

**OFFICE OF THE CHANCELLOR**

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**VERMONT STATE COLLEGES**

CASTLETON STATE COLLEGE

COMMUNITY COLLEGE OF VERMONT

JOHNSON STATE COLLEGE

LYNDON STATE COLLEGE

VERMONT TECHNICAL COLLEGE

November 25, 2014

TO: Education, Personnel and Student Life Committee  
Kraig Hannum, Chair  
Jim Masland, Vice-Chair  
Lynn Dickinson  
Michelle Fairbrother  
Karen Luneau  
Gary Moore  
Alyssa Slaimen  
Martha O'Connor, *ex officio*

FROM: Tim Donovan



RE: EPSL Meeting on December 3, 2014

The EPSL Committee of the VSC Board of Trustees will meet on Wednesday, December 3<sup>rd</sup> from 3-5 p.m. in conference room 101 of the Office of the Chancellor, 575 Stone Cutters Way, Montpelier. The full EPSL agenda and materials are attached.

I can be reached at (802) 224-3001 if you have any questions.

Thank you.

cc: VSC Board of Trustees  
Council of Presidents  
Academic Deans  
Student Affairs Council

**VERMONT STATE COLLEGES BOARD OF TRUSTEES  
EDUCATION, PERSONNEL AND STUDENT LIFE COMMITTEE MEETING**

**December 3, 2014 3:00 p.m.  
VSC Office of the Chancellor, Montpelier, VT**

**AGENDA**

**A. ITEMS FOR DISCUSSION AND ACTION**

1. Approval of Minutes of October 22, 2014 Meeting
2. Discussion of Programs under 2014 Program Review and Continuous Improvement Process (PReCIP)
3. Commendation of 2014 PReCIP Process Participants
4. Approval of Programs to be Reviewed under 2015 PReCIP Process

**B. ITEMS FOR INFORMATION AND DISCUSSION**

1. Preliminary Program Proposal:
  - a. CSC: Master of Arts/Certificate of Advanced Study in School Psychology
2. Discussion of VSC Employee Costs

A. ITEMS FOR DISCUSSION AND ACTION

1. Approval of Minutes of October 22, 2014 Meeting

The Education, Personnel and Student Life Committee met on October 22, 2014 at the Chancellor's Office in Montpelier.

*Note: these are unapproved minutes, subject to amendment and/or approval at the subsequent committee meeting.*

Committee members present: Kraig Hannum (Chair), Lynn Dickinson, Michelle Fairbrother, Jim Masland, Alyssa Slaimen, Martha O'Connor

Absent: Karen Luneau, Gary Moore

Other Trustees: Jerry Diamond, Tim Jerman, Bill Lippert, Christopher Macfarlane, Linda Milne, Heidi Pelletier

From the Chancellor's Office: Bill Reedy, General Counsel  
Tom Robbins, CFO  
Elaine Sopchak, Executive Assistant to the Chancellor  
Sophie Zdatny, Associate General Counsel

From the Public: Kellie Bean, Provost, Lyndon State College  
Dave Bergh, Dean of Students, Johnson State College  
Tess Conant, VSC United Professionals  
Scott Dikeman, Dean of Administration, Castleton State College  
Loren Loomis Hubbell, Dean of Administration, Lyndon State College  
Barbara Martin, Dean of Administration, Community College of VT  
Amy Miller-Bremel, CHANGE Initiative Coordinator, Castleton State  
Sharron Scott, Dean of Administration, Johnson State College  
Lit Tyler, Dean of Administration, Vermont Technical College  
Terry Ashford, Vermont Tech SUP PAT  
Sam Montgomery, Vermont AFT  
Ann Slonaker, Faculty, Castleton State College  
Linda Olson, President, VSC Faculty Federation  
Ben Johnson, Faculty, Vermont Tech, Vermont AFT  
Chris Smith, Faculty, Vermont Tech

Pat Moulton, VT State Employees Association  
Jeff Ankuda, Staff, Vermont Tech  
Morna Flaum, Faculty, Johnson State College

Chair Hannum called the meeting to order at 5:11 p.m.

A. ITEMS FOR INFORMATION AND DISCUSSION

1. Overview of the Federal Laws, Regulations and Guidance Regarding Sexual Violence on Campus

Associate General Counsel Sophie Zdatny presented the Committee with details regarding the federal laws, regulations and guidance regarding sexual violence on campus. Amy Miller-Bremel, CHANGE Initiative Coordinator at Castleton, gave the Committee an overview of the outreach the college performs to promote awareness and prevent sexual assault on campus. Johnson State College Dean of Students Dave Bergh presented the student life perspective of implementing the regulations and guidelines.

Audience member Linda Olson stated that the colleges all need a CHANGE initiative coordinator on campus as well as more mental health resources. The committee discussed the many legal ramifications of sexual violence cases on campus.

2. Suggested Calendar of EPSL Committee Discussion Items

Chair Hannum reviewed the proposed schedule of EPSL discussion items and asked Committee members to email requests for other topics to him.

3. Update on Johnson State College Presidential Search

Trustee Diamond shared that the trustee members of the search committee met with faculty, staff, and students to hear what they want in a president, and the committee explained to them the process and timeline. Ads for the position will be published on October 27th. The committee hopes to make choice at the February Board meeting. They have received nominations of search committee members from the college and community. The search committee will consist of two faculty, two staff, one student, and one community member who is also an alumna. Castleton President Dave Wolk and the Chancellor will also be on the committee. They have set up [jscsearch@vsc.edu](mailto:jscsearch@vsc.edu) as a way for anyone to communicate with the committee. The first full committee meeting will be on October 27th. Trustee Dickinson is the committee vice-chair.

Audience member Linda Olson thanked the Board for its inclusiveness in the search process.

## B. ITEMS FOR DISCUSSION AND ACTION

### 1. Approval of the Minutes of the May 22, 2014 Meeting

Trustee Masland moved and Trustee Fairbrother seconded the approval of the minutes. The minutes were approved unanimously.

### 2. Nomination of Faculty for Emeritus Status

Lyndon State College Dean of Administration Loren Hubbell advocated for Professor Boye's nomination and spoke highly of his work and his impact on the college. Trustee Dickinson moved and Trustee Masland seconded the resolution to award Emeritus Status to Professor Alan Boye. The resolution passed unanimously.

### 3. Comments From the Public

Linda Olson requested clarification from the Committee regarding mixed messages people are receiving from Vermont Tech about a presidential search. Board Chair O'Connor stated that there is no special protocol requiring a search to come before the EPSL Committee. Interim President Smith's term is from April 3, 2014 through June 30, 2015. There has been a suggestion that the interim title end and he be made permanent president. The policy is for the trustees to appoint a president in consultation with staff, faculty, and the chancellor. She travelled to Vermont Tech and spent time with faculty and staff and students. The Board has not voted yet to make this change but the intention is to put it on the Board agenda for the October 30<sup>th</sup> meeting. She stated that they have an opportunity to appoint a permanent president who by all impressions is doing a fine job in a difficult position. The appointment would provide stability for Vermont Tech. The interim period has been a seven-month opportunity to assess his performance.

Prof. Olson asked that the process be as transparent as possible and asked if there will be an opportunity for people to give feedback about the appointment online. Chair O'Connor asked Prof. Olson to share her contact information with Federation members so they can communicate directly with her. Chair O'Connor's contact information has already been given to VTC Staff Council to share.

Morna Flaum, a part-time faculty member at Johnson State, shared that she appreciates the process for searching for a president at JSC. She advocated for as much transparency as possible in administration turnover.

