CASTLETON UNIVERSITY
COMMUNITY COLLEGE OF VERMONT
NORTHERN VERMONT UNIVERSITY
VERMONT TECHNICAL COLLEGE

VERMONT
— STATE COLLEGES SYSTEM —

OFFICE OF THE CHANCELLOR
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TO: <u>Education, Personnel, and Student Life Committee</u>
Jim Masland, Chair
Karen Luneau, Vice Chair
Janette Bombardier
Megan Cluver
Ryan Cooney
Peg Flory

FROM: Yasmine Ziesler, Chief Academic Officer

RE: EPSL Meeting on June 1, 2020

DATE: May 28, 2020

The EPSL Committee of the Board of Trustees is scheduled to meet on Monday, June 1st from 11:10am to 12:30pm by Zoom.

The meeting will include regular business before the committee, including Policy 101 reports on program quality assessment and improvement, Policy 109 program enrollment reviews, the appointment of a VSC Faculty Fellow for Fall 2020, and approval of a new Classroom Recording Policy. Additional information and discussion topics for the committee will include an update on COVID-19 responses and planning for fall and an overview of anticipated policy and process changes in response to the changes to Title IX regulations.

Policy 101 "PReCIP" Reports: This past year was the first cycle of [Policy 101](#) program reviews using new report guidelines that strengthened the focus on learning outcomes assessment, including new alignment with student success and retention data. To support the work of faculty transitioning to the new guidelines, we engaged the services of an external assessment professional, Dr. Mamta Saxena, to provide feedback on the assessment plans outlined in these reports as well as the overall PreCIP process for the system. Attached are her summary findings by the evaluator as well as feedback for each program cluster.

Based on the feedback from the evaluator, prior to the onset of the COVID-19 pandemic the system's Chief Academic Officers' (CAOs) group began planning to make further revisions to the report guidelines and to retain the services of Dr. Saxena to provide feedback on the 2020 cycle of program reports as well as prospective training for the 2021 cycle. However, given the substantial efforts by faculty this spring to transition to remote delivery and the additional efforts anticipated through the summer, the CAOs are recommending a temporary pause of program assessment work until the fall semester is underway.

Policy 109 Annual Enrollment and Cost Effectiveness Review of Programs: You may recall that last year the Board adopted a revision to [Policy 109](#) to define a minimum program size of 5 graduates or 25 active first majors for baccalaureate programs and associate degree programs not otherwise wholly contained within the curriculum of a baccalaureate program. Certificates are exempt from these minimums as are new programs in existence for fewer than five years.   The 2019-2020 summary data reports in the materials identify those programs that are new or recently reconfigured; ongoing programs with enrollments and/or graduates below these minimums; and notes on the institution's future plans for programs below minimum size. Some of these programs have been identified for closure, while others have been identified for consideration in the immediate future by transformation task forces.

VSC Faculty Fellow Recommendation: Please find attached a recommendation and resolution for Dr. Greg Petrics of Northern Vermont University to be our VSC Faculty Fellow for the Fall 2020 semester. As the current full-time faculty contract provides for two VSC Faculty Fellows, and given the pandemic's disruptions to regular operations, we expect to invite additional nominations for the Spring 2021 semester for EPSL review.

Classroom Recording Policy:, The attached policy has been under development since January 2020 in response to the increased usage of video and videorecordings for instruction and has been reviewed by the VSCS Teaching and Learning Technologies Group, which includes faculty representatives from all institutions, IT Council, and the Canvas Admins Team, who provide substantial instructional design support and training for faculty. In response to increased need for videorecording, for Fall 2020 the system is preparing to adopt new software that will integrate with our learning management system (Canvas) and provide editing, close-captioning, cloud-based storage, and access control functionality. We expect to provide training for faculty on both this new policy and the new videorecording software simultaneously.

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
           HR Council

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

June 1, 2020

AGENDA

1. Call to order
2. Approval of Minutes
    a. February 3, 2020
    b. December 2, 2019
3. Report on Policy 101 "PreCIP" program reviews for 2019 and status update for 2020
4. Report on Policy 109 Program Enrollment and Cost Effectiveness Reviews
5. VSC Faculty Fellow Nomination
6. Approval of Classroom Recording Policy
7. COVID-19 response update and planning for fall, including possible Executive Session
8. Update on anticipated policy and procedural changes in response to Title IX regulations changes
9. Other business
10. Comments from the public

MATERIALS

1. February 3, 2020 minutes
2. December 2, 2019 minutes
3. Policy 101 "PreCIP" External Evaluator Observations and Recommendations
4. Policy 109 Reports
5. VSC Faculty Fellow Nomination for Dr. Greg Petrics
6. Classroom Recording Policy
7. American Council on Education Title IX Final Rule Outline of Key Provisions

Minutes of the VSCS Board of Trustees Education, Personnel, and Student Life Committee informational meeting held Monday February 3, 2020 at the Office of the Chancellor, Montpelier, 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, February 3, 2020 at the Office of the Chancellor, Montpelier, Vermont.

Committee Members present: Jim Masland (Chair), Megan Cluver, Peg Flory

Absent: Janette Bombardier, Izzy Gogarty, Karen Luneau

Other Trustees Present: Lynn Dickinson, Linda Milne

Presidents: Elaine Collins, Joyce Judy, Karen Scolforo

Chancellor's Office Staff: Jeb Spaulding, Chancellor
                              Todd Daloz, Associate General Counsel
                              Jen Porrier, Administrative Director
                              Meg Walz, Program Manager, Library Coordinator
                              Sophie Zdatny, General Counsel
                              Yasmine Ziesler, Chief Academic Officer (via phone)

From the Colleges: Nolan Atkins, Provost, Northern Vermont University
                              Sam Boss, Director of Libraries, Northern Vermont University
                              Jonathan Davis, Dean of Students, Northern Vermont University
                              Ana Gaillat, Academic Dean, Vermont Technical College
                              Eileen Gatti, Assistant Director of Hart, Community College of Vermont
                              Kate Gold, President, VSCUP, Northern Vermont University
                              Laura Jakubowski, Chief Budget & Finance Officer, Castleton University
                              Maurice Ouimet, Dean of Enrollment, Castleton University
                              Jonathan Spiro, Interim Provost, Castleton University

1. Call to Order

As there was not a quorum for this meeting, Chair Masland called an informational session to order at 12:35 p.m.

2. Approval of December 2, 2019 Meeting Minutes

This motion was deferred to the June 1, 2020 meeting due to a lack of quorum.

3. VSCS Open Educational Resources Task Force Presentation

Assistant Director of the Hartness Library serving CCV and VTC, Eileen Gatti and NVU Director of Libraries, Sam Boss gave a presentation on Open Education Resources (OER). OER is a response to the rapidly rising costs of education which includes rising textbook costs as well as other course materials. OER is a response to these high costs affecting students. ORE encompasses teaching, learning and research materials that reside in the public domain with no-cost access. Individual VSCS Institutions have been launching OER cost-reduction initiatives: NVU's Center for Teaching and Learning is collaborating on this work; CCV is initiating some cost-reduction efforts as part of their strategic plan; VTC is piloting an OER course development program; and Libraries across the VSCS are advocating for OER while supporting faculty with textbook alternatives. The members of the Committee discussed different approaches currently being used and discussed within the VSCS, along with other possible alternative options, and broadly voiced their support for this initiative. Board members present expressed an interest in hearing an update on this work in six months, including potential recommendations for Board action to further support these efforts.

4. Discussion of Flexible and Faster Completion Options for Students

VTC Academic Dean Anna Gaillat and NVU Provost Nolan Atkins guided a discussion on Securing the Future: Flexible and Faster Completion Options for Students. Options include alternative modalities and pathways to degrees for students with different needs. Various strategies to address cost and time challenges include embedding dual enrollment and early college credits in degree pathways, opportunities to "bundle" or "stack" credentials, "earn while you learn" programs, compression models, and year-round course delivery.

