

**TO:** Long Range Planning Committee  
Michael Pieciak, Chair  
Janette Bombardier, Vice-Chair  
Megan Cluver  
Lynn Dickinson  
Dylan Giambatista  
Adam Grinold  
Bill Lippert  
Karen Luneau  
Mary Moran

**FROM:** Sophie Zdatny, Chancellor



**RE:** Long Range Planning Committee Meeting on October 29, 2020

**DATE:** October 23, 2020

The Long Range Planning Committee of the Board of Trustees is scheduled to meet from 10:45 a.m. to 12:15 p.m.

The agenda is attached. After discussing the Chancellor's Recommendations for Strategic Action in 2020-2021, there will be an update on and an opportunity to ask questions about the legislative Select Committee. We will conclude with an overview of some of the various timelines presently before us.

Thank you.

cc: VSC Board of Trustees  
Council of Presidents

**Vermont State Colleges Board of Trustees  
Long Range Planning Committee Meeting**

**October 29, 2020**

**AGENDA**

1. Call to order
2. Approval of Minutes from July 23, 2020 meeting
3. Discussion of Chancellor's Recommendations for Strategic Action in 2020-2021
4. Update on work of the Select Committee on the Future of Public Higher Education in Vermont
5. Discussion of Timelines
6. Other Business
7. Comments from the public

**MATERIALS:**

1. July 23, 2020 Minutes
2. Chancellor's Recommendation for Strategic Action in 2020-2021
3. Notes on Select Committee, plus selected materials

**Minutes of the VSCS Board of Trustees Long Range Planning Committee meeting held  
Thursday, July 23, 2020, at 1:00 p.m. via Zoom – UNAPPROVED**

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

The Vermont State Colleges Board of Trustees Long Range Planning Committee conducted a meeting Thursday, July 23, 2020, via Zoom

Committee members: Michael Pieciak (Chair), Megan Cluver, Lynn Dickinson, Dylan Giambatista, Adam Grinold, Bill Lippert, Karen Luneau

Absent: Janette Bombardier

Other Trustees Present: Ryan Cooney, Churchill Hindes, Linda Milne (2:00 pm), David Silverman

Presidents: Elaine Collins, Joyce Judy, Pat Moulton, Jonathan Spiro (Interim)

Chancellor's Office Staff: Kevin Conroy, Chief Information Officer  
Todd Daloz, Interim General Counsel  
Jen Porrier, Administrative Director  
Sharron Scott, Chief Financial and Operating Officer  
Meg Walz, Project Manager  
Sophie Zdatny, Chancellor  
Yasmine Ziesler, Chief Academic Officer

From the Colleges: Jim Allen, Director, Hartness Library, Vermont Technical College  
Nolan Atkins, Provost, Northern Vermont University  
Sarah Billings-Berg, Associate Dean of Nursing, Vermont Technical College  
Rich Clark, Faculty, Castleton  
John Diebold, Faculty, Vermont Technical College  
Michael Fox, Dean of Enrollment & Marketing, Northern Vermont University  
Veronica Golden, Cataloger, Hartness Library, Vermont Technical College  
Kim Hannon-Brobst, Coordinator of Remote Access Services, Hartness Library, Vermont Technical College

Leah Hollenberger, Development and External Relations Officer,  
Northern Vermont University  
Alexandra Huff, Student Reporter, Northern Vermont University  
Laura Jakubowski, Chief Budget & Finance Ofc., Castleton  
University  
Jonathan Kaplan, Faculty, Northern Vermont University  
Tiffany Keune, Associate Dean of Workforce Education,  
Community College of Vermont  
Alison Lathrop, President, VSC Faculty Federation, Northern  
Vermont University  
Ben Luce, Faculty, Northern Vermont University  
Helen Mango, Faculty, Northern Vermont University  
David McGough, Faculty, Northern Vermont University  
Richard Moyer, Faculty, Northern Vermont University  
Sandy Noyes, President, VSC Staff Federation, Northern Vermont  
University  
Linda Olson, VP Education AFT-VT, Castleton University  
Maurice Ouimet, Dean of Enrollment, Castleton University  
Greg Petrics, Faculty, Northern Vermont University  
David Plazek, Faculty, Northern Vermont University  
Sharron Scott, Dean of Administration, Northern Vermont  
University  
Bethany Sprague, Office Manager, Castleton University  
Toby Stewart, Dean of Administration, Northern Vermont  
University  
Littleton Tyler, Dean of Administration, Vermont Technical  
College  
Beth Walsh, President, VSCUP, Northern Vermont University  
Heather Weinstein, Dean of Strategic Initiatives and Student  
Affairs, Community College of Vermont  
Shaun Williams, Assistant Director, Castleton University

From the public:

Elise Annes, VSC Forward Task Force Facilitator  
Mary Collins, VSC Thrive!  
Kate Donnally, Community Member  
Beth Foy, NVU Strong  
Cyndi Miller, AFT Vermont  
Amy Nixon, Reporter, Caledonian Record  
Cathy Printon, VSAC  
Susan Rand, VSCS Thrive!

Katherine Sims, NVU Strong Committee

1. Chair Pieciak called the meeting to order at 1:06 p.m.
2. Approval of the minutes
  - a. June 1, 2020

**Trustee Luneau moved and Trustee Grinold seconded the motion to approve the meeting minutes from June 1, 2020. The motion was approved unanimously.**

3. VSCS Thrive! Organizers

Chancellor Zdatny introduced Mary Collins as the head of VSCS Thrive! Ms. Collins shared that this task force is led by ten people: faculty, staff, alumni, students and community members. Ms. Collins gave a statement emphasizing the importance of providing access to all students, across all economic levels. Cathy Printon works at VSAC with mostly first generation and low-income students. Ms. Printon shared the importance of capturing and keeping first generation students. Susan Rand shared that Thrive! is in the final stages of drafting a vision document that will be shared with the legislature and echoed the previous statements, emphasizing the importance of providing access for first generation students in all areas of the state.

4. Labor Task Force

Linda Olson, Vice President of the AFT-VT, introduced a presentation from the Vermont Higher Education Labor Task Force, which has representation from all of the VSC Unions. Beth Walsh, President of the VSCUP and David McGough, a faculty member at Northern Vermont University presented the details of the Labor Task Force recommendation for the future of the VSC. See attachment.

5. Progress Report from VSCS Forward Task Force

Chief Academic Officer Yasmine Ziesler shared that the VSCS Forward Task Force was charged by the VSCS Board of Trustees with providing concrete recommendation for moving the system toward a sustainable future that provides a high-quality education for students. The Task Force has been reviewing input from stakeholders, reviewing data, exploring other systems, and discussing the role of the chancellor's office with the VSCS Board Chair. Stakeholder engagement has taken place in multiple ways and will continue next with a survey. Task Force ideas currently under consideration include ways to address accessibility, governance, and duplication, with a discussion of affordability next.

6. Chancellor Update

Chancellor Zdatny shared that the Legislative Select Committee on the Future of Public Higher Education in Vermont is moving forward. Currently, it is scheduled to have an eighteen-month process, with a final report due in December of 2021. This timeline may be reduced so that the final report is due in the summer of 2021. The Committee has fifteen members, including the VSC Chancellor, a trustee, a faculty member, a campus administrator, an alumni/donor, and a

student. The legislature has posted an RFP for an external consultant to assist the Select Committee.

### Presidents' Updates:

Northern Vermont University President Elaine Collins introduced two members of the NVU Strong committee - Beth Foy and Katherine Sims. Beth and Katherine gave a presentation of the work undertaken by their committee. Its recommendations portability, among others. Further information can be found at the NVU Strong website : <https://strong.northernvermont.edu/the-committee/committee-meeting-information/>. President Collins went on to share that NVU is in the planning process to expand the array of stackable credentials that NVU offers, they've expanded the pathways for students to take colleges courses online, they're working different ways to minimize their footprint, and NVU is working on the best ways to coordinate campus visits.

Vermont Technical College President Pat Moulton shared that Vermont Tech currently has two planning efforts under way: one via their Transition Advisory Task Force (TAT) and one with the Ag and Food Systems Transformation Project. The TAT has been working for the past several months on their four major goals (found here <https://www.vtc.edu/transforming-vermont-technical-college/>). The TAT has sifted through over 400 ideas and now a smaller Drafting Committee is working to refine eight key projects for implementation. The Ag and Food Systems Project is working on a process to identify ways for transformation.

Castleton University Interim President Jonathan Spiro shared that CU is waiting to see what enrollment holds in the fall and what level of bridge funding comes through before making any long-term plans.

Community College of Vermont President Joyce Judy is continuing to implement CCV's strategic plan. President Judy discussed that CCV's current synchronous remote and hybrid delivery of courses will translate well in a post COVID learning environment and CCV is investing heavily in that method of delivery for the future. President Judy is also predicting that the spring semester at CCV will look very much like the Fall 2020 semester.

### 7. Other Business

There was no other business.

### 8. Comments from the public

There were no comments from the public.

Chair Pieciak adjourned the meeting at 3:50 p.m.

## **Chancellor's Recommendations for Strategic Action in Year One (2020-2021)**

Based on the Strategic Priorities adopted by the Board at its October 16, 2020 meeting, the Chancellor, in consultation with the Council of Presidents, is recommending that the VSCS focus on developing strategic initiatives and identifying key performance indicators (KPIs) on the following selected priorities for the current academic year. The Chancellor and Presidents have identified specific commitments for each priority. Some of these are not, in and of themselves, achievable within this academic year but the Chancellor and Presidents are committed to starting to work on some of the longer-term goals, such as improving the on-time graduation rate, this year.

*What are the next steps?* The Presidents will be identifying the strategies that each of their institutions will adopt to meet the following commitments, along with the timelines and appropriate benchmarks (KPIs) that will be used to measure success. These will be presented to the Board for its consideration at its upcoming meeting on November 16, 2020.

*Why aren't we addressing all of the strategic priorities at this time?* It is not realistic for the VSCS to consider tackling all of the strategic priorities identified by the Board within the current academic year. First, a considerable amount of transformative work is already being undertaken. Second, the human and financial resources available to support such initiatives is limited. Third, some initiatives likely need to wait to avoid duplication or conflict with the work of the Legislative Select Committee on the Future of Public Higher Education in Vermont and NCHEMS (the external consulting firm hired to assist the committee). Additional initiatives can be added later as resources and opportunities allow.

*What steps are being taken for the VSCS to act as "a fully-integrated system that achieves financial stability in a responsible and sustainable way"?*<sup>1</sup> The Chancellor's Office will ensure that current initiatives, such as the transition to a system-wide budget for FY22 are successfully completed, and will be initiating new integration efforts in this fiscal year, including:

- Evaluate and continue to maximize efficiencies within the centralized Payroll and Benefits system to achieve promised return on investment;
- Implement improvements to streamline the Accounts Payable system;
- Adopt a system-wide purchasing and procurement process;
- Review and evaluate current software to assess its continuing value and determine whether it is being used to its fullest extent;
- Develop a system-wide IT help desk, based at the Colleges, to improve service to staff and students across the system;
- Launch of an online.vsc.edu website, listing all eligible online and synchronous (remote) courses from across the system;

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<sup>1</sup> See VSCS Strategic Priorities at <https://www.vsc.edu/board-of-trustees/strategic-planning/>.

- Work with Castleton University and Northern Vermont University on financial aid optimization; and
- Expand the Hartness Library to Castleton University and Northern Vermont University so as to serve as the virtual library for the entire system.

**1. AFFORDABILITY: Reduce total cost of attendance for students and families.**

The VSCS will commit to reducing the cost of attendance for students and their families by:

- a. Reducing the cost of textbooks and ancillary materials;
- b. Improving the on-time graduation rate; and
- c. Increasing average class size at residential campuses.

**2. ACCESSIBILITY: Increased access to VSCS programs regardless of race/ethnicity, age, educational attainment of parents, prior educational experience, family status, or place of residence.**

The VSCS will commit to expanding access to VSCS programs for traditional and non-traditional students by offering flexible delivery modalities (in person, virtual, hybrid, *etc.*) and flexible scheduling (such as accelerated programs, evening/weekend, *etc.*).

**3. ACCESSIBILITY: Students receiving the academic, advising and other supports necessary to succeed in their VSCS programs as measured by their retention, persistence and graduation.**

The VSCS will commit to improving the support services available to all students through expanded training on and use of Canvas (Learning Management System) and Aviso (Advising software) across the system, as well as improved career counseling and mentorship of at-risk students.

**4. QUALITY: The ability of VSCS graduates to meet externally-recognized measures of achievement (i.e. licensure exam success rates) and their preparation to compete in the global workforce.**

Starting this academic year, the VSCS will conduct an annual survey of recent graduates and their employers.

**5. RELEVANCE: Development of degree paths that are relevant to student goals and expectations of value in a career.**

The VSCS will expand the development of degree paths with embedded Industry Recognized Credentials (IRCs).



## **SELECT COMMITTEE ON THE FUTURE OF PUBLIC HIGHER EDUCATION IN VERMONT**

### **Quick Facts:**

- Created as part of H.961 (First Quarter/Transitional Budget Bill)
- Website: <https://ljfo.vermont.gov/committees-and-studies/select-committee-on-the-future-of-public-higher-education-in-ve>
- Purpose: Committee created “to assist the State of Vermont in addressing the urgent needs of the Vermont State Colleges (VSC) and develop an integrated vision and plan for a high-quality, affordable, and workforce- connected future for public higher education in the State.”
- Membership:
  - Alpert, Briar – UVM Trustee, former President and CEO of Biotek, Charter Member and Director of Vermont Center for Emerging Technologies\*
  - Baruth, Philip – Chair of Senate Education Committee
  - Bouchey, Heather – Deputy Secretary of Agency of Education\*
  - Buxton, Sarah – State Director of Workforce Development\*
  - Cluver, Megan – VSCS Trustee\*
  - Daley, Dan – VSCS Faculty member (NVU-Lyndon)
  - Garimella, Suresh – President of UVM
  - Giles, Scott – President of VSAC
  - Gordon, Steven – CEO, Brattleboro Memorial Hospital & Chair of Vermont Association of Hospitals and Health Systems Board
  - James, Kathleen – Representative, Member of House Education
  - Judy, Joyce – VSCS Administrator, President of CCV, Chair of Select Committee\*
  - Mayotte, Sandy – Chief Administrative Officer, Senior VP at A.N. Deringer, Inc.
  - Tingle, Devin – VSCS Student (VTC)
  - Weld, Jeff – VSCS Alum (Castleton) and Director of Community Engagement at Casella Waste Systems, Inc.
  - Zdatny, Sophie – VSCS Chancellor
- Steering Group: \* Denotes members of the 5 person Steering Group. The Steering Group provides leadership to the Committee and works

with the external consultant, to “analyze the issues, challenges, and opportunities facing VSC, as well as create a formal action plan to drive change and innovation in the VSC system.”

- Charge to the Committee:
  - Seek input from and collaborate with key stakeholders, as directed by the Steering Group;
  - Study the structure of the current VSC system and build on previous studies and white papers in this area, including the ongoing work and work products of the VSCS Forward Task Force, the NVU Strong Advisory Committee, and the VTC Transition Advisory Task Force;
  - Offer recommendations on how to increase affordability for students, access, retention, attainment, relevance, and fiscal sustainability, including the following issues:
    - the financial sustainability of the VSC system and its impact on institutional capacity to innovate and meet State goals and learners’ needs, including a comparison of higher education programs, delivery models, tuition, tuition-reduction and tuition-free programs, and structures in other states;
    - the current organizational structure of VSC and its ability to promote student success;
    - the alignment of the VSC system and workforce development goals, policy frameworks, and partnerships between businesses and institutions of higher education that are designed to meet the needs of employers and promote the public value of education; and
    - collaboration with the University of Vermont to move Vermont toward meeting the above concepts.

External Consultant: The cost of the external consultant’s services is coming out of the VSCS’s bridge funding in the First Quarter/Transitional Budget. The Joint Fiscal Office solicited proposals from vendors to serve as the external consultant. The Steering Group selected the National Center for Higher Education Management Systems (NCHEMS). According to its website, “the NCHEMS Information Center for State Higher Education Policymaking and Analysis (The Information Center) provides state policymakers and analysts’

timely and accurate data and information that are useful in making sound higher education policy decisions. The Information Center is a comprehensive ‘one-stop-shop’ for state-level higher education data and information. To that end, NCHEMS has become the acknowledged national leader in converting data into information that supports strategic decision-making.” See [www.nchems.org](http://www.nchems.org).

**Deadlines:** The statutory deadlines were condensed by the Steering Group to the following timeline. All reports shall be in writing and be delivered to the General Assembly and the Governor.

