

**TO:** Education, Personnel and Student Life Committee

Aly Richards, Chair  
Jim Masland, Vice-Chair  
Shavonna Bent  
Janette Bombardier  
Lynn Dickinson  
Karen Luneau

**FROM:** Yasmine Ziesler, Chief Academic Officer



**RE:** EPSL Meeting on August 23, 2017

**DATE:** August 15, 2017

The EPSL Committee of the VSC Board of Trustees will meet on Wednesday, August 23<sup>rd</sup> at 1:00 p.m. in the Chancellor's office in Conference Room 101. Materials for the meeting 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  
August 23, 2017**

**AGENDA**

1. Call to Order
2. Consent Agenda
  - a. Approval of March 24, 2017 Meeting Minutes
  - b. Approval of June 20, 2017 Information Session Meeting Minutes
3. Review of EPSL Areas of Responsibility
4. EPSL Planning for 2017-2018
5. Discussion of VSCS Retention & Graduation Project
6. Policy 102: New Program Proposal for A.S. In Criminal Justice, Lyndon State College
7. Other Business
8. Public Comment
9. Adjourn

**MEETING MATERIALS**

1. Minutes of March 24, 2017 Meeting
2. Minutes of June 20, 2017 Meeting
3. EPSL Areas of Responsibility
4. EPSL Planning for 2017-2018
5. Discussion of VSCS Retention & Graduation Project
6. Policy 102: New Program Proposal for A.S. In Criminal Justice, Lyndon State College
7. Resolution: Lyndon State College A.A. Criminal Justice

Item 2:  
Consent Agenda

Approval of March 24, 2017 Meeting Minutes  
Approval of June 20, 2017 Information Session  
Meeting Minutes

**UNAPPROVED minutes of the VSC Board of Trustees Education, Personnel, and Student Life Committee meeting Friday, March 24, 2017**

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

The VSC Board of Trustees Education, Personnel, and Student Life Committee met on Friday, March 24, 2017 in the Stearns Performance Space at Johnson State College.

Committee Members present: Kraig Hannum (Chair), Lynn Dickinson, Morgan Easton, Karen Luneau, Martha O'Connor, Mike Pieciak (by phone)

Absent: Jim Masland

Other Trustees: Jerry Diamond, Tim Jerman, Linda Milne, Aly Richards

From the Chancellor's Office: Kevin Conroy, Chief Information Officer  
Todd Daloz, Associate General Counsel  
Elaine Sopchak, Administrative Director  
Jeb Spaulding, Chancellor  
Sophie Zdatny, General Counsel  
Yasmine Ziesler, Chief Academic Officer

From the colleges:

Jonathan Davis, Dean of Students, Lyndon State College  
Barb Flathers, Vice President, VSCUP  
Barbara Martin, Dean of Administration, CCV  
Sharron Scott, Dean of Administration, Johnson State College  
Dotty Spoerl, IT Director, Johnson State College  
Danielle Spring, Conferences & Events Director, Johnson State  
Jay Paterson, Dean of Student Affairs, Vermont Technical College  
Dennis Proulx, Dean of Students, Castleton University  
Lit Tyler, Dean of Administration, Vermont Technical College  
Beth Walsh, President, VSCUP  
Heather Weinstein, Dean of Students, CCV  
Michele Whitmore, Dean of Students, Johnson State College

Guests: Jennifer St Jean, State of Vermont Office of Veterans Affairs

1. Call to Order

The meeting start was delayed due to bad weather. The attending Committee members chose to skip the approval of the minutes temporarily and begin discussion of revisions to Policy 301, but would not take action because there was no quorum. General Counsel Sophie Zdatny introduced Jennifer St. Jean from the Vermont Office of Veterans Affairs. Ms. Zdatny explained that the revisions to Policy 301 cover expanded benefits and do not take any benefits away. The Committee did not take action on the revisions to Policy 301 at this time.

The Committee then moved on to discussing the recommendations for emeritus faculty. Chief Academic Officer Yasmine Ziesler reviewed the nominations from Castleton University. Trustee O'Connor asked for a list of faculty granted emeritus status to date. At this time Trustee Dickinson arrived, establishing quorum. Chair Hannum called the meeting to order at 12:04 p.m.

2. Approval of the Minutes of the November 16, 2016 Meeting

Trustee Luneau moved and Trustee Dickinson seconded the approval of the minutes. The minutes were approved unanimously.

3. Revisions to Policy 301

There were no further questions on this topic. Trustee Luneau moved and Trustee Easton seconded the revisions. The Committee approved the revisions to Policy 301 unanimously.

4. Recommendations for Emeritus Faculty

Lyndon State College Interim President Nolan Atkins discussed their nominee, Professor Ron Rossi.

Trustee Luneau moved and Trustee Dickinson seconded the approval of emeritus status for Castleton University Professor Robert Gershon. The Committee approved the resolution unanimously.

Trustee Easton moved and Trustee Luneau seconded the approval of emeritus status for Castleton University Professor John Gillen. The Committee approved the resolution unanimously.

Trustee Luneau moved and Trustee Dickinson seconded the approval of emeritus status for Castleton University Professor Robert Johnson. The Committee approved the resolution unanimously.

Trustee Luneau moved and Trustee Dickinson seconded the approval of emeritus status for Lyndon State College Professor Ronald Rossi. The Committee approved the resolution unanimously.

5. Recommendations for VSC Faculty Fellows

Dr. Ziesler introduced the Faculty Fellow process and presented the nominees.

Trustee Easton moved and Trustee Luneau seconded the Faculty Fellow nomination for Castleton University Professor Adam Chill. The Committee approved the resolution unanimously.

Trustee Dickinson moved and Trustee Luneau seconded the Faculty Fellow nomination for Lyndon State College Professor Barclay Tucker. The Committee approved the resolution unanimously.