5. Classroom Recording Policy

Associate General Counsel Todd Daloz shared that discussion of a classroom recording policy is in the draft phase. Faculty members currently record classes for different reasons and in order to ensure FERPA compliance, the VSCS anticipates having a policy in near-final form at the next EPSL meeting on June 1, 2020. The presidents expressed an interest in ensuring the policy also addressed students recording classes.

6. Other Business

There was no other business.

7. Comments from the public

There were no comments from the public.

Chair Masland adjourned the informational meeting at 2:01 p.m.

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. <u>Comments from the public</u>

There were no comments from the public.

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

Observations and Recommendations for the VSCS

In discussing the conceptual tensions between assessment for accountability and assessment for improvement, Ewell (2009) affirms that "adopting either one of these two perspectives will decisively influence institutional choices about what and how to assess, how to organize assessment, and how to communicate assessment results (p.5)." Although the primary purpose of preparing these reports may be the external stimuli, the upcoming accreditation visit preparation, the commitment to continual improvement is a parallel theme in all of the reviewed reports at VSCS.

The data analysis and narratives in the reports offered insights into the current state of each one of the colleges relative to other colleges within the VSCS and national trends in the higher education industry. The unique story of each program in the reports provided a glimpse into the organizational culture and the sub-cultures within each college. This document outlines the reviewer's observations and recommendations for assessment at the institutional level in the context of VSCC people (resources), process (system), and tools (technology). These are critical factors that have a direct impact on the outcomes and assessment of any given program.

People & Resources

Observations & Strengths

- Majority of the report authors, aka faculty, demonstrated strong skills in data analysis, interpretation, and storytelling with data. This was evident from the narratives and responses to the different prompts in the template. Many of the reports took a deep dive into the data for indirect measures (student success and retention) to not only interpret the current state of the program based on findings, but also to further investigate and corroborate the data to offer a fuller context. As Kahneman states, "No one ever made a decision based on a number. They need a story." One source of data can never tell the whole story and triangulation is imperative.
- The report authors exhibited strong oversight of the program (individual or collective) in relation to faculty, students, course content, relative national trends, evident gaps, and areas of improvements. These are your assessment specialists or experts and the oversight committee for the department!
- Consistent and meaningful assessment requires time and effort. The faculty narratives voice concerns about the lack of people resources and understaffed departments. This is also reflected in the students' commentary in Dean's interviews and surveys when raising concerns related to fewer number and quality of academic offerings.
- Another critical insights into the student demographic at VSCC is that faculty and programs are working hard to address the unique needs of their student population that come to the colleges underprepared, and in some cases with issues related to work or family, mental illness, or depression.

Opportunities & Recommendations

- While it is difficult for institutions to balance the budget and resources based on market shifts in demand and enrollments in each program, one resource that colleges can tap into is the

collective expertise of the faculty in different colleges and programs through intercollege or interdepartmental collaboration. Even programs within the same cluster seem to have very different takes on outcomes, rubrics, remedial teaching, and assessment practices. Some were more adept than others. It will be a missed opportunity to not share and learn and adopt the most efficient strategy. Many institutions host "Assessment Days" annually or biannually where faculty can get together to share and learn. It is also a good opportunity to reward and celebrate the good work and successes for relevant programs and faculty.

- I am not familiar with the training opportunities or resources at VSCC for faculty in the different colleges (Teaching and Learning Center). It would be beneficial to offer on-ground workshops, online webinars or self-paced modules, and guidebooks related to assessment for faculty support, including topics like writing student learning outcomes, crafting and grading with rubrics, and others.

- Creating an assessment guide or web resources on a dedicated college website may benefit all faculty. Some useful resources and examples of assessment guides.
  Guide: https://www.tamuct.edu/coba/docs/coba-assessment-guide.pdf
  Assessment Resources: https://www.learningoutcomesassessment.org/
  Accreditation Related Resources https://www.neche.org/resources/assessment-resources/

- Given the student demographic, it may be beneficial to invest more in centralized student support systems such as writing, counseling, advising, that is more focused on the individual colleges' student needs and issues. This will reduce some of the burden on the individual program faculty.

Process & System

Observations & Strengths

Data: Collection, Analysis, Reporting

- Institutional or program assessment focuses on the evidence of learning, learner perception, and learner success: the key metrics to reflect upon for both reporting and improvement purposes. The central data team has done a great job of providing data on indirect measures, the student success data, along with a data guide to help with the buy-in and data literacy among the faculty.

Cycle Timeline:

- All programs have included in their assessment plan a comprehensive five year plan to collect and analyze direct and indirect measures. In some regards, this is a good strategy to spread out the program assessment over several years to avoid assessment burnout. However, it is good strategy only if the evidence collection, analysis, reporting and action items are complex and comprehensive enough to span over the years. (For example, CCV Behavioral Science AS)

Program Template

- The current template has placeholders for all the critical assessment questions, prompts, data points, and required documents. The section on continuous improvement plan is the most important one for both reporting and improvement purposes.

Rubric

- The rubric to evaluate the program reports is a good analytic rubric that can help gauge both the state of the program assessment (current and future), and the ability to conduct a review and report on the data.

Opportunities & Recommendations

Data: Collection, Analysis, Reporting

- While the colleges have support from the data team for indirect measures <u>data collection</u>, it is not clear if they have support with individual program <u>data analysis</u>. Some reports demonstrated stronger analysis and story-telling than others. It would help to include visuals in the report: the data team can help with this.
- While the colleges have plans to collect data on indirect measures including enrollment, DWFI, retention, and completion, it is not clear if faculty has central support for survey data or Dean's Interview data (both collection and analysis). This may be an area to support the colleges.
- Data collection and analysis on direct measures (grade or performance data on learning outcomes based on rubrics or other measuring criteria) is weak in the reports overall. While the student data may be manageable given the enrollments in many programs, there does not seem to be a systematic approach to collecting and analyzing the student performance data on capstones and other assignments (rubrics). There are strong narratives about the data but not enough concrete data or findings to share on student performance. This may be an area of opportunity to consider a consistent centralized or distributed approach to collecting, analyzing, and/or reporting on this kind of data with the same rigor as the indirect measures of student success. That said, this is an area of improvement for many colleges and universities, especially in the absence of a strong assessment platform or a call for consistency (grading and student experience across courses within a program).
  Refer to some examples: https://4bmotk38mj22405pxk3whsd3-wpengine.netdna-ssl.com/wp-content/uploads/2018/12/SAMPLE_MEASURES_OF_STUDENT_ACHIEVEMENT_AND_SUCCESS.pdf

Data analysis Asks and Concerns

- Breakdown of data for further analysis- credit enrollment pattern by course versus overall
- Lower versus upper level course success rate
- Separate Ds data from WFI
- Retention rates to include online students when applicable
- Look at data in wider spans versus year to year for retention and transfer patterns
- No data for campus-based students completion rates

- 15+ credits data-ask for 2nd, 3rd, 4th, year students to assess trends and if they are keeping up with needed credits during these years.
- Alumni and post-graduation outcomes data tracking needs across the programs
- Few programs questioned data accuracy (double majors as SOC major in counted secondary despite the previous PrecCIP review, NVU His /double majors issues)
- DWFI data not meaningful if courses are taken for GEU requirements, not for majors

Cycle Timeline:

- While all colleges have the five year plan, and all of them include a mix of direct and indirect measures in the plan, there is a wide range of variation in how colleges spread out the data on learning outcomes or student success. It may be beneficial to adopt a consistent approach in reviewing indirect measures such as student success data or survey data on an annual basis to take action real-time for improvement as opposed to waiting two or three years. It is perfectly understandable if programs are unable to draw conclusions on trends or patterns each year though.
- For direct measures based on learning outcomes, some programs have assigned only one SLO to work on each year. It is not clear if the plan is to not collect data on other SLOs each year or collect data but not analyze all of the SLOs each year. It would be beneficial to at least collect and analyze data on all SLOs annually, but based on analysis, report on and work on only one or more each year to update courses (content, assignments, remedial teaching or other).

