defined by student success? Less expensive? Quicker?

Dr. Núñez then reviewed the list of retention questions. Mike Shea: do we want to distribute the questions across the campuses in addition to conducting focus groups? Dr. Núñez suggested that we could do that after the 12/12 meeting as a second phase in the discovery process.

4. Data Requirements:

W. Gammell: We need metrics that do a better job of telling our story. We need to find a way to measure student success when completion is not the student's goal. IPEDS is an institutional metric; it is not focused on a student's mobility. A variety of national advocacy groups are working to improve the metrics used beyond IPEDS. These include AACC, AASCU, ACE, and NAICU. Other metrics under consideration are the Voluntary System of Accountability (VSA) and the Student Achievement Measure (SAM). They are different; VSA also measures student debt, student life, student engagement, diversity, etc. SAM looks at student mobility for full-time students, but also looks at part-time students, those still enrolled in college, etc. By adding in part-time students, we can gain a clearer view of persistence across a student body. Mr. Gammell recommends the committee endorse SAM as an additional metric for institutional success. System measures are not in place. The metrics we are discussing are still looking at institutional data; they don't take unduplicated headcount across a system into account. The National Association of System Heads is going to start to look at a system-level model. If this gains traction, the state universities would need to do the data collection; Mr. Gammell can help the community colleges. Dr. Nunez asked Mr. Gammell to bring a single CSCU institution's data to the next meeting.

M. Rooke mentioned that NEASC is going to flag schools with less than a 15% six-year graduation rate (community colleges) and less than 25% for state universities. (See letter from NEASC shared on 10.31.16 by Dr. Núñez via email.) Barbara Richards: how do we take stop outs into account? (SAM looks at 6-year, 8-year and 10-year completion windows) J. Lombella: how do we link student success to student goals? E. Nunez: Could we ask two community colleges to volunteer to create a "student goal-based retention model"? D. DeFilippis: Most students want a degree. The number who want just a class or a certificate is small. We need to focus on measures that demonstrate that students are getting degrees so that we can help them get jobs. This is how we can validate our "public value." J. Lombella is encouraging 4-year institutions to teach courses on his campus to make it easier for local students to get degrees.

5. Review DRAFT list of recommendations:

Add one about validating TAP to ensure that all community college students who earn the right to transfer into a state university can do so. (Refer this item to Jane Gates.) Add a recommendation on advising. What is the student's goal at time of entrance? Ask two CCs to volunteer to create a "student goal-based" retention measure. Barbara Richards would volunteer Housatonic CC. Asnuntuck CC could be another. Add a recommendation related to the NEASC minimums for graduation rates, which are based on national data. B. Richards: How can we share and encourage best practices across the system? (Eastern's TACC model.) Include some of the best practices taken from the Focus Groups for recruitment and retention. D. DeFilippis: PA12-40 needs to be considered at the next meeting. (Achievement Gap/remediation) M. Shea: Do we want to mention affordability? Retention/graduation/TAP = cost savings. M. Garcia-Bowen: Reverse transfer should be measured as another element of institutional success.

6. Next Meetings: (all in Room 305; 161 Woodland Avenue, Hartford, CT)

- November 28th, 9-11 a.m. (; talk about student readiness and the achievement gap.
- December 12th, noon-2 p.m.
- Preliminary report due to Mr. Ojakian on Dec. 18; committee will continue work into the spring.