6. Northern Vermont University Mission Statement

Johnson State College President Elaine Collins shared that they are working on their NEASC proposal for substantive change. To comply with NEASC Standard 1, they have drafted a new mission statement for the institution. The communities of both campuses had opportunities to contribute to the discussion. The Committee would be approving the mission statement only; the vision statement does not have to be approved. Trustee Diamond inquired why the vision statement is included in the resolution if it does not need to be approved. President Collins answered that it is acceptable for the Committee to approve both. General Counsel Sophie Zdatny stated the resolution is appropriate as is. Trustee Luneau moved and Trustee Dickinson seconded the resolution. The Committee approved the resolution unanimously.

7. Student Trustee Report on the VSCSA

Trustee Easton reported that the VSCSA has appointed two students to serve as public relations interns; Tyler McInniss (LSC) and Brendan Walsh (JSC) will share a \$1000 stipend. They are compiling a multi-campus event calendar at [www.vscsa.wordpress.com](http://www.vscsa.wordpress.com).

The application for student trustee is available on this website and the VSC portal. They are establishing a newsletter, Twitter feed, and Facebook page. Trustee Easton inquired about a social media policy for the VSC—VSCSA wants to follow a system policy rather than attempt to comply with individual policies from the colleges. She is working with Associate General Counsel Todd Daloz on this question.

Regarding the tobacco free policy, Johnson State College has nine zones for smoking, and are applying for two grants applying for. Vermont Tech is telling students on tours about the 2018 policy change. Castleton University has sent out a thorough update to students.

Chair O'Connor inquired and the Committee discussed whether the VSCSA and student government meetings are required to follow open meeting law.

8. Review and Discussion of Policy 109 Summary Data and Reports

Dr. Ziesler reminded the Committee about the recent changes to Policy 109. She reviewed the Board guide enclosed in the materials, and enrollment trends across all programs. Trustee Pieciak asked for more data regarding the percent increase in program enrollment from year to year.

9. Discussion of Student Mental Health with VSC Student Affairs Council

The deans of students presented on what each college is doing for mental health services. There are overall high levels of anxiety, depression, and need for stress management. There is no mandate for mental health services from the federal level. Beyond one-on-one relationship counseling, the colleges provide addiction support, life coaching, and academic support.

Johnson State College Dean of Students Michele Whitmore described their wellness center, which includes 8-10 staff members, two master clinicians, three to four graduate students, and two undergraduate interns. Services offered include counseling, group counseling, guidance on collaboration, and a well-utilized relaxation room. Collaborations exist with residence life, peer mentors, the first year experience office and academic support services. Statistics reflect 722 sessions held for students, with topics including anxiety, abuse history, depression, and suicide ideation. More education is desired by staff and faculty. Future hopes are for additional resources to be proactive: health educators and experts on the ground, especially in evening hours.

Lyndon State College Dean of Students Jonathan Davis reported that the college wellness program has one full-time employee, two part-time counselors, a supervising physician three hours per week, and a part time registered nurse and physician's assistant. They want to increase outreach and education. Counseling demands are up even with lower enrollment. There are fewer staff in residence life and academic support. They have an online early alert system with weekly follow-up meetings. The location of services at Brown House can be an issue. There is nine-month service but counselors also show up in the summer. Dean Davis stated that they sometimes know what the students need before they arrive on campus, but also often don't know until the students get there. Usage increases even though enrollment is declining because students are consumers, and faculty and staff are highly knowledgeable.

Vermont Technical College Dean of Student Affairs Jay Paterson shared that the college has defined for students the scope of their eligibility and what the college can and cannot do. They have a counselor from the veterans center, two other counselors, and a consulting psychologist. They have applied for a grant to assist with suicide prevention efforts. All at Vermont Tech understand it is everybody's job to help with these issues.

Community College of Vermont Dean of Students Heather Weinstein reported that because CCV is non-residential the needs are very different. Only a third of students are traditional age; the average age is 27. There is a broad variety of needs: housing, childcare, food scarcity, mental health. They have contracted with United Way's Working Bridges program and brought 211 to CCV to make connections and referrals. The program assists students in getting services on a sliding fee scale, and helps faculty and staff too. They are rebranding and re-promoting the service. Academic advisors are an important resource too. They have deeply established relationships with students and are identifying barriers. CCV has established a college intervention team that reviews cases of students of concern. They have contracted with a psychiatrist for counsel as needed. Next year they hope to implement a web form for faculty to flag concerns about students. The mental health needs of their students reflect similar needs of Vermonters.

Castleton University Dean of Students Dennis Proulx shared that they utilize a licensed psychologist, two interns, and two private practitioners, as well as RNs, health educators, and a sexual assault prevention specialist. There were 132 crisis events in 2010, and 260 in 2015-2016. 75% of users say counseling has helped them remain in college, so it's important for retention. These services are not covered by insurance; they come out of the operations budget. Students would not use services if they took insurance due to privacy concerns.

Trustee Dickinson inquired whether peer involvement helps. Dean Proulx answered that students are more aware and comfortable with mental health services. The need for services is not specific to certain years but is spread evenly throughout the classes.

Trustee Richards inquired whether Castleton is the only college in the system that does not use insurance. Dean Proulx responded that Castleton refers students to other practitioners who do accept insurance. Dean Davis shared that Lyndon State bills for medical services and is starting to bill for mental health services. Dean Paterson said Vermont Tech does not have licensed practitioners on staff. They will pay for the first three visits and the goal is that the student shifts to his or her own practitioner and insurance. Generalized intake leads to more specific referrals. Lyndon State's services are for residential students only; there are no services for commuters or off-campus students.



Trustee Easton mentioned food insecurity and that the Vermont Higher Education Council is hosting a panel on the topic on March 31st. Each of the colleges maintains various relationships with local food shelves and Sodexo to address this issue.

10. Other Business

Dr. Ziesler informed the Board about the upcoming Governor's Summit on Substance Use Disorder Workforce being held at Vermont Tech in Randolph in April.