Program Template

- The current template could be simplified to reduce redundancy (program review section especially) and to better align with the accrediting body requirements (NECHE).
    - There seems to be some redundant information in the outcomes-assessment matrix template and the one under the continuous improvement plan on page 3 of the template. It may help to combine the two under one section.
    - It may help to align the 5 year plan or assessment matrix with the NECHE e-series forms to simplify and align for both analysis and reporting purposes: https://4bmotk38mj22405pxk3whsd3-wpengine.netdna-ssl.com/wp-content/uploads/2018/12/Making-Assessment-More-Explicit_E-Series-Forms.pdf

Rubric

- As evident in the rubric evaluation of the program reports, the performance levels for each criterion may include multiple variables or characteristics within one level that may not all be addressed simultaneously. That makes it difficult for the reviewer to assign a set qualifier (achieved or not) when some aspects defined within that level are addressed while others not.
- There is some unclear language in some of the criteria with multiple interpretations.
- It may help to align the rubric with the program report template and sections as there is overlap among the different criterion, especially if the purpose is to use the rubric to assess the entire report, not just the assessment plan.
- Was the rubric shared with the faculty? Transparency is key when using such a tool so it serves the purpose of both informing/teaching and grading, just like the rubrics we use to assess the student performance.

Please refer to the attached document on suggested changes. Some samples from other universities:
https://www.mvnu.edu/uploads/About/Strategic_Planning_for_Student_Learning_Units/assessment-plan-evaluation-rubrics.pdf
http://www.texas-air.org/development/workshop-resources/Summer-2017/w1-Academic-Assessment-Rubric.pdf

*Couple programs mentioned taking the senior thesis requirement away to improve graduation rates. This may be interpreted as reducing the rigor of the program by reviewers.

Tools & Technology

Observations & Strengths

- I am unable to comment on this as I am not familiar with the learning management systems, decision support system, analytics and data visualization systems that are available at the colleges.

Opportunities & Recommendations

- **Learning Management System**: There was only one report that mentioned Canvas. I am unsure if the on-ground programs all use a LMS for digital records and course management. It would be ideal to have all courses use a central LMS even for on-ground classes. This allows for the tracking, analysis, and reporting of student assessment (grades, artifacts) in ways that are informative for faculty and reviewers. https://er.educause.edu/articles/2014/4/selecting-a-learning-management-system-advice-from-an-academic-perspective
- **Assessment Platform**: This may be an expensive investment for the college or system; however, such platforms offer long-term benefits and return on investment as they help mapping, tracking, analysis, and reporting of assessment in informative and insightful ways, for both reporting and improvement purposes.
https://www.learningoutcomesassessment.org/documents/assessment_management_systems.pdf
https://www.learningoutcomesassessment.org/wp-content/uploads/2019/02/OccasionalPaper35.pdf
- **ePortfolios**: While many programs include high impact practices such as first year seminars and capstone projects, it may benefit from offering eportfolio platform and opportunities for students. A tool like this will not only help store assessment artifacts or products (repository) for experiential learning, but also allow students to showcase their program work in each course in an integrative and reflective manner. https://www.aacu.org/eportfolios
- **Data Analysis**: It may also help for the central data team to invest in predictive and prescriptive analytics beyond the descriptive one at the college levels to be able to offer more insights into the data that they are collecting for the indirect measures. Tools like Tableau help create visualization and dashboards for trends and patterns for faculty.
https://library.educause.edu/-/media/files/library/2018/4/useofdata2018summary.pdf

- **Data Analytics & Visualization**: The reports included tables on analysis and data on the measures. Very few reports included charts and visuals. It would help to work with the data team so the reports can include the visuals along with the narrative for the reviewers. https://www.forbes.com/sites/bernardmarr/2017/07/20/the-7-best-data-visualization-tools-in-2017/#2f1189d56c30

References

D. Kahneman. (2013). Thinking, fast and slow. New York: Farrar, Straus and Giroux.

Ewell, P. T. (2009). Assessment, accountability, and improvement: Revisiting the tension. Retrieved from https://www.learningoutcomeassessment.org/documents/PeterEwell_005.pdf

2019 Policy 109 Report Summary

	Current Total Faculty*	Fall 2019 Headcount Enrollment	Fall 2018 Headcount Enrollment	Fall 2017 Headcount Enrollment**	Total Degrees & Certificates Awarded 2018-2019**	Total Degrees & Certificates Awarded 2017-2018**	Total Degrees & Certificates Awarded 2016-2017**
CCV		3,021	3,035	3,264	502	577	571
Castleton University	78.5	2,065	1,916	1,869	459	418	422
NVU-Johnson	41	1,028	953	1,448	336	328	412
NVU-Online		388	418				
NVU-Lyndon	42	832	944	1032	222	247	226
Vermont Tech	81		1429	1404	618	585	579

*Total full-time faculty count includes faculty librarians or fulltime program directors (nursing, education).

**NVU-Johnson total includes Online/Distance Learning students

Policy 109 Data Report
Community College of Vermont

College-Wide Summary		Fall 2019 Headcount Enrollment	Fall 2018 Headcount Enrollment	Fall 2017 Headcount Enrollment	Total Degrees & Certificates Awarded 2018-2019	Total Degrees & Certificates Awarded 2017-2018	Total Degrees & Certificates Awarded 2016-2017		
		3,021	3,035	3,263	496	576	570		
Program Area and Level								Needs Review per Policy 109 Minimum?	Notes
Arts and Communication		122	111	118	23	15	25		
Associate Degree	Graphic Design	6	18	43	7	11	16		Streamlined into Design & Media Studies - 2017
Associate Degree	Design & Media Studies	103	83	54	12	1			
Associate Degree	Multimedia Communication	2	5	13	2		2		Streamlined into Design & Media Studies - 2017
Associate Degree	Visual Arts		5	8	2	3	7		Streamlined into Design & Media Studies - 2017
Certificate	Digital Media Production	3							New certificate 2019
Certificate	Graphic Design	3							New certificate 2019
Certificate	Media Communications								New certificate 2019
Certificate	Studio Art	5							New certificate 2019
Science and Allied Health		715	695	759	106	137	106		
Associate Degree	Environmental Science	59	61	72	7	14	14		
Associate Degree	Medical Assisting	46	120	151	20	33	28		Streamlined into Health Science 2019
Associate Degree	STEM Studies	180	186	204	29	34	23		
Associate Degree	Health Science	119							
Certificate	Administrative Medical Assistant	2							New certificate 2019
Certificate	Allied Health Preparation	254	283	283	34	46	30		
Certificate	Clinical Medical Assisting	16							New certificate 2019
Certificate	Medical Billing & Coding	35	39	40	16	9	11		
Certificate	STEM Studies	4	6	9		1			New certificate 2016
Social Sciences and Professions		659	621	659	91	130	120		
Associate Degree	Criminal Justice	43	91	113	18	21	20		Streamlined into Behavioral Science 2019
Associate Degree	Early Childhood Education	311	261	297	36	50	42		
Associate Degree	Human Services	114	227	213	26	40	43		Streamlined into Behavioral Science 2019
Associate Degree	Behavioral Science	164							
Certificate	Childcare	22	26	23	6	12	4		
Certificate	Substance Abuse Services	5	16	13	5	7	11		Streamlined into Behavioral Science 2019
Business		461	500	498	87	66	113		
Associate Degree	Accounting	101	124	120	26	10	22		

Associate Degree	Administrative Management	34	67	72	16	10	10	Steamlined into Professional Studies 2019
Associate Degree	Applied Business Practices	1	1	0			3	Archived 2016
Associate Degree	Business	267	291	303	42	44	71	
Associate Degree	Hospitality & Tourism Mgmt	1			1	2	4	Archived 2016
Associate Degree	Professional Studies	26						Retitled from Administrative Management 2019
Certificate	Bookkeeping	20	13		1			New certificate 2018
Certificate	Essential Workplace Skills	8	4	3	1		3	
Certificate	Funeral Director	3						New certificate 2019
Technology		**105**	**124**	**141**	**19**	**25**	**18**	
Associate Degree	Computer Systems Management	33	73	117	19	18	14	Streamlined into Information Technology 2018
Associate Degree	Digital Marketing						1	Archived 2016
Associate Degree	Information Technology	64	40					Retitled from Computer Systems Mngmnt 2018
Associate Degree	Network Administration	2	5	17		7	2	Archived 2016
Certificate	Web Development	6	6	7			1	
General Studies		**797**	**984**	**1088**	**170**	**203**	**188**	
Associate Degree	Liberal Studies	577	707	780	170	203	188	
Associate Degree	Undeclared**	220	277	308				