Vermont Tech faculty member Chris Smith encouraged the Board to create an evaluation process for campus presidents, just as faculty have one, and asked for transparency in that process.

Trustee Masland moved to adjourn and Trustee Fairbrother seconded. The meeting adjourned at 7:11 pm.

## 2. Discussion of Programs under 2014 Program Review and Continuous Improvement Process (PReCIP)

### **PReCIP Background**

Over two years from 2009-2011 and with the support of the Davis Educational Foundation, a committee of VSC faculty members and deans convened to review Policy 101 and the procedures regarding program reviews and reporting. As an outcome, the VSC Board adopted a new Program Review and Continuous Improvement Process (PReCIP) Policy 101 and, in so doing, shifted the focus from one of approval to one of continuous reflection, assessment, feedback and improvement.

On a 5-year cycle, each program within the VSC engages in a thorough internal review. Evidence-based program reports are generated and sent to a review committee comprising VSC faculty from similar programs and external committee members from other educational institutions and employers. The review committee meets to discuss the reports, and makes further recommendations to the programs for continuous improvement. These recommendations are sent to the presidents and the chancellor, who also have an opportunity for a brief written response.

In the materials that follow, Board members will find compilations of the college presidents' and chancellor's responses to the recommendations made by the review committees for each program. Full PReCIP review committee reports, which further detail these recommendations, are included in a separate appendix for additional review, if desired. Even more extensive and thorough program reports written by the program faculty at each college can be sent to Board members at their request.

### **Board of Trustees and College Responsibilities**

As per the 2011 PReCIP policy, the Board of Trustees charges the colleges with, and establishes the guidelines for, the regular review and continuous improvement of academic programs. By adopting this policy, the Board affirms that the responsibility for program improvement rests ultimately with the college president, who may utilize additional procedures in order to improve the quality of any academic program.

Board members should bear in mind the following Policy 101 standards when considering the extent to which degree programs:

- 1) Assist in meeting regional, state, and/or student needs;
- 2) Integrate liberal, professional, and career study;
- 3) Maintain currency;
- 4) Achieve defined student learning outcomes as demonstrated through valid and reliable assessment processes;

- 5) Utilize effective strategies for continuous improvement; and
- 6) Help students prepare for life after graduation.





## Manual of Policy and Procedures

Title	Number	Page
<b>PROGRAM REVIEW AND CONTINUOUS IMPROVEMENT PROCESS</b>	<b>101</b>	<b>1 of 5</b>
	Date	
	<b>4/28/2011</b>	

### Purpose

Consistent with its mission, Vermont State Colleges is dedicated to providing academic programs that are of high quality and remain current. Towards that end, the VSC Board of Trustees adopts this policy in order to ensure that VSC colleges regularly engage in practices designed to foster the continuous improvement of programs. Through the procedures outlined in this policy, faculty involved in delivering VSC academic programs periodically, systematically, and collaboratively review evidence regarding their effectiveness in achieving desired student learning outcomes, and commit to making the changes needed to ensure continuous program improvement.

Thus the Board of Trustees charges the colleges with and establishes guidelines for the regular review and continuous improvement of academic programs. This policy applies to associate, baccalaureate, and graduate degree programs. Generally, four to six disciplines will be reviewed annually, establishing a five-year review cycle for all programs.

In adopting this policy, the Board affirms that the responsibility for program improvement rests ultimately with the college President, who may at his/her discretion utilize additional procedures in order to improve the quality of one or more academic programs.

This policy is designed to complement Policy 109: Annual Enrollment Review.

### Academic Program Review: Policy and Procedures

#### Standards

The VSC Board of Trustees has adopted the following standards for high-quality programs. The purpose of Academic Program Review will be to determine the extent to which degree programs:

1. assist in meeting regional, state, and/or student needs;
2. integrate liberal, professional, and career study;
3. maintain currency;
4. achieve defined student learning outcomes as demonstrated through valid and reliable assessment processes;
5. utilize effective strategies for continuous improvement; and
6. help students prepare for life after graduation.

#### Schedule and Processes for Review

By March 1 of each year, the Council of Presidents (COP) will recommend to the Board of Trustees' Education, Personnel, and Student Life Committee (EPSL) the programs/disciplines to be reviewed during the following year, how these programs should be clustered for review,

and the timeline for reviews.

### **Three Approaches to Review**

The VSC Board of Trustees provides colleges and their programs three ways to meet the Board's standards for regular review and continuous improvement of academic programs. Option 1 involves preparing a program "self-study" document with ten specific components. Option 2 permits representatives of VSC programs in a given discipline cluster to work together to design a customized approach to the self-study. Option 3 is provided for programs that are nationally accredited or approved through Vermont's Results Oriented Program Approval (ROPA) process.

VSC will assess programs clustered by discipline on a system-wide basis to determine (1) how well they meet the Board's standards for high-quality programs (listed above), (2) how the programs might be strengthened by specific program improvement measures, and (3) if and how collaboration across colleges might benefit the programs and their students. New programs in their first three years are ordinarily exempt from review, although a president may choose to have new programs reviewed.

In the spring semester of the year when a program is scheduled for Policy 101 review, the Academic Dean will meet with senior majors, using a structured interview protocol, and will prepare a written report of this interview, which shall be submitted to the program head and to the President.

### **Option 1 and Option 2: Preparatory phase**

VSC requires all programs not formally accredited by a national accrediting association to participate periodically in one of the Academic Program Review processes detailed below.

- 1) In May of each year, normally in conjunction with the VSC Academic Retreat, faculty from programs scheduled for review in the following year will be invited to attend a special meeting to launch the Academic Program Review process. At this meeting:
  - a) The VSC chief academic officer will explain:
    - i) the Academic Program Review process, including the option to add custom-designed questions;
    - ii) the recommended timeline and campus process for preparing a program self-study;
    - iii) data that will be generated by VSC as well as those that are to be collected by the program/college; and
    - iv) resources that are available to assist those involved in program review and program assessment processes.
  - b) Programs in each cluster will determine whether they want to design a customized approach to the self-study. If all programs in a cluster choose to pursue the customized approach, representatives of those programs must collaboratively decide how they will organize to conduct this process and the deadlines they will set for their work. (See description of Option 2 starting on the bottom of page 3.)
  - c) Each cluster of programs, meeting with the academic dean who has been assigned to chair the review committee for that cluster, will discuss and generate ideas for potential outside members of review committees.

**Option 1: The standard system-wide review process**

- 1) During the year of the review, each program shall prepare a self-study that contains the following components:
  - a) a brief description of the program;
  - b) an analysis of curricular coherence and currency as well as pedagogical development;
  - c) an analysis of educational outcomes based on clearly defined student learning outcomes for the major and a comprehensive program assessment plan;
  - d) a description of regular processes designed to ensure continuous improvement of the program;
  - e) a description of the program's efforts to help prepare students for life after graduation;
  - f) longitudinal enrollment, retention, and graduation data, and a description of strategies to improve retention and graduation rates as well as, if appropriate, any plans to increase enrollment;
  - g) a review of job placement and/or continuing education trends among recent graduates;
  - h) commentary on the Academic Dean's report of his/her meeting with senior majors;
  - i) an analysis of program strengths and weaknesses; and
  - j) a plan that details program improvement strategies and any other anticipated changes.
2. By June 1, the Presidents shall submit to the Chancellor the self-study that has been prepared for each program under Option 1 review.
3. By June 1, the Council of Academic Deans (CAD) will establish committees to review the program self-studies. Generally, each committee will consist of five to eight individuals, including VSC faculty and administrators and at least two members external to the VSC.
4. Before August 15, each committee will meet to review self-studies and by October 1, submit an analysis of the self-studies to the Chancellor, college Presidents, and program heads. These reports will include recommendations for strengthening programs and any recommendations for program collaboration across colleges.
5. A program may comment on the review committee report in writing to the Chancellor.
6. COP will review all committee reports, along with any written comments submitted by programs, prior to their submission to EPSL, and will report to EPSL regarding how successfully programs under review employ continuous improvement strategies to meet Board of Trustees' standards for high-quality programs. COP will also report to EPSL on any recommendations it has made to the colleges regarding inter-program collaboration.
7. Before December 1, EPSL will review all committee reports and the recommendations of COP, and submit a report to the full Board of Trustees regarding the status of continuous improvement efforts in academic programs under review.

