August 28, 2015

TO: Education, Personnel and Student Life Committee
        Kraig Hannum, Chair
        Jim Masland, Vice-Chair
        Lynn Dickinson
        Karen Luneau
        Mike Pieciak
        Ben Simone
        Martha O'Connor

FROM: Yasmine Ziesler, Chief Academic & Academic Technology Officer

RE: EPSL Meeting on September 2, 2015

The EPSL Committee of the VSC Board of Trustees will meet on Wednesday, September 2nd
from 5-7 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) 224-3025 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

September 2, 2015 at 5:00 p.m.
Office of the Chancellor, Montpelier, VT

AGENDA

A.   ITEMS FOR ACTION

1.   Approval of the Minutes of the May 13, 2015 Meeting

The Vermont State Colleges Board of Trustees Education, Personnel & Student Life Committee conducted a meeting Wednesday, May 13, 2015 at the Office of the Chancellor in Montpelier, Vermont.

Committee members present: Lynn Dickinson, Kraig Hannum (Chair), Jim Masland, Mike Pieciak

Absent: Karen Luneau, Alyssa Slaimen

Other trustees present: Church Hindes, Linda Milne, Martha O'Connor

From the Chancellor's Office: Tricia Coates, Director, External & Governmental Affairs
                                Bill Reedy, General Counsel
                                Tom Robbins, CFO
                                Elaine Sopchak, Executive Assistant to the Chancellor
                                Sophie Zdatny, Associate General Counsel
                                Yasmine Ziesler, Chief Academic/Academic Technology Officer

College Presidents: Joe Bertolino, Dan Smith, Joyce Judy, Barbara Murphy, Dave Wolk

From the Colleges: Scott Dikeman, Dean of Administration, Castleton State College
                       Maurice Ouimet, CSC Dean of Enrollment
                       Tony Peffer, Academic Dean, Castleton State College
                       Phil Petty, Academic Dean, Vermont Technical College
                       Beth Walsh, VSC United Professionals President-Elect
                       Jeff Weld, Director of Marketing, Castleton State College

Chair Hannum called the meeting to order at 4:30 p.m. He started the meeting with public comments.

VSCUP President-Elect Beth Walsh wished her comments to address the previous Finance and Facilities Committee. She asked that when the colleges consider increasing international student enrollment that they also make sure these students are taught English skills, and that faculty and staff are trained to work with foreign students. She stated that the VSCUP would be glad to help with advocating for VSC funding at the state level.

A.   ITEMS FOR DISCUSSION AND ACTION

1.   Update on AGB Conference

Chair Hannum updated the Committee on his attendance at the Association of Governing Boards' annual conference on trusteeship. Video and downloadable handouts from the conference are now available online [here](#).

2.   Lyndon: Update on Northern Essex Community College partnership

President Bertolino described a new venture the college is undertaking with Northern Essex Community College in Lawrence, Massachusetts, in which Lyndon State will enroll NECC associate's degree students in BA programs but will teach the courses on site in Massachusetts. This is a new opportunity that will benefit NECC students but also LSC students who will have internship opportunities in the Boston area. LSC is in the process of working with the Massachusetts Department of Higher Education, and also incorporating in the state of Massachusetts. General Counsel Reedy explained that Board support of the venture is appropriate due to its uniqueness, the fact that LSC must form an out-of-state corporation, and the fact that a contract including a lease of more than five years is involved. President Bertolino explained that for the program to be viable for NECC students, the tuition rate needed to be at Vermont in-state rates, and that this rate would be limited to students at the NECC location only.

Trustee Pieciak moved and Trustee Masland seconded the approval of the resolution. The Committee approved the resolution unanimously.

At this time Trustee Masland left the meeting.

3.   Castleton: Strategic Plan Update

President Wolk shared with the Committee that Castleton State College has created a ten-year strategic plan for growth, the Castleton Plan. With the creation of many masters programs, and the intention of presenting to the Board in the near future a proposal for a doctoral program, and with the growth anticipated in the new ten-year plan, it is time to consider changing the name of the college to Castleton University. He emphasized that the entire Castleton community is ready for this change, and that he is bringing the idea to the Board at this time for its support. Becoming a university is a way to launch Castleton into the future.

