

TO: Education, Personnel, and Student Life Committee

Jim Masland, Chair
Karen Luneau, Vice Chair
Janette Bombardier
Megan Cluver
Peg Flory
Izzy Gogarty

FROM: Yasmine Ziesler, Chief Academic Officer



RE: EPSL Meeting on February 3, 2020

DATE: January 28, 2020

The EPSL Committee of the Board of Trustees is scheduled to meet from 12:30 p.m. to 2:00 p.m. at the Office of the Chancellor.

I can be reached directly at (802) 224-3025 if you have any questions.

Thank you.

Cc: VSC Board of Trustees
Council of Presidents
Chief Academic Officers
Student Affairs Council

**Vermont State Colleges Board of Trustees
Education, Personnel, and Student Life Committee**

February 3, 2020

AGENDA

1. Call to order
2. Approval of December 12, 2019 Meeting Minutes
3. VSCS Open Educational Resources Task Force Presentation
4. Discussion of Flexible and Faster Completion Options for Students
5. Classroom Recording Policy

MATERIALS

1. December 12, 2019 minutes
2. VSCS Open Educational Resources Task Force Presentation
3. Flexible and Faster Completion Options for Students

Item 1:
Minutes of the December 2, 2019 Meeting

Minutes of the VSCS Board of Trustees Education, Personnel, and Student Life Committee meeting held Monday December 2, 2019 at the Moore Community Room, Northern Vermont University-Lyndon, Lyndonville, VT - UNAPPROVED

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

The VSCS Board of Trustees Education, Personnel, and Student Life Committee met on Monday, December 2, 2019 at Northern Vermont University, Lyndonville, Vermont.

Committee Members present: Jim Masland (Chair), Karen Luneau (Vice Chair), Megan Cluver, Peg Flory (via phone), Izzy Gogarty (via phone)

Absent: Janette Bombardier

Other Trustees Present: Churchill Hindes, Lynn Dickinson, Mike Pieciak, Linda Milne (11:50 a.m.)

Presidents: Elaine Collins, Joyce Judy, Pat Moulton, Karen Scolforo

Chancellor's Office Staff: Jeb Spaulding, Chancellor
 Tricia Coates, Director of External & Governmental Affairs
 Todd Daloz, Associate General Counsel
 Sheilah Evans, System Controller & Sr. Director of Financial Ops
 Jen Porrier, Administrative Director
 Sophie Zdatny, General Counsel
 Yasmine Ziesler, Chief Academic Officer

From the Colleges: Jonathan Davis, Dean of Students, Northern Vermont University
 Isaac Eddy, Faculty, Northern Vermont University (via phone)
 Michael Fox, Dean of Enrollment & Marketing, Northern Vermont University
 Jeff Higgins, Faculty, Vermont Technical College (via phone)
 Leah Hollenberger, Development & External Relations Officer, Northern Vermont University
 Laura Jakubowski, Chief Budget & Finance Officer, Castleton University
 Tom Mauhs-Pugh, Provost, Castleton University
 Maurice Ouimet, Dean of Enrollment, Castleton University
 Sharron Scott, Dean of Administration, Northern Vermont University
 Tyrone Shaw, Faculty, Northern Vermont University

Michael Stevens, Director of Facilities, Northern Vermont University
Toby Stewart, Controller, Northern Vermont University
Littleton Tyler, Dean of Administration, Vermont Technical College
Jamey Ventura, Associate Dean of Athletics, Northern Vermont University

1. Call to Order

Chair Masland called the meeting to order at 10:35 a.m.

2. Approval of October 21, 2019 Meeting Minutes

Trustee Luneau moved and Trustee Masland seconded the motion to approve the minutes. The motion was approved unanimously.

3. Policy 102 New Program Proposals

- a. Vermont Tech: B.S. in Interdisciplinary Studies
- b. Northern Vermont University: BA in Professional Writing, Editing, and Publishing
- c. Northern Vermont University: BA in Collaborative Performance Studies: Theatre, Music, Dance and Immersive Design

Vermont Technical College President Pat Moulton discussed the new Bachelor of Science Program in Interdisciplinary Studies stating that the program is a continuation of their Associate's Degree in General Engineering Technology and is targeted at students in the Career & Technical Teacher Education Program and this program provides a pathway for many non-traditional students in these programs. VTC Faculty Jeff Higgins shared that this program is transfer friendly and requires no new expenditures for additional classes or faculty.

Trustee Luneau moved and Trustee Cluver seconded the motion to recommend to the Board the approval of the B.S. in Interdisciplinary Studies at Vermont Technical College. The motion was approved unanimously.