- The first interim report is due on **December 4, 2020** and shall focus on the financial sustainability of the VSC system and its impact on institutional capacity to innovate and meet State goals and learners’ needs, including a comparison of higher education programs, delivery models, tuition, tuition-reduction and tuition-free programs, and structures in other states.
- The second interim report is due on **February 12, 2021** and shall focus on the current organizational structure of VSC and its ability to promote student success; the alignment of the VSC system and workforce development goals, policy frameworks, and partnerships between businesses and institutions of higher education that are designed to meet the needs of employers and promote the public value of education; and relationships between the VSCS and the University of Vermont.
- The final report and action plan are due on **April 16, 2021**.

See NCHEMS, Addendum to Proposal in Response to Vermont Legislative Joint Fiscal Office RFP, detailing the three phases of Activities that NCHEMS will be undertaking and the related timelines (attached hereto).

The Joint Fiscal Office has created a website for the legislative Select Committee at <https://ljfo.vermont.gov/committees-and-studies/select-committee-on-the-future-of-public-higher-education-in-ve>

You can find live recordings of all of the Committee’s meetings, including the Steering Group meetings, as well as agendas, minutes, and materials from each meeting, as well as a considerable volume of background material.

NCHEMS has made numerous information requests and been provided with a considerable amount of VSCS data. It has also been gathering data from UVM.

Attached, please find some selected information that may be of interest:

1. NCHEMS, Addendum to Proposal in Response to Vermont Legislative Joint Fiscal Office RFP
2. A Selection of Background Resources (with active links)
3. Advance Vermont Resources (with active links)
4. NCHEMS presentation to Select Committee, Sept. 21, 2020 (powerpoint)
5. Select Committee's Proposed Goals & High Level Observations
6. NCHEMS presentation to Select Committee, Oct. 19, 2020 (powerpoint)

**Summary Observations from NCHEMS presentation on Oct. 19, 2020<sup>1</sup>**

1. Business as usual is not an option, nor is incremental change to the status quo.
2. VSC is overbuilt for the size of its current student population—in both personnel and facilities.
3. In the face of unfavorable demographic trends, right-sizing VSC will require some combination of increasing enrollments among populations not currently being served and reducing employment and the physical footprint of campuses.
4. Neither the state's higher education policies nor institutional practices are designed to meet the needs of underserved populations—adults and low-income students.
5. Compelling educational and political reasons exist not to close institutions, but maintaining existing locations can only be accomplished by implementing substantial changes to institutional missions and functions.
6. VSC institutions' policies are designed to serve institutional needs, not students', and create barriers to student enrollment and success.
7. It will be critical to identify where the leadership—and the ability to marshal the political will—that will be necessary to implement the Select Committee's recommendations can come from in Vermont.

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<sup>1</sup> See Slide 21.

## **ADDENDUM**

### **Proposal in Response to Vermont Legislative Joint Fiscal Office RFP: Providing an Analysis of Public Higher Education in Vermont**

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National Center for Higher Education Management Systems

August 10, 2020

**Addendum to NCHEMS' Proposal in Response to Vermont Legislative Joint Fiscal Office RFP**

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The National Center for Higher Education Management Systems (NCHEMS) is pleased to submit this addendum to our original proposal (dated July 16, 2020), at the request of the Select Committee. It discusses the adjustments to that proposal that are necessary to complete the project under the Select Committee's revised timeline, including changes in the proposed work activities, anticipated personnel, timeline of activities and deliverables, and price. While the revised set of deadlines is considerably more aggressive than the original set was, we are not planning to make substantial reductions in the deliverables originally put forward in our proposed scope of work. It was our sense that the original timeline was generous in its expectations for completed work, especially for the final report. This left room for us to adjust the sequencing of activities and processes without diminishing the work products we will deliver.

From our perspective, the Select Committee's revised timeline's most significant change was to shorten the period between the deadlines for the first and second interim reports in our proposal. Accordingly, our revised Phase I activities will cover the same ground as outlined in our original proposal while also incorporating much of what we had previously planned to accomplish in Phase II. This means that the first report prepared—the preliminary draft report—will address all four of the issues of scope outlined in the RFP. As in our original proposal, we expect that the preliminary draft report will more thoroughly address issues related to the topics concerning the financial sustainability of the VSC system, while including preliminary analyses and tentative proposed solutions for the other topic areas. The revised draft and final reports will incorporate additional analyses, information from stakeholders, and refinements and final adjustments to recommendations. The following discussion presents the full set of activities, as revised, and highlights important changes from the original proposal.

**Phase I Activities**

As mentioned above, the revised timeline will require NCHEMS to pack more of the analytical activity into this first phase. Not only will this phase include the detailed analysis of the VSC system's financial viability, it will also include the full environmental scan analysis originally planned for Phase II. Together these analyses will inform the development of one or more alternate scenarios for delivering postsecondary education programming in Vermont.

- A. Compile and review materials. Immediately after the initiation of the project, NCHEMS staff will begin the process of compiling and reviewing materials that contain background information needed to establish context for the project and to lay the foundation for the work of the Select Committee and of NCHEMS. These

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materials will include the statutes governing higher education and relevant prior studies, as well as documents concerning the state's workforce and economic development needs and strategies, programs in place to foster business/education partnerships, etc. Special attention will be given to work products of the VSCS Forward Task Force, the NVU Strong Advisory Committee, and the VTC Transition Advisory Task Force. Links to some of these necessary materials are provided in the RFP. Additional materials will be available online. NCHEMS staff will work with legislative staff and others to identify other, less publicly available materials that may be relevant to the project.

- B. Develop data request. Many of the data needed for the project are held in NCHEMS databases. Other data can be obtained from materials published by VSCS and UVM, although these data may not be accessible in an electronic form that makes them readily useable. Some data, however, are not readily available and will require compilation by the institutions; data about county of origin of different student subpopulations and their enrollment patterns in specific institutions typically fall into this category. Data about enrollments in course sections in different departments and at different levels are another example. As one of the very early activities of the project, NCHEMS will prepare a request for data from VSCS and UVM. This request will include:
- Data available in printed form (for example) that NCHEMS would like to have in electronic form.
  - Data that represents a compilation of data – either collected from campuses by the VSCS, a special run of data already held at the System office, or data collected by UVM.

NCHEMS will attempt to minimize the burden to the System Office and institutions associated with these requests and will provide templates for their provision.

- C. Conduct initial round of meetings. It is proposed that all of the meetings in this first phase be conducted electronically due to social distancing requirements and travel restrictions due to the pandemic. The purposes of these meetings will be multiple and include:
1. Meet with the Steering Group and the Select Committee to:
    - Get acquainted with members,
    - Hear directly from the members their expectations regarding the work of the project and the scope of the desired content of the end product of that work,
    - Discuss NCHEMS' proposed approach to the work, get input, and respond to any questions Committee members may have,

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- Discuss the timeline for the work, and
  - Establish protocols for communicating with the Steering Group and the Select Committee and individual members.
2. Meet with legislative and NEBHE staff and other individuals who will be providing support to the Select Committee in one way or another for the purposes of
- Getting acquainted – putting faces to names.
  - Understanding the roles to be performed by all the players – ensuring that we do not step on each other's toes or leave important functions unattended. For example, we assume that either legislative or NEBHE staff will be responsible for the arrangements and logistics of Committee meetings, but this may not be a correct assumption.
  - Determine the basis for defining "regions" within the state.
  - Establishing communication protocols.
3. Meet with the senior leadership of VSCS and UVM in order to
- Get acquainted with individuals with whom we will be having continuing interaction
  - Listen to their hopes for (and concerns about) the work of the Select Committee
  - Discuss the data request referenced above in Activity B
  - Establish communication protocols
4. Meet with others identified in early communications with legislative staff, for example, the Chancellors of the VSCS institutions.
- D. Conduct analyses related to the financial viability of the VSC System and its constituent institutions and develop alternate structural/delivery models. These activities will include:
1. Comparative analyses of other small institutional systems. Using publicly available data, NCHEMS will compare the VSC System with other systems in order to identify how the system stacks up with regard to:
    - Revenues, by source
    - Expenditures, by function
    - Staffing patterns, by category of employee
    - System performance
      1. Retention rates



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2. Graduation rates—all students, Pell recipients, underrepresented minority (URM) students

These analyses will be conducted for the System Office, the sum of the constituent campuses, and the totals for the system. The purpose is to identify where, if at all, VSCS has opportunities to save money by organizing its activities differently. Given the history of the system and its funding problems, it could well be that the system has already been pushed to the wall and has few options remaining without significantly changing its approach to providing services.

2. Analyze class size information for each institution to determine if there are an inordinate number of small classes in some disciplines. This information will identify areas in which
  - Discontinuance of programs may be in order, or
  - Alternative modes of delivery would be in order. For example, delivering course electronically to a campus that is not maintaining a sustainable level of enrollments in a particular field.
3. Model enrollments necessary to achieve the State's educational attainment goal of 70% by 2025. NCHEMS has developed an interactive model (the Student Flow Model as described in section 5) that allows users to examine the combination of inputs and throughputs that would have to be achieved in order for a state's attainment goal to be met. The variables of greatest interest are:
  - High school graduation rate
  - College going rates of recent high school graduates
  - Completion rates of these students
  - Participation rates of adults
  - Completion rates of adults

The results of this modeling can be used to create a set of input variables for the model described immediately below.

4. Utilize the COVID-19 Impact Model to determine impacts of different scenarios. The COVID-19 Impact Model was developed by NCHEMS in collaboration with SHEEO with funding support from the Bill and Melinda Gates Foundation. It allows users to investigate sector-level impacts on institutional funding and student affordability of different patterns of allocation of state resources as well as different enrollment levels and tuition

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rates. The model will allow NCHEMS to identify scenarios that would ensure the sustainability of VSCS institutions. These scenarios will include:

- Enrollments at levels required to achieve the state's attainment goals.
- Enrollments at levels reduced by COVID-19.
- Different tuition levels. This will include the consequences of tuition-free programs.
- Different levels of state subsidy and different distributions of these funds between UVM and VSCS.

The objective of these analyses will be to determine the conditions, if any, under which VSCS in its current configuration can reach fiscal sustainability.

5. Estimate financial implications of alternative structural/delivery models for VSCS. On the presumption that it will be very difficult for VSCS to achieve financial sustainability within reasonable expectations for enrollments, tuition rates, and state subsidy, NCHEMS will investigate the financial implications of an alternative scenario, one in which VSCS functions much more as a system than as a collection of institutions. Under this scenario:
  - More of the back-office operations of campuses would be centralized, either at the System Office or at the campus within the system that has the greatest capacity to perform these functions.
  - More educational programs will be delivered collaboratively. Campuses would continue to offer programs that are economically viable but would import programs from other campuses to meet student needs for programs that are not locally sustainable.
  - Local sites would be maintained as student service centers.

Based on these analyses, NCHEMS will develop rough estimates of the level of savings that could be realized by doing business in a very different way.

6. Summarize the results of the analyses. Based on the various analyses described above, NCHEMS will develop one or more scenarios under which VSCS can 1.) maintain fiscal sustainability and 2.) serve students, employers, and the State. These scenarios will include information about:
  - Different student bodies that would have to be served—and the number in each category (based on data specific to Vermont).
  - Tuition rates.
  - Productivity levels of institutions.
  - Delivery modalities that will have to be used.
  - Levels of state subsidy.

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- E. Conduct analyses related to how all the educational assets of the state can best be utilized to meet the needs of students, employers, and the state.
1. Compile a broad array of environmental scan data for the state of Vermont, including:
    - a. Education attainment levels of the state's population and regions within the state
      - Compared to all other US states and OECD countries
    - b. Per capita income of the state and regions within the state
      - Compared to the other US states
      - Trends relative to the US average
    - c. In- and out-migration of the population and the education attainment levels of those arriving and leaving, as well as "churn" in the population, vis-à-vis other states. These analyses will provide critical information about both the way in which migration is shifting the mix of knowledge and skills in the workforce and the stability of the labor supply.
    - d. Demography of the state and regions within the state
      - Population, by age category, as compared to US
      - Population by race
    - e. The shape of the economy of the state and important ways in which it is different from the economy of the nation as a whole – employment in various industry sectors and gross state product per capita as compared to other states.
    - f. Employment patterns
      - Employment by industry and occupation for the state versus the nation
      - Employment by industry and occupation for regions within the state
    - g. Workforce participation levels
      - State versus other states
      - Regions within the state
      - By age, gender, and education attainment levels
    - h. Current job openings statewide and regionally. NCHEMS will augment Vermont state data with data acquired from EMSI on job postings. The goal will be to examine the relationship between educational supply and occupational demand to identify key workforce shortage areas.
    - i. The education pipeline:

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- High school graduates
- College participation
- College retention and completion
- Participation of adults
- Retention and completion of adults

For each element, Vermont data will be presented in comparison to the other US states.

- j. Non-credit enrollment and workforce programming.
  - k. Geographic enrollment patterns – the institutions in which students from different counties and subpopulations (first time recent high school graduates, all undergraduates, part-time students) enroll.
  - l. Student migration patterns—out-migration of Vermont students to institutions in other states and in-migration of students from other states to Vermont institutions.
  - m. Financing of high education
    - State versus student share and trends over time, by sector
    - Overall funding per FTE student by sector, in comparison to other states
  - n. Institutional productivity by sector – degrees/certificates produced relative to funding levels, compared to other states.
  - o. Affordability to students – by sector
    - Proportion of family income required to pay for college for families in different income categories
    - Unmet need for students by sector and family income category after accounting for student work, family contribution and grant aid
  - p. Innovation assets – Vermont's ranking on the New Economy Index and its various components, research funding at the state's Universities (by discipline area and in comparison to other states), and extent of research commercialization.
2. These analytic findings will be summarized in a graphic presentation along with a set of key findings identified by NCHEMS staff. Emphasis will be placed on:
- a. Workforce demand and supply for each region of the state
    - Workforce demand by industry and occupation

**Addendum to NCHEMS' Proposal in Response to Vermont Legislative Joint Fiscal Office RFP**

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- Workforce supply—Number of credentials awarded by institution, program, and level. Credentials awarded by non-public institutions will be included in these analyses
  - b. Student demand—size and nature of underserved populations
    - Geographic regions of the state
    - Economic characteristics—access for low-income students
    - Race/ethnicity—while Vermont's minority population is relatively small, access for this population still requires attention
    - Adults—those with no college experience and those with some college experience, but no degree
  - c. Institutional performance/productivity. One approach to improving student enrollments and production of degree-holders needed by employers is to improve the performance of institutions. NCHEMS will investigate the extent to which improvements can be made in:
    - Graduation rates of enrolled students
    - Retention rates
    - Transfer rates

These measures will be disaggregated for different student subpopulations as appropriate and as data are available.
  - d. Economic development. Although not an explicit requirement of the RFP, the role of higher education in the economic development/sustenance of the state and the regions in which institutions are located is an important factor to be considered. NCHEMS will analyze:
    - The economic contributions of institutions to the region and the state, measured by density of employment and wage differentials.
    - The links between the innovation assets represented by the institutions and the economic development strategies of the State.

From these analyses, NCHEMS will identify the nature and geographic locations of the major unmet needs in the state.
3. Develop education delivery scenarios. Based on the needs analyses described above, NCHEMS will develop one or more scenarios describing how education can be delivered in ways that:
- a. Meet employer and student needs
  - b. Utilize all the state's educational assets—VSCS and UVM—in responding to those needs

**Addendum to NCHEMS' Proposal in Response to Vermont Legislative Joint Fiscal Office RFP**

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- c. Recognize the economic development/sustainability needs of regions and the State.
    - d. Are affordable to both students and taxpayers
  - 4. Develop an initial set of recommendations concerning:
    - a. Priorities for goals to be achieved
    - b. Delivery models that ensure that students/employers/communities in all parts of the state are served
    - c. Resource allocation models that create incentives for the necessary collaborations
      - Guidance for the General Assembly
      - Guidance for VSCS
    - a. Accountability metrics. Key metrics to be utilized in measuring progress toward priority objectives
    - b. Governance of higher education in Vermont
      - The relationships between VSCS and UVM, especially aimed at ensuring necessary collaboration
      - Within VSCS, especially related to the allocation of functions between the System Office and campuses
- I. Prepare a plan for stakeholder engagement. Given the more aggressive timeline, NCHEMS anticipates that stakeholder engagement efforts will have to be less extensive than originally planned. In general, NCHEMS will rely more heavily on gathering input from key informants that the Steering Group believes to be most essential to contact. At a minimum, however, NCHEMS will encourage the Steering Group to develop a single list of stakeholders who have a reasonably accurate and comprehensive perspective on the critical issues to be addressed from the following groups:
  - 1. Employers, civic leaders, faculty and staff, elected officials, education leaders, union leadership
  - 2. Representation from diverse geographic areas
- J. Review preliminary recommendations with
  - 1. Steering Group
  - 2. Leadership of VSC (System and campuses)
  - 3. Leadership of UVM
- K. Prepare a preliminary draft of the project report. In keeping with the focus in the first phase on the financial viability of VSC System, this preliminary draft report will more thoroughly cover analyses and recommendations on that topic, including:
  - Results of the analyses.