Policy 109 Data Report
Castleton University

College-Wide Summary			Total Faculty* 2019-2020	Fall 2019 Headcount Enrollment	Fall 2018 Headcount Enrollment	Fall 2017 Headcount Enrollment	Total Degrees Awarded 2018-2019	Total Degrees Awarded 2017-2018	Total Degrees Awarded 2016-2017		
			78.5	2,065	1,916	1,869	459	418	422		

Department	Degree Level	Major	Total Faculty* 2019-2020	Fall 2019 Headcount Enrollment	Fall 2018 Headcount Enrollment	Fall 2017 Headcount Enrollment	Total Degrees Awarded 2018-2019	Total Degrees Awarded 2017-2018	Total Degrees Awarded 2016-2017	Needs Review per Policy 109 Minimum?	Notes
Art			3	22	21	23	5	8	6		
	Bachelors	Art		22	21	23	5	8	6	Y	Keep (1 FTE retiring S21; shared courses with Graphic Design bring combined total above 25)
Business Administration			9	370	300	300	75	82	88		
	Associates	Business Administration		9	4	4	1	4	1		Designed as exit degree
	Bachelors	Accounting		28							
	Bachelors	Computer Information Systems		27	31	30	5	3	6		
	Bachelors	Business Administration		128	261	260	62	69	72		
	Bachelors	Management		77			1				
	Bachelors	Marketing		31							
	Bachelors	Resort & Hospitality Management		26							
	Masters	Accounting		6	4	6	6	6	9		F20: Converting to a concentration in the MBA
	Masters	Business Administration		38							
Education			4	171	144	152	34	37	28		
	Bachelors	Early Childhood & Special Education		7							New in 2019
	Bachelors	Multidisciplinary Studies (Elem Ed)		100	99	105	19	22	20		
	Masters	Education		64	45	47	15	15	8		
English (inc SPA and PHI)			7	34	32	37	12	9	8		
	Bachelors	English		29	26	27	8	5	5		
	Bachelors	Philosophy		3	4	5	3	0	1	Y	Archiving in Fall 2020
	Bachelors	Spanish		2	2	5	1	4	2	Y	Archiving in Fall 2020
Health, Human Movement, and Sport			8	294	273	253	67	66	53		
	Bachelors	Health Promotion		11	8	9	2	4		Y	Keep (just revamped the program; good offramp for NUR; courses overlap with other programs; the only licensure program in VT; just passed ROPA with flying colors)
	Bachelors	Kinesiology		69	80	66	6	11	9		
	Bachelors	Physical Education		78	71	68	10	11	11		
	Bachelors	Sport Management		99	82	74	17	20	18		
	Masters	Athletic Leadership		37	32	36	32	20	15		
History, Geography, Economics, and Politics			6	70	79	71	18	14	9		
	Bachelors	Economics (SSC)		4						Y	Archiving in Fall 2020
	Bachelors	Environmental Studies (SSC)		7							0 FTE, no dedicated courses

Level	Program	FTE							Flag	Notes
Bachelors	Geography (SSC)		1						Y	Archiving in Fall 2020
Bachelors	Global Studies		10	17	12	3	0	0	Y	Keep (just revamped the program; no dedicated lines; explore synergies with NVU)
Bachelors	History		40	40	39	11	9	4		
Bachelors	Political Science		18	18	19	4	5	5	Y	Keep (1 FTE retiring S21 = 0.5 FTE; explore synergies with NVU)
Bachelors	Social Studies		2	4	1		0	0	Y	Keep (0 FTE; no dedicated courses)
Mathematics		**4**	**31**	**37**	**31**	**9**	**8**	**8**		
Bachelors	Mathematics		31	37	31	9	8	8		
Media & Communication		**3.5**	**66**	**62**	**62**	**18**	**26**	**19**		
Associates	Communication			0	1		0	0		Designed as exit degree
Bachelors	Graphic Design		21	12						New in 2018
Bachelors	Media & Communication		45	50	61	18	26	19		
Music		**2**	**53**	**25**	**17**	**2**	**6**	**5**		
Bachelors	Music		17	8	8	1	3	0	Y	Keep (necessary for service and for the cultural life of the community)
Bachelors	Music Education		28	13	9		1	3		
Masters	Music Education		8	4	0	1	2	2		
Natural Sciences		**9**	**252**	**264**	**282**	**53**	**48**	**82**		
Bachelors	Biology		72	61	61	13	12	11		
Bachelors	Chemistry		13	11	11	3			Y	Keep (only 0.5 FTE; service program; unique in the VSCS)
Bachelors	Ecological Studies		17	25	17	5	4	6	Y	Keep (shares courses with other programs; serves as an offramp)
Bachelors	Environmental Science		24	21	21	1	3	6	Y	Keep (0 FTE; exploring reconfiguration with WFC)
Bachelors	Exercise & Sports Science		51	64	73	14	13	26		
Bachelors	Geology		3	4	8	1	3	1	Y	Archiving in Fall 2020
Bachelors	Health Science		72	78	91	16	13	32		
Bachelors	Wildlife & Forest Conservation		9							New in 2019
Nursing		**8**	**263**	**220**	**213**	**80**	**42**	**27**		
Bachelors	Nursing		246	208	213	62	42	27		
Bachelors	Nursing (RMC online)		17	12		18				New in 2018.
Psychological Sciences		**4**	**117**	**110**	**105**	**33**	**21**	**16**		
Bachelors	Forensic Psychology		14			5				New 2016; explore reconfiguration with CRJ
Bachelors	Psychological Science		83	94	95	24	21	16		
Masters	School Psychology		20	16	10	4				
Sociology, Social Work, & Criminal Justice		**8**	**178**	**152**	**169**	**41**	**37**	**49**		
Associates	Criminal Justice		3	3	7	4	1	1		Designed as exit degree
Bachelors	Archaeology, Geog & Appl Anthro		1							New in 2019
Bachelors	Criminal Justice		71	63	73	8	11	11		
Bachelors	Social Science (SSC)		18	8	11	5	4	8		Individualized program option
Bachelors	Social Work		64	49	57	10	14	20		
Bachelors	Sociology		19	29	21	14	7	9		
Bachelors	Women's & Gender Studies		2	0	0		0	0	Y	Recommend archiving (but reviving as Concentration in Sociology)

Theater Arts		**2**	**20**	**24**	**30**		**9**	**7**	**11**		
Bachelors	Theater		19	24	25		9	4	4	Y	Keep: necessary for the cultural life of the community
Masters	Theater								3		Archived
Masters	Arts Administration		1	0	5			3	4		Archived
Other			**131**	**147**	**116**		**3**	**2**	**0**		
Associates	General Studies		2	3	7		3	2	0		Designed as exit degree
Bachelors	Undeclared		129	144	109						