Northern Vermont University President Elaine Collins shared that the new program for a B.A. in Collaborative Performance Studies fits into NVU's new vision and "school" system. NVU Provost Nolan Atkins shared that this new program is in the context of a broader effort to seek new high interest programs while discontinuing lower enrolled programs. This program is interdisciplinary in nature and because the expertise already exists there will be no new faculty required. All new courses are offset by courses that will no longer be taught. NVU Professor Isaac Eddy shared that the collaborative nature of the interdisciplinary program is a highly valued skill within the performing arts job market. This program takes all the disciplines that are individually taught now and consolidates them into one major.

Trustee Cluver moved and Trustee Luneau seconded the motion to recommend to the Board the approval of the B.A. in Collaborative Performance Studies at Northern Vermont University. The motion was approved unanimously.

NVU Professor Tyrone Shaw discussed the new program proposal for the B.A. in Professional Writing, Editing and Publishing. This is interdisciplinary program designed to prepare students for careers in the writing and publishing field. Professor Shaw described how the program capstone course will develop students' publishing skills from initial manuscript submission and acceptance through to the editing and design phases, culminating with actual publication and distribution, potentially through a new imprint, Northern Vermont University Press.

Trustee Luneau moved and Trustee Cluver seconded the motion to recommend to the Board the approval of the B.A. in Professional Writing, Editing, and Publishing at Northern Vermont University. The motion was approved unanimously.

4. Proposed New VSCS Policy 316: Protection of Minors and Mandatory Reporting of Child Abuse and Neglect

General Counsel Sophie Zdatny discussed the updated version of the policy (a draft of which had previously been shared with the Committee at its October meeting) and requested the Committee recommend its approval to the full Board. Although Board approval is not required for the Appendices to the policy, these were provided to the Committee for their information. Ms. Zdatny shared the plan to provide training to the colleges on the policy in the spring of 2020.

Trustee Cluver moved and Trustee Luneau seconded the motion to recommend to the Board the approval of Policy 316 Protection of Minors and Mandatory Reporting of Child Abuse and Neglect. The motion was approved unanimously

5. Discussion of the transfer policies and practices in the VSCS

Chief Academic Officer Yasmine Ziesler gave a presentation on the transfer policies and practices of the VSCS, which is the first topic that the Long Range Planning Committee has charged the EPSL Committee to consider, as outlined in the Chancellor's October 28, 2019 memo. Dr. Ziesler reviewed existing policy language in VSCS Policy 111: Academic Data Management, Policy 108: Transfer of Credit and Policy 106: General Education, as well as current practices, and potential next steps.. An in-depth discussion between the Board, Presidents, and staff from the colleges focused on credit transferability, financial aid considerations, and a culture of transfer-friendly practices.

6. Draft schedule of meeting topics charged to EPSL by LRPC

Trustee Luneau requested that a topic for a future EPSL meeting revolve around the VSCS taking a leadership role in partnerships with high schools to ensure Vermont high schoolers are prepared to maximize postsecondary learning opportunities.

7. Other Business

There was no other business.

8. Comments from the public

There were no comments from the public.

Chair Masland adjourned the meeting at 12:16 p.m.

UNAPPROVED

Item 2:
VSCS Open Educational Resources Task
Force Presentation

High Cost of Textbooks

- Textbook prices have risen 1,041 % since 1977 (more than 3X the rate of inflation) (Bureau of Labor Statistics, 2015)
- Average annual spending on Books & Supplies is \$1420 at 2-year schools & \$1250 at 4-year schools (College Board, *Trends in College Pricing*, 2017)
- According to the *2016 Florida Virtual Campus Student Textbook Survey*:
 - 66.6% of students surveyed DID NOT purchase a required textbook due to the cost
 - 47.6% reported that they occasionally took fewer courses due to cost of books.
 - 37.6% believe they earned a poor grade because they did not have access to the materials.

Why OER?

“Open Educational Resources are teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions.” (William & Flora Hewlett Foundation)

- Reduced cost for students
- Faculty can customize course content
- Faculty can control content updates
- Students have access to course materials on day 1

Colleges & Systems are Prioritizing OER

- **Community College System of New Hampshire - “Open CCSNH”**
 - “NoLo” label in course listing where textbook is under \$40.
 - Grant-supported development of OER courses; faculty recipients become “OER Ambassadors”
- **Open SUNY Affordable Learning Solutions (ALS)**
 - Supports faculty across the colleges with professional development, networking, sharing & mentoring opportunities, and user-friendly course development tools.
- **Maricopa Community Colleges**
 - “Maricopa Millions” – saved students over \$11 million in the 1st five years.
 - Designates both “No Cost” and “Low Cost” (<\$40) in the online course search tool.
- **Virginia Community College System (VCCS)**
 - Tidewater’s “Z-Degree” program First college to offer a completely textbook-free degree.
 - Northern Virginia (NOVA) – Online search tool lets students find “OER-no cost textbooks” label.
- **University of Central Florida – Provost’s “AIM Initiative”** (Affordable Instructional Materials)
 - “Affordability Counts” – recognizes faculty for moving to low- or no-cost course materials. Online showcase promotes courses for students.