**Addendum to NCHEMS' Proposal in Response to Vermont Legislative Joint Fiscal Office RFP**

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- Conclusions based on the analyses concerning the financial viability of the VSC System.
- Recommendations for short-term actions. Steps that should be taken by the legislature and the institutions prior to the beginning of FY22.

With the revised timeline, it will be necessary for the preliminary draft report to include a detailed outline of our findings concerning the other focus topics, while leaving room for refinement and further analysis in subsequent phases.

- L. Conduct second meeting of the Select Committee. The agenda for this meeting will include:
  - Presentation of the preliminary draft of the project report
  - Identify changes needed before submission to the General Assembly and the Governor.
  - Discuss plans for Phase II of the project, including the need for additional analyses and scenarios.
  - Discuss process for stakeholder input during Phase II, especially to gain agreement on the list of key informants
- M. Prepare final version of the preliminary draft report by December 4, 2020 as required by the Steering Group and submit it to the General Assembly and Governor as required by H. 961.

**Phase II Activities**

With only about 10 weeks between the first and second deadlines established by the Select Committee, Phase II for this project will be focused on refining and supplementing data analyses from the first phase, and on refining the recommendations that relate to a statewide strategy for higher education beyond the more narrow topic of the VSC System's financial viability. In addition, in this phase we will execute the stakeholder engagement plan to gather input from the key informants in the state. This plan, which will be developed in the first phase, will rely primarily on interviews conducted virtually or by phone, rather than focus groups as originally anticipated. NCHEMS also expects to streamline the collection of feedback on the refined draft report. This phase includes the following activities:

- A. Refine and supplement analyses and scenarios for the delivery of postsecondary education to meet state needs. These will likely focus on:
  1. Completing any analyses that were pending the receipt of appropriate data
  2. Conducting additional analyses and developing scenarios as agreed to during Phase I.
  3. Refining recommendations based on additional analyses and drawing on input from the stakeholder interviews.

**Addendum to NCHEMS' Proposal in Response to Vermont Legislative Joint Fiscal Office RFP**

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- B. Execute the stakeholder engagement plan.
- C. Prepare a draft of the refined draft report. Based on the analyses conducted and the information gleaned from the stakeholder interviews, NCHEMS will develop a refined draft of the project report. Expanding on the outline provided in the preliminary project report, the refined report will address recommendations regarding:
  - 1. Issues of governance—the organizational structure of VSCS (and assignment of functions within the system)—and the relationships between VSCS and UVM
  - 2. Steps to be taken to serve student needs in all parts of the state.
  - 3. Actions required to align education with workforce development goals and the needs of employers.
  - 4. Changes in state policy and practice needed to enable these actions
    - Approaches to allocation of resources
    - Changes in regulations
    - Accountability metrics

The refined draft report will also address the issue of on-going fiscal sustainability of VSCS by presenting information that makes the case that the recommendations can be implemented in a fiscally sustainable way.

- D. Review the refined draft report with leadership of VSCS and UVM. As the eventual implementers of the recommendations, educational leaders need to provide assurances that the recommendations are reasonable and feasible. If they are deemed otherwise, suggestions as to revisions that will make them so will be solicited.
- E. Meet with the Steering Group to gather feedback on the refined draft report prior to meeting with the Select Committee as a whole.
- F. Meet with the Select Committee to:
  - 1. Review the contents of the refined draft report
  - 2. Solicit recommendations for any needed changes
  - 3. Discuss activities to be conducted in the final phase of the project.
- G. Make agreed-upon changes to the refined draft report
- H. Submit the refined draft report by February 12, 2121, as required by the Steering Group and forward to the General Assembly and the Governor as required by H. 961.



**Addendum to NCHEMS' Proposal in Response to Vermont Legislative Joint Fiscal Office RFP**

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## **Phase III Activities**

The activities in this phase are directed toward preparing the final project report, which will incorporate and summarize the preceding reports, providing updates where appropriate, and sketching out an implementation plan with assignments to key partners in the reform of higher education in Vermont. Other than streamlining the process for gathering feedback on the draft final report from key stakeholders, there are no substantive changes proposed to accommodate the revised timeline. The specific activities that will be conducted as part of Phase III are as follows:

- A. Prepare the final report in draft form. Drawing on all the information compiled during the course of the project—data analyses, interviews with institutional leaders, the Steering Group and the Select Committee, and conversations with stakeholders—NCHEMS will prepare a draft of the final report. The contents will include:
  1. An introduction that describes the genesis of the project and the nature of the issues to be addressed.
  2. The activities undertaken in the course of the project.
  3. Presentation of key elements of the environmental scan data—the conditions facing Vermont within which recommendations were developed.
    - Student demand
    - Employer needs/workforce demand
    - Community needs/economic development
    - Financial environment
  4. Strategy for sustainability of VSCS
    - Education delivery model
    - Business/financial model
  5. Statewide strategic finance/allocation of financial resources to postsecondary education
    - To distribute resources to best achieve state goals
    - To establish incentives for the efficient deployment of state assets that aligns educational supply with the workforce needs of the state
  6. Governance recommendations
    - Distribution of functions within VSCS—those that are the responsibility of the System office and those delegated to the campuses.
    - Necessary relationships between VSCS and UVM.
  7. Implementation/action plan—steps to be taken by
    - The General Assembly

**Addendum to NCHEMS' Proposal in Response to Vermont Legislative Joint Fiscal Office RFP**

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- Executive branch agencies
  - VSCS
  - UVM
  - The business/employer community
  - Other entities
- B. Review draft final report with
1. Leadership of VSCS and UVM
  2. The Steering Group and the Select Committee
- C. Revise the draft report based on feedback obtained.
- D. Submit the final report by April 16,2021.

Our revised timeline for completing this work is provided below.

**Addendum to NCHEMS' Proposal in Response to Vermont Legislative Joint Fiscal Office RFP**

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
<b>Phase I</b>								
A, B. Project initiation								
C. Initial meetings	■							
D. Analyses of VSC System	■							
E. Environmental scan	■		■	■				
F. Prepare plan for stakeholder engagement			■	■				
F. Review preliminary recommendations			■	■				
G. Prepare draft preliminary report			●					
H. Review draft preliminary report				■	■			
L. Submit preliminary report				■	■			
<b>Phase II</b>								
A. Refine and supplement analyses				■	■			
B. Execute stakeholder engagement plan				■	■			
C. Prepare refined draft report					■	■		
D, E, F. Review refined draft report						■	■	
G. Revise refined draft report based on feedback						■	■	
H. Submit refined report						■	■	
<b>Phase III</b>								
A. Draft final report						■	■	■
B. Review draft final report								■
C. Revise draft final report based on feedback								■
D. Submit final report								●

**Personnel**

Since we submitted the original proposal, one of the staff members identified as part of our team, Rachel Christeson, has elected to pursue a new professional opportunity. We are accordingly adjusting our team and reassigning her role, which was principally focused on generating the necessary data analyses, to John Clark. John is a seasoned staff member who has headed up the development of many of NCHEMS' analyses and models. Please remove Rachel's bio from our proposal. In its place please add John Clark's bio which is attached.

**Addendum to NCHEMS' Proposal in Response to Vermont Legislative Joint Fiscal Office RFP**

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**Pricing**

As previously noted, the Select Committee's revisions to the timeline have required us to rearrange the sequencing of the proposed work, but the work products collectively will be only minimally impacted. A reduction in the intensity of the anticipated stakeholder engagement plan, as well as a reorganization of the personnel necessitated by the departure of one staff member and the need to fit the project within existing commitments have also been factored into the revised budget.

As before, NCHEMS is including an estimate for travel expenses in the event that the Select Committee and NCHEMS mutually agree that an on-site visit to Vermont is both necessary and safe. This estimate is sharply reduced from the original proposal because we assume that stakeholder engagement activities will happen virtually or by phone, rather than in person, to accommodate the revised timeline (and given the ongoing pandemic conditions). The travel budget is estimated to be sufficient to cover costs associated with a presentation of the final report to the Steering Committee.

**Proposed Revised Budget**

	Hourly Rate	Hours	Total
Total of Salaries, Benefits, and Indirect Costs			\$240,600
<b>Travel</b>			<b>\$3,000</b>
<b>Total with Travel</b>			<b>\$243,600</b>

Select Committee on the Future of Public Higher Education in Vermont

A SELECTION OF BACKGROUND RESOURCES

1. Report by Jim Page on Funding for the Vermont State Colleges System, FY 2020 and FY 2021. <https://ljfo.vermont.gov/assets/Subjects/Higher-Education/f13fd8d299/Report-on-Funding-for-the-Vermont-State-Colleges-System-FY-2020-and-FY-2021.pdf>
2. Treasurer's Vermont State Colleges Final Report. <https://ljfo.vermont.gov/assets/Subjects/Higher-Education/a824553cd8/Treasurer-VSC-Report-Final.pdf>
3. Act 189 of 2018. <https://legislature.vermont.gov/Documents/2018/Docs/ACTS/ACT189/ACT189%20As%20Enacted.pdf>
4. Act 80 of 2019. <https://legislature.vermont.gov/Documents/2020/Docs/ACTS/ACT080/ACT080%20As%20Enacted.pdf>
5. Vermont State Colleges Announces System-Wide Task Force to Assist with Building a Sustainable Future. <https://www.vsc.edu/vermont-state-colleges-announces-system-wide-task-force-assist-building-sustainable-future/>
6. Secure the Future: Serving Students by Securing the Future of the Vermont State Colleges System. <https://www.vsc.edu/board-of-trustees/securethefuture/>
7. Serving Vermont's Students by Securing the Future of the Vermont State Colleges System. <https://www.vsc.edu/wp-content/uploads/2019/08/Securing-the-Future-Whitepaper-08.26.19.pdf>
8. Designing Our Future. <https://education.vermont.gov/documents/state-board-agenda-item-032019-m>
9. Vermont State Colleges System. <https://www.vsc.edu/>
10. The University of Vermont. [https://www.uvm.edu/about\\_uvm](https://www.uvm.edu/about_uvm)
11. College Towns and Covid-19: The Impact on New England. <https://www.bostonfed.org/publications/new-england-public-policy-center-regional-briefs/2020/college-towns-and-covid-19-the-impact-on-new-england.aspx>



## Resources for Select Committee on Future of Higher Education in Vermont

**August 31, 2020**

The goal of this document is to share a sampling of resources produced by Advance Vermont and other organizations that may be informative and relevant to the work to policymakers, especially the Select Committee on the Future of Higher Education in Vermont.

### **Policy**

[Policy Priorities](#): Advance Vermont’s vision to implement the 4 attainment related state policies outlined in Act 80.

[The Case for Increasing Attainment in Vermont](#): An outline of the economic and equity imperatives that drive efforts to increase attainment.

[Snapshot of educational attainment efforts in Vermont](#): Notes past efforts to increase attainment, the language of 70x2025 attainment goal from Act 80, and a timeline of Advance Vermont led work.

**Commission on Higher Education Funding**: [AVIC maintains an archive of its work](#)—including a history of CHEF from 1998-2008 and text of “Compact with the State of Vermont” which provides a vision for increasing educational attainment.

### **Research & Data**

[Today’s Students in Postsecondary Education and Training in Vermont](#): 2019 research on who is enrolled in education and training after high school (hint: it’s not who we might think), and policy recommendations. More information on the Today’s Students Initiative can be found [here](#).

[Equity by the Numbers](#): A snapshot of the equity issues facing Vermont’s students in the pursuit of education and training after high school.

[Perceptions of Vermonters on Postsecondary Education](#): A 2018 survey to gain insight into public opinion about postsecondary education and training in Vermont.

[Data Dashboard](#): interactive tool to measure progress toward Vermont’s postsecondary attainment goal and illuminates equity-related gaps, with the aim of informing action to increase attainment.

**Strada**: [Public Viewpoint: COVID-19 Work and Education Survey](#)—a weekly survey that explores the impact of the pandemic on Americans as it relates to work and education.

**VSAC:** [Compilation of reports](#)—VSAC has a number of foundational reports that track aspirations, enrollment, and completion of Vermont students. A new report describes how COVID-19 has impacted college plans. There are many other valuable resources as well.

## Reports

[Toward 70% by 2025: An Analysis of Degree and Credential Eligibility](#)—This report breaks down the numbers by population segments on how we get to 70 percent attainment.

[Grafton Report: Increasing the Economic and Civic Vitality of Our State: Ensuring 70 percent of Vermonters possess a Degrees or Credential by 2025](#)—2017 report from Advance Vermont, makes case for cross-sector effort to increase attainment and provides vision for the work.

**NEBHE:** [Upskilling: Bridging the Gap Between New England's Educators & Employers](#)—explains why increasing the skills of the region's workforce is so important, particularly now in response to COVID-19, and issues policy recommendations.

## About Advance Vermont

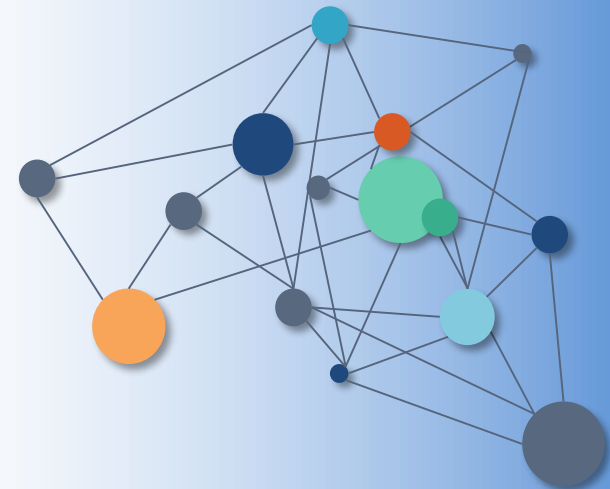
Advance Vermont is a statewide initiative driving action by business, education, government, nonprofit, and philanthropy to increase educational attainment in Vermont for the benefit of our people, communities, and economy. For more information visit [advancevermont.org](http://advancevermont.org) or reach out to Tom Cheney, Executive Director, at [cheney@vsac.org](mailto:cheney@vsac.org) or 802-233-1378.