**Option 2: Self-designed review process**

Programs pursuing Option 2 must by November 1, collectively submit to CAD a plan that specifies how, through a customized process and report template, each program in the cluster will be reviewed to ensure that it is of high quality and remains current.

- 1) Besides its unique elements, the plan for the customized process must include the following elements:
  - a) a system-wide review committee process,
  - b) recommendations regarding the proposed outside membership of the review committee,
  - c) guidelines for individual program self-studies that include but are not limited to:
    - i) an analysis of educational outcomes based on clearly defined student learning outcomes for the major and a comprehensive program assessment plan,
    - ii) commentary on the Academic Dean's report of his/her meeting with senior majors,
    - iii) an analysis of program strengths and weaknesses, and
    - iv) a plan that details program improvement strategies and any other anticipated changes.
- 2) By December 1, CAD will submit to the COP any plans for a customized review that it would endorse.
- 3) By January 2, the VSC chief academic officer will inform the programs that have submitted a plan for review under Option 2 whether that plan was approved by COP, whether COP determined that additions or changes to the plan are required, or whether COP was unwilling to approve the customized review proposed.
- 3) By June 1, the Presidents shall submit to the Chancellor the self-study that has been prepared for each program under Option 2 review.
- 4) By June 1, CAD will establish committees to review the program self-studies. Generally, each committee will consist of five to eight individuals, including VSC faculty and administrators and at least two members external to the VSC.
- 5) Before August 15, each committee will meet to review self-studies and by October 1, submit an analysis of the self-studies to the Chancellor, college Presidents, and program heads. These reports will include recommendations for strengthening programs and any recommendations for program collaboration across colleges.
- 6) A program may comment on the review committee report in writing to the Chancellor.
- 7) COP will review all reports submitted, along with any written comments submitted by programs, prior to their submission to EPSL, and will report to EPSL regarding how successfully programs under review employ continuous improvement strategies to meet Board of Trustees' standards for high-quality programs. COP will also report to EPSL on any recommendations it has made to the colleges regarding inter-program collaboration.
- 8) Before December 1, EPSL will review all committee reports and the recommendations of COP, and submit a report to the full Board of Trustees regarding the status of continuous improvement efforts in academic programs under review.

### **Option 3: Process and timeline for accredited programs**

Programs that are nationally accredited as well as those approved by the State of Vermont's Results Oriented Program Approval (ROPA) process are required, as a condition of continued accreditation, regularly to engage in program outcome assessment and continuous improvement processes. Accredited programs that have undergone accreditation reviews since the last Policy 101 review are reviewed by COP and by EPSL through procedures detailed below. An accredited program that has not undergone an accreditation review since the last Policy 101 review must prepare a self-study under the procedures of either Option 1 or Option 2 above.

- 1) By June 1, Presidents of colleges with accredited or ROPA-approved programs scheduled for review shall submit to the Chancellor all reports pertaining to these programs that have been received from accrediting associations—or, in the case of ROPA-approved programs, from the Vermont Department of Education—since the last VSC review. Program self-studies prepared for accreditation reviews need not be submitted to the Chancellor.
- 2) In the year during which an accredited program is scheduled for Policy 101 review, the Academic Dean will meet with senior majors, using a structured interview protocol, and will prepare a written report of this interview, which shall be submitted to the program head and to the President.
- 3) Documents received from the accrediting association as well as the dean's report on an interview with senior majors shall be conveyed to the Chancellor under a memo from the President, which may clarify or respond to conclusions addressed in these documents.
- 4) COP will review all accreditation and ROPA-related reports prior to their submission to EPSL, and will report to EPSL regarding how successfully accredited programs under review employ continuous improvement strategies to meet Board of Trustees' standards for high-quality programs.
- 5) Before December 1, EPSL will review all accreditation reports and the related recommendations of COP, and will submit a resolution to the full Board of Trustees regarding the status of continuous improvement efforts in accredited programs under review.

Signed by:

Timothy J. Donovan  
Chancellor

To: Tim Donovan, Chancellor  
From: Joyce Judy, President  
Date: November 14, 2014  
RE: VSC Policy 101/Program Review and Continuous Improvement Plan (PReCIP):  
2014 Criminal Justice & Emergency Management

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Recommendations for CCV Program Improvement in Criminal Justice:

1. Improve program outcome assessments
2. Help students understand the cohesiveness of the program—what the program outcomes are and what their career choices are
3. Repair and improve the student pathway from CCV's associate degree to CSC's bachelor's degree in Criminal Justice

Criminal Justice

CCV agrees with the recommendations put forward by PReCIP review committee. Academic Council and the Social Sciences curriculum committee have been actively working to systematize program outcome assessment over the past few years and will continue to develop direct measurement tools to monitor student mastery of learning outcomes. Data from student outcome assessment has prompted the Social Sciences curriculum committee to improve the delivery, support, and assessments of students in the field experience course; embed additional career exploration throughout the degree program; and strengthen student practice and mastery of social sciences research methods. The Social Sciences curriculum committee will continue to build on this important assessment and continuous improvement work. As part of these efforts, the curriculum committee will meet with faculty teaching *American Judicial Process* during the 2014-2015 academic year to evaluate course content and determine strategies to improve students success in course learning objectives.

To better inform students about the structure, intent, and cohesiveness of degree programs, curriculum committees and Academic Council are working over the next year to develop detailed advising guides for students highlighting program outcomes, roles of individual courses within degrees, recommendations for electives, and career and transfer options. The Social Sciences curriculum committee will work on the Criminal Justice advising guide as part of this work. The associate academic dean will continue to build articulation and pathway agreements with four-year institutions and looks forward to continuing discussions initiated during PReCIP review with the Criminal Justice faculty at Castleton State College.

Emergency Management

After careful PReCIP analysis of the Emergency Management program, including enrollment trends, retention rates, and employment opportunities in Vermont, the Social Sciences curriculum committee has recommended archiving the Emergency Management associate degree. CCV believes there is value in college level emergency management training in Vermont. Students may be better served, however, choosing emergency management courses

to enhance other degree programs at the College including Criminal Justice, Human Services, Applied Business Practices, and Liberal Studies. This approach will give students a broader professional skill set that mirrors employment opportunities in Vermont.

The Social Sciences curriculum committee will update and restructure three existing emergency management courses, *Principles of Emergency Management*, *Emergency Planning*, and *Decision Making & Problem Solving in a Crisis*, that combined will provide students with foundational skills in emergency management. Students may choose to take the single introductory course for an overview of emergency management services or may choose to take to take all three courses to build additional emergency planning, mitigation, response, and collaboration skills.