VSCS OER Initiative

- Individual colleges have been launching OER and cost-reduction initiatives
 - Collaborating with NVU's Center for Teaching and Learning
 - CCV initiating cost-reduction efforts as part of strategic plan
 - VTC piloting OER course development
 - Libraries across the VSCS advocate for OER and support faculty with textbook alternatives
- VSC OER Task Force – Background and evolution
 - From Library Council initiative to VSCS project
- Current OER Grant Project – Status
 - 11 proposals (CCV-5, VTC-4, CU-2)
 - Grants awarded on 1/30
- Plan to work with Instructional Design specialist

Grant Initiative Timeline

- Proposals due – Friday, January 10th, 5:00pm.
- Candidates will be notified by – Friday, January 31st, 2020.
- Initial online meeting of recipients (with members of the OER Task Force) – Early spring 2020
- OER Courses built in Canvas and completed by – August 15, 2020

Grant Initiative Expectations

- Participate in a professional development opportunity concerning OER adoption
- Consult with a librarian during the research stage of the project.
- Meet with the project Instructional Designer, and build course in provided Canvas template.
- Consult with the IT department on including external learning technologies if appropriate.
- Consult with the appropriate ADA officer at your institution to confirm that course resources meet accessibility guidelines.
- Apply a Creative Commons license to any original materials created, where appropriate.
- Participate in regular check-ins during the course development process, as set by the OER Task Force.
- Present the completed course to the community in the form of a webinar or in-person training session (Venue TBD)

Item 3:

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Uwf gpw

Securing the Future: **Flexible and Faster Completion Options for Students**

Education, Personnel, & Student Life Committee

February 3, 2020

Presentation Outline

- I. What do degrees represent in time and credit costs to students?
- II. What could “faster” completion mean?
- III. What could increased “flexibility” in completion mean?
- IV. Significant opportunities and needs

Why Is This Important?

About the data:

Results are from a survey commissioned by [Advance Vermont](#) and conducted by the [Center for Research and Public Policy](#) (CRPP) between September 24 and October 7, 2019. CRPP received 252 completed online surveys from Vermont residents who said they enrolled in a credential program in the last 10 years, not including graduate level programs.

Credential was defined as a “degree, educational certificate, occupational license, Registered Apprenticeship, or other industry-recognized certification that verifies an individual’s competence in technical or occupational skills.”



AY'S STUDENTS in Vermont

February 3, 2020

Only **50% of working-age Vermonters** hold a postsecondary credential. **Why?** In part, because today's students are changing. They are juggling work, family, and other life responsibilities like no generation before them.

RESPONSIBILITY

 **33%**
are
30 or OLDER

 **25%**
are
PARENTS

 **80%** **WORK** and
25% WORK
FULL-TIME

SECURITY

 **52%** receive little to no
FINANCIAL SUPPORT
from families


 **35%** experience
FOOD INSECURITY

 **33%** experience
HOUSING INSECURITY

FLEXIBILITY

 **55%** **COMMUTE**

 **38%** attend **ONLINE**

 **29%** attend **PART-TIME**

IDENTITY

 **40%**
are
FIRST GENERATION
STUDENTS

 **13%**
are
NEW
AMERICANS

 **10%** are **VETERANS** or
ACTIVE DUTY

Time, Credits, and Cost for Today's Students

60/120 minimum credits required for associate/bachelor's degrees.