# The Future of Higher Education in Vermont Select Committee Meeting

September 21, 2020



[nchems.org](http://nchems.org) • [higheredinfo.org](http://higheredinfo.org)





# About NCHEMS

- Private, not-for-profit, 501(c)(3) organization in Boulder, CO
- 50+ years of history
- Mission to help states and institutions make data-informed strategic decisions that promote access, success, and affordability (to both the state and students)
- A national reputation for independence and impartiality
- Recent statewide strategic planning projects:
  - Utah
  - Wyoming
  - Pennsylvania
  - Connecticut
  - Alaska
  - Oregon



# Engagements

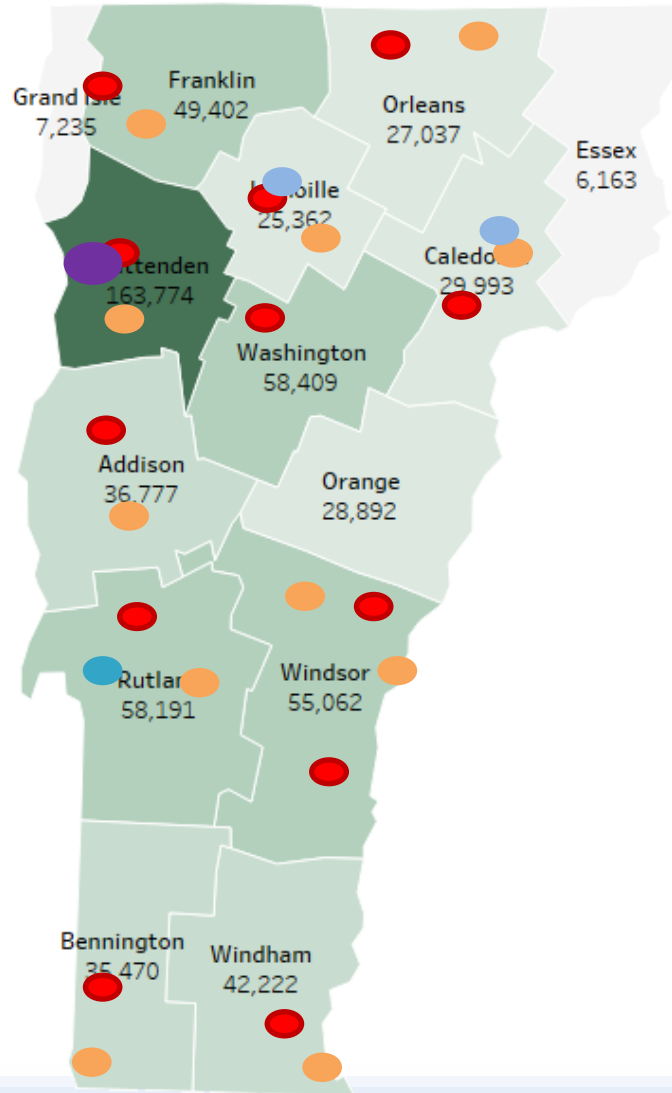
- **State context** is crucial
  - Process must be informed by **data and stakeholder input**
  - States, not NCHEMS, must ultimately “own” the products
- Organizational form should follow function—don’t start with issues of structure
- **All parts of the state** must be served
- Plans must improve **efficiency** and address **affordability**, in part by leveraging **innovative delivery models**
- **Collaboration** is more appropriate than competition
- Plans must address **equity in forms appropriate to each state**



# Overview of Key Factors



# Vermont Population by County



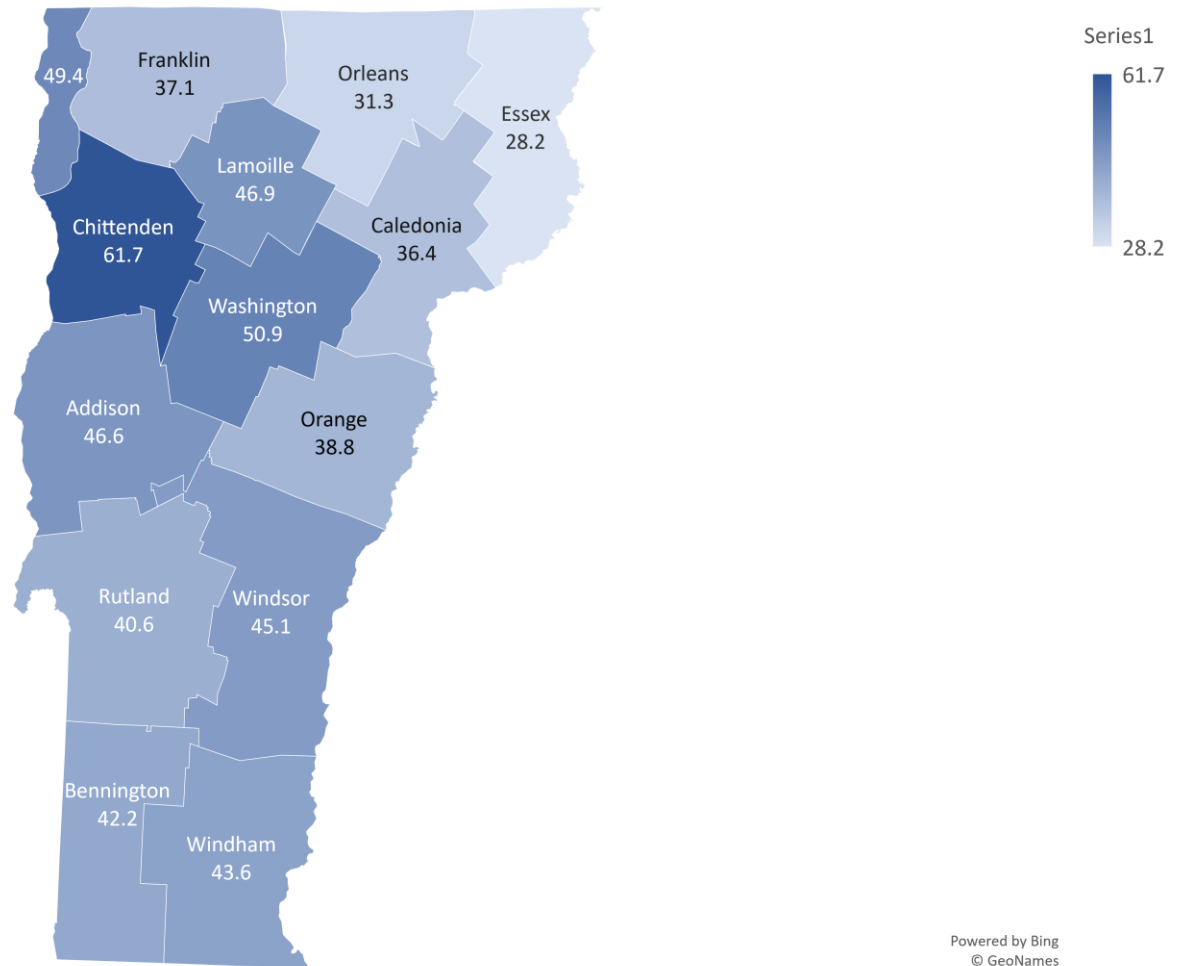
- Community College of Vermont
- Vermont Tech
- Northern Vermont University
- University of Vermont
- Castleton University



# Percent Population with an Associates Degree or Higher, 2014-2018

YSCS Board of Trustees  
Long Range Planning Committee

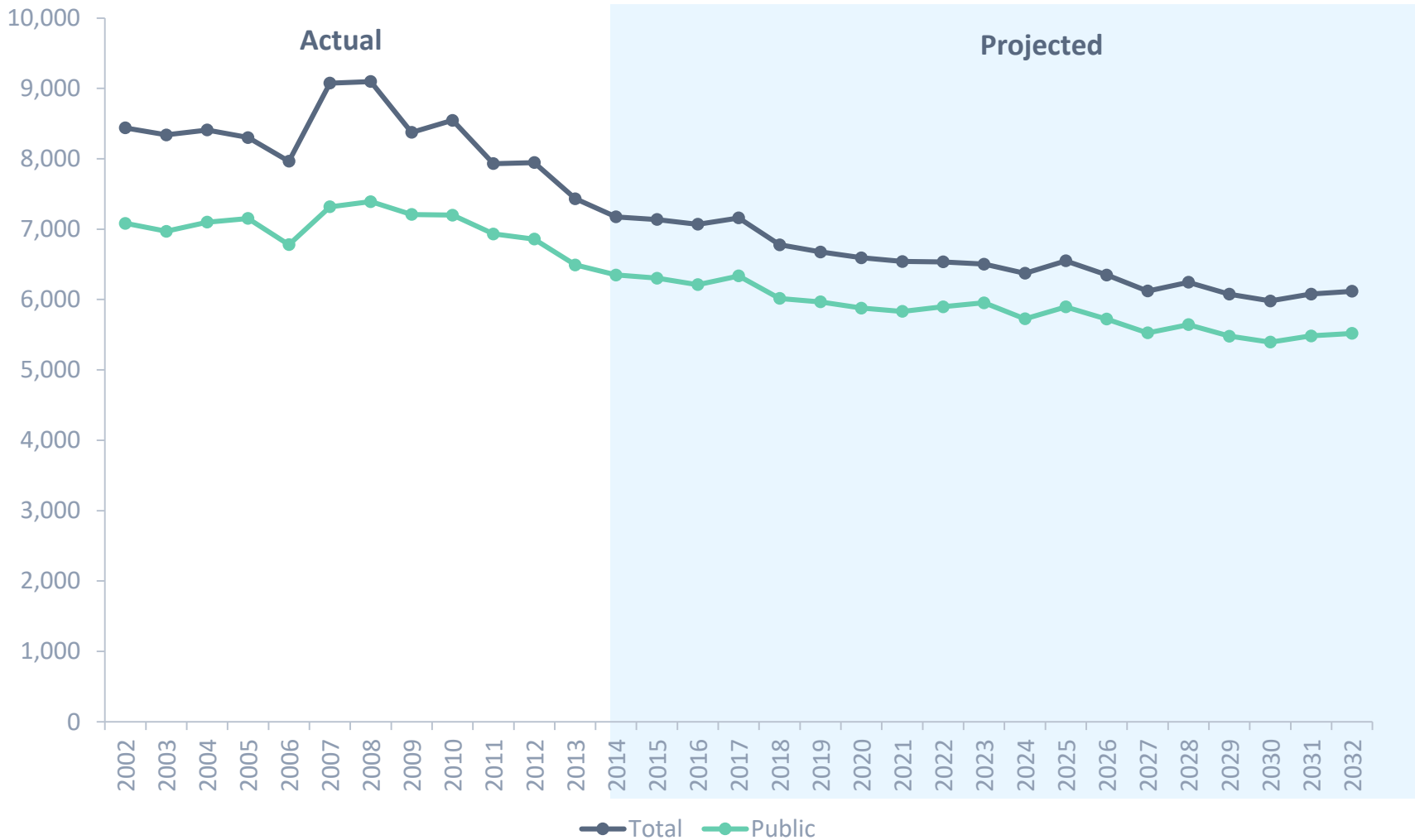
October 29, 2020



Powered by Bing  
© GeoNames



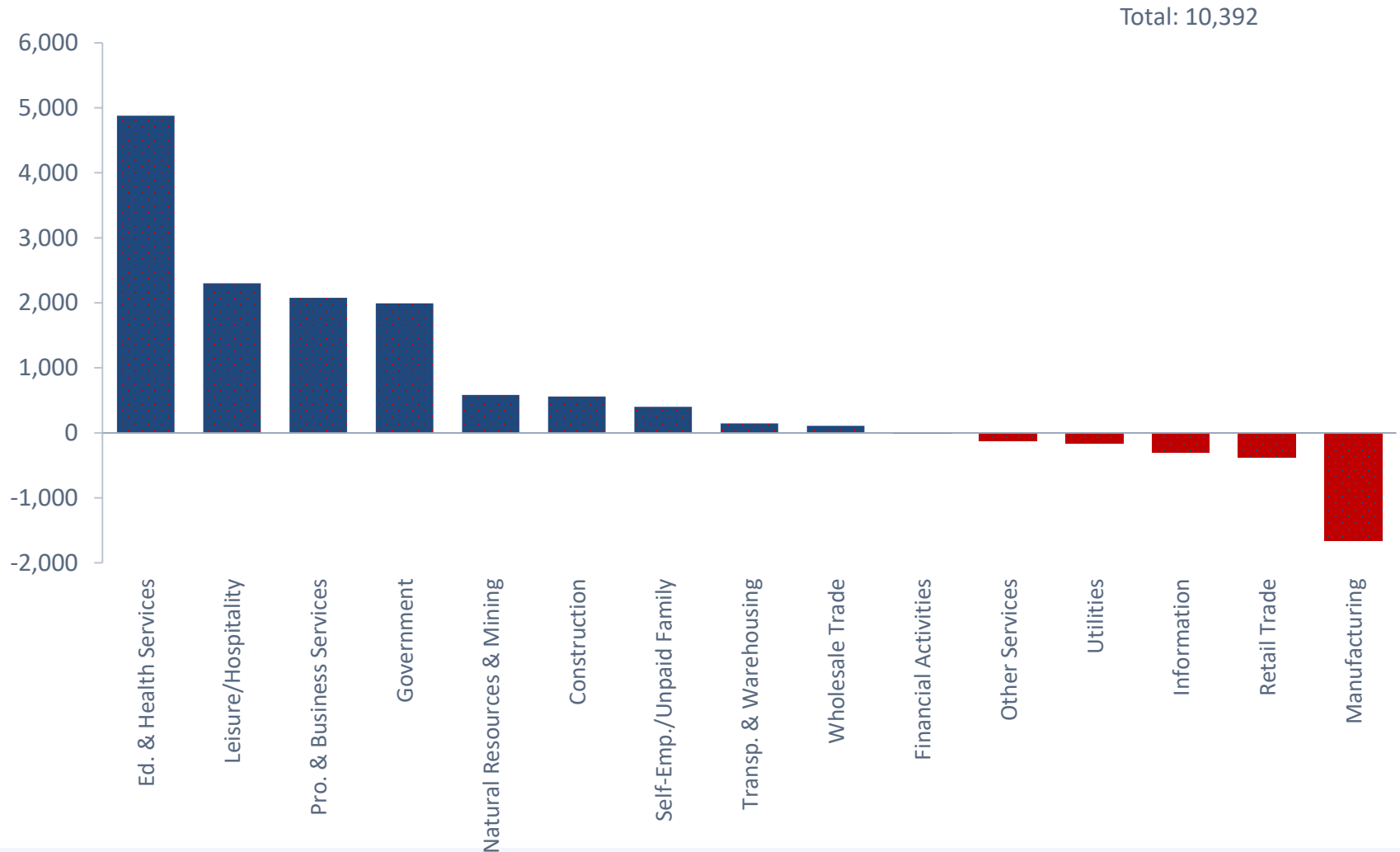
# Vermont High School Graduates, 2002-2032



# Change in Employment by Industry, 2016-2026, Vermont

VSCB Board of Trustees  
Long Range Planning Committee

October 29, 2020



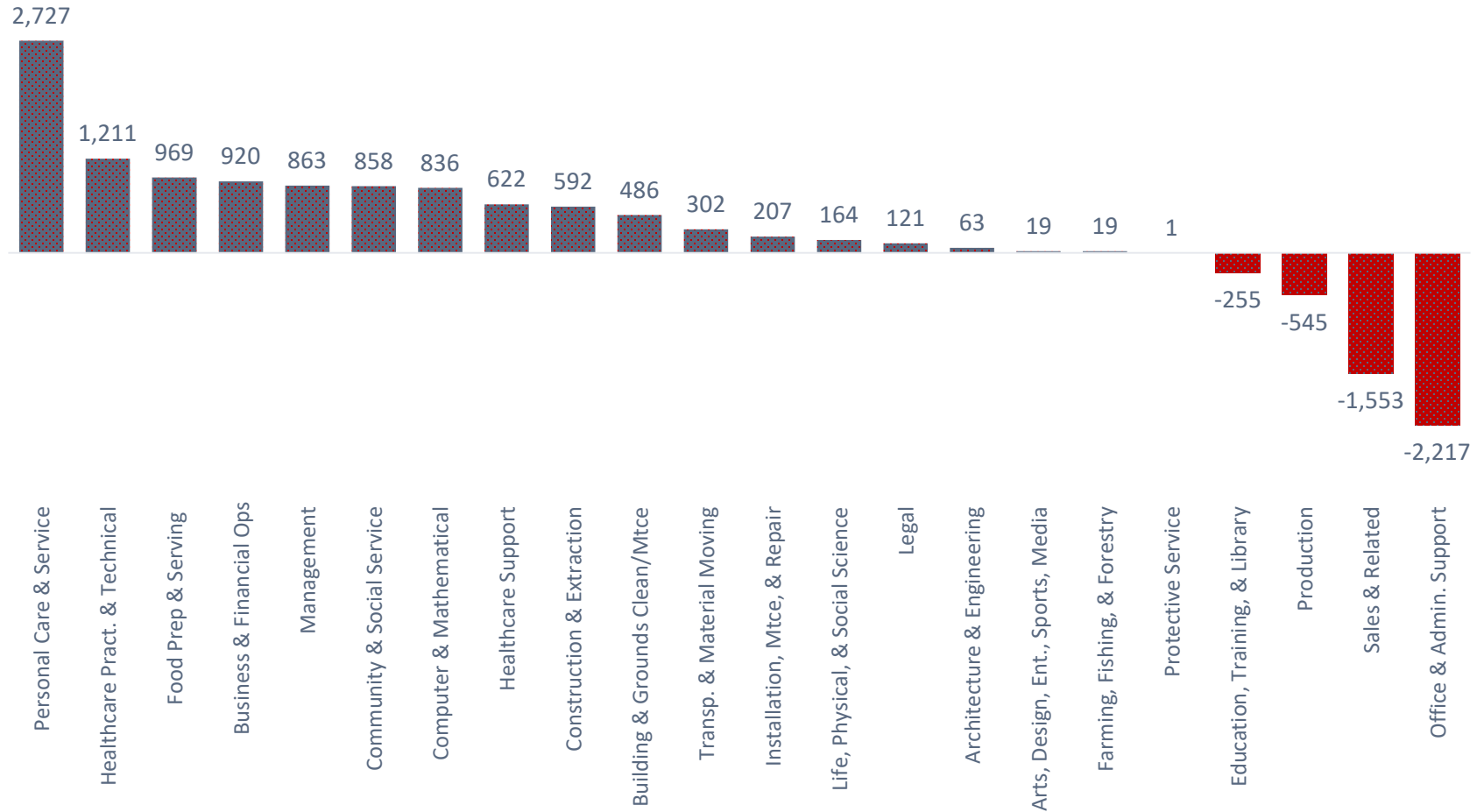
Source: Vermont Department of Labor. Note: Deviation in published data and chart data due to data not meeting disclosure standards.