11. Public Comment

Trustee Diamond inquired about credentials of the providers supplying mental health services and wondered about the VSC's liability. Dean Proulx assured him that all the services are being provided by correctly licensed practitioners. Counseling in a clinical sense without a license is not being practiced. General Counsel Zdatny stated that support services are different from counseling. Short term support services are being provided and more long term needs are being referred out. Chancellor Spaulding reminded the Committee that if the VSC is using accepted best practices then insurance would protect the system from claims. Ms. Zdatny stated the colleges have various types of intervention teams in place to keep communication about students of concern happening.

12. The meeting adjourned at 1:35 p.m.

**UNAPPROVED minutes of the VSC Board of Trustees Education, Personnel, and Student Life Committee meeting Tuesday, June 20, 2017**

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

The VSC Board of Trustees Education, Personnel, and Student Life Committee met on Tuesday June 20, 2017 at the Office of the Chancellor, Montpelier, VT.

Committee Members present: Aly Richard (Chair), Lynn Dickinson, Karen Luneau

Presidents: Nolan Atkins, Elaine Collins, Joyce Judy, Pat Moulton, Dave Wolk

Other Trustees: Jerry Diamond, Tim Jerman, Chris MacFarlane, Church Hindes

From the Chancellor's Office: Kevin Conroy, Chief Information Officer  
Todd Daloz, Associate General Counsel  
Jeb Spaulding, Chancellor  
Sophie Zdatny, General Counsel  
Yasmine Ziesler, Chief Academic Officer  
Harriet Johnson, Executive Assistant  
Tricia Coates, Director of External & Governmental Affairs

From the colleges:

Barb Flathers, Vice President, VSCUP  
Lisa Cline, President, VSCUP  
Laura Jakubowski, Director of Finance, Castleton University  
Scott Dikeman, Dean of Administration, Castleton University  
Beth Walsh, President, VSCUP  
Nolan Atkins, Interim President, Lyndon State College  
Jonathan Spiro, Academic Dean, Castleton University (by phone)

Guests: Sarah Ancel, Vice President for State Policy, Complete College America (via virtual presentation)

1. Call to Order

Chair Richards called the meeting to order at 8:39 a.m. As there was not a quorum, the meeting was determined to be an informational meeting.

Chancellor Spaulding and Academic Officer Yasmine Ziesler gave a brief background of the presentation from Complete College America and how it aligns with the Board-approved Six Strategic Priorities, and how this is an opportunity to learn from other states and the expertise that Complete College America has gained.

2. Approval of 3-24-2017 Meeting Minutes

Due to lack of a quorum, it was determined the March 24, 2017 minutes would be approved at the June 20, 2017 meeting.

3. Achieving Significant Improvement in Student Success and Completion: Presentation and Discussion with Sarah Ancel, Vice President for State Policy with Complete College America

Chair Richards introduced Sarah Ancel with Complete College America. Ms. Ancel offered a virtual presentation on her current work which includes working with state and system leaders to advance policies proven to increase college completion and close achievement gaps.

Their mission is to significantly increase the number of Americans with quality career certificates or college degrees; and close the attainment gaps for traditionally underserved populations. Their approach is to work with states, systems and consortia to implement evidence-based strategies at scale to see double-digit gains in outcomes. She explained their approach and provided data on graduation rates.

Ms. Ancel presented her 5 game changing strategies for getting results.

1. 15 to finish: is designed to help students achieve 15 credits a semester and to understand what it is going to take to help them to graduate on time.
2. Math pathway: is a math faculty driven effort to create different paths for students based on the meta-major of the area of study. All the paths lead to quantitative skills that will be relevant for the student's career once they graduate and for navigating our data-driven society.

3. Corequisite Remediation:

The goal is to have students enroll directly into college-level courses and to provide academic support as a corequisite in the same semester, not a prerequisite.

4. Guided Pathways – GPS

Students don't have a clear path through higher education and often see it as a maze rather than a pathway. Data shows almost half of excess credits are not coming from academic challenges but from poor student choices, transfer problems, unavailable courses, and degree requirements. Guided Pathways is set up to help solve this issue

by designing an academic plan for the non-traditional student to allow them to graduate on time and avoid obstacles.

5. Structured Schedules and a Better Deal:

Designed to help non-traditional students work with a structured schedule.

Chancellor Spaulding discussed pulling together a coordinated effort for VSC to consider engaging in similar strategies.

The Trustees along with the Presidents continued discussion on the presentation and discussed how to make pathways work in Vermont.

4. Discussion of Potential EPSL Focus Topics for 2017-2018

Chair Richards indicated the committee will focus on the discussion of EPSL focus topics for 2017-2018 at the August meeting.

5. Other Business

Chair Richards discussed the future work of the EPSL Committee including review of Policy 101 for Academic Quality, and Policy 109 for Program Enrollment and Cost. Work on program approvals, faculty fellows, emeritus status and honorary degrees. Chair Richards asked for everyone to think about their priorities such as affordability, completion, retention and to have informational sessions, along with guided initiations that move them along from there.

Chancellor Spaulding asked the EPSL Committee to develop a program with multiple components for the Vermont State Colleges system.

President Moulton also stated mapping pathways from high school to college is important as we look at enhancing retention.

6. Public Comment

There were no public comments.

7. Adjourn

Chair Richards adjourned the meeting at 10:20 a.m.

Item 3:  
Review of EPSL Areas of Responsibility

## **EPSL Committee**

### **Areas of Responsibility**

The members and chair of the Committee shall be appointed by the Chair of the Board, where feasible, by the next Board meeting following the Annual meeting. The EPSL committee has primary responsibility for the development and implementation of policies related to Academic Affairs, Personnel, and Student Affairs.