Total faculty count includes fulltime program director in Education

Policy 109 Data Report

Vermont Tech

Department	Program Level	Major	Total Faculty*	Fall 2019 Headcount	Fall 2018 Headcount	Fall 2017 Headcount	Total Degrees Awarded 2018-2019	Total Degrees Awarded 2017-2018	Total Degrees Awarded 2016-2017	Needs Review per Policy 109 Minimum?	Notes
		College-Wide Summary	81	1444	1429	1404	618	585	579		
Agriculture			**1**	**37**	**33**	**56**	**23**	**22**	**11**		
	Certificate	Forestry			2	1		1	0		
	Associates	Forestry		10							
	Associates	Agribusiness Mgmt Technology		5	6	7	7	2	2	Y	No separate courses required. Being considered for consolidation (one program, several tracks)
	Associates	Dairy Farm Management		14	14	26	10	13	6	Y	
	Bachelors	Diversified Agriculture		8	11	22	6	6	3	Y	
Landscape and Sustainable Horticulture			**1**	**13**	**10**	**11**	**1**	**5**	**3**		
	Associates	Landscape and Horticulture		13	10	11	1	5	3	Y	Being considered for consolidation or phase out
Automotive Tech & Diesel			**4**	**76**	**73**	**65**	**28**	**27**	**24**		
	Certificate	Diesel Power Technology		6	3	7	2	6	1		
	Associates	Automotive Technology		38	36	32	10	10	9		
	Associates	Diesel Power Technology		32	34	26	16	11	14		
Aviation			**1**	**50**	**45**	**48**	**9**	**5**	**5**		
	Bachelors	Professional Pilot Technology		50	45	48	9	5	5		
Business			**4**	**127**	**120**	**104**	**29**	**29**	**34**		
	Associates	Business		19	18	13	6	5	11		
	Associates	Entrepreneurship		4	6	1	1		0		
	Bachelors	Applied Business Management		14	15	16	5		3	Y	Not stand alone but option. Shares courses with other options
	Bachelors	Business		81	74	67	16	21	20		Common business program "trunk" with other options
	Bachelors	Entrepreneurship		9	7	7	1	3		Y	

Category / Level	Program								Flag	Note
Computers & IT		7	123	122	124	28	23	25		
Associates	Computer Information Tech		10	3	8	2	4	1		
Associates	Computer Software Engineering		9	12	12	5	5	1		
Bachelors	Computer Information Technology		32	35	37	7	5	11		
Bachelors	Computer Software Engineering		62	62	57	10	6	8		
Post-graduate Cer	Computer Networking			0	0			1		New 2016
Post-graduate Cer	Advanced Software Development		1	0	0			1		New 2016
Post-graduate Cer	Software Development			3	2	2	1			New 2016
Post-graduate Cer	Web Development		1	1	2		1	2		New 2016
Masters	Computer Software Engineering		8	6	6	2	1			New 2016
Construction Management		3	51	59	62	24	13	15		
Associates	Construction Management		18	23	21	9	3	4		
Bachelors	Construction Management		33	36	41	15	10	11		
Dental Hygiene		4	75	85	80	30	23			Includes associate degree grads. Modification being considered to shorten program
Bachelors	Dental Hygiene		75	85	80	30	23	25		
Engineering Technology		12	238	207	236	76	49	62		
Associates	Arch & Bldg Engineering Tech		10	10	6	8	3	1		
Bachelors	Architectural Engineering Tech		33	28	29	6	0	7		
Associates	Computer Engineering Technolgy		10	7	7	3		4		
Bachelors	Computer Engineering Technolgy		34	31	37	7		3		
Associates	Civil & Environmentl Engin Tech		33	30	30	9	13	16		
Associates	Electrical Engineering Technolgy		25	27	18	11	17	15		
Associates	General Engineering Tech		2	4	1	4	5	5		
Bachelors	Electrical Engineering Tech		34	44	40	16	4	5		
Bachelors	Electromechanical Engineering T		57	26	68	12	7	6		
Mechanical		5	79	88	88	34	24	29		
Associates	Mechanical Engineering Techn		35	40	39	22	20	20		
Bachelors	Manufacturing Engineering Tech		23	25	27	8	4	8		New 2015
Bachelors	Renewable Energy		21	23	22	4		1		New 2015
Equine Studies		1	11	15	23	4	10	9		
Associates	Equine Studies		11	15	20	4	10	4	Y	Closed at the end of Spring 2020
Bachelors	Equine Studies				3			5		Closed.
Fire Science & Paramedicine		1	28	25	24	9	10	3		
Associates	Fire Science		6	13	14	8	2	3	Y	Closed at the end of Spring 2020
Certificate	Paramedicine		22	12	10	1	8	0		New in 2016
Nursing		18	382	357	357	288	262	294		

Associates	Nursing		155	131	133		128	132	140
Bachelors	Nursing		56	69	69		19	9	16
Certificate	Practical Nursing		171	157	155		141	121	138
Radiography		**1**	**17**						
Associates	Radiography		17							New in 2019
Respiratory Therapy*		**0**	**19**	**33**	**35**		**14**	**13**	**9**
Associates	Respiratory Therapy		19	33	35		14	13	9
Veterinary Tech		**3**	**58**	**60**	**66**		**21**	**29**	**22**
Associates	Veterinary Technology		58	60	66		21	29	22
General Education (including English, math, science)		**15**	**60**	**60**	**40**				
Bachelors	Undeclared		44	60	40				

Total faculty count includes program director.

Policy 109 Data Report

Johnson Campus

College-Wide Summary	Total Faculty*	Fall 2019 Headcount: Johnson campus	Fall 2019 Headcount: NVU Online	Fall 2018 Headcount Enrollment: Johnson campus	Fall 2018 Headcount: NVU Online	Fall 2017 Headcount (JSC including EDP/online)		Total Degrees Awarded 2018-2019	Total Degrees Awarded 2017-2018	Total Degrees Awarded 2016-2017
	41	1,028	388	953	418	1,448		336	328	412

Department	Program Level	Major	Total Faculty	Fall 2019: Johnson	Fall 2019: NVU Online	Fall 2018: Johnson	Fall 2018: NVU Online	Fall 2017 (JSC incl EDP/online)		Degrees 2018-2019	Degrees 2017-2018	Degrees 2016-2017	Needs Review per Policy 109 Minimum?	Notes
Behavioral Science			6	346	200	234	201	438			113	72		
	Bachelors	Anthropology & Sociology		22		28		27			7	2		program being discussed by the NVU Strong AC
	Bachelors	Criminal Justice		7	7					1			Y	most program courses are taken through NVU-OL
	Bachelors	Psychology		85	109	88	120	202		50	59	26		
	Bachelors	Wellness & Altern Medicine		35	84	31	81	124		19	23	16		
	Masters	Counseling		89		87		85		38	24	28		
	Masters	Counseling-Clin Mental Health		108										
Business & Economics			3	101	78	112	73	215			58	55		
	Certificate	Accounting						3		3	1	1		
	Certificate	Non-Profit Management						0			2	4		
	Certificate	Small Business Management						1		2	1			
	Associates	Business Administration		7	2	2		5		1	2	1		exit degree
	Bachelors	Accounting		13	19	5	5			16				same program offered at Lyndon
	Bachelors	Business		81	57	105	68	206		26	52	49		
Education			4	102	3	102	4	125			27	39		
	Bachelors	Childhood Education		57	3	56	4	87			15	16		
	Masters	Education		40		42		36		26	12	22		
	CAGS	Education		3		2		2				1		
	Certificate	Applied Behavioral Analysis		2		2								
Environment & Health Science			8	128	0	143	0	148			28	31		
	Bachelors	Biology		36		44		45		6	10	3		
	Bachelors	Environmental Science		19		18		25		5	3	7		program being discussed by the NVU Strong AC
	Bachelors	Health Science		31		42		40		5	7	11		
	Bachelors	Outdoor Education		29		39		38		6	8	10		this is now Outdoor Ed, Leadership, and Tourism
	Bachelors	Outdoor Education, Leadership & Tourism		13										
Fine Arts			3	90	0	99	0	98			16	22		
	Associates	Woodworking & Furniture Design						2						New 2017
	Bachelors	Art		28		38		34		7	3	6		
	BFA	Media Arts		22		22		24		3	7	5	Y	program being discussed by the NVU Strong AC
	BFA	Studio Art		24		24		21		5	3	10		
	BFA	Woodworking & Furniture Design		9		8		10		1	2			New 2017
	Masters	Studio Art		7		7		7		2	1	1		