# Employment Projections by Occupation, Vermont, 2018-2028 (Count)

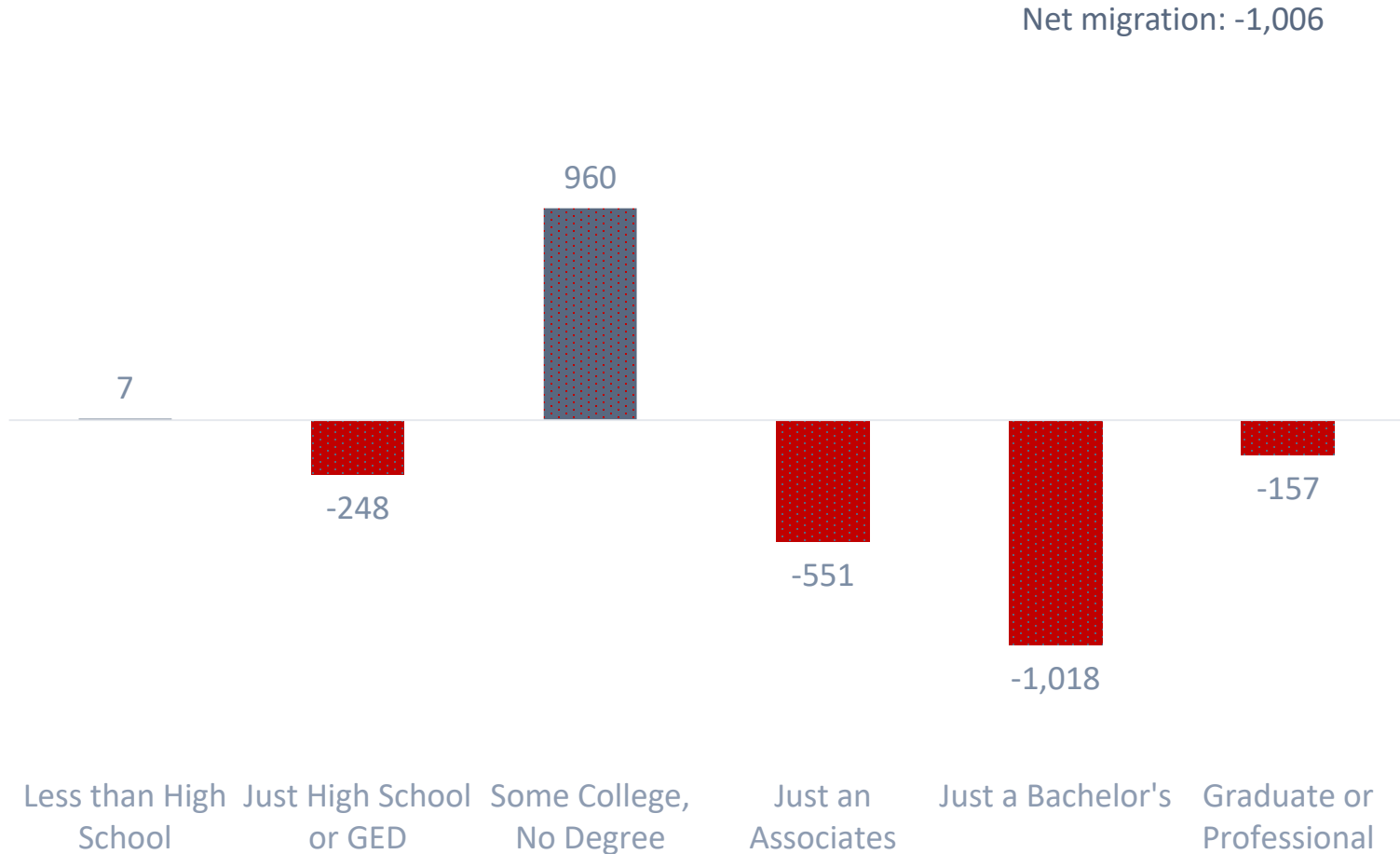
YSCS Board of Trustees  
Long Range Planning Committee

October 29, 2020

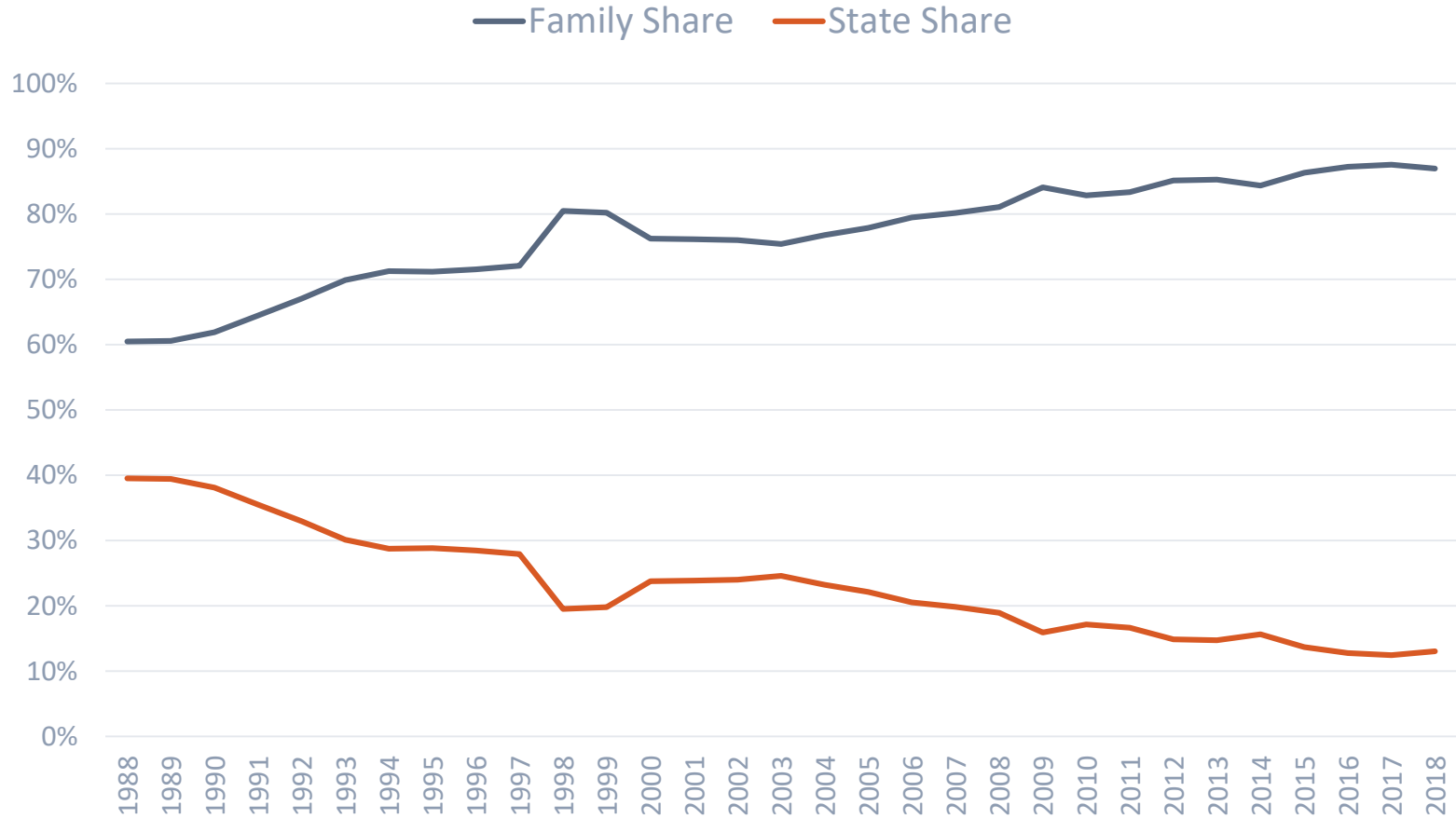




# Average Annual Net Migration of 22 to 64-Year-Olds by Education Level, Vermont, 2016-18



# Family Share of Public Higher Education Operating Revenues, Vermont



# Survey Responses

(Responses begin with Question 2, as Question 1 was “Name.”)



## Question 2

2. In the interests of trying to assess the extent of a shared vision for postsecondary education in Vermont among Select Committee members, what are the two or three most important ways in which public postsecondary education should serve the state?
- Make programs Accessible, (very) Affordable, and Workforce Relevant to students of all ages in all parts of the State—on-campus and via a robust online infrastructure
  - Create education, social, and economic opportunity for low income Vermonters
  - Increase rate of college participation
  - Integrate students into the state’s workforce
  - Contribute to the economic and cultural vitality of the state
  - Attract and retain talent (especially among younger population)



# Question 3

3. What are the topics with which the Committee's report must deal believing that failure to do so would a) avoid the key questions or b) leave the Committee open to charges that it ducked the key questions?
- Workforce relevance and strategies to integrate new workers (e.g., internships)
  - Address costs and funding/sustainability of VSC
  - Coordination of services—including linkages with PK-12
  - Innovative delivery (physical vs. virtual capacity), responsiveness
  - Nature of any consolidations/necessary structural changes; relationships between VSC and UVM
  - Address poor performance issues in terms of student success rates
  - Stem the tide of population loss
  - Affordability for students and taxpayers—a credible plan to bring tuition below the national average
  - Program accessibility for all students—physical campus in each corner of State
  - The urgency of change
  - Dedicated source of revenue from state



## Question 4

4. Are there other, minor topics that, although they don't rise to the level of key issues, have been circulating for years and need to be addressed in order to a) clear the air for attention to the larger issues or b) have important stakeholders feel that the Committee had done its job?
- Appointments of the right people to governing boards and leadership positions
  - Priority of funding higher education vs. other social services
  - Portability of VSAC aid
  - Duplication of programs
  - Role of early college programs and dual enrollment
  - Partnerships with companies to create synergies between programs and workforce needs.



## Question 5

5. Are there topics that should NOT be addressed—addressing them will poison the well for dealing effectively with the most critical issues facing Vermont higher education?
- Social equity issues distracting from the main focus on a better way to delivery postsecondary education
  - Institutional closure
  - Reducing the role played by unions and collective bargaining
  - Portability of VSAC aid
  - Merger of VSC and UVM
  - Assuming too broad a charge—looking at issues beyond the future of VSC



## Question 6

6. What fear(s) do you have for what might emerge from this Select Committee's work? In your opinion, what outcomes would be detrimental?
- Maintaining the status quo; doing nothing; making recommendations that aren't bold enough
  - Recommendations that do not reduce the cost of attendance
  - Reinforcing the focus on a traditional four-year degree as the only measure of success
  - Restating already known issues (whining about demographic and economic realities)
  - Lack of a clear implementation plan and follow-up inaction
  - A focus on in-state High School students to the exclusion of potential out-of-state students and adults
  - Recommendations that would lead to institutional closure(s)
  - Recommendations that focus on preserving physical locations





## Proposed Goal Statements

(Adjusted in response to feedback)

The charge to the Select Committee states that the Committee should make recommendations regarding “the financial sustainability of the VSC system” as judged through the lens of having “impact on institutional capacity to innovate and meet State goals and learners’ needs.”

The committee interprets “meeting learner needs” to mean:

1. Providing access to relevant academic programs in all regions of the state—relevant means programs that prepare students for the world of work and for participating in a democratic society.
2. Ensuring that these programs are available to students regardless of income, race/ethnicity, parents’ education, age, prior academic experience, or place of residence.
3. Students are provided the necessary support to ensure that they can succeed in their academic endeavors—they successfully complete their programs of study. Necessary support includes access to broadband and the technology necessary for on-line learning.
4. Postsecondary education is affordable to all students regardless of their economic circumstances.

The committee interprets “meeting state needs” to mean:

1. Meeting the state’s workforce development needs—meeting the needs of employers.
2. Stimulating economic development—reducing employment opportunity gaps across the state.
3. Supporting the economic and cultural vitality of the state and its communities.
4. Attracting and retaining talent.
5. Being a good steward of public funds and of funds received from tuition payments through efficient academic and administrative operations/functions.

The committee interprets “innovate” to mean:

1. That postsecondary educational offerings are aligned with the needs of students and the state.
2. Adapting/enhancing the ways postsecondary education is delivered in order to overcome deficiencies in service to students and the state.
3. Changing the way VSC functions in order to ensure its financial viability.
4. Adjusting policies to ensure that all of public postsecondary education in Vermont is oriented toward serving the needs of students and the state.

## Vermont Environmental Scan High-Level Observations October 8, 2020

- Given trends, Vermont is unlikely to achieve its statewide educational attainment goal without improvements in participation, student success, and better retention of home-grown talent and recruitment of talent from elsewhere. These results suggest improvements are needed in postsecondary education but also in further developing the state economy around well-educated, high-wage employment.
- Vermont has high educational attainment driven by baccalaureate and graduate degree holders, accompanied by low proportions of those with some college/no degree (especially certificate holders).
- Per capita income and educational attainment vary across Vermont's counties, and while there remains a gap in educational attainment by race/ethnicity, it is among the lowest nationally.
- Projections of high school graduates show a steep decline that began in 2008 and shows no sign of ending. All counties can expect to lose working-age residents, especially those distant from Burlington.
- While the state as a whole is relatively healthy economically, not all parts are thriving. The Northeast Kingdom region shows signs of economic distress, but several other counties also saw declines in an index that measures key indicators of economic health between 2011 and 2016.
- Vermont has relatively low college-going rates from high school, along with average adult participation rates that are comparable to the national average
- Just over half of undergraduate FTE are in public institutions; of those about 6 in 10 are at the University of Vermont.
- Vermont is a net exporter of residents with associate's degrees and above, while importing those with some college but no degree. It also is a significant importer of first-time college students, and part of the loss of residents with postsecondary degrees may be due to those non-residents returning home.
- Vermont produces a very high rate of postsecondary degrees relative to its population, driven by baccalaureate degree production. This is likely tempered by the number conferred on nonresidents and the declining population of the state.
- Vermont has consistently had a lower unemployment rate than the nation, combined with relatively high workforce participation rates. Yet educated workers in the state are unusually likely to earn a low wage.
- The mix of industries in Vermont is changing away from education and manufacturing and towards retail trade, health care, and professional services.
- Awards produced by Vermont's public institutions are heavily concentrated at the baccalaureate level relative to other states, and although awards in health care fields are numerous, awards in fields related to STEM employment (like are relatively few.

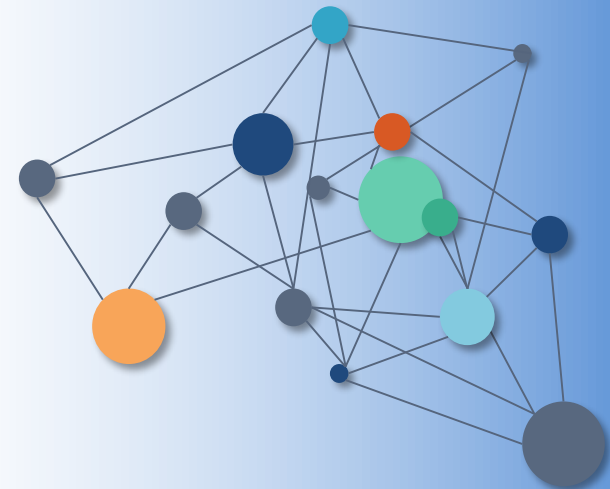
- Vermont expects nearly all of the funding of higher education to be paid by students and their families. Financial aid helps address those high prices, but low-income students are poorly represented in Vermont's public institutions compared to nearly all other states.
- Institutions in the Vermont State College System are seeing substantial declines in revenue, and expenditures are also falling. Both are a product of enrollment decreases, as per FTE levels are relatively more stable. Except for CCV, the other institutions have had revenues fall short of expenditures in recent years.
- Changes in staffing levels through the VSC system did not keep pace with the decline in student enrollments between 2009 and 2017.