On an annual basis, the EPSL committee shall:

1. Review activities of the colleges and system that promote the continuous improvement in quality of academic programs. These activities are summarized in reports generated according to VSC Policy 101 (Program Review and Continuous Improvement Process).
2. Recommend to the board the status of all programs under review through Policy 109 (Annual Enrollment Review of Existing Academic Programs).
3. Review annual personnel/ legal affairs reports, including but not limited to: crime statistics, staffing plans, and legal affairs activity.
4. Review annual system performance indicators and, on a rotating schedule developed in consultation with the Chancellor or designee, reports on system wide initiatives related to academic, personnel or student affairs, including but not limited to: educator quality, distance learning, workforce education and training, assessment, employee relations and PK-16 partnerships.

As needed on an ongoing basis, the EPSL committee shall also:

1. Approve preliminary proposals for new academic program development and make recommendations to the Board of Trustees on final proposals for new academic programs according to Policy 102 (Approval of New Academic Programs).
2. Review and recommend action to the Board of Trustees on proposals to award emeritus status (Policy 204).
3. Recommend action to the Board of Trustees on the revision and/ or development of VSC academic, personnel, and student affairs policies and procedures.
4. Review and recommend action to the Board of Trustees on resolutions to offer special recognition to individuals, groups or organizations.
5. Conduct other business as needed and related to academic, personnel and/or student affairs.

Item 4:  
EPSL Planning for 2017-2018

<b>EPSL Meeting Planning &amp; History</b>			
<b>Date</b>	<b>Focused Information &amp; Discussion Topics</b>	<b>Policy Development</b>	<b>Routine Committee Responsibilities</b>
2017-2018	<p>August 23: EPSL Planning</p> <p>December 6, 2017:</p> <p>March 23, 2018:</p> <p>June 20, 2018:</p>	<p><i>New policy anticipated:</i></p> <ul style="list-style-type: none"> <li>◦ <i>Electronic Information Technology Accessibility</i></li> <li>◦ <i>Safety Policy</i></li> <li>◦ <i>Preferred Name Policy</i></li> </ul> <p><i>Implementation Update:</i> <i>Policy 311A Sexual Misconduct (planned for full board presentation)</i></p>	<p><u>Annual policy reports:</u> Policy 101 Academic Quality Policy 109 Prog Enr &amp; Cost</p> <p><u>As needed:</u> Policy 102 New Programs VSC Faculty Fellows VSC Emeritus Status VSC Honorary Degrees</p>
2016-2017	<p>Strategies to Improve Retention and Graduation</p> <p>Student Mental Health</p>	<p>New: 314: Tobacco Use Reduction</p> <p>Revisions: 208: Criminal Background Check 301: In-state residency</p>	
2015-2016	<p>Vermont Dept of Health: smoke-free colleges initiative</p> <p>Work of the Lyndon Curriculum Task Force</p>	<p>Revisions: 102: New Programs 109: Prog. Enrollment &amp; Cost 111: Academic Data Mgmt</p>	
2014-2015	<p>Distance Learning at the VSC</p> <p>Northern Essex Community College Partnership</p> <p>Castleton Strategic Plan</p> <p>Vermont Tech financial watch status for Equine Studies</p> <p>Overview of Federal Laws, Regulations, and Guidance on Sexual Violence</p> <p>VSC Employee Costs</p>	<p>New: 311-A: Sexual Assault</p> <p>Revisions: 301: In-state residency 311: Non-discrimination</p>	



## Potential EPSL Focus Topics and Questions:

### **Academic Quality** (Annual Policy 101 “PreCIP” reports)

- How are programs assessing student learning, and what do program data on student learning outcomes indicate?
- What strategies are being used for continuous improvement?
- How do programs meet board standards for quality?

### **Enrollment and Cost Effectiveness** (Annual Policy 109 reports)

- What are the current program enrollment trends and how are the colleges responding to these?
- How are the colleges managing resource needs and costs related to program staffing and delivery?
- Do we have the right mix of programs within each college and across the system?

### **VSCS “Retention & Graduation” Project**

- Project plan, metrics, and progress updates.

### **Affordability Strategies**

- What does affording a VSCS education look like, from various student and family perspectives (low/median income, in/out-of-state, traditional-age student, working adult)?
- What strategies could increase affordability for students?

### **Access for Working Adults**

- Review of programs and models across the system that currently serve working-age adult students.
- How is the VSCS working to achieve its priority to “serve well more working-age Vermonters”?

### **Graduation Standards and Post-graduation Outcomes**

- Review of VSC policy, practices, and data.

### **Teacher Licensure Programs**

- Review of teacher licensure programs, including enrollment and placement data, accreditation, and alignment with current and emerging needs and trends in K-12 education in Vermont and nationally.

### **VSC Employees**

- Review of training and support resources and initiatives.

## Item 5:

# Discussion of VSCS Retention & Graduation Project

\*\*\*AUGUST 2017 DRAFT CONCEPT FOR EPSL DISCUSSION\*\*\*

### **The Vermont State Colleges System Momentum Project (final project name TBD)**

To achieve measurable progress on VSCS priorities, the Chancellor and Board are initiating the Momentum Project, which will align and advance efforts across the system to increase academic success and retention in the first year, on-time completion of a VSCS degree or other credential of value, and progression within the system to further learning.

### **Background**

One of the six strategic priorities of the VSCS is to improve the retention and graduation rates at our colleges. While retention and graduation rates across the VSCS are comparable to similar institutions nationwide, the board recognizes the growing body of national evidence from “game-changing” strategies that can significantly increase student success, many of which are in some stage of implementation across the system. A related strategic priority adopted by the board is to operate as an even more integrated system that provides expanded student opportunities and supports by improving the technology infrastructure and reducing transferability and course-sharing barriers. Finally, the board recognizes the critical need for the VSCS to contribute to Vermont’s 70x2025 attainment goal and the future social and economic well-being of our state by increasing the number of Vermonters who complete a degree or credential of value.

### **2017-2018 Project Strategies**

**Launch individual college messaging and advising campaigns** to support students’ increased enrollment intensity and successful completion of 30 credits per year for all full-time students.