Chancellor Spaulding stated that the VSC enabling statutes allow the Board to change the name of a VSC institution. Legislation going through the state house currently will allow the Board to change the name of the Vermont State Colleges. He suggested the Board make a decision on the

name change at the July meeting in order to allow Castleton to prepare to market its new name. The presidents agreed that the name change would not have a negative impact on the other VSC colleges, although President Murphy suggested that Johnson State, as a master's granting institution, may feel an impact. President Judy suggested that with this name change the system name may need to be reconsidered.

4.   Vermont Tech: Update on financial watch status for Equine Studies

President Smith reminded the Committee that the Equine Studies BA program had been put on financial watch in December. The plan now is not to enroll students in the BA program for Equine Studies in the fall; there were 9 deposited students in that program. Total enrollment has dropped and the program is expensive to run. They are exploring the viability of offering an alternative associate's degree to teach out the students currently enrolled; this will depend on commitments from new deposited students to remain in the alternative associate's program.

The meeting adjourned at 5:30 p.m.

B.   ITEMS FOR INFORMATION AND DISCUSSION

1.   <u>Presentation on Summer Work of the Lyndon Curriculum Task Force</u>

In response to recent budgetary challenges, a Curriculum Task Force, led by Interim Academic Dean Nolan Atkins, was established in April 2015 to examine all facets of the curriculum offered at LSC. The primary objective of the task force is to make recommendations for curriculum reduction so as to reduce instructional costs. At the same time, the task force will also make recommendations for program reorganization, development of alternative program and course delivery models, and how best to offer an appropriate balance of liberal arts and professional studies. The process necessarily involves the analysis of a great deal of data that quantifies and summarizes the effectiveness of all our academic programs. Dr. Nolin Atkins will present an overview of the task force's activities this summer and plans for the coming year.

2.   <u>Policy 102 Preliminary Proposal for Vermont Technical College Master's Degree in Software Engineering</u>

Vermont Tech's software engineering and IT programs are a significant area of growth at the baccalaureate level in the college. The Masters program will enhance that market and the service to the Vermont software industry.

Policy 102 Approval of New Academic Programs, Degree Programs, Major Concentrations, Minors, and Certificate Programs

Vermont State Colleges New Program Proposal

Preliminary Proposal Form

Part 1: General Information

1. Institution: Vermont Technical College

2. Name of new programs:

   a) Master of Science in Software Engineering

3. a) Individuals with responsibility for program development:

   a) Craig Damon

   b) Jean Hakim

   c) Philip Petty

   d) Brent Sargent

4. a) Date of Preliminary Proposal: 8/26/15

   b) Proposed Start of new program: Fall 2016

5. Title of degree to be conferred:

   a) Master of Science in Software Engineering

6. Brief Description of proposed program (150 words or less):

   Software Engineering:

   The Master of Science in Software Engineering program provides a thorough grounding in the software development process and an understanding of what research is done in the field. Graduates of this program should be able to lead software development efforts of substantial projects including architecting software systems, and overseeing subsequent process development selection, and implementation as well as

Policy 102 Approval of New Academic Programs, Degree Programs,
Major Concentrations, Minors, and Certificate Programs

incorporating appropriate new approaches from both academia and industry into their work.

Part II: Program Rationale

1. How the program relates to institutional mission, furthers institutional strategic planning and priorities, and complements existing institutional programs:

    This program complements Vermont Tech's existing computing programs, especially the Bachelors of Science in Software Engineering. Most, if not all, of the master's students will take some mixed undergraduate/graduate courses built upon our existing senior level electives, strengthening those classes. Bringing more full-time workers into the college will strengthen our ties (and our ability to place students) with their employers. Institutionally, introducing select masters programs has been a goal of Vermont Tech for the last few years.

    We are already seeing benefits of the discussion about the program with our current students, in Software Engineering as well as other related disciplines. Student awareness of the possible degree has already brought significant anecdotal evidence for the program's indirect benefits. We have a student who chose to remain at Vermont Tech rather than transfer to a more illustrious program because of the hope of the program being started. We had a BS.EET senior who was going to remain an extra year to complete a BS.CSE degree in the hopes of entering the MS.CSE program (before the MS.CSE was deferred for a year).

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

    We envision students graduating from our Master's program will work in industry in Vermont and through the Northeast where they become leaders, managers, and drivers of that industry. General industry guidelines are now that every software development group should have at least 10% of their developers with at least a master's degree. Those developers will generally serve in more senior roles, such as architect, technical lead or lead designer. Nationally, between 15-20% of all software professionals hold a relevant graduate degree, with the precise number varying by sub-field. Northwestern Vermont currently employs a few thousand software developers, meaning a few hundred should have a master's degree. Anecdotally, the number locally is significantly smaller.