		C1	C2	C3	C4	C5	C6	C7	C8	C9		Notes
Performing Arts		4	38	1	43	1	56		12	9		
Associates	Technical Theater		3		7		4	6	2			exit degree
Bachelors	Music		12	1	12	1	21	1	4	5		in the process of being closed
Bachelors	Music Education		7		3		4				Y	program being discussed by the NVU Strong AC
Bachelors	Musical Theater		6		10		10		3	3		in the process of being closed
Bachelors	Theater & Drama		10		11		17	3	3	1		in the process of being closed
Humanities		3	37	0	44	1	45		4	8		
									3			
Bachelors	History		20		21	1	20	4		3	Y	program being discussed by the NVU Strong AC
Bachelors	Political Science		17		23		25	8	1	5	Y	program being discussed by the NVU Strong AC
Mathematics		3	14	0	15	0	17		2	3		
Bachelors	Mathematics		14		15		17	3	2	3	Y	program being discussed by the NVU Strong AC
Writing & Literature		5	47	0	48	0	57		9	9		
Bachelors	Communications & Community Media		1		5		17	1	3	4		closed
B Fine Arts	Creative Writing		31		29		31	6	3			
Bachelors	English		10		11		9	2	3	5		program being discussed by the NVU Strong AC
Bachelors	Journalism		5		3							program being discussed by the NVU Strong AC
Other			119	106	113	138	249		59	81		
Associates	General Studies		11	3	5		6	9	5	11		Exit degree
Bachelors	Explorations		24									
Bachelors	Interdisciplinary Studies		27	27	17	33	39	20	12	16		
Bachelors	Liberal Arts									1		Discontinued.
Bachelors	Professional Studies		13	76		105	129	51	42	53		self-designed degree program
Bachelors	Undeclared		44		91		75					
Masters	Leadership Studies		6									

*Total faculty count includes faculty librarians or fulltime program directors (nursing, education).

Policy 109 Data Report

Lyndon Campus

College-Wide Summary	Total Faculty*	Fall 2019 Headcount Enrollment	Fall 2018 Headcount Enrollment	Fall 2017 Headcount Enrollment	Total Degrees Awarded 2018-2019	Total Degrees Awarded 2017-2018	Total Degrees Awarded 2016-2017
	42	832	944	1032	222	247	226

Department	Program Level	Major							Needs Review per Policy 109 Minimum?	Notes
Atmospheric Sciences			2 (+1 visiting)	64	68	73	15	12	27		
	Bachelors	Atmospheric Sciences		61	64	73	15	12	27		
	Bachelors	Climate Change Science		3	4						New program for 2018.
Business			3	88	112	124	36	39	34		
	Associates	Business Administration		7	9	4	7	12	8		
	Bachelors	Accounting		16	25	25	5	5	7		same as the Johnson program
	Bachelors	Business/Bus Administration		49	49	64	18	17	14		
	Bachelors	Sports Management		16	26	26	3	2	0		Program closed.
	Bachelors	Sport Leadership			3	5	3	3	5		Program closed.
Education			1 (+ 1 visiting)	94	91	100	25	30	19		
	Associates	Special Education		2	1	1			2		Program is being discussed in the context of moving toward one Education program.
	Bachelors	Early Childhood Education		32	25	19	8	5	2		
	Bachelors	Elementary Education		51	54	65	6	19	6		Includes Special Ed concentration option.
	Bachelors	Physical Education				0			2		In teach-out
	Masters	Curriculum and Instruction		4	5	4	9	2	2		
	Masters	Education		5	6	11	2	4	5		
Electronic Journalism Arts			3	23	33	46	16	14	20		
	Associates	Electronic Journalism Arts		1	2	0	6		1		
	Bachelors	Electronic Journalism Arts		14	31	46	10	14	19		This is now Broadcast & Digital Journalism
	Bachelors	Broadcast & Digital Journalism		8							program being discussed by the NVU Strong AC
English, Philosophy, Film Studies			5	12	15	15	3	4	3		
	Bachelors	English		12	15	15	3	4	3	Y	program being discussed by the NVU Strong AC
Exercise Science			4	51	57	56	8	10	15		
	Bachelors	Exercise Science		51	57	56	8	10	15		

Degree	Program	Faculty*							Flag	Notes
Mathematics and Computer Information Systems		**2**	**46**	**51**	**42**	**11**	**8**	**6**		
Associates	Computing		1	1		1				
Bachelors	Computer Information Systems		41	44	36	9	5	5		
Bachelors	Mathematics		4	6	6	2	3	1	Y	program being discussed by the NVU Strong AC
Mountain Recreation Management		**4**	**66**	**73**	**101**	**14**	**23**	**22**		
Bachelors	Mountain Recreation Mgmt		50	73	101	14	23	22		This is now Outdoor Ed, Leadership, Tourism
Bachelors	Outdoor Ed, Leadership, Tourism		16							
Music Business & Industry		**3**	**80**	**82**	**87**	**22**	**22**	**12**		
Associates	Music Business & Industry		1	2	3	4	2	0		
Bachelors	Music Business & Industry		79	80	84	18	20	12		
Psychology & Human Services		**2**	**70**	**87**	**100**	**22**	**24**	**15**		
Associates	Human Services		1		3	2	1	2		
Bachelors	Appl Psychology & Hum Service		69	87	96	20	22	11		
Bachelors	Human Services				1		1	2		Program closed.
Bachelors	Psychology									Program closed.
Science		**4**	**36**	**38**	**45**	**7**	**6**	**10**		
Bachelors	Environmental Science		18	16	21	1		3	Y	program being discussed by the NVU Strong AC
Bachelors	Natural Science		15	17	17	5	2	3	Y	program being discussed by the NVU Strong AC
Bachelors	Sustainability Studies		3	5	7	1	4	4	Y	program being discussed by the NVU Strong AC
Social Sciences		**3**	**71**	**83**	**69**	**11**	**10**	**14**		
Associates	Criminal Justice		3	1		1				Exit degree
Bachelors	Criminal Justice		55	64	48	8	9	11		
Bachelors	Global Studies		11	10	21	2	1	3	Y	program being discussed by the NVU Strong AC
Bachelors	Social Science		2	8						This is now Global Studies.
Visual Arts		**4**	**95**	**107**	**117**	**23**	**27**	**24**		
Associates	Photography		2	3	2	4	2	3		
Associates	Visual Communications		1	3	5	1	2	0		
Associates	Visual Arts				0		2	2		
Associates	Graphic Design		1							
Associates	Cinema Production		1							
Bachelors	Animation/Illustration		33	37	37	6	6	8		
Bachelors	Cinema Production		18	23	31	5	4	1	Y	program being discussed by the NVU Strong AC
Bachelors	Visual Communications		3	4	13	2	6	7		Program has become Graphic Design.
Bachelors	Graphic Design		36	37	29	5	5	3		
General			**36**	**47**	**58**	**8**	**8**	**9**		
Associates	General Studies / Pre-Nursing		7	16	25	1	5	1		
Bachelors	Explorations		16	26	24					Entry program, not major
Bachelors	Liberal Studies		2	3	2	2	1	7		
Bachelors	Undeclared		10							
Masters	Liberal Studies		1	2	7	5	2	1		

Total faculty count includes faculty librarians or fulltime program directors (nursing, education).

February 5, 2020

Jeb Spaulding, Chancellor
Vermont State College Systems
P.O. Box 7
Montpelier, VT 05601

Dear Chancellor Spaulding:

It is with great pleasure that I write this letter of nomination for Dr. Gregory Petrics in support of his candidacy as VSC Faculty Fellow for 2020-2021. I have known Dr. Petrics for approximately five of the nine years that he has served as a faculty member at Northern Vermont University-Johnson.

Student evaluations consistently depict Dr. Petrics as a gifted and passionate teacher who brings his enthusiasm for math, and its application in the real world, into the classroom. Students appreciate that he allows those in the classroom who are more fluent in math to flourish without leaving behind those who struggle more with math. He clearly presents a safe and comfortable classroom environment in which to question and learn.