**Develop Chancellor’s student success incentives or support scholarships** such as an “on-time graduation guarantee,” emergency grants, or 30-credit achievement scholarships for students receiving Pell grants.

**Develop VSC framework for alignment of individual college general education program requirements** to support greater transparency for students who may transfer within the system or utilize courses from multiple institutions to catch up or accelerate academic progress.

**Increase visibility and use of Direct Admissions pathways** to guide student course-taking at CCV, including guidance for part-time and Early College students.

**Improve utilization of institutional research data and technology platforms**, particularly “Moodle,” the learning management system, to leverage real-time data to support student success.

## **Project Metrics**

1. First-year academic success and retention within the system
2. On-time completion of a VSCS degree or other credential of value
3. Progression within the system to further learning following first-credential or degree completion

**1. First-year academic success and retention** will be defined as

- A) the percentage of each college's fall first-time full-time students who successfully complete 30 credits (credits earned anywhere within the system and inclusive of dual enrollment or AP credits) by the start of the following fall semester.
- B) the percentage of each college's fall first-time full-time students who successfully complete gateway English and math courses anywhere within the system, inclusive of dual enrollment or AP credits, by the start of the following fall semester
- C) the percentage of first-time college students beginning each fall who are still enrolled the following fall anywhere within the system

## First-Year Academic Success

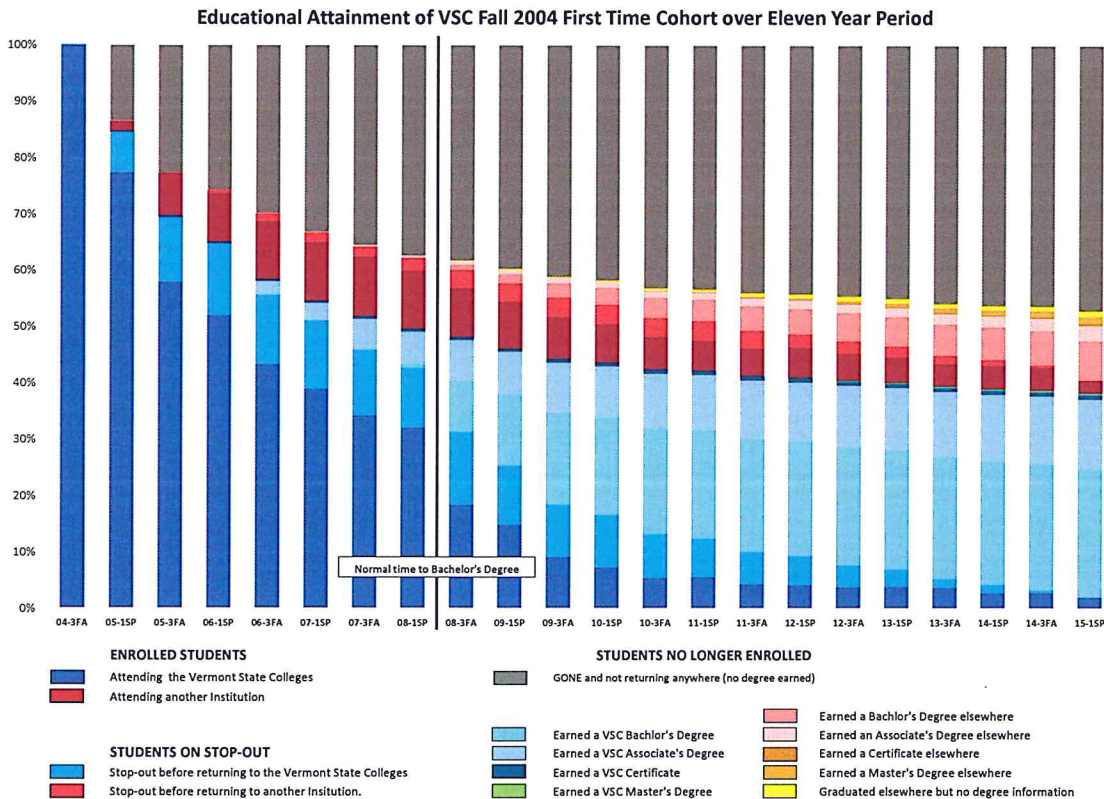
	<i>Students completing 24+ credits</i>	<i>Students completing 30 credits</i>	<i>Students completing gateway English</i>	<i>Students completing gateway math</i>
Castleton	84%	50%	86%	67%
Johnson	71%	39%	51%	45%
Lyndon	74%	34%	58%	50%
VT Tech	78%	46%	68%	63%
CCV*	48%	5%	66%	55%

*\*In 2015, at CCV this traditional measure of fall-starting "first-year" students (first-time, full-time) represented a cohort of 180 students, at Castleton 445, Johnson 204, Lyndon 267, and Vermont Tech, 212.*

2. **On-time completion of a VSCS degree or other credential of value** will be defined as the percentage of each college's fall first-time full-time students who successfully complete a degree or credential of value, on time (one-year certificates, two-year associates, four-year bachelors), at that college or within the system.
3. **Progression within the system to further learning** following first-credential or degree completion will be defined as the percentage of each college's graduates/credential completers each year who subsequently enroll in a next-level program within the system (for example, of CCV's 2016 AA/AS graduates, X% subsequently enrolled in BA/BS programs Castleton, Y% in NVU, Z% in Vermont Tech).

Data for 2 and 3 to be developed, utilizing information as in this analysis:

## A system-level view of retention, completion, and progression: 2004 first time students in VSC, full & part time



Based on Official Term Snapshots taken from Colleague on October 15th and March 15th of each Fall and Spring semester. Cohort students include both full-time and part-time students for a total of 2,060 students. Data on enrollment and graduation of VSC cohort students from other colleges comes from the National Student Clearinghouse.