To: Tim Donovan, Chancellor  
From: Joyce Judy, President  
Date: November 14, 2014  
RE: VSC Policy 101/Program Review and Continuous Improvement Plan (PReCIP):  
2014 Human Services

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Recommendations for CCV Program Improvement in Human Services:

1. Continue to monitor and interpret enrollment trends, especially (but not only) for male students.
2. Explore promising retention strategies within Human Services, including continued encouragement for students to take Dimensions in their first semester.
3. Insure students' early and explicit exposure to program learning outcomes.
4. Take additional steps to increase the contact between program faculty and field supervisors around student internships.
5. Insure the discussion of ethics in a variety of program courses.
6. Monitor the many positive changes that have occurred, making course corrections as necessary.
7. Insure student exposure to teacher practitioners who are working in agencies, or at least insure that an agency perspective is well represented in classes.
8. Consider the addition of a mental health perspective, or at least a way to insure students' familiarity with the language of mental health and/or criminal justice.
9. Implement and monitor the steps in Table 10 and the Continuous Improvement Plan of the self-study.

CCV agrees with the recommendations put forward by PReCIP review committee. Academic Council and the Social Sciences curriculum committee have been actively working to systematize program outcome assessment over the past few years and will continue to develop direct measurement tools to monitor student mastery of learning outcomes. As part of assessment and continuous improvement efforts, the Social Sciences curriculum committee will meet with faculty teaching Human Behavior in the Social Environment during 2014-2015 to evaluate course content and determine strategies to improve student success in course learning objectives. The committee is also working to improve student preparation, supervisor support, and assessment tools in the field experience course, Community and Work Experience.

Of particular focus this year, across the entire College, is an emphasis on student retention. As a result, the committee will continue to monitor enrollment patterns and build strategies to improve student retention. To better inform students about the structure, intent, and cohesiveness of degree programs, curriculum committees and Academic Council are working over the next year to develop detailed advising guides for students highlighting program outcomes, roles of individual courses within degrees, recommendations for electives, and career and transfer options. The Social Sciences curriculum committee, in collaboration with the Social Science advisory committee, will work on the Human Services advising guide as part of this work.



# Castleton

A V E R M O N T S T A T E C O L L E G E

*Office of the President*

## MEMORANDUM

To: Tim Donovan, Chancellor, Vermont State Colleges  
From: Dave Wolk, President, Castleton State College  
Re: President's Response to Suggestions of PReCIP Committees  
Date: November 17, 2014

Dear Tim:

I'm grateful for the work of the various PReCIP committees for 2013-14 and offer the following as my response to their suggestions for improvement of the Castleton programs reviewed in this cycle.

Respectfully yours,  
Dave

### **VSC Policy 101/Program Review and Continuous Improvement Plan (PReCIP)**

**Castleton State College** submitted a continuous improvement plan for its programs under review in 2014.

The PReCIP reports clearly outline the successes and challenges of the respective programs, and also discuss updates on program improvement recommendations from 2009. The end of each report outlines specific recommendations for the program, which are also highlighted in this overview.

**My response to these recommendations is attached below.**

### **2014 Criminal Justice and Emergency Management**

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#### **Recommendations for Castleton Program Improvement in Criminal Justice:**

1. Hire one additional faculty member. This would enable the program to address an obvious curriculum deficiency in the area of "technology in criminal justice". An additional faculty member would also free-up faculty to teach more upper-level

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*Office of the President*

classes.

2. Improve direct, measurable assessment tools to measure student learning outcomes.
3. New course development, especially “technology in criminal justice”.

### **Suggestions for VSC:**

Increase the level of assistance provided by the College and the VSC in data collection and reporting.

### **Castleton President’s Response:**

Although current enrollment patterns don’t support the addition of a fourth full-time faculty member in the short term, the college will continue monitoring program growth/decline with special attention to faculty resources.

The Chief Academic Officer has granted release time to support the development and implementation of a meaningful assessment process in Criminal Justice. He and his team, in partnership with the Faculty Assembly’s Program Assessment Committee, will continue to assist with these assessment efforts.

I encourage the department to explore curricular revision aimed at keeping the program in step with curricular developments in the field.

Castleton continues to pursue an expanding agenda for its own institutional research and welcomes whatever system-wide initiatives might develop in support of this commitment.

## **2014 History, Political Science, Social Science & Global Studies**

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### **Recommendations for Castleton Program Improvement in History, Political Science, Social Science & Global Studies:**

1. Consider revising the Social Studies Major in light of new educational standards and to engage a greater number of students.
2. Emphasize and support additional career planning for students.
3. Expand JSTOR Access, other online journal database holdings, and/or journal

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subscriptions to further support the department's commitment to student research.

4. Develop a detailed process to assess student learning in the new programs, and continue refining the processes already in place with existing programs.

## **Castleton President's Response:**

I encourage the department to give special attention to charting an appropriate future for the Social Studies major.

The Director of Career Services will continue to serve the department as a critical resource to assist with the strengthening of its career-planning efforts.

The Director of Library Services will continue directing available budget resources toward planned expansion of JSTOR and other resources in support of student research.

Castleton will continue to support the department's established assessment plans, while the Chief Academic Officer and his team, in partnership with the Faculty Assembly's Program Assessment Committee, will help the new programs to develop and implement meaningful assessment processes.

## **2014 Psychology and Counseling**

### **Recommendations for Castleton Program Improvement in Psychology:**

- 1) Revise Student Learning Outcomes to better reflect departmental priorities.
- 2) Develop and maintain an ongoing process for the assessment of student learning.
- 3) Collaborate with Johnson and CCV faculty to explore the feasibility of sharing at least some faculty resources to assist with delivery of specialty tracks.
- 4) Consider expanding the number of full-time faculty, especially in anticipation of creating a new graduate program in School Psychology.

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*Office of the President*

**Castleton President's Response:**

The Chief Academic Officer and his team, in partnership with the Faculty Assembly's Program Assessment Committee, will continue to support clarification of learning outcomes for Psychology program and strengthening of the department's assessment efforts.

I encourage the department to explore appropriate collaborative opportunities with Johnson and CCV.

The department is presently engaged in a tenure-track search in School Psychology. This hire will bring the number of full-time psychology faculty to five.

**2014 Sociology****Recommendations for Castleton Program Improvement in Sociology:**

1. Require internships for graduation.
2. Work with administration to create a sociology space on campus
3. Follow the plan for "improving achievement of SLO's."

**Castleton President's Response:**

Since Castleton counts the task of creating real-world experiences for students among its highest curricular priorities, I encourage program faculty to explore effective ways of making internship opportunities part of the curricular requirements in Sociology.

Facilities limitations argue against the practicality of establishing a space exclusive to Sociology, but the college will continue to assist efforts at strengthening the collective identity of Sociology majors.

The Chief Academic Officer and his team, in partnership with the Faculty Assembly's Program Assessment Committee, will continue to support the assessment efforts of Sociology faculty as they seek to improve the realization of student learning outcomes.

**MEMORANDUM**

**FROM: Barbara E. Murphy, President**  
**TO: Tim Donovan, Chancellor**  
**CC: Elaine Sopchak, O/C**  
**SUBJECT: JSC PReCIP 2014: Response to Review Committees**

**Anthropology and Sociology/Wellness and Alternative Medicine**

The ANS program demonstrates the vision and capacity to move forward; we do not agree, however, that this (quoting from the report) is “a program in crisis.” Nor do we hold that continuous improvement must entail “waiting for resources.”