Dr. Petric's colleagues in the Mathematics Department write the following in support of his work:

> *Dr. Petrics has a strong record of creating and using technology to support his teaching and enhancing students learning. One of his recent accomplishments includes writing <u>Calculus for People</u>, an introduction to the principles of Calculus I. This resource has already been accessed over 25,000 times this past. He is using feedback from users to improve and expand this resource. His students are currently using the textbook and reporting that they enjoy learning from it.*

> *Dr. Petrics created an interactive lesson on <u>Fermat Points</u> and used it to teach a mini-course at the Governor's Institute of Vermont in June of 2019. He also created an interactive lesson on network optimization and used it to teach a mini-course, <u>Straighten it Out</u>, at the Middlebury Math Teacher's Circle in August 2019.*
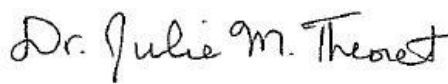
> *Should Dr. Petrics receive the VSC Faculty Fellowship, it is his intention to write an additional open source volume of <u>Calculus for the People</u> to support a course on Calculus III or Differential Equations, or both. This semester, while teaching*

Differential Equations, he has written two draft sections. One is on the <u>Runge-Kutta numerical method</u> and the other is on <u>Simple Pendular Motion</u>. He would benefit from some extra time to write additional sections, embed assessment modules, and compile them into a more comprehensive introduction to the principles of Differential Equations.

Regarding his scholarly activity, Dr. Petrics created our new Mathematical Reasoning course for the Mathematics major, as well as a new Geometrical Reasoning course in conjunction with our Education Department. He also introduced a number of Geogebra programs, and as noted above, he has produced some resources and interactive lessons to support math education.

Dr. Petrics has consistently been engaged within the campus community, including serving on the Faculty Evaluation Committee, Curriculum Committee (as chair several times), Quantitative Reasoning Committee, search committee for the NVU Provost (co-chair), on the Chancellor's Faculty Advisory Board, and the NEASC reaccreditation team, to mention a few. Dr. Petrics has also developed and teaches a course for the NVU-Johnson First-Year Experience program, and he lent his expertise to ongoing IR efforts at a time when the collection and use of data was critical to institutional advancement and continued accreditation.

I have no doubt that Dr. Petrics would excel as a VSC Faculty Fellow relative to his desire to write a companion open educational resource (OER) to Calculus for the People (CFP) and improve the portability of the original volume of CFP by releasing OER instructor resources for the Canvas Leaning Management System. He has already demonstrated his passion and level of commitment to these endeavors and to the university. If you should require additional information, please do not hesitate to contact me.

Sincerely,

Elaine C. Collins, Ph.D.
President

Enclosure: Dr. Petric's application materials
cc: Yasmine Ziesler, Chief Academic Officer

Christopher Aubuchon, PhD., Associate Professor
Julie M. Theoret, PhD., Professor and Chair
NVU-Johnson, Mathematics

December 1, 2019

Dear Provost Atkins:

We would like to nominate Dr. Greg Petrics for the VSC Faculty Fellow award for Spring 2021. Dr. Petrics has a strong record of creating and using technology to support his teaching and enhancing student learning. The VSC Faculty Fellowship will allow him to expand upon the tools he has already created.

One of Dr. Petrics's recent accomplishments includes writing *Calculus for the People,* an introduction to the principles of Calculus I. This resource has already been accessed over 25,000 times this fall. He is using feedback from users to improve and expand this resource. His students are currently using the textbook and reporting that they enjoy learning from it.

Dr. Petrics created an interactive lesson on *Fermat Points* and used it to teach a mini-course at the Governor's Institute of Vermont in June of 2019. He also created an interactive lesson on network optimization and used it to teach a mini-course, *Straighten it Out*, at the Middlebury Math Teacher's Circle in August 2019.

Should Dr. Petrics receive the VSC Faculty Fellowship, it is his intention to write an additional open source volume of *Calculus for the People* to support a course on Calculus III or Differential Equations, or both. This semester, while teaching Differential Equations, he has written two draft sections. One is on the Runge Kutta numerical method and the other is on Simple Pendular Motion. He would benefit from some extra time to write additional sections, embed assessment modules, and compile them into a more comprehensive introduction to the principles of Differential Equations.

We know Dr. Petrics looks forward to continuing to create free and open-source interactive mathematical resources for people interested in learning mathematics. We urge you to consider naming Dr. Petrics as a VSC Faculty Fellow for 2020-2021.

Sincerely,

Dr. Christopher Aubuchon   Dr. Julie M. Theoret

NAME:

Gregory Petrics, Ph.D.

RANK:

Associate Professor of Mathematics at Northern Vermont University – Johnson (NVU-J)

BACKGROUND:

My professional passion is to make critical topics of the mathematics curriculum more accessible to a wider audience, particularly those individuals who were underserved by a traditional algebra-heavy mathematics curriculum. In pursuit of this passion, during a Spring 2019 sabbatical, I wrote an open educational resource (OER) for *Calculus of a Single Variable*, *Calculus for the People* (CFP). The volume utilizes the open source technical computing software, Geogebra, to introduce the core concepts of *Calculus of a Single Variable* in a way that reduces dependence on algebraic pre-requisites, and emphasizes practical utility by leveraging the power of technical computing software.

As of December 6, 2019, I am completing a semester of teaching Calculus 1 to NVU-J students using *CFP*, and initial responses are positive. Furthermore, the cost to students in my section of Calculus 1 to use the text and the embedded technical computing software, Geogebra, is $0. Outside the Vermont State Colleges (VSC), the volume has been accessed over 25,000 times.

Revisions are constantly occurring as a result of collaborations with members of the Vermont Mathematics Initiative (VMI) and other members of the mathematics education community both locally and nationally.

I am scheduled to use CFP again for Calculus 1 in Spring 2020, Fall 2020 and Spring 2021, and students will again benefit from a cost of $0 for both the text and the computing software.

PROPOSAL:

I propose to utilize the course release of a potential VSC Faculty Fellowship to write a companion OER to *CFP* that covers *Calculus of Several Variables* (the original *CFP* covers *Calculus of a Single Variable*).

I also propose to improve the portability of the original volume of *CFP* by releasing OER instructor resources for the Canvas and Moodle Learning Management Systems (LMS). Specifically, I propose to release a package of quiz modules native to both the Canvas

and Moodle LMS for other instructors—both inside and outside the VSC—who wish to use *CFP* in their calculus courses.

A companion volume of *CFP* is a natural extension of *CFP*. I noticed that when I wrote the original volume of *CFP* during my Spring 2019 sabbatical that I was already drafting numerous ideas for later volumes. Indeed, I've already begun drafting several key sections of the companion to *CFP*, and have already begun using them while teaching *Differential Equations* and *Calculus 3* at NVU-J and NVU-L. Examples of work already completed include an introduction to the Runge-Kutta Four (RK4) Numerical Method for Multivariate Differential Equations, an application of RK4 modelling Simple Pendular Motion, and an introduction to multivariate optimization by way of Fermat/Steiner Points of a triangle.

I look forward to the potential opportunity to continue work on these OER projects as a VSC Faculty Fellow.

<u>BUDGET:</u>

If I were chosen as a VSC Faculty Fellow, I plan to use the $500 budget on two expenses:

1. To attend either the 17th or the 18th Open Education Conference in 2020 or 2021.
2. To purchase internet hosting so that the supporting instructor materials for *CFP* and the proposed follow-up to *CFP* have a dedicated website where they are easier to find for other instructors both inside and outside the VSC. (Note: If the VSC can provide the hosting, then this will not be an additional expense.)

Title	Policy ID:
VSCS Classroom Recording Policy	**667-1**
	Version: **1.0**	Date:

1. Purpose

1.1. The purpose of this policy is to define appropriate procedures for capturing, sharing, and protecting classroom recordings. If a student is identified or recognizable in an audio or video recording or image, this recording can be considered part of the student's educational record and is protected by the Family Educational Rights and Privacy Act (FERPA). This policy does not apply to recordings that include only the instructor.

2. Scope

2.1. This policy applies to students, faculty, and staff at the VSCS.

3. Policy

3.1. Students shall be informed that they are being recorded and be given a chance to opt out. Students who choose to opt out shall be provided the same educational experience as students willing to be recorded. See sample advisory statement in section 6 below.