# Vermont Environmental Scan

Briefing for Select Committee  
October 19, 2020



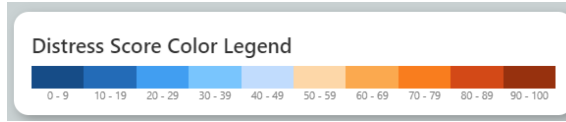
[nchems.org](http://nchems.org) • [higheredinfo.org](http://higheredinfo.org)



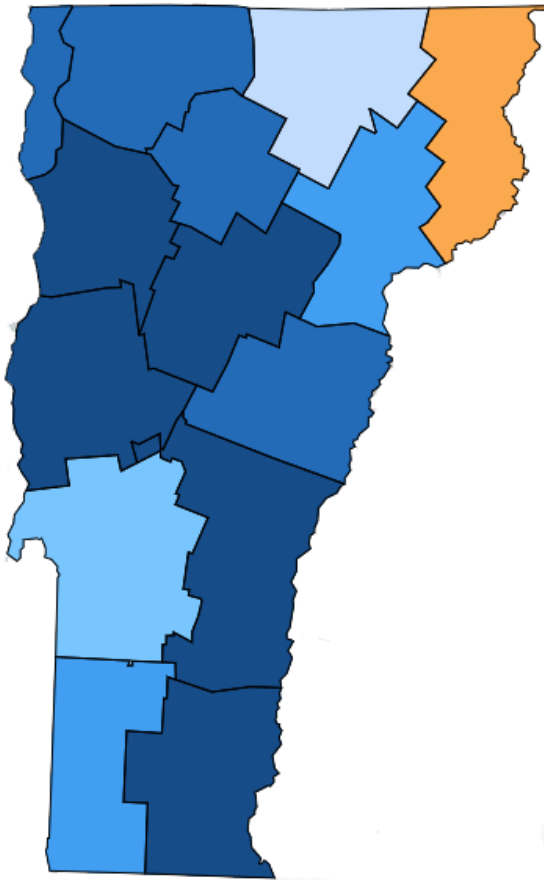
VSCS Board of Trustees  
Long Range Planning Committee

# Distressed Communities Index

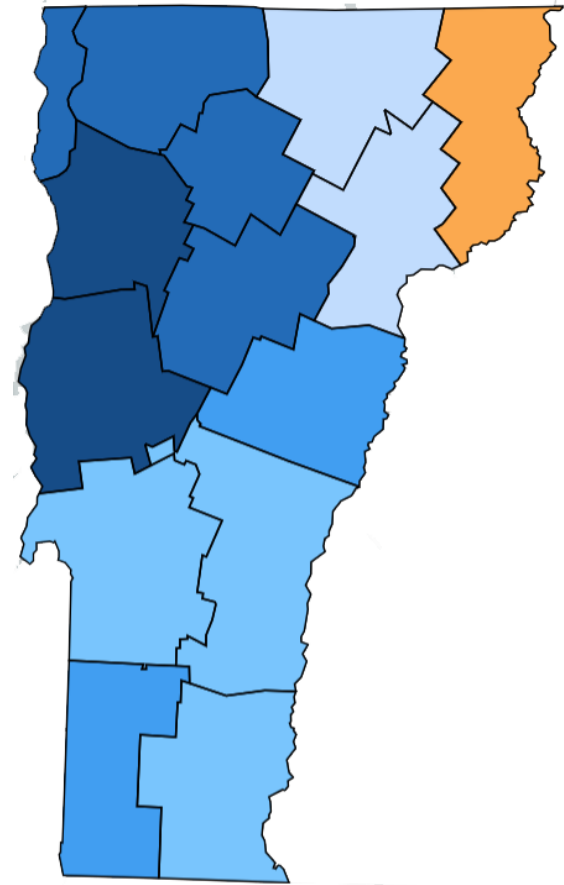
October 29, 2020



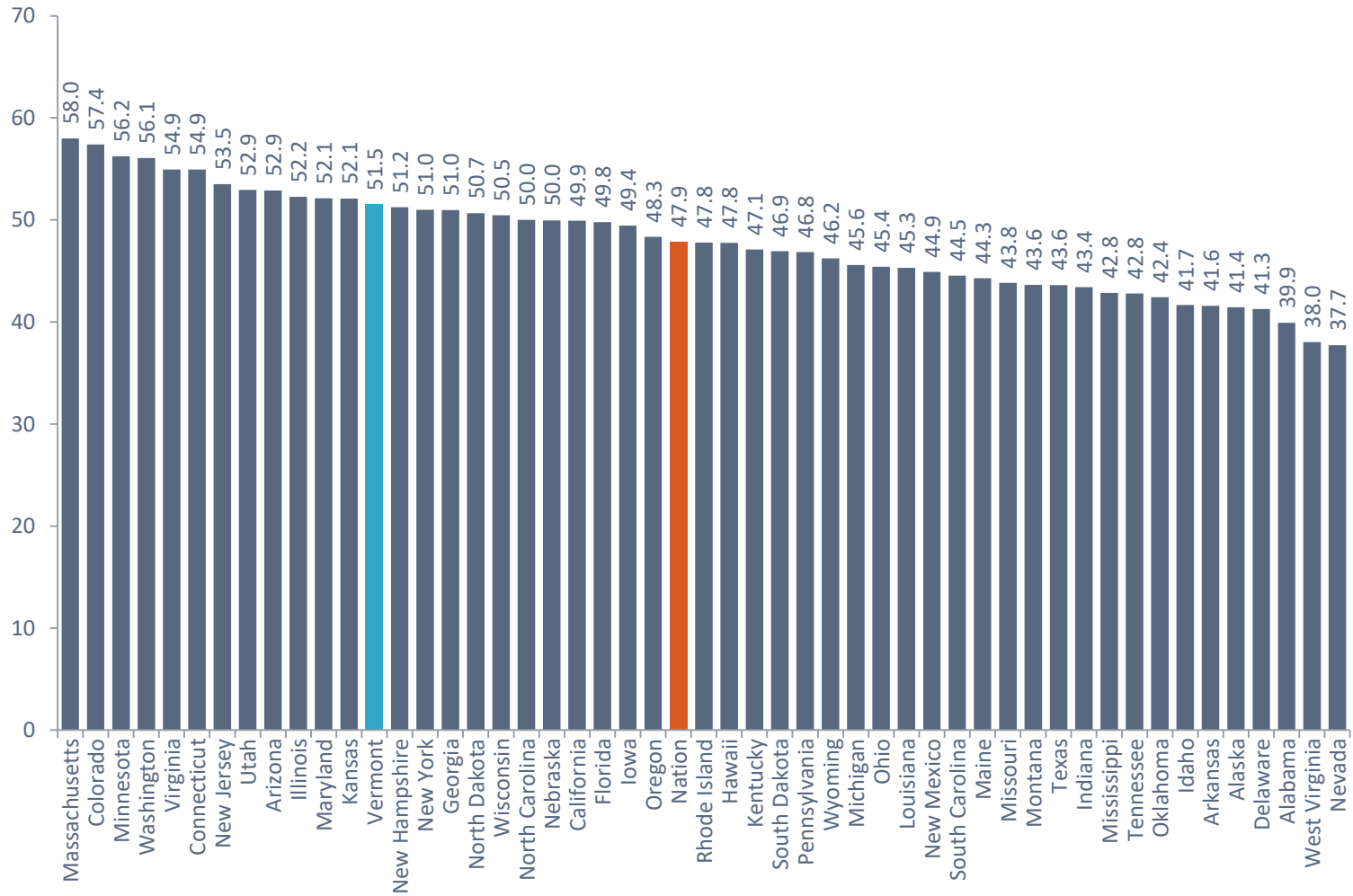
2007-2011



2012-2016

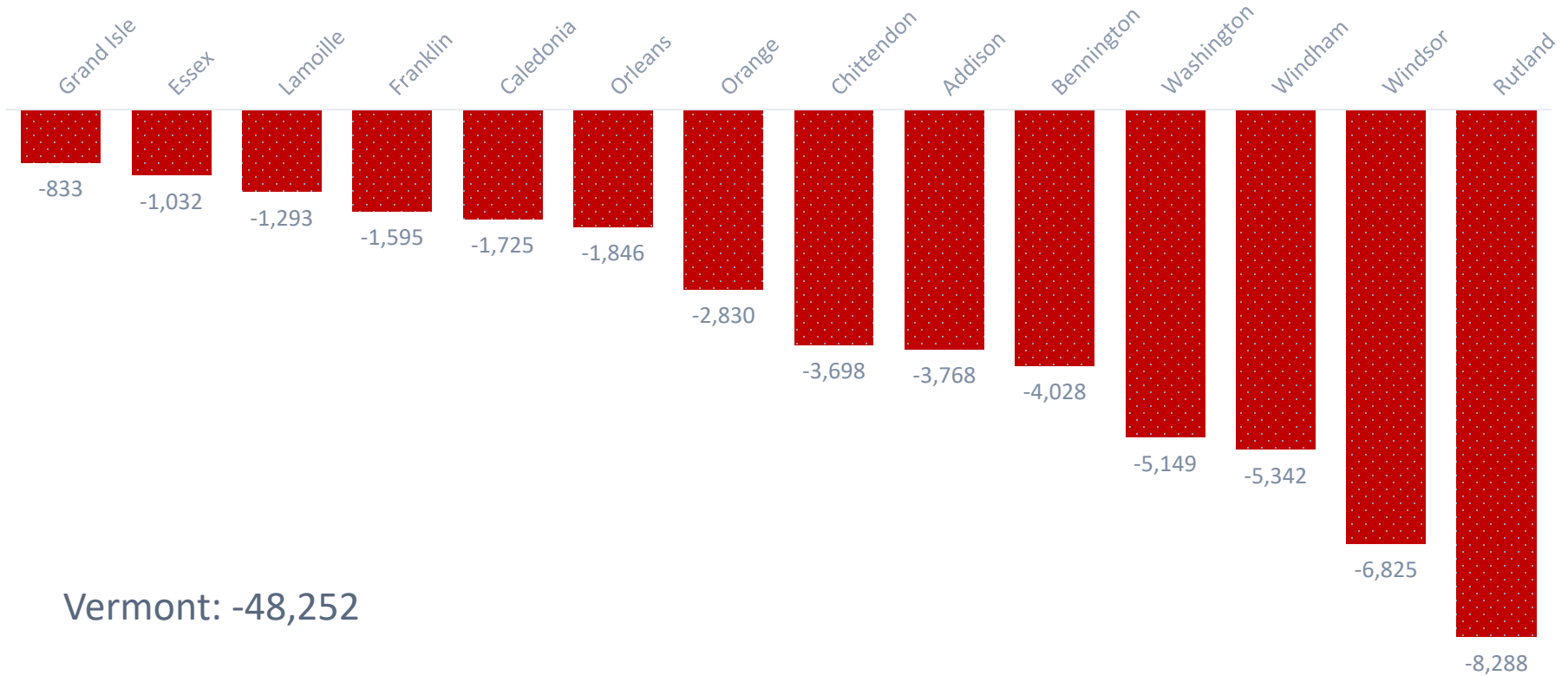


# Percent of Residents Ages 25-64 With A High-Quality Certificate or Higher, 2018



# Projected Change in Population by County, Adults Aged 25-64, 2010-2030

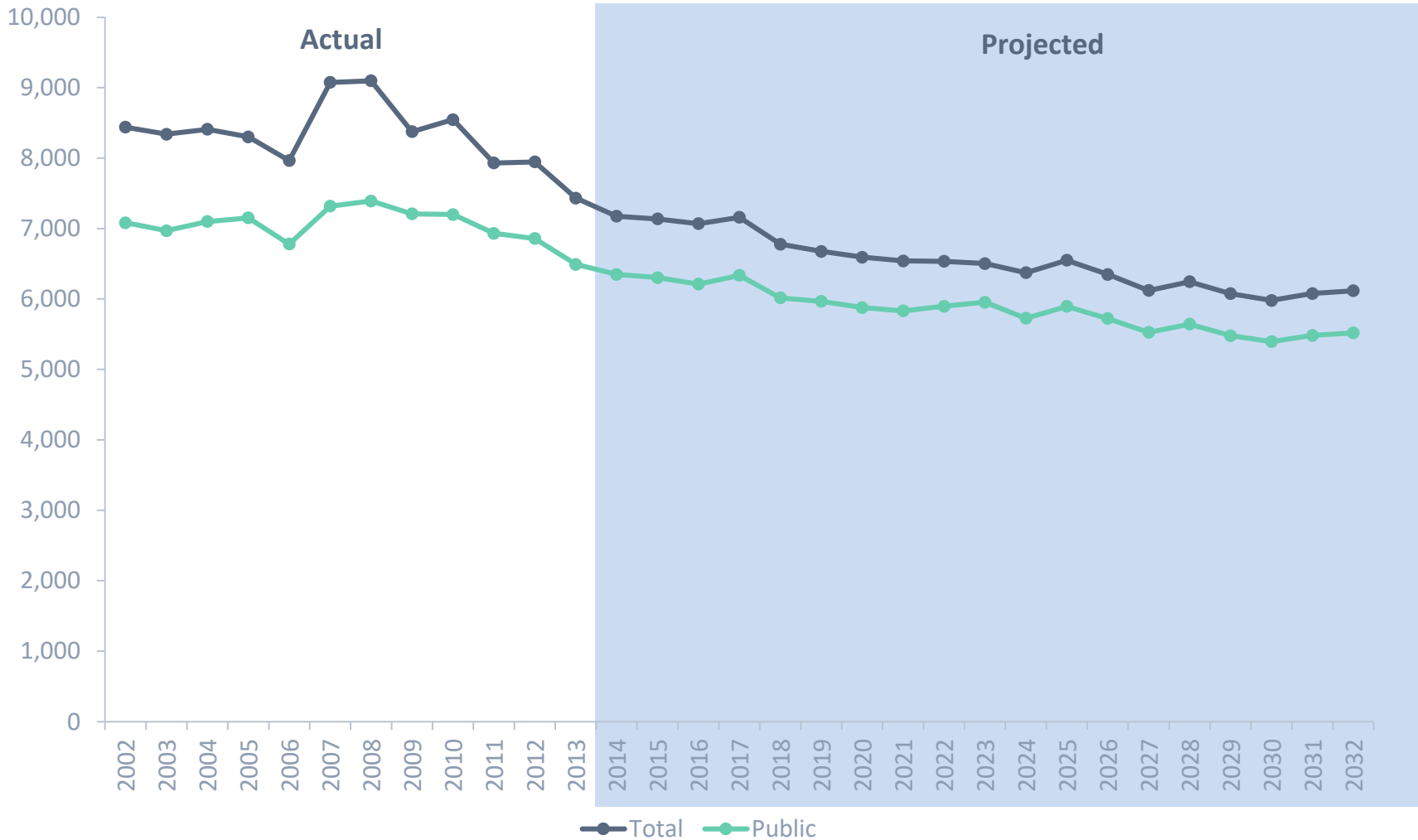
YSCS Board of Trustees  
 Orange County Planning Committee  
 October 29, 2020



Source: State of Vermont, Vermont Population Projections – 2010 – 2030, August, 2013; Ken Jones, Ph.D., Economic Research Analyst Vermont Agency of Commerce and Community Development and Lilly Schwarz, Community Based Learning Intern Montpelier High School. Note that Scenario 2 projections are used for this analysis. Scenario 1 utilizes population growth from the 1990's during a positive economy; Scenario 2 is based on the less favorable economy of the decade beginning in 2000. The decision to utilize Scenario 2 was made based on the assumption that economic recovery from the COVID-19 pandemic will be an ongoing process.