1. Although we appreciate the committee’s advocacy for hiring full-time faculty, as well as the program’s expression of need, it also should be said that this is the most frequent recommendation from the PReCIP process; further, that presidents must take multiple, sometimes competing, factors into account in arriving at difficult decisions to authorize particular faculty searches. The president and academic dean hope that extending the new, temporary full time faculty member will help, and will consider the committee recommendation in future deliberations.
2. Whether through portfolios or other means, the president and academic dean agree that the program must develop its “culture of evidence” in assessment: SLOs, strategies for assessing student progress on them, curricular and pedagogical improvements based upon evidence.
3. We agree on the desirability of internships for the department; we would add that further developing student (and faculty) capacity for various forms of research would also be desirable so that students will be exposed to true exploration and discoveries as modeled by the faculty members who teach these students.

We have the same response to the faculty hiring recommendation for WAM as we did for the ANS program (above). The committee also recommends that JSC work toward making WAM its own department. Although we do not see the logic for this step right now, the president and academic dean remain open to ideas about academic reorganization and restructuring. As for the recommendation to develop the use of exit portfolios, our response on ANS assessment (above) holds for the WAM program as well.

**Psychology and Counseling**

We agree that both programs should “revise student learning outcomes to facilitate assessment” (recommendation #1) and “add meaningful mechanisms for the direct assessment of student learning to already-developed indirect measures” (#2).

For the bachelor’s Psychology program, determining the feasibility of cross-college collaboration on specialty tracks with Castleton and CCV (#3) seems an idea worth exploring. For the master’s Counseling program we agree on the importance (#3) of “develop[ing] an effective means of tracking the success rate of program-completers in obtaining state licensure.”

As for the hiring recommendation for both programs, we hope that the new Counseling faculty member this year (.25 Psychology) and the anticipated new Psychology faculty member next year (.25

Counseling) provide testimony for our conviction that both programs demonstrate the capacity and vision to move forward.

### **History and Political Science**

The Humanities Department with its majors in History and Political Science has taken some recent steps to increase student research capacity and promote new initiatives (e.g., the Model UN and Institute of Canadian Studies). We take these as indicative of the programs' vision and capacity to move forward.

At the same time the Department and its programs have been slow to embrace a "culture of evidence," beyond course grades, to gauge student mastery of the learning outcomes faculty have set. As such, we strongly endorse the committee's exhortation to the Department to "implement its plans to enhance student assessment..." The academic dean is in full support and available as a resource.

Other committee recommendations—among them, providing enhanced career planning and a varied array of experiential learning opportunities for students--seem similarly essential, if the programs are to reverse enrollment declines through improved recruitment and retention.

**MEMORANDUM**

FROM: Joe Bertolino, President

TO: Tim Donovan, Chancellor

CC: Elaine Sopchak, O/C

SUBJECT: LSC PReCIP 2014: Response to Review Committees

**Bachelor of Arts in Social Sciences**

The department is moving forward to attract more majors; we appreciate and concur with the committee's comments to this effect. This is a department creating strong ties to local high schools and working to strengthen its visibility and profile on the LSC campus.

1. We agree that hiring a political scientist makes good pedagogical sense, but must weigh the needs of all departments against budget realities. This department has seen a decline in enrollment and has begun developing the CRJ major, and that remains the administration's focus for Social Sciences at this time.
2. We agree that continuous assessment of learning outcomes is very important to the success of this and all departments. We recognize the progress made in this department regarding their SLO's, particularly in the increased rigor demanded of a "community service statement" by seniors. We will encourage Social Sciences to secure useful data to assist in their assessment and provide support in that regard.
3. Cross-campus collaboration will be very important for this department as they work to achieve enrollment/visibility goals, and we agree that the department would benefit from closer ties with admissions and marketing.

**Bachelor of Science in Applied Psychology and Human Services**

We appreciate the committee's attention to the consequences of the merger of two programs and the discussion of some of the challenges that still presents. And we agree that the concerns of the committee might be addressed through the creation of an advisory board.

1. We agree with the recommendation that the department move to a system of rubrics rather than rating scales to assess students. We concur that in this move the department should seek to retain the "distinctive and valuable conversations among faculty" they enjoy now.
2. We also appreciate the suggestion (and strongly agree with it) that the department should consider adding an advisory board to periodically review curriculum.
3. Space, technology and faculty positions are all heavily dependent upon resources. And while we agree with the recommendation that the department continue to work with administration to address the department's needs, we acknowledge technology (and other) investments in the department made last year.

4. We agree with the suggestion to add appealing electives to the curriculum.
5. We agree that marketing the 2+2 pathway will enhance recruitment and benefit students seeking this major.



# VERMONT TECH

TO: Tim Donovan, Chancellor of the Vermont State Colleges  
FROM: Dan Smith, President, Vermont technical College  
DATE: November 30, 2015  
RE: President's Response to Suggestion of the PreCIP Committee

Dear Tim,

I greatly appreciate the work of the PReCIP committee, and would like to offer the following as my response to their suggestions for improvement of the Vermont Technical College program reviewed in this cycle.

Warm regards,  
Dan

## **VSC Policy 101/Program Review and Continuous Improvement Plan (PRECIP)**

Vermont Technical College submitted a continuous improvement plan for the Construction Practice and Management program, under review in 2014.

Recommendations from the PReCIP Report:

For VTC:

1. Redouble the ongoing efforts to recruit women and other under-represented populations.
2. Work together with Admissions to establish a feasible recruitment plan, including enrollment targets.
3. Consider early job shadowing and additional, experiential means to put students on a track of their choice.
4. Market and recruit for this program, which offers rich opportunities for Vermonters in line with critical state priorities for training and development.
5. Implement the program improvement plan, contained in the self-study.

For the VSC:

1. Help to ensure, through the template and other means, that evidence and supporting data tie closely to the narrative self-study, and to ensure that self study contributors understand that brevity is appreciated.

*President's Response:*

1. The college is fully supportive of the effort to recruit all interested parties into a program that is highly relevant and in demand by national and state employers. This support includes the specific strategies intended to reach women and under-represented populations. The college will continue its partnership for the Women Can Do conference and is looking for ways to expand this type of focused strategy. Additionally, the college supports the use of dual enrollment relationships with secondary schools and tech centers to improve awareness and interest of this strong, career-oriented program.
2. In conjunction with the cost analysis of every program in the college, the Dean of Administration will develop enrollment targets for each program, including CPM. These targets are expected by mid-December and should help populate a more direct recruitment strategy for each program.
3. Within the context of our constrained resources, I encourage additional job-shadowing experiences, although I currently have confidence in this program's generation of work-ready graduates. The college could not afford additional job-shadowing experiences that added workload hours for program faculty.
4. Within the context of the college's overall marketing strategy and a large number of low-enrolled programs, the college will need to balance emphasis strategically. Nonetheless, the college supports advertising and promotional attention on each program within the context of constrained resources and believes that CPM will have significant interest in the student market.
5. Within the context of the self study CIP, I would like to flag three areas of emphasis for support: analyzing the cost-benefit of seeking accreditation for the ACCE; continuous review of the duplicative nature of certain courses with other departments and combine where possible; sustained collaboration with the Architecture and Building Engineering Department to develop recognizable emphasis on sustainable practices, energy efficient construction and green-building.

Response to the VSC:

1. The college believes in brevity and could benefit from additional support in data collection and reporting, as we are currently without a Director of Institutional Research.

To: Education, Personnel and Student Life Committee  
From: Chancellor Tim Donovan  
Date: December 3, 2014  
RE: 2014 VSC-Wide PReCIP Committee Recommendations

In addition to the recommendations provided by each committee in reference to individual college programs, committees made recommendations for the entire VSC system. Below are the recommendations submitted by each committee:

1. Construction Practice and Management

To continue to improve the VSC should help to ensure, through the template and other means, that evidence and supporting data tie closely to the narrative self-study, and to ensure that self-study contributors understand that brevity is appreciated.