**Item 6:**

**Policy 102: New Program Proposal for A.S. In  
Criminal Justice, Lyndon State College and  
Resolution**

**VERMONT STATE COLLEGES  
POLICY 102 NEW PROGRAM PROPOSAL TEMPLATE**

**Part I: General Information**

1. Institution: Lyndon State College
2. Name of new program: A.S. Criminal Justice
  - a) Individual(s) with responsibility for program development: Dr. Brandon Stroup
  - b) Academic Department(s): Criminal Justice, History, and Global Studies
3. Proposed start date of program: August 2018
4. Title of degree to be conferred (if applicable): A.S. in Criminal Justice
5. Brief description of proposed program (150 words or less):

Lyndon is proposing the establishment of an A.S. in Criminal Justice. We currently offer a major and minor, which are popular, evidenced by the number of admissions inquiries. Establishing an A.S. in Criminal Justice will help with retention as a non negligible number of students have left the Lyndon B.S. Criminal Justice program after their sophomore year fall semester to complete an A.S. at another institution.

The degree will be comprised of 27 credits. Students will take a foundation core of criminal justice, sociology, psychology, criminology, ethics, and law, and electives from the variety of criminal justice electives offered at LSC (including judicial process, corrections, investigations, white collar crime, environmental justice etc.).

Our graduates will work in local, county, state, and federal government agencies, as well as in the private sector, in law enforcement, behavioral analysis, human services, courts, institutional and community-based corrections, victims' services, the juvenile justice system, research, teaching, law, forensics, and a variety of other fields.

## **Part II: Rationale**

1. How the program will strengthen the institution (refer to institutional mission, institutional priorities and existing institutional programs) and how the perceived interest in the program at the institution was determined:

The Lyndon mission statement is: “Lyndon State College prepares every student for personal and professional success through experience-based, high-quality programs in the liberal arts and professional studies.” The A.S. in Criminal Justice is such a program, providing both professional studies and liberal arts courses to students who will be trained to work “in the trenches” within the areas of law enforcement, punishment and corrections, border patrol, social work, behavior analysis, and human services.

This A.S. degree will provide a degree pathway for students who initially engage in our B.S. degree in criminal justice but then decide to pursue an A.S. within the first three semesters. A few of our current students have transferred to Springfield College, Southern Vermont College, and Champlain College to complete their A.S. degree. Offering the A.S. in Criminal Justice will hopefully significantly reduce or eliminate this transfer issue and improve our retention rate. In addition, a number of prospective students inquire about an A.S. in Criminal Justice.

This degree fulfills all general education competencies and Lyndon graduation standards in the areas of critical thinking, writing and oral presentation. It provides an excellent balance between the humanities and the social sciences, focusing on both ethics and theory, as well as an emphasis on methods and perspectives in political science, sociology, anthropology, and history.

The A.S. in Criminal Justice relies on existing courses and offerings in criminal justice, psychology, sociology, history, and political science, thus complementing Lyndon’s already successful Criminal Justice, Human Services, and Social Science programs. All courses within the proposed A.S. degree are already established as required or elective courses for the B.S. degree. Therefore, there is no additional instructional cost for establishing the A.S. degree in Criminal Justice.

2. Specific student, educational and/ or employment need(s) to be addressed, including in-person, hybrid, low-residency, or distance mode(s) of program delivery, and whether these needs are local, state, regional, national or global (attach documentation of need in the form of supporting data from external or internal sources such as professional organizations, feedback from corporate partners, or market research):

Criminal Justice is a program that is gaining popularity around the country. This new degree is of special importance to the Northeast Kingdom where a number of enforcement agencies in the fields of border patrol, state corrections, local police, and game hunting enforcement exist. These agencies are all looking for skilled employees to accommodate their growing needs.



The A.S. in Criminal Justice will be supported with existing resources. Lyndon's Criminal Justice program presently offers six to seven courses a semester and at least four each summer. Courses are offered in both lecture and online format.

**Job outlook in Criminal Justice in the state of Vermont:**

<b>Title</b>	<b>Median Salary</b>	<b>Projected Growth (10 Yrs)</b>
Police Officer or Deputy Sheriff	\$42,000	6%
Corrections Officer	\$39,000	stable
Legal Assistants or Paralegals	\$39,600	26%

Source: Vermont Department of Labor, <http://www.vtlmi.info/oic.cfm>

3. How the program will strengthen the System. If the program approximates existing programs within the System, describe why the development of an additional program will serve particular need(s). If it is a distinct program that expands System offerings, please describe what value it offers, any intended collaboration with other VSC colleges or organizations in planning or delivering this program, and, if appropriate, indicate specific benefits to the State of Vermont):

The A.S. in Criminal Justice will serve the State of Vermont by providing additional skilled workers to accommodate the more than 1,200 jobs in the growing field of enforcement and corrections. This program will help to address workforce needs for positions that do not require a B.S. in Criminal Justice.

The Community College of Vermont (CCV) offers an A.S. in Criminal Justice. However, Lyndon and CCV generally serve different student populations and therefore, we don't anticipate creating competition within the VSCS. In fact, CCV and LSC are presently engaged in discussions to create a pathway for CCV students to complete their B.S. degree in Criminal Justice at Lyndon.

### **Part III: Program Description**

1. Specific program objectives, including career and learning outcomes for students:

#### **Program Goals:**

The LSC Criminal Justice program focuses on the relationship between society, culture, and the analysis of criminal behavior. This program allows students to apply this analysis as professionals in the real world. Students benefit from the knowledge and experience of faculty in several different disciplines: sociology, human services, psychology, political science, history, and criminal justice. Students take a broad variety of courses in law enforcement, the criminal justice process, corrections, victim studies, and special topics focusing on contemporary issues and social problems. The degree includes an internship component in which students apply their growing knowledge to help the community. Field experience exposes students to law enforcement, courts, and corrections. Internship placements include juvenile and adult correctional facilities and agencies in St. Johnsbury, court diversion, probation and parole agencies in Caledonia County, public defender's and prosecutor's offices, victim service agencies, human services centers, and the U.S. Border Patrol, only 40 miles from campus.