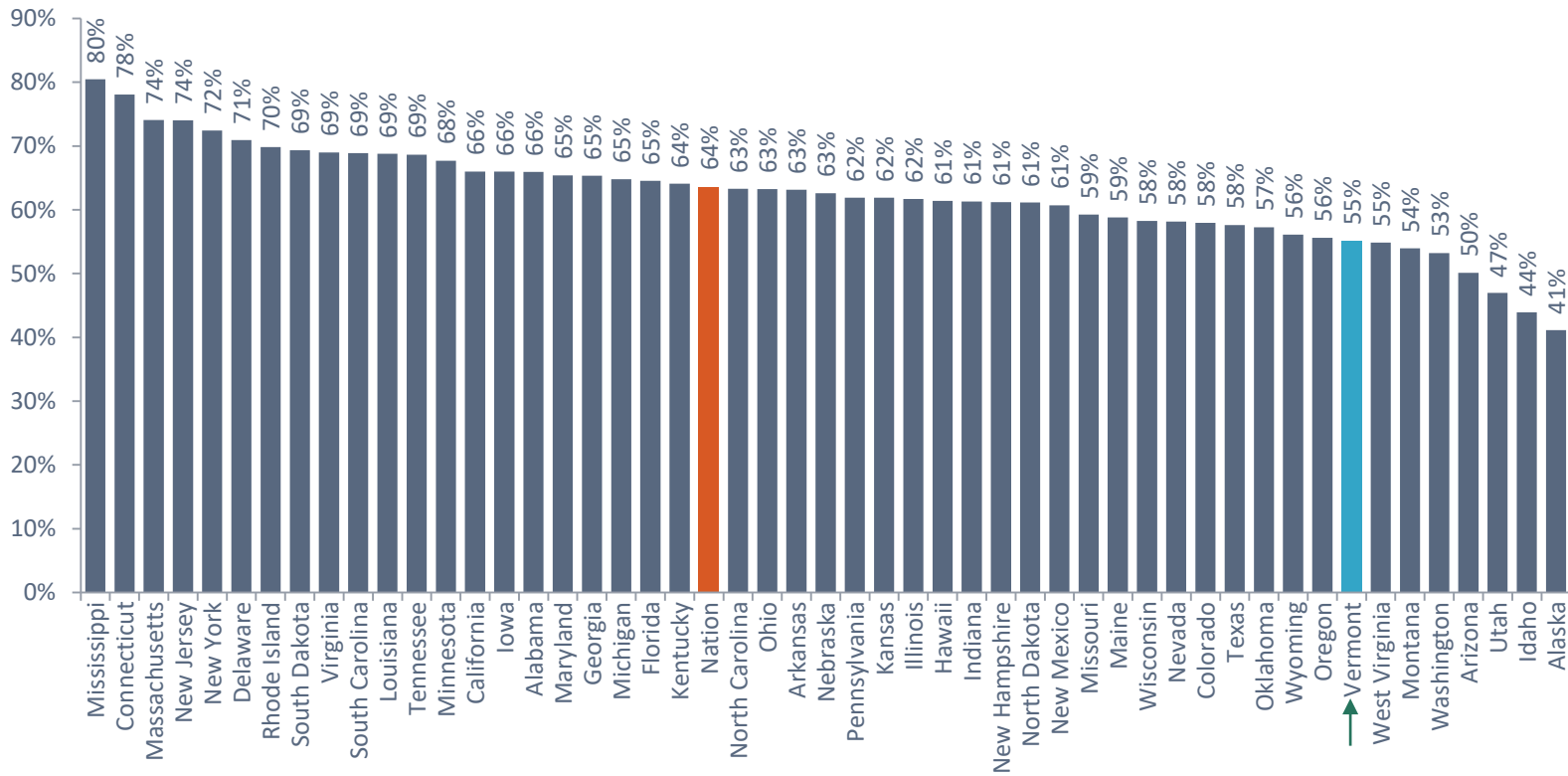


# Vermont High School Graduates, 2002-2032





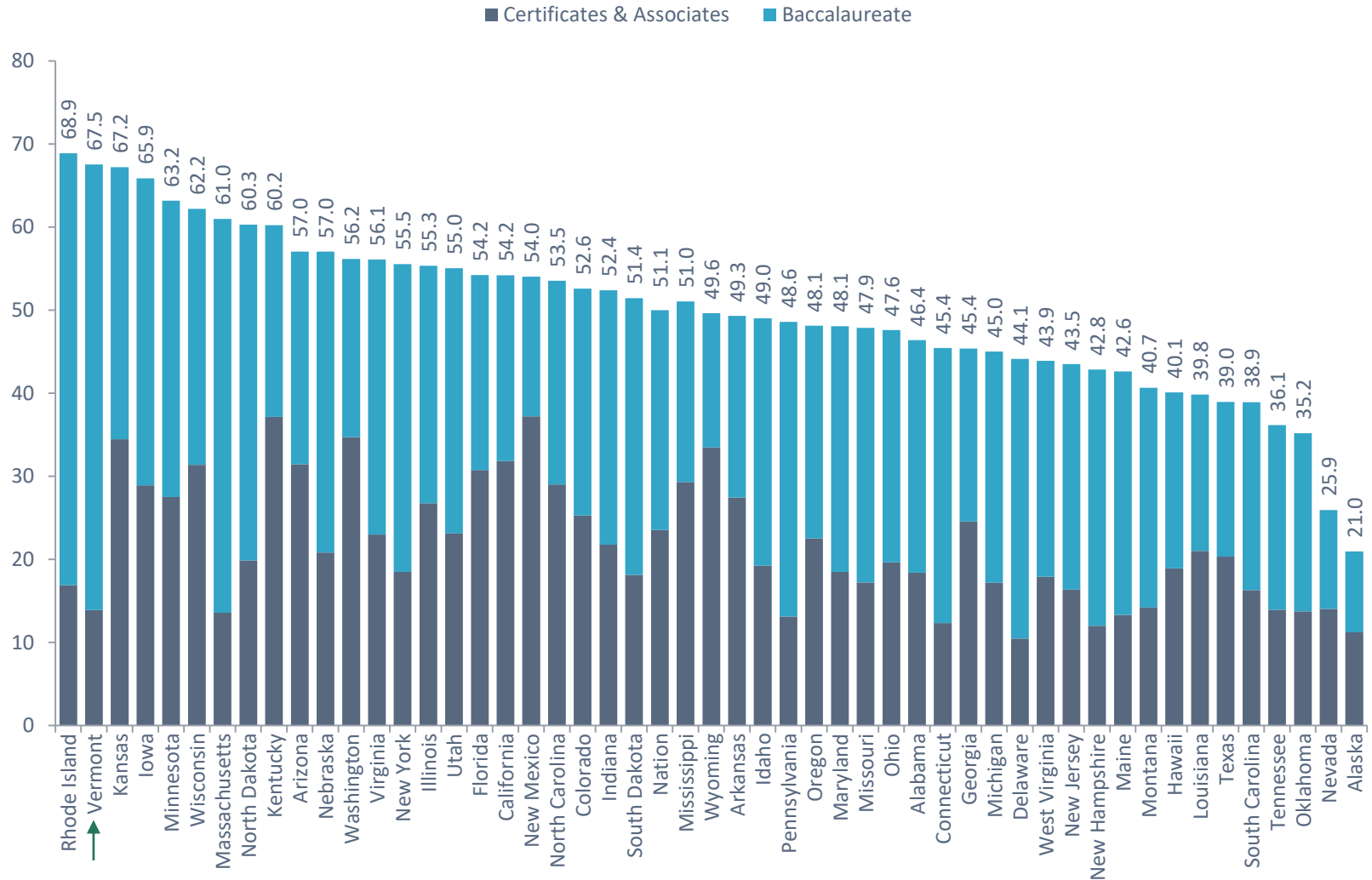
# Percent of High School Graduates Directly Out of High School Going Directly to College, 2018



Source: Western Interstate Commission for Higher Education, Knocking at the College Door: Projections of High School Graduates, 2016. NCES, IPEDS Fall 2018 Residency and Migration File; ef2018c Provisional Release Data File.



# Undergraduate Awards per 1,000 Population Age 18-44 with No College Degree, 2017-18

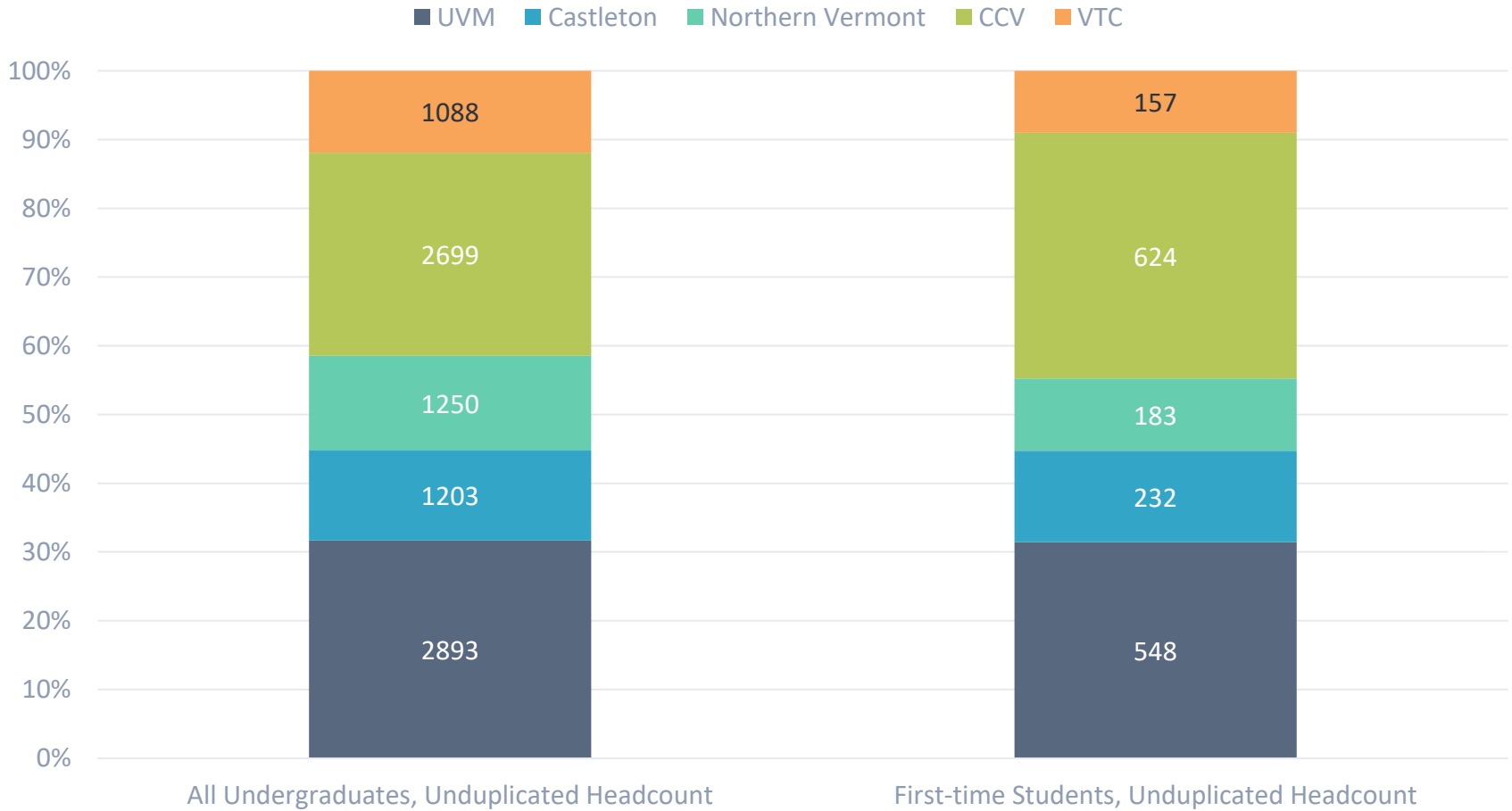


Sources: NCES, IPEDS 2017-18 Completions File; c2018\_a Provisional Release Data File. U.S. Census Bureau, 2018 American Community Survey One-Year Estimates; Table B15001.

Note: Awards aggregated for Public and Private Postsecondary Title IV Degree-Granting Institutions in the 50 States and District of Columbia. Awards include first majors only.



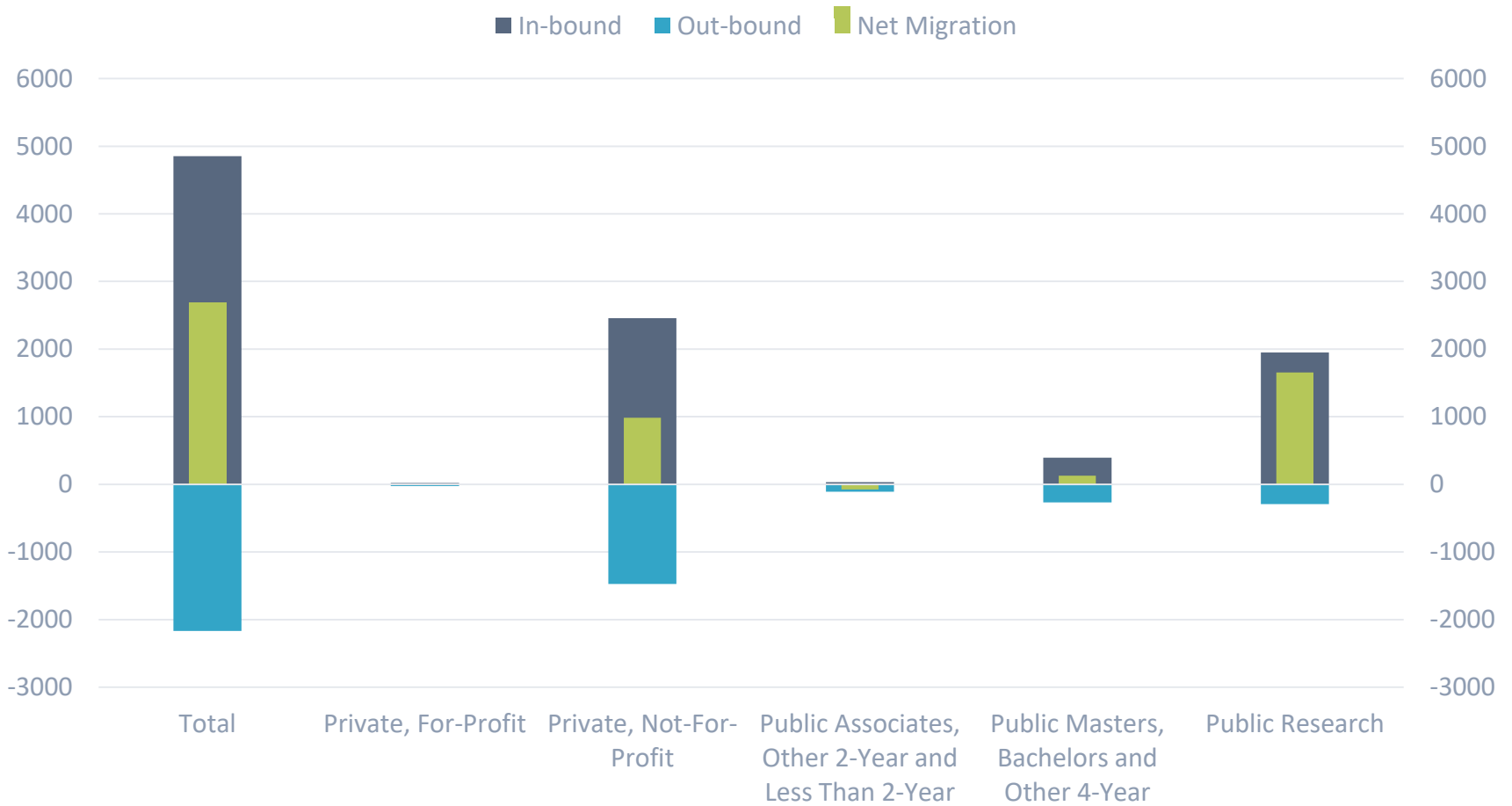
# Undergraduate and First-time Degree Seeking Students, Vermont Residents Only, 2019