2. History, Political Science, Social Science and Global Studies

The Review Committee wanted to affirm its strong support for the value of liberal arts education at the core of all VSC programs under review. Through their work in these programs, students develop rigorous and relevant skills that contribute great breadth and nimbleness for their preparation in a wide range of careers and life itself.

- a. To continue to improve, the Vermont State Colleges should:
- b. Include double majors when factoring data on enrollment.
- c. Consider the development of a system-wide journal and/or awards to support VSC faculty and student research.
- d. Provide opportunities for program/department chairs to collaborate on a regular basis throughout the year regarding information and strategies to support teaching and learning.

3. Human Services

To continue to improve the VSC should:

- a. Modify the request for evidence that comes with the template of items, toward the inclusion of less, but more relevant, material.
  - i. Explanation: The problem with the evidence is not with the report-writers but with the request itself. The overall request is read as much too far-reaching. As such, it becomes, ironically, almost an invitation for the mass of evidence provided to be ignored, not read. A more selective request--an invitation to choose only the most important pieces for inclusion--should emphasize the connection between evidence and the preceding narrative.
- b. Make the "rubric for evaluating the quality of program assessment systems" available via the VSC PReCIP portal organization. (*Completed October 28, 2014*)
- c. Explore steps to increase the enrollment of male students across the five colleges.

#### 4. Psychology & Counseling

The External Members of the Review Committee have offered the following suggestions for all programs:

- a. Clarify Student Learning Outcomes and develop more effective assessment processes.
- b. Address apparent shortages in the number of full-time faculty.
- c. Consider ways that the two colleges, and perhaps CCV as well, might share faculty resources as a way to improve delivery of the curriculum in specialty tracks.

#### 5. Criminal Justice and Emergency Management

Recommendation for improvement at the college and system level:

- a. Increase the level of assistance provided by the College and the VSC in data collection and reporting.

#### 6. Sociology, Anthropology, Wellness & Alternative Medicine

Recommended Areas of Improvement for Colleges and the VSC:

- a. Commit to hiring full-time faculty in departments relying heavily upon part-time faculty.
- b. Review and improve the use of exit portfolios for assessing student outcomes.
- c. Provide faculty development time/money for designing meaningful assessment tools.
- d. Commit to hiring full-time faculty as new program emphases are created/approved.
- e. Work to create internship programs to serve applied programs and graduates.

### Chancellor's Observations and Response

The Committee's recommendations fall generally into two categories:

#### 1. Recommendations for improving PReCIP process itself

I will ask the Academic Deans to refine the PReCIP process by providing directions and templates to report writers that result in shorter, more concise reports with more consistent data and narrative, while also seeking reports that will be of greater value to the program, the college, and the Board. In doing this, I ask the Academic Deans to consider:

- better integrating the evidence into narrative;
- placing greater evidence on student learning outcomes, consistent with regional accreditation; and
- increasing assistance to report writers in the form of data provided by the college and the VSC.

### 3. Recommendations for improving VSC and College services and programs

I will ask the Academic Deans to make proposals that:

- create means of recognition for faculty and student research;
- create opportunities for program/department chairs to regularly collaborate; and
- share faculty resources across colleges to improve availability and delivery of curriculum.

VERMONT STATE COLLEGES  
BOARD OF TRUSTEES  
RESOLUTION

Status of Programs under 2014 Policy 101 Review

- WHEREAS, On November 4, 2010, the Vermont State Colleges Board of Trustees approved a revised Policy 101, Review and Approval of Existing Academic Programs, that treated “accredited” programs differently, and this extended to programs approved through the State of Vermont’s Results Oriented Program Approval process (ROPA); and
- WHEREAS, On April 28, 2011, the Board replaced its Review and Approval of Existing Academic Programs policy with a new Program Review and Continuous Improvement Process, colloquially known as PReCIP and still identified as Policy 101 in the System’s policy manual; and
- WHEREAS, The 2014 Policy 101 program review process is complete, with appreciation and thanks to the many VSC faculty and academic staff who contributed through writing reports and/ or serving on review committees, and special thanks to the academic deans who chaired the program committees; and
- WHEREAS, After reviewing the recommendations from the Program Review Committees and from the Council of Presidents, including specific program improvement strategies, the Board of Trustees acknowledges the status of continuous improvement efforts in academic programs under review; and
- WHEREAS, The Education/ Personnel/ Student Life Committee has reviewed the reports of the 2014 Policy 101 program review, and recommends the program status and related program improvement strategies as attached; therefore, be it
- RESOLVED, That the VSC Board of Trustees acknowledges the program status and related program improvement strategies as attached as of this date, December 3, 2014.

December 11, 2014

### 3. Commendation of 2014 PReCIP Committee Members

Over the course of September and October these committees met for a full afternoon each to discuss at length the reports submitted by each college's programs. In addition to the academic dean, each of whom served as committee chairs, representatives of each college program attended, as well as up to three members of the outside community. These community members represented employment fields and other higher education institutions related to the programs under review. After each meeting the chair composed the written final report and solicited feedback from the committee members. These final reports are contained in this EPSL meeting's appendix materials.

## **2014 PReCIP Committee Members**

### Applied Technology

Dean Regan, Johnson State College (Chair)  
Andy Myrick, Vermont Technical College  
Ben Harrington, HB Cummings  
Barbara Martin, Community College of Vermont

### Criminal Justice

Phil Petty, Vermont Technical College (Chair)  
Vikki DeRosia, Castleton State College  
Diane Hermann-Artim, Community College of Vermont  
Sgt. Jason Covey, Middlebury Police  
Richard Gauthier, Vermont Criminal Justice Training Council

### History, Social Science, Political Science, and Global Studies

Deborah Stewart, Community College of Vermont (Chair)  
Andre Fleche, Castleton State College  
David Plazek, Johnson State College  
Janet Bennion, Lyndon State College  
Amy Cunningham, Vermont Humanities Council  
Tim Root, Essex High School  
Robert Taylor, University of Vermont State Colleges

### Human Services

Dan Regan, Johnson State College (Chair)  
Diane Hermann-Artim, Community College of Vermont  
Meri Stiles, Lyndon State College  
Scott Johnson, Lamoille Family Center  
Robert Ostermeyer, Franklin/Grand Isle Community Action

### Sociology

Kellie Bean, Lyndon State College (Chair)  
Phil Lamy, Castleton State College  
Susan Green, Johnson State College  
Chris Koliba, University of Vermont

### Undergraduate Psychology/Graduate Counseling

Tony Peffer, Castleton State College (Chair)  
Katherine Sperry, Castleton State College  
Gina Mireault, Johnson State College  
Suzanne Gurland, Middlebury College  
Phil Lovely, Lamoille Restorative Center  
Lisa Yaeger, Community College of Vermont



VERMONT STATE COLLEGES

BOARD OF TRUSTEES

RESOLUTION

Commendation to Policy 101 Program Review Committees

- WHEREAS, In 2002 the Vermont State Colleges Board of Trustees approved a revised Policy 101, Review and Approval of Existing Academic Programs, to incorporate a VSC-wide review of degree programs by discipline; and
- WHEREAS, On April 28, 2011, the Board replaced its Review and Approval of Existing Academic Programs policy with a new Program Review and Continuous Improvement Process; and
- WHEREAS, The Policy 101 process calls for the establishment of cross-college committees to review program reports submitted by the colleges;
- WHEREAS, These committees include VSC faculty and staff and external representatives with strong backgrounds in the program area under review who voluntarily commit their time and expertise to the process; and
- WHEREAS, The Board of Trustees recognizes that these Policy 101 Program Committees play a critical role in the VSC program review process, particularly by making specific program improvement recommendations back to the colleges; and
- WHEREAS, The Board of Trustees appreciates the special role of the academic deans in managing the process, chairing the committees, and authoring the committee reports; therefore be it,
- RESOLVED, That the Board of Trustees commends the thoughtful and thorough work of the 2014 Policy 101 Program Review Committees, as attached, and particularly acknowledges the extra effort of the committee chairs, to support the purpose of Policy 101, to ensure that VSC colleges regularly engage in practices designed to foster the continuous improvement of programs.