Criminal justice majors at Lyndon examine the social, culture, psychological, political, and historical impacts of crime and the criminal justice system. They study the culture of deviance, law, factors that can lead to criminality, issues regarding the fairness of the justice system, and misconceptions about crime and the criminal justice system itself. They learn the importance of research and apply social theory to real-life issues of deviance and criminality. Students gain a broad understanding of human behavior and diversity and gain important skills, such as critical thinking, theory-building, communication, and problem solving. Criminal justice graduates work in local, county, state, and federal government agencies, as well as in the private sector, in law enforcement, behavioral analysis, human services, courts, institutional and community-based corrections, victims' services, the juvenile justice system, forensics, and a variety of other fields.

#### **Student Learning Outcomes:**

- Students will recognize the roles and challenges faced by the courts, law enforcement, and corrections and their interrelationship within the justice system
- Students will demonstrate an understanding of a sound ethical framework necessary to criminal justice professionalism
- Students will recognize the relationship between research, theory and practice.
- Students will demonstrate an awareness of the myriad of factors contributing to crime and its prevention and intervention.

#### **Career Objectives:**

Students graduating with an A.S. in Criminal Justice will be prepared to:

- Obtain full-time employment in the industries of law enforcement, prisons, and the courts as well as in analysis, intervention, and prevention.
- Enter a wide variety of undergraduate programs, if they chose to return to school.

2. How the program will integrate professional, liberal and career study:

This new degree will provide a path for students to finish a degree in criminal justice in two years with vast opportunities in state law enforcement and corrections. It will also attract students to Vermont as it provides a unique balance of humanities, social science theory and praxis, and professional studies in the field of criminal justice. Many programs outside Vermont focus only on the vocational aspects of the program, not the theory, ethics, and criminal analysis perspectives.

This degree fulfills all general education competencies in the areas of critical thinking, writing and oral presentation. It provides an excellent balance between theory and practice, focusing on criminal justice ethics, theory, and methods, as well as various perspectives in political science, sociology, anthropology, and history. The Issues in Criminal Justice course provides students with a variety of current topics such as Terrorism, Drug Culture, and International Crime. Criminal Justice students will consider essential questions and contemporary issues.

3. What peer programs or model curricula served as a basis for the proposal:

We have examined criminal justice programs at CCV and Indiana University of Pennsylvania.

4. How the program will assess its effectiveness in achieving student learning outcomes:

Learning outcomes will be assessed through assessments already in place for the criminal justice major. The department will also track the career paths that graduates enter.

5. How the program incorporates current standards and/or emerging directions in the field, and what the program will require to maintain licensure, certification, or accreditation standards with external entities, if any.

The curriculum has been designed to reflect the standards of the Academy of Criminal Justice Sciences, which requires the following:

**Table 1: Required Content Areas and Related Topics**

<b>Content Area</b>	<b>Related content topics include but are not limited to:</b>
<b>Administration of Justice</b>	Contemporary criminal justice system, major systems of social control and their policies and practices; victimology; juvenile justice; comparative criminal justice
<b>Corrections</b>	History, theory, practice and legal environment, development of correctional philosophy, incarceration, diversions, community-based corrections, treatment of offenders

<b>Criminological Theory</b>	The nature and causes of crime, typologies, offenders, and victims
<b>Law Adjudication</b>	Criminal law, criminal procedures, prosecution, defense, and court procedures and decision-making
<b>Law Enforcement</b>	History, theory, practice and legal environment, police organization, discretion, and subculture
<b>Research and Analytic Methods</b>	Quantitative - including statistics - and qualitative, methods for conducting and analyzing criminal justice research in a manner appropriate for undergraduate students

Ref: [http://c.ymcdn.com/sites/www.acjs.org/resource/resmgr/certification/ACJS\\_Associate\\_Degree\\_Standards.pdf](http://c.ymcdn.com/sites/www.acjs.org/resource/resmgr/certification/ACJS_Associate_Degree_Standards.pdf)

Furthermore, the faculty in the Social Science department will annually review the program in order to maintain and to adjust curricula to ensure a continued level of excellence. The Lyndon Career Services Director tracks graduates as part of her regular duties and will report results to the department chair to help assess placement rates and graduate success.

6. Program outline; include brief descriptions of all new courses:

<b>Course Name &amp; Number</b>	<b>Credits</b>	<b>New or Existing?</b>
<b>Criminal Justice Credits: 27</b> <b>Note: SSC 1040 is recommended for all first year students.</b> <b>Core 12 Credits</b>		
CRJ 1010 - Introduction to Criminal Justice	3	<u>E</u>
CRJ 2050 - Criminology	<u>3</u>	<u>E</u>
CRJ 2170 - Ethics and Professionalism in Criminal Justice	<u>3</u>	<u>E</u>
CRJ 2510 - Criminal Law	<u>3</u>	<u>E</u>
Or POS 3170 - U.S. Constitutional Law	<u>3</u>	<u>E</u>
<b>Criminal Justice System Electives</b> <b>Choose 6 Credits:</b> At least 6 credits of the following, at least three credits at the 3000/4000 level. Advised Term 2nd Year.		
CRJ 2010 - Law Enforcement in America	<u>3</u>	<u>E</u>
CRJ 2020 - American Judicial Process	<u>3</u>	<u>E</u>
CRJ 2150 – Community and Restorative Justice	<u>3</u>	<u>E</u>
CRJ 2160 - Juvenile Justice	<u>3</u>	<u>E</u>
CRJ 3210 - Punishment and Corrections	<u>3</u>	<u>E</u>
CRJ 3220 - International Criminal Justice	<u>3</u>	<u>E</u>
<b>Criminal Justice Issues Electives</b>		