    We foresee three groups of students enrolling in this program.

    A) Students continuing on directly from their undergraduate degree. These students will now forego graduate school or move out of state in many cases to pursue graduate work.

    B) Active software developers looking to advance their careers by pursuing a part-time MS.SE degree. With the growing local software industry, we expect these students to provide the bulk of the enrollments.

    C) Post-baccalaureate career changers. Many people who graduated with a less employable major (or one that they simply no longer want to pursue) may need paper certification to enter a new field. Currently we get regular enquiries about completing a second Bachelor's degree, many of whom enroll at Vermont Tech. Completing a Master's degree is generally more appropriate (and more valuable) for these students.

2. State need(s) to be served:

Policy 102 Approval of New Academic Programs, Degree Programs,
Major Concentrations, Minors, and Certificate Programs

We expect that the state of Vermont would be a key benefactor of the students graduating from this program. The software industry is becoming one of the key economic drivers for Vermont. A lack of qualified workers has been cited as one of the key constraints facing this industry. While not every developer needs to have an MS degree, some percentage of the work force should have an advanced degree. While UVM offers both a Master's and a PhD in Computer Science, their degree programs are (rightfully) research oriented. Vermont Tech's mission is to provide the technical workers for the state's industries and we need to grow to fit the increasing educational needs of the new software economy.

We could also see some students from neighboring states, most likely New York, who seek the hands-on advanced training our program would offer. A decade ago, SUNY Plattsburgh was hoping to start a master's program in CS to serve Northeastern NY state, but did not have the capacity to do so and had to drop the idea. The demand remains, however.

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

As indicated above, the new program benefits the state as a whole in helping fuel and grow the local software economy. There are no other similar degree programs elsewhere in the VSC.

As jobs that previously required an AS now require a BS and new jobs also required a BS, Vermont Tech added Bachelor's degrees. As jobs that previously required a BS start to require an MS, Vermont Tech and the entire VSC will need to adopt to that new reality. The addition of this program keeps Vermont Tech in line with the needs of the technology industry in the state. It also provides increased depth (both real and perceived by potential undergraduate students) in our offerings in our current Software Engineering, Information Technology and Computer Engineering Technology degrees.

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:

In general, the costs for this program should be low. In year 1, the department will need to teach an additional 14 credits across the two semesters, which will grow by 3 more credits to a total of 17 credits in year 2 plus project supervision. After the instructional costs of the additional sections, the second largest on-going expense will be the need to improve the library subscriptions to include a stronger mix of current research journals.

There will also be some one time administrative costs across the college. For example, the registrar's office will need to set up new procedures and levels to handle the graduate courses and degrees.

This will be offset by student tuitions. Although first year enrollments are expected to be small, we expect to grow to approximately 7-12 FTE equivalent enrollments within a few years. Even falling short of those numbers should provide sufficient funding to more than cover the expenses outlined above. Some of our potential students (primarily career changers) will need to take some additional courses to qualify for admission. This additional tuition revenue will enhance the profitability of the program.

Beyond the direct program advantages, we expect to see an increase in enrollments in our existing undergraduate programs simply from the existence of this program. Both because the Software Engineering program is relatively new (we graduated our first BS.CSE students in 2010) and because the perception of Vermont Tech lags reality, our program is much stronger than people initially expect it to be. Having the master's degree raises people's expectations to much more closely match reality. Any increased enrollment from this factor comes without other cost, making it very lucrative. We believe that the increase in enrollment in the incoming students this fall is at least partially due to mentioning the possibility of the program to prospective students.

3.   <u>Policy 102 Preliminary Proposal for Lyndon State College's Bachelor's of Science in Elementary Education</u>

This new program will allow students to complete their BS and/or licensure while continuing to work full-time. While the new licensure program will be aligned to graduates of the CCV Early Childhood AA program, it will also allow students who already hold a bachelor's or associate's degree to complete coursework leading to a Vermont Early Childhood teaching license, as well as allow already working and licensed teachers in Vermont who hold an endorsement in another concentration area to add an early childhood endorsement.