3 credits (a typical 15-week semester course) =

- 45 hours in class (3 hours/week x 15 weeks)
- 90 hours out-of-class preparation

Total time for bachelor's degree = **5,400 hours**

5,400 hours (over 2 years fulltime employment)

at **Vermont minimum wage** (\$10.96 in 2020) = **\$59,184** in forgone wages

Strategies to Address Cost and Time

Embed Dual Enrollment and Early College Credits in Degree Pathways

(Currently possible, not necessarily intentional – need is to reduce “random acts of dual enrollment” —CCV & VTC Fast Forward courses intentionally provide students in tech centers a head start on degree pathways)

“Bundled” or “Stacked” Credentials (each credential must have value)

VTC LPN – RN – BSN model

Use of IRCs: CCV’s CPT-STEM & Bookkeeping-ACC model

“Earn While You Learn” Programs

VTC Apprenticeship Partnerships with Global Foundries, GE Aviation

CCV’s College to Career Medical Assisting Partnership with BMH

CCV’s Pharmacy Technician Apprenticeship Model

Compression Models (focused, high-intensity effort works)

CU program at Killington

NVU Early Childhood Ed 90% online program

CCV’s Accelerated 7 week courses & FLEX program

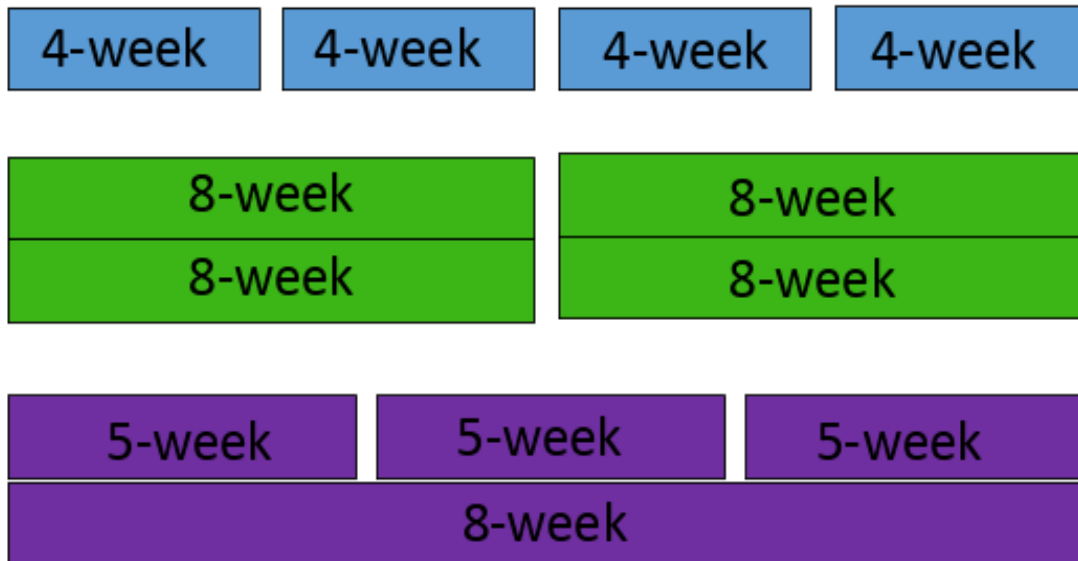
Year-Round Delivery / Three-Year Degrees

Contractual considerations

Financial aid considerations

Example: Compressed Block Scheduling

Compressed Classes: 12 units/term



See [full presentation](#) on redesigned schedules from Shasta-Tehama-Trinity Community College District (rural, northern CA).



Strategies to Improve Flexibility

Better leverage online course offerings across the system

Advertise all offerings to all learners

Better leverage Prior Learning Assessment

Expand advisor/admissions training opportunities to ensure familiarity with personalized options for returning adults

Increase curriculum access via hybrid delivery

Co-enroll face-to-face and telepresence/online students in same course section

Opportunities and Needs

Use Summer

- Increase immersion learning opportunities
- Improve quality for relevant programs (agriculture, summer outdoor recreation)

Partner with Employers

- “Hire and admit-to-program” options for cohort delivery
- Expand use of Registered Apprenticeship
- Widen relationships with businesses who offer Tuition Remission benefits
- Offer Prior Learning opportunities to incumbent employees

Adapt Financial Aid Packaging

- To summer semesters, compressed semesters, etc.

Support Curriculum Redesign Efforts

- Faculty need work time and professional development

Some Relevant NECHE Standards

4.30 The institution offering competency-based programs, including through direct assessment, **produces a transcript...showing the credit equivalencies** of the competencies attained...

4.35 Credit for **prior experiential or non-collegiate sponsored learning is...limited to 25% for credentials of 30 credits or fewer.**

4.40 ...The acceptance of transfer credit does **not substantially diminish the proportion of intermediate and advanced coursework** in a student's academic program.

4.45 The institution offering programs and courses **for abbreviated or concentrated time periods...demonstrates that students...acquire levels of knowledge, understanding, and competencies equivalent to** those achieved in similar programs offered in more **traditional time periods** and modalities.

See also [NECHE Guidelines](#) for Evaluation of Competency-Based Education Programs and the [Common Framework](#) from the Council of Regional Accrediting Commissions.