December 11, 2014

4. Approval of Programs to be Reviewed under 2015 PReCIP Process

Following is a full list of the programs to be reviewed in the 2015 PReCIP process, followed by a list of programs reviewed over the course of five years.

## VSC PReCIP 2015 PROGRAMS UNDER REVIEW

### Engineering Technology

VTC: AAS Architectural Engineering Technology\*  
AE Civil & Environmental Technology\*  
AE Electrical Engineering Technology (2-year)\*  
AE Electrical Engineering Technology (3-year)\*  
AE Mechanical Engineering Technology (2-year)\*  
AE Mechanical Engineering Technology (3-year)\*  
BS Architectural & Building Engineering Technology\*  
BS Electromechanical Engineering Technology\*  
BS Electrical Engineering Technology\*

### Fine Arts

CSC: BA Art  
CCV: AA Visual Arts  
JSC: BA Art  
BFA Media Arts  
BFA Studio Art  
MFA Studio Art  
LSC: BFA Animation/Illustration

### General Education

All colleges  
CSC: AA General Studies  
JSC: AA General Studies

### Liberal and General Studies (Multidisciplinary Studies is waived under Option 3)

CCV: AA Liberal Studies  
JSC: BA Interdisciplinary Studies  
BA Professional Studies  
LSC: AA General Studies  
BA Liberal Studies  
MA Liberal Studies

### Music, Performing Arts and Theater

CSC: BA Music  
BA Music Education\*  
MA Music Education\*  
BA Theater Arts  
MA Theater Arts  
JSC: AA Technical Theater  
BA Music  
BA Music Performance & Music Education\*  
BA Theater & Drama  
BA Musical Theater  
LSC: BS Music Business & Industry  
AS Audio Production  
AS Music & Self-Promotion  
AS Music Industry Management

### Philosophy

CSC: BA Philosophy

\* These programs will be undergoing reaccreditation in 2015 and so will submit reports under Option 3.

**VSC POLICY 101**  
**FIVE-YEAR SEQUENCE: PROGRAM REVIEW AND CONTINUOUS**  
**IMPROVEMENT PROCESS**

2015

1. Engineering technology (Architectural, Civil, Electrical, Mechanical, Electromechanical)
2. Fine arts (including animation and illustration)
3. General education
4. Liberal and general studies (multidisciplinary studies is waived under Option 3)
5. Music
6. Performing arts and theater
7. Philosophy

2016

1. Allied health (incl. CCV Medical Assisting)
2. Business (incl. CCV Applied Business Practices)
3. Early childhood education
4. Health sciences, exercise science, and sports medicine
5. Mathematics
6. Nursing
7. Undergraduate and graduate teacher education, including physical education

2017

1. Agriculture and horticulture, including equine studies
2. Biology
3. Environmental sciences
4. Information technology and computing (incl. CCV Digital Marketing)
5. Natural sciences
6. Outdoor education/recreation/sports management
7. STEM Studies

2018

1. Applied technology, including automotive technology, diesel power technology, fire science, professional pilot technology and veterinary technology
2. Communication arts and sciences, including electronic journalism arts and graphic design
3. English, literature, and writing
4. Meteorology
5. Spanish

2019

1. Applied technology (construction management)
2. Criminal justice (incl. CCV Emergency Mgmt)
3. History, social science, political science, and global studies
4. Human services
5. Sociology
6. Undergraduate psychology and graduate counseling

2020

1. Engineering technology (ABT, AET); includes all of these programs:
  - a. AE Civil & Environmental Technology
  - b. AE Mechanical Engineering Technology (2-year)
  - c. AE Mechanical Engineering Technology (3-year)
  - d. AE Electrical Engineering Technology (2-year)
  - e. AE Electrical Engineering Technology (3-year)
  - f. BS Electromechanical Engineering Technology
  - g. BS Electrical Engineering Technology
  - h. Architectural and Building Engineering Technology
  - i. Architectural Engineering Technology
2. Fine arts (including animation and illustration)
3. General education
4. Liberal and general studies (multidisciplinary studies is waived under Option 3)
5. Music
6. Performing arts and theater  
Philosophy

VERMONT STATE COLLEGES  
BOARD OF TRUSTEES  
RESOLUTION

Policy 101 Programs for 2015 Review

WHEREAS, On April 28, 2011, the Board replaced its Review and Approval of Existing Academic Programs Policy 101 with a new Program Review and Continuous Improvement Process; and

WHEREAS, Per Policy 101, the Council of Presidents recommends to the Board of Trustees the disciplines to be reviewed and the timeline for their review; and

WHEREAS, The Council of Presidents recommends to the Board of Trustees the following programs for 2015 review:

- Engineering Technology
- Fine Arts
- General Education
- Liberal and General Studies
- Music, Performing Arts and Theater
- Philosophy

Therefore, be it

RESOLVED, That the VSC Board of Trustees approves the program areas listed above for Policy 101 VSC-wide review in 2015 as of this date, December 3, 2014.

December 11, 2014

B. ITEMS FOR INFORMATION AND DISCUSSION

1. Preliminary Program Proposal: CSC: Master of Arts/Certificate of Advanced Study in School Psychology

# VERMONT STATE COLLEGES NEW PROGRAM PROPOSAL

## Preliminary Proposal Form

### **Part I: General Information**

1. **Institution:** Castleton State College
2. **Name of new program:** Master of Arts/Certificate of Advanced Study in School Psychology
3. **a) Individual(s) with responsibility for program development:**
  - Dr. Shannon Newell, Assistant Professor of Psychology
  - Dr. Terry Bergen, Professor of Psychology & Psychology Department Chair
  - Dr. Kathryn Sperry, Assistant Professor of Psychology
- b) Academic Department(s):** Psychology
4. **a) Date of Preliminary Proposal:** September 1, 2014
- b) Proposed start date of program:** Fall 2015
5. **Title of degree to be conferred (if applicable):** Master of Arts/Certificate of Advanced Study in School Psychology
6. **Brief description of proposed program (150 words or less):**

The proposed Mast of Arts/Certificate of Advanced Study in School Psychology (M.A. + C.A.S.) is designed as a residency based program following the training standards provided by the National Association of School Psychologists. The program requires 2 full years of coursework followed by 1 year of internship, resulting in a total of 72 credits. The internship will require a minimum of 1200 hours, 600 of which must be in a school setting.

The goal of the program is to prepare students for careers as school psychologists where they will provide direct educational, behavior, and mental health services for and collaborate with school administrators, educators and other professionals to create supportive learning and social environments for students, in accordance with the standards defined by the National Association of School Psychologists. The goal of the program is to prepare students to be credentialed by state department of education agencies as well as apply to become Nationally Certified School Psychologists through the National Association of School Psychologists.