VERMONT STATE COLLEGES NEW PROGRAM PROPOSAL

Preliminary Proposal Form

Part I: General Information

1. Institution: **Lyndon State College**

2. Name of new program: **Bachelor of Science in Early Childhood Education**

3. a) Individual(s) with responsibility for program development: **Dr. Eden Haywood-Bird, Assistant Professor, and Dr. Tara Fortner, Assistant professor and department chair-education**

b) Academic Department(s): **Education**

4. a) Date of Preliminary Proposal: **08/26/2015**

b) Proposed start date of program: **Fall 2016**

5. Title of degree to be conferred (if applicable): **Bachelor of Science in Early Childhood Education**

6. Brief description of proposed program (150 words or less):

This new BS/licensure program will take the non–traditional students' community challenges into account through its development, allowing for students to complete their BS and/or licensure swiftly, while being able to continue to work full-time. While the new licensure program will be aligned to graduates of the CCV Early Childhood AA program, the outcome goals for the entire program will be threefold:

1. Provide students who already hold a bachelor's degree a chance to complete coursework leading to a Vermont Early Childhood teaching license.
2. Provide students who already have an associate's degree in Early Childhood to complete a bachelor's degree in early childhood leading to a Vermont Early Childhood teaching license.
3. Provide already working and licensed teachers in Vermont who hold an endorsement in another concentration area the opportunity to add an early childhood endorsement.

Part II: Program Rationale

1. How the program relates to institutional mission, furthers institutional strategic planning and priorities, and complements existing institutional programs:

- This program is reflective of the LSC mission to educate students in an individual and experiential way, focused on professional growth and transferable skills.

- This program extends the excellence of the LSC current teacher education program to an underserved and often neglected population of teachers throughout the state of Vermont.

- This is in line with LSC FLEX, an initiative created to better serve Lyndon State College's non-traditional student population.

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

Although there are several existing institutions in Vermont that contribute to the training and education of ECE professionals, including LSC's current ECE program, there are few practical pathways to licensure for non-traditional students. The Community College of Vermont (CCV) awards on average 45 Associate's Degrees in ECE each year; upon graduation though these students have limited options for pursuing licensure. Existing ECE licensure programs typically work well for traditional college students aged 18-23 who are able to take classes during the day time but are not feasible for non-traditional students who must maintain full-time employment. Non-traditional students who are currently working in the field and seek licensure typically work full-time on week days and therefore need a program that does not offer classes weekdays. Springfield College's School of Human Services in St. Johnsbury, VT offers such a program, but it is not an approved licensure program. Since the need for an ECE licensure program is statewide, the ideal program needs to be developed in a manner that would be accessible to ECE professionals throughout the state.

3. State need(s) to be served:

There is a shortage of early childhood licensed professionals in the state of Vermont needed to implement Act 166, entitling all Vermont three and four-year-olds to tax-payer funded preschool. Unfortunately, the Vermont Agency of Education does not have current data on the number of ECE teachers currently teaching, or of those teachers who are licensed but not working in the field, however the anecdotal evidence is convincing. According to a presentation of her research on this topic at the March 2015 Professional Preparation and Development Committee, Susan Titterton shared that though the data is not in existence, in her multiple conversations with district superintendents, she has discovered that there are unfilled positions in preschools currently. With the implementation of Act 166, the supervisory unions are concerned that they will be unable to fill additional needed licensed positions in preschool, as the amount of three and four-year-olds who are eligible for preschool begins to grow

4. How the program benefits the State of Vermont, furthers VSC strategic planning priorities,

and relates to existing VSC programs:

Currently within the VSC there are not articulations in place for students who obtain an early childhood AA degree from CCV or in the Johnson State College External Degree. Students from CCV often do not continue on to licensure because no bachelor level degree program meets their unique needs. The same rings true for JSC EDP. Even though students do graduate with a bachelor degree in education, they are not licensed teachers

in the state of Vermont, so must continue on in another capacity if the students want to pursue a teaching career in the Vermont public school system.   Additionally, there are several private college programs in the state of Vermont that offer a BA or BS in early childhood education, but do not offer licensure. This program will be a way to keep current VSC students or VSC graduates in early childhood education within VSC system and bring in students to the VSC who may have received a bachelor's degree from a private or out of state institution, yet still need licensure to become employable.

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:

While it is impossible to know concretely how many students with CCV's ECE associate's degrees are looking to continue their education forward to licensure, the Vermont Early Childhood Workforce survey results will shed some additional light on the potential student pool when findings are released in November 2015. At this time, anecdotal information supports a first cohort enrollment of approximately 25 students for a start date in fall 2016.   Once implemented, we anticipate that this program will be self-sustaining with student tuition being the continued funding source. The primary instructor stream will be current full-time faculty within LSC. No additional resources are anticipated being used.