VPCS Board of Trustees  
Long Range Planning Committee

# Student Migration, First-time Degree/Certificate-seeking Undergraduate Students, Fall 2018

October 26, 2020

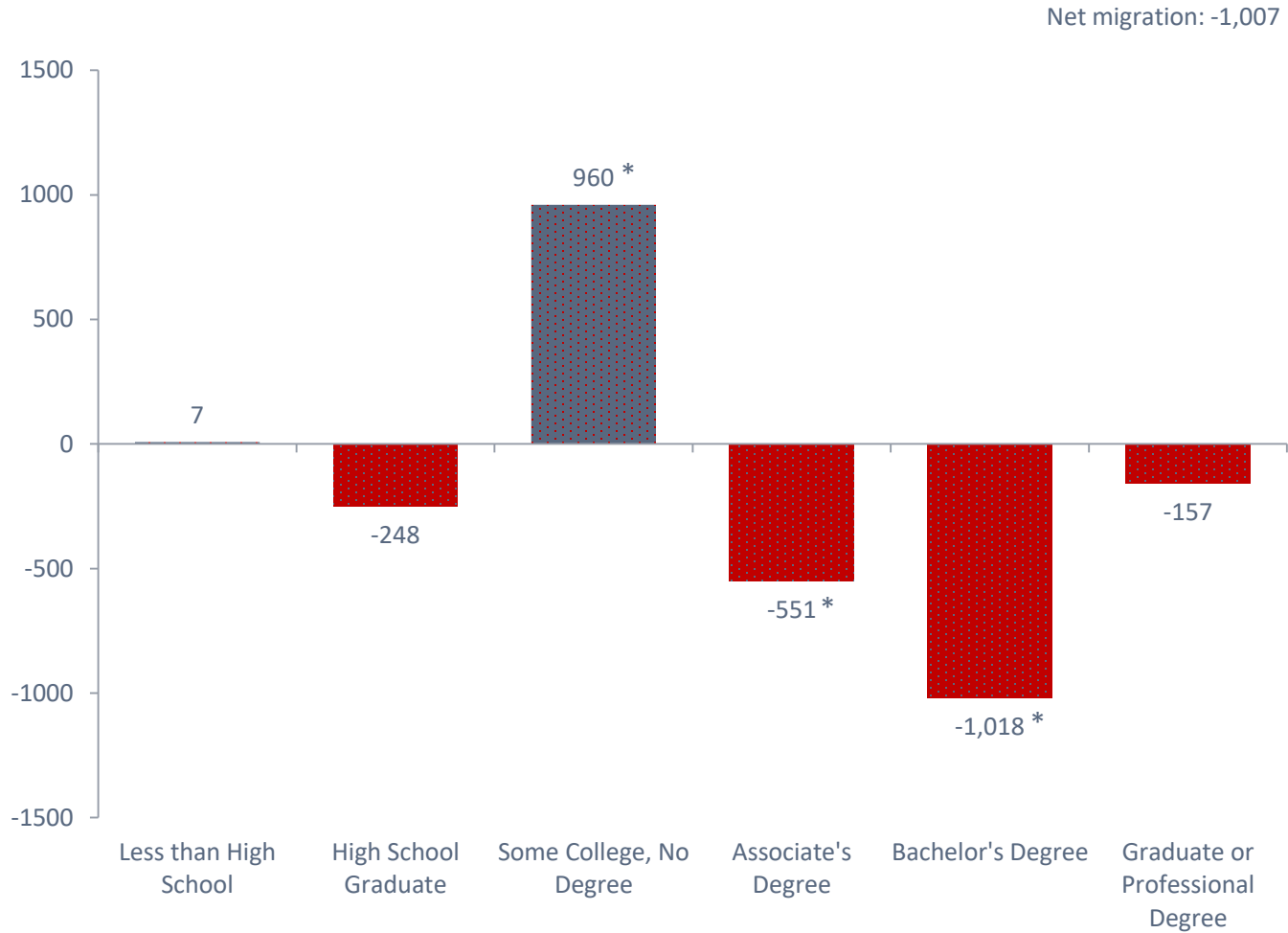


Source: NCES, IPEDS Fall 2018 Residency and Migration File; ef2018c Provisional Release Data File.

Note: Data restricted to Title IV degree granting institutions. Data reflect in-migrants from U.S. territories and foreign countries. Out migrants to foreign countries cannot be accounted for.



# Average Annual Net Migration of 22 to 64-Year-Olds by Education Level, Vermont, 2013-18



Note: \* indicates statistically significant results

Source: U.S. Census Bureau, 2013-18 American Community Survey (ACS) Public Use Microdata Samples.



# Modeling Scenarios & Results

Additional Degrees Needed to Achieve 70% by 2025: **48,000**

Scenario	Focus on the traditional pipeline	
	1	Increase HS graduation rate
Boost direct college-going rate		52.6 -> 74.8
Yields		<b>4,600</b> (340 Certs; 360 Assoc; 3,900 Bach)
2	Focus on adult participation	
	Increase participation rate	1.33 -> 4.75
	Yields	<b>8,680</b> (1,120 Certs; 2,380 Assoc; 5,180 Bach)
3	Focus on completion to U.S. Average	
	Increase two-year	29.0 -> 32.8
	Increase public bacc/master's	21.5 -> 24.1
	Increase public research	No change
	Yields	<b>930</b> (50 Certs; 360 Assoc; 520 Bach)



# Modeling Scenarios & Results

Additional Degrees Needed to Achieve 70% by 2025: **48,000**

Scenario  
4

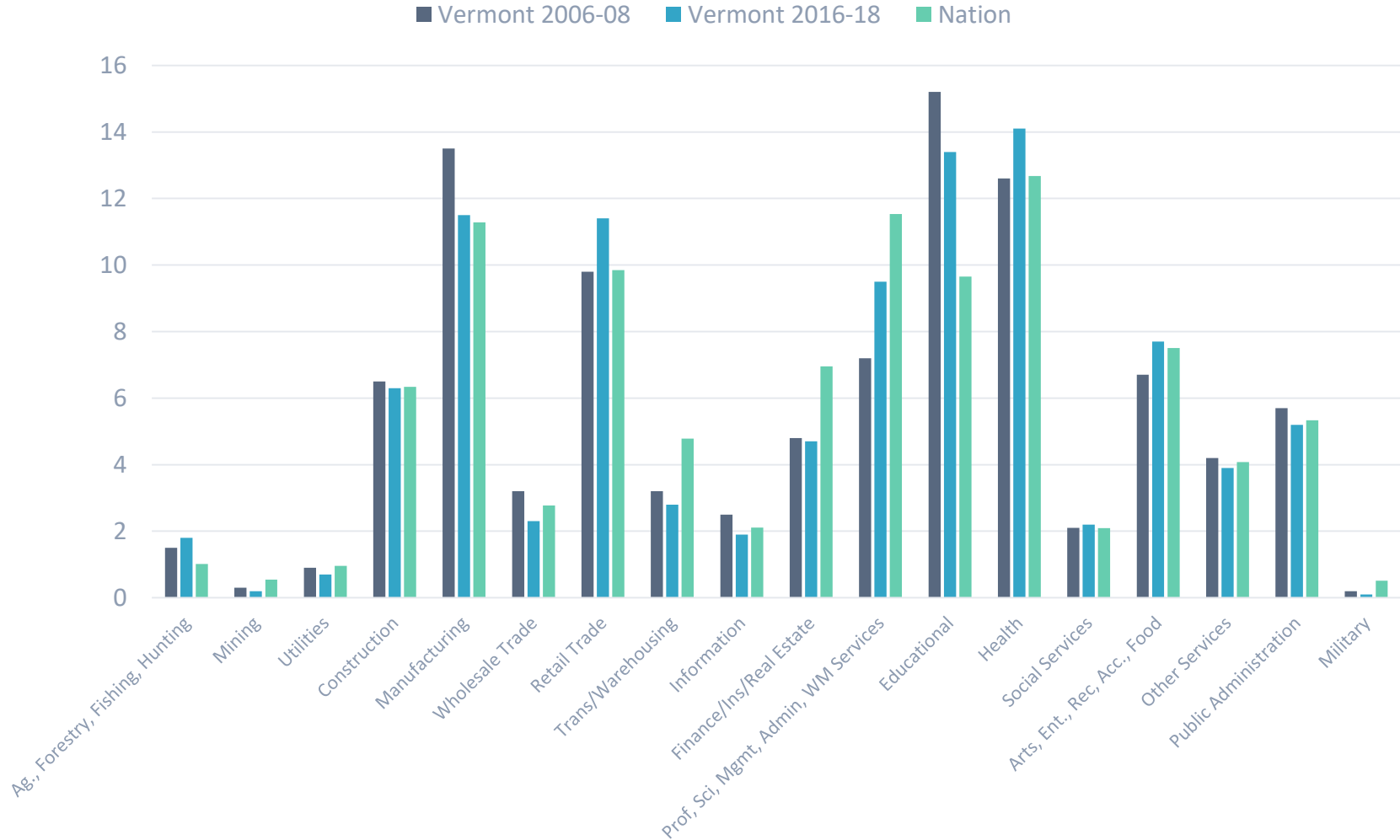
Focus on completion to best-performing state	
Increase two-year (10% above U.S. average)	29.0 -> 36.1
Increase public bacc/master's (best)	21.5 -> 28.6
Increase public research (best)	24.4 -> 31.6
Yields	<b>4,470</b> (150 Certs; 790 Assoc; 3,530 Bach)

5

Improvements Everywhere	
Increase HS graduation rate	89.1 -> 90.4
Boost direct college-going rate	52.6 -> 74.8
Increase participation rate	1.33 -> 4.75
Increase two-year (10% above U.S. average)	29.0 -> 36.1
Increase public bacc/master's (best)	21.5 -> 28.6
Increase public research (best)	24.4 -> 31.6
Yields	<b>21,000</b> (1,840 Certs; 4,110 Assoc; 15,050 Bach)



# Average Annual Employment by Industry, 2016-18



Source: U.S. Census Bureau, 2016, 2017, and 2018 American Community Survey One-Year Public Use Microdata Samples.  
 Note: Figures aggregated for employed persons age 25-64 with positive wage earnings.

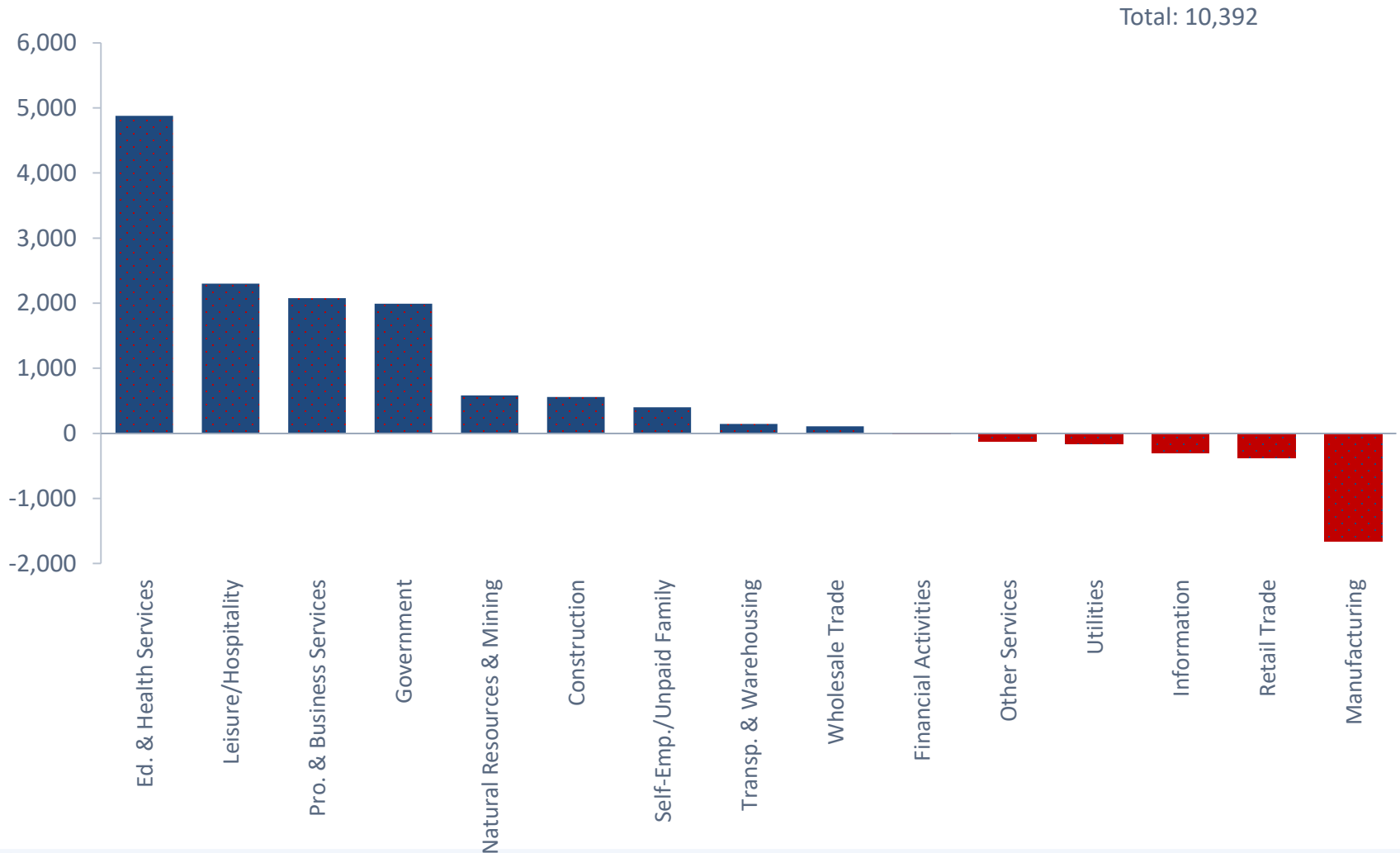




# Projected Change in Employment by Industry, 2016-2026, Vermont

VSCS Board of Trustees  
Long Range Planning Committee

October 29, 2020



Source: Vermont Department of Labor. Note: Deviation in published data and chart data due to data not meeting disclosure standards.

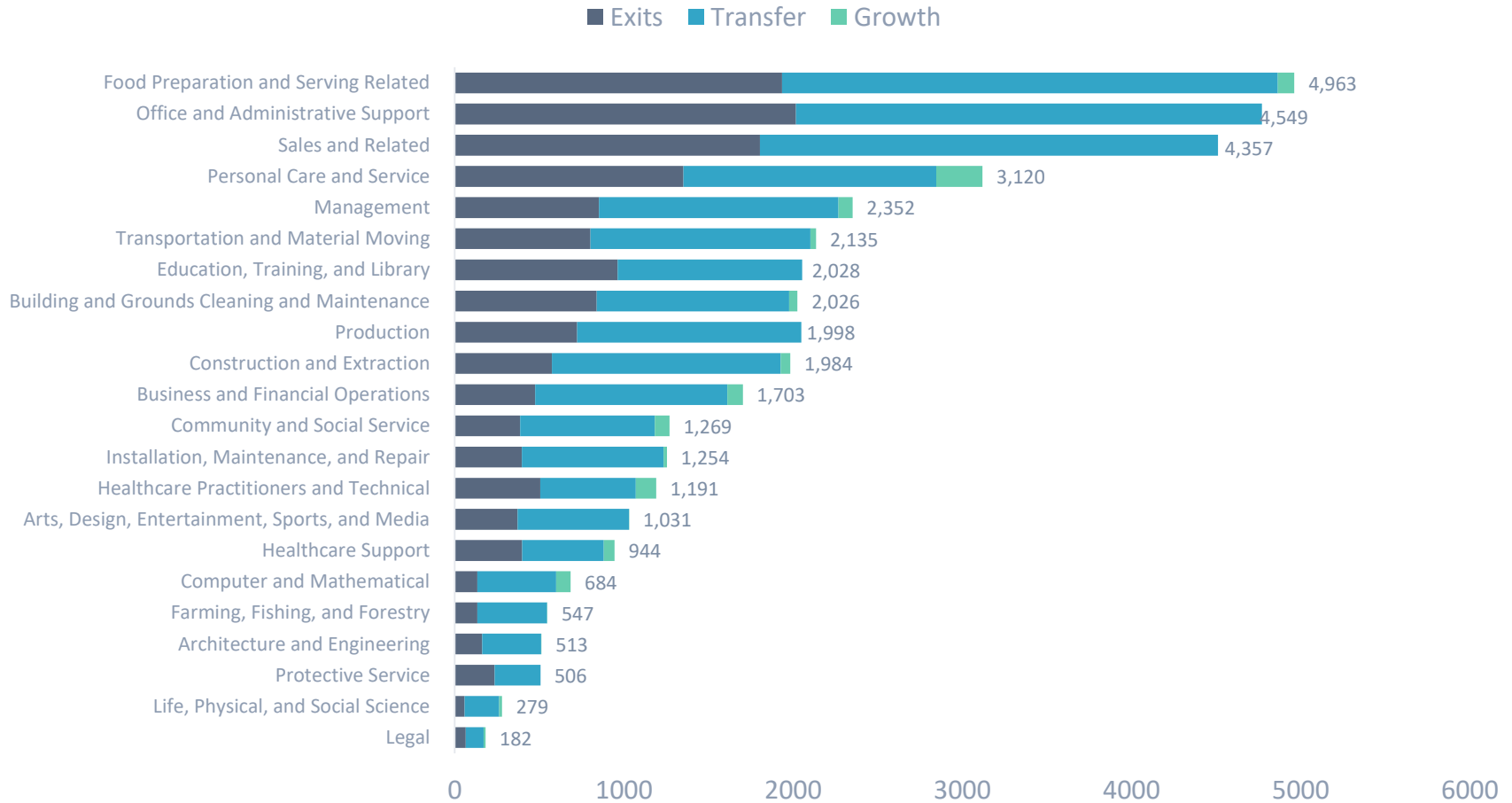


# Projected Annual Job Openings by Occupation, 2018-2028

VSCS Board of Trustees  
Long Range Planning Committee