3.2. Classroom recordings may be made and/or used by an individual student with approved accommodations for a documented disability in compliance with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and VSCS Policy 311 Nondiscrimination and Prevention of Harassment and Related Unprofessional Conduct.

3.3. Classroom recordings may be shared only with students enrolled in that class by posting a link to the recording in the Canvas (Learning Management System) site for that course.

3.4. Faculty shall provide students with guidance about appropriate use of classroom recordings prior to making the recordings available.

3.5. Faculty, staff, or students who wish to share a classroom recording publicly (e.g. YouTube or another openly accessible website), must obtain written consent from all students in the recording before making the recording publicly available.

3.6. Classroom recordings may be retained for a maximum of six months, according to the VSC Records Retention Schedule.

4. References
    4.1. Family Educational Rights and Privacy Act (FERPA) website
    4.2. VSC Policy 312 Compliance with the Family Educational Rights and Privacy Act (FERPA)
    4.3. VSC Policy 209 Records Retention Schedule
    4.4. VSC Policy 311 Nondiscrimination and Prevention of Harrassment and Related Unprofessional Conduct
    4.5. VSC Chancellor's Procedures for Implementation of Policy 311
    4.6. VSC Policy 502 Computing and Telecommunications Technology Conditions of Use

5. Definitions
    5.1. VSCS – Vermont State Colleges System
    5.2. "Classroom recordings" means photo images, audio recordings, or video recordings.

6. Sample Classroom Recording Advisory Statement
    "Meetings of this class may be recorded and recordings made available to students registered for this class via a link in the Canvas course site. These recordings are intended to support student learning in the course and may not be reproduced, shared with those not in the class, or uploaded to other online environments. Students are expected to adhere to all relevant policies for appropriate conduct, including maintaining the security of their VSCS user ID and password per VSCS Policy 502 Computing and Telecommunications Technology Conditions of Use. Any student who does not wish to appear in such a recording should consult with the instructor."

7. Revisions

Date	Revision	Approval	Signature
2020/02/21	Initial Draft		
2020/XX/XX	Approved		

TITLE IX FINAL RULE
OUTLINE OF KEY PROVISIONS

May 14, 2020

Note: This outline of key provisions in the Title IX final regulations released May 6 by the Department of Education was prepared by the Division of Government Relations at the American Council on Education (ACE) and is subject to revision.

Effective Date

- Requires campuses to be in compliance by <u>August 14, 2020.</u>

Scope and Jurisdiction Issues

- Defines sexual harassment for Title IX purposes as:
    - › Quid pro quo harassment;
    - › Unwelcome conduct determined "by a reasonable person to be so severe, pervasive, and objectively offensive" as to deny a person equal access to the institution's education program or activity; or
    - › Sexual assault, dating violence, domestic violence or stalking as defined in the Clery Act and the Violence Against Woman Act.
- Clarifies that sexual harassment occurring on property owned or controlled by an officially recognized student group (e.g., a fraternity house) is within an institution's education "program or activity" and therefore covered by Title IX.
- Clarifies that Title IX applies only to sexual harassment against persons in the United States.
- Explicitly permits institutions to pursue sexual misconduct violations that fall outside of Title IX's scope under their own codes of conduct.
    - › Removes language in the proposed rule suggesting an institution "must dismiss" a complaint falling outside the scope of Title IX.
- Requires an institution to have "actual knowledge" of the alleged misconduct before it is obligated to respond under Title IX.
    - › "Actual knowledge" is defined as notice to the Title IX coordinator or any other official with the "authority to institute corrective measures."

Live Hearing with Cross-examination

- Mandates that all campuses provide a "live" hearing—either in person or virtually.
    - › Hearing must be done in "real-time" and must allow both parties to see and hear questioning of the parties and witnesses.
    - › Institution must provide a virtual hearing, if requested by either party.
    - › Must provide an equal opportunity for the parties to present witnesses including fact and expert witnesses.
    - › A recording of the live hearing must be made available for the parties' inspection and review.

- Institutions must permit cross-examination of the parties (and any witnesses) by the parties' advisor of choice.
  - › Unlike the proposed rule, the parties are now prohibited from directly conducting cross-examination themselves—it must be done through an advisor.
  - › Requires the decision-maker at the hearing to determine whether each question asked during cross-examination is "relevant" and whether it violates rape shield law protections—*before* it is answered. Decision-maker also must provide on-the-spot explanation for any decision to disallow a question.
  - › Decision-makers are barred from considering any statements of a party who refuses to sit for cross-examination in reaching a determination of responsibility.
- If a party does not have an advisor, the institution must provide one free of charge.
  - › Removes the requirement from proposed rule that the advisor be "aligned with" the party.
  - › Clarifies that when an institution provides an advisor, the advisor need not be an attorney.

Evidence "Directly Related"
- Requires institutions to provide the parties an equal opportunity to inspect and review "any evidence… directly related" to the allegations, including both inculpatory and exculpatory evidence, and regardless of whether the institution intends to rely on the evidence in making a determination of responsibility.
  - › Evidence must be provided and sent in electronic form or hard copy to the parties and their advisors.
  - › Prohibits institutions from considering, disclosing, or otherwise using medical treatment records without written consent from the party.
- Grievance process may not require, allow, rely upon, or otherwise use questions or evidence that constitute or seek disclosure of information protected by a legally recognized privilege, unless the holder of the privilege waives it.

Appeals
- Mandates that the parties be given an equal opportunity to appeal a final decision on three specified grounds:
  - › Procedural irregularity that affected the outcome;
  - › New evidence not reasonably available at the time; and
  - › Title IX coordinator, investigator, or decision-maker had a bias or conflict of interest.

Training
- Requires extensive training for Title IX coordinators, investigators, decision-makers, and those involved in any informal resolution process on topics including:
  - › The definition of sexual harassment for Title IX purposes;
  - › The scope of the institution's education "program or activity" under Title IX;
  - › How to conduct an investigation and grievance process including hearings, appeals, and informal resolution process, as applicable;
  - › How to serve impartially including avoiding prejudgment of facts at issue, conflicts of interest, and bias;
  - › Technology to be used at a live hearing;
  - › Issues of relevance of questions and evidence, including rape-shield limitations; and

› Issues of relevance to create an investigative report that fairly summarizes relevant evidence.
- All training materials must be posted on the institution's website.

Standard of Evidence
- Allows institutions to choose either the "clear and convincing" or "preponderance of the evidence" standard for determining responsibility in Title IX proceeding *provided that* the same standard is used regardless of whether the respondent is a student or employee.
  › Removed requirement in the proposed rule that in order to choose preponderance of evidence, the institution would have to apply that same standard across all disciplinary processes that carry the same maximum penalty.

Additional Grievance Process Requirements
- Permits the use of informal resolution process, such as mediation, provided that both parties voluntarily consent in writing. However, informal resolution is prohibited for student complaints against employees.
- Requires campuses to provide supportive measures to the complainant, regardless of whether a formal complaint is filed.
- Requires an institution to state in its notice of a formal complaint that the respondent is "presumed not responsible."
- Prohibits the use of a "single-investigator" model, where the investigator and decision-maker roles are held by the same person.
- Removes provision from the proposed rule that would have required Title IX coordinators to file a formal complaint in cases where there were reports of multiple complaints against the same respondent.
- Prohibits institutions from imposing "gag orders" that restrict the ability of either party to discuss the allegations or to gather relevant evidence.

Other Issues
- Makes clear that the formal Title IX procedures outlined in the final rule apply to complaints brought *by or against employees*, and are not limited to complaints involving students or student-respondents.
  › Clarifies that nothing in the rule diminishes rights available to any individual under Title VII, which prohibits sex discrimination in an employment context.
- Includes a non-retaliation provision that prohibits institutions from retaliating against any individual for exercising Title IX rights.
  › Explicitly states that the exercise of rights protected under the First Amendment does not constitute retaliation.
- States that the obligation to comply with Title IX is "not obviated or alleviated by any state or local law."
- Requires institutions to maintain all records of Title IX proceedings for seven years—up from three years in the proposed rule.