Choose 6 Credits: At least 6 credits of the following, at least three credits at the 3000/4000 level. Advised Term 2nd Year. At least 3 credits must be from a CRJ course.		
CRJ 2220 – Environmental Justice	<u>3</u>	<u>E</u>
CRJ 3070 - Media and Crime	<u>3</u>	<u>E</u>
CRJ 3120 - White Collar Crime	<u>3</u>	<u>E</u>
CRJ 3250 – Terrorism	<u>3</u>	<u>E</u>
CRJ 4710 - Special Topics in Criminal Justice	<u>3</u>	<u>E</u>
HIS 3056 - Race in America	<u>3</u>	<u>E</u>
OR PSY 4180 Exploring Race & Challenging Racism in the US	<u>3</u>	<u>E</u>
PSY 3070 - Abnormal Psychology	<u>3</u>	<u>E</u>
PSY 1130 - Introduction to Substance Abuse	<u>3</u>	<u>E</u>
<b>Criminal Justice Professional Development Electives</b> Choose 3 credits:		
CIS 3110 – Networking	<u>3</u>	<u>E</u>
CIS 4040 – Computer Security	<u>3</u>	<u>E</u>
CRJ 3085 - Research Design and Analysis	<u>3</u>	<u>E</u>
CRJ 3145 – Criminal Justice Administration	<u>3</u>	<u>E</u>
CRJ 3155 – Investigation Science	<u>3</u>	<u>E</u>
CRJ 3165 – GIS Applications in Criminal Justice	<u>3</u>	<u>E</u>
CRJ 4810 - Criminal Justice Internship	<u>1-6</u>	<u>E</u>

7. TOTAL CREDITS in proposed program: \_\_\_\_\_ 27 \_\_\_\_\_
8. TOTAL GENERAL EDUCATION CREDITS beyond those in the program: \_\_\_\_\_ 34 \_\_\_\_\_
9. TOTAL CREDITS for the degree: \_\_\_\_\_ 61 \_\_\_\_\_
10. For associate and baccalaureate degree programs, provide a 2- or 4-year degree map showing intended semester-by-semester sequence of courses including program courses, general education requirements, and electives. For graduate degree programs, describe the intended timeframe and sequence for completion of the degree.

**Part IV: Budget Considerations**

1. Expenditures for the proposed program: Requires no additional offerings or faculty. Cost should remain static.

	<b>Year One</b>	<b>Year Two</b>
<b>Faculty</b>		
<b>Admin/Other Staff</b>		
<b>Facilities/Equipment</b>		
<b>Library/Other Materials</b>		
<b>Other Costs (e.g. accreditation/licensure expenses)</b>		
<b>TOTAL COSTS:</b>		

2. Revenue/sources to meet new expenditures

	<b>Year One</b>	<b>Year Two</b>
<b>Tuition</b>		
<b>Reallocation</b>		
<b>Other Sources</b>		
<b>TOTAL REVENUES:</b>		

There will be no additional direct expense for this program as it is a subset of our BS degree in Criminal Justice. The students we retain to finish the AS in Criminal Justice will generate additional tuition revenue.

**Part V: Enrollment, Marketing and Public Relations Considerations**

a. Projected enrollment for new program:

	<b>Year One</b>	<b>Three Years Out</b>
<b>Full-Time</b>	<b>5</b>	<b>20</b>
<b>Part-Time</b>	<b>-</b>	<b>-</b>
<b>In-State</b>	<b>5</b>	<b>15</b>
<b>Out-of-State</b>	<b>0</b>	<b>5</b>

2. Describe how you arrived at these projections:

This is a program that has been of interest among prospective students (according to Admissions) as well as current students. The projections are conservative estimates at best. We assume that this program will be attractive to Vermont students.

3. Describe the marketing strategies for the new program.

As with all our programs, we will develop an information sheet, put the information on the web, and send a mailing to all of the high schools in our recruitment territories (to guidance counselors in the social and behavioral sciences).

4. Competition:

a. In state and region

- i. CCV, Springfield College, Champlain College, College of St. Joseph, Southern Vermont College, Hauser College, Nashua Community College, White Mountain Community College

b. Online

- i. CCV, Springfield College, Southern New Hampshire University

5. How the program will impact enrollments in existing programs at the College:

This degree will increase enrollment within the Criminal Justice major at LSC. This will be largely accomplished through increased retention of students in the Criminal Justice B.S. program and new students who wish to major in an A.S. in criminal justice and have a residential campus experience.

6. How the program will impact enrollments in existing programs at other VSC colleges:

It is possible that the LSC A.S. degree may impact enrollment within the CCV Criminal Justice A.S. program. However, as previously discussed, we anticipate that this impact will be small.

7. How the program will impact existing and/ or future external relations:

rev. 7/21/2016



VERMONT STATE COLLEGES  
BOARD OF TRUSTEES  
RESOLUTION

Lyndon State College  
A.S. Criminal Justice

WHEREAS, Lyndon State College proposed a A.S. program in Criminal Justice; and

WHEREAS, Lyndon State College currently offers a B.S. in Criminal Justice and a minor, which are popular as demonstrated by the number of admissions inquiries; and

WHEREAS, Establishing an A.S. will aid in retention of students who leave Lyndon in their sophomore year to complete an A.S. at other institutions outside the VSC; and

WHEREAS, The A.S. relies on existing courses from among those already established as required or elective courses for the B.S. degree; and

WHEREAS, This new degree is of special importance to the Northeast Kingdom, where a number of enforcement agencies are all looking for skilled employees in the fields of border patrol, state corrections, local police, and game hunting enforcement; and

WHEREAS, In accordance with Policy 102, following the Council of Presidents discussion of the proposal, the Board EPSL committee reviewed it and recommends it to the full Board for approval; therefore, be it

RESOLVED, That the VSC Board of Trustees authorizes Lyndon State College to offer the A.S. in Criminal Justice.