### **Part II: Rationale**

1. How the program will strengthen the College (refer to institutional mission, institutional priorities, and existing institutional programs):

Castleton emphasizes undergraduate liberal arts and professional education while also offering selected graduate programs. Our plan is to add a program to the list of selected graduate programs already offered by Castleton. This program will extend and strengthen our undergraduate program which is dedicated to the intellectual and personal growth of students through excellence in teaching, close student-faculty interaction, numerous opportunities for outside-the-classroom learning, and deep integration with, and support for, our campus community.



The Psychology Department has been deeply involved in the development and use of sustainable practices. We have worked hard to develop a sense of agency and ownership in our students. As they grow through our department community they assume increasing levels of authority and leadership in the program and take on progressively more ownership of our program. By the time they are seniors they are fully functioning leaders of the department and responsible for the next generation of students entering the program.

This training in leadership and agency prepares them for meaningful careers; further academic pursuits; and engaged, environmentally responsible citizenship. We are convinced that adding a group of graduate students to this process will only increase the quality of our community and the agency and leadership training we are able to do. It will be like adding a group of older siblings to the family who can help with the training of the younger children. It is because of this potential of the graduate students to be involved in both teaching and learning that we believe we can offer a graduate program with the kind of meager resources Castleton is likely to provide for us.

Finally, as a member of the Vermont State Colleges, Castleton, and our Psychology Department, are committed to supporting and improving the region's communities, schools, organizations, businesses, and environment. A program training licensed school psychologists would be a boon to the local area. It would provide a resource to the schools and mental health institutions, local families in need of help, and the criminal justice system. Castleton would be strengthened by the addition of students from all over the United States who might be intrigued by a school psychology program that has a unique connection with the criminal justice system. It is well known that kids who have trouble in school often end up in the criminal justice system. Since we offer a forensic psychology concentration already, we would be uniquely placed to offer training in the intimate connection between these two critical social systems. Such an emphasis would be unique in the United States, and would likely have national appeal. Such a program would offer an enhanced connection between the Psychology Department, the Criminal Justice Department, and the Education Department.

## 2. Student market to be served (new or currently under-served):

Many of our graduates go to school psychology graduate programs. Some of them would be very happy to stay at CSC to get their masters degree. Presently, Vermont is one of four states in the country that does not provide a training program in school psychology. Around the country school psychology is a growth industry. It is projected that the field of school psychology will continue to grow. According to the National Association of School Psychologists, "It is believed that a significant proportion of current practitioners will be reaching retirement age within the next ten years, hence opening the door for a new generation of school psychologists. According to the Occupational Outlook Handbook of the Bureau of Labor Statistics, employment of psychologists is projected to grow 12% from 2012 to 2022, and one of the groups with the best job prospects will be those with a specialist or doctoral degree in school psychology."

More and more emphasis is placed on school performance as the United States becomes aware of the shortcomings of its educational institutions and how these shortcomings place us far behind other countries in educational outcomes. In addition, the common core will bring school problems into sharper focus as we begin to see that many of our children are not doing as well as we would like on national comparisons. The attention to teacher and student deficits will intensify over the coming years and the country will need more and more school psychologists to identify and address such student deficits.

## 3. State need(s) to be served:

School psychologists are in high demand in our area of the state, and in the state as a whole. We will be

able to provide these psychologists. Presently, there are over 33 job listings in the state of Vermont posted on [www.schoolspring.com](http://www.schoolspring.com) in which students trained by our program would be qualified to apply for. This number continues to fluctuate as demands for specialized services increase. The career center on the National Association of School Psychologists website currently has 1,040 job openings.

Castleton has recently hired a Dean of Entrepreneurship. In support of this new initiative, our school psychology could support the development of a business at the college. Currently kids in need of comprehensive professional assessment batteries go to Burlington to obtain such services. There is no reason that such services couldn't be offered at Castleton. Once we have a program of training underway and a group of graduate students on campus, we could begin to offer the kinds of psychological services that are now only available in Burlington. Our clinic would be staffed by licensed professional psychologists, including some of our graduates, who could offer the full range of psychological services from testing to therapy. In addition, such a clinic would offer an opportunity for our graduate students to get the supervised hours they need for completing our program and getting licensed.

4. How the program benefits the State of Vermont, furthers VSC strategic planning priorities, and relates to existing VSC programs:

Presently in the state of Vermont, 15.4% of students aged 6-21 years enrolled in public schools are eligible for special education services under one of the 13 eligibility categories. The Centers for Disease Control and Prevention website noted that, "based on the National Research Council and Institute of Medicine report (Preventing mental, emotional, and behavioral disorders among young people: progress and possibilities, 2009) that gathered findings from previous studies, it is estimated that 13 –20 percent of children living in the United States (up to 1 out of 5 children) experience a mental disorder in a given year and an estimated \$247 billion is spent each year on childhood mental disorders." In a report on school-based mental health in the state of Vermont, it was noted that school psychologists represent the smallest percentage of mental health providers for students with disabilities, falling behind school counselors, behavior interventionists, behavior specialists and therapists. Yet, school psychologists are trained in both psychology and education, providing them a unique understanding of school organization, classroom management, and are often involved in services intended to prevent mental health problems and severe behavior disorders, or to intervene at early stages to prevent more serious problems. They are also far more likely to work with teachers and parents to improve instruction in the classroom. Due to the diverse nature of their training, school psychologists understand the relationship between a child's social and emotional well-being and educational achievement and are in a unique position to contribute to preventative strategies and intervention efforts as well as act as a liaison between home, school, medical, and mental health agencies. These services the graduate students will be able to provide supports Castleton's mission of improving the region's community, schools, and organizations.

We will be providing school psychologists to Vermont supervisory unions. In addition, we will be providing opportunities to Vermont college graduates to further their education in a unique, nationally certified, licensure program in School Psychology. No one is training school psychologists in Vermont currently. We would fill that void.

This program will require at least 1200 hours of supervised field experience, which is in keeping with Castleton State College's focus on experiential learning and civic engagement. Graduate students will spend a substantial portion of their program in the community using their training in the schools. Students in this program will also serve as teaching assistants for undergraduate courses in the psychology department, further developing their leadership, effective communication, and professionalism. This program aims to prepare graduates for careers as school psychologists.

Castleton's strategic plan is to increase enrollment by about 500 students over the next ten years. As

the only School Psychology master's program in Vermont, this program will appeal to prospective undergraduate and graduate students.

Part of Castleton's 10-year plan is also to become Vermont's only public master's institution. This vision is well under way as there are already three new Master's degrees being offered at Castleton, in addition to the two existing programs. The Master's degree in School Psychology will contribute to this aspect of Castleton's plan for the future.

Castleton currently offers a Master's degree in Education. Offering a Master's degree in School Psychology will complement the current Master's in Education and will benefit both departments. Castleton recently established the ABA courses required to provide certification as Behavior Analysts. Students in the graduate program in Education might benefit in the future as we begin to offer a number of our current undergraduate psychology courses at the graduate level (including Human Growth and Development, Educational Psychology, and Child and Adolescent Development).

### **Part III: Resource Considerations**

Preliminary cost/ benefit analysis, including whether the program will be supported by a reallocation of existing resources or will require new resources:

Benefits have already been described in the preceding paragraphs. Cost that we anticipate in preparing for our new program include:

1. Two new faculty
  - a. One nationally certified school psychologist
  - b. One measurement expert (could replace current empty Department line)
2. Compensation for field supervisors
3. Testing materials: Test lab with up to date tests and equipment
4. Sufficient physical space for servicing clients, including observation room with two-way mirror

2. Discussion of VSC Employee Costs

Chancellor Donovan will provide background on VSC employee groups, collective bargaining units, compensation, and benefits. Materials will be distributed at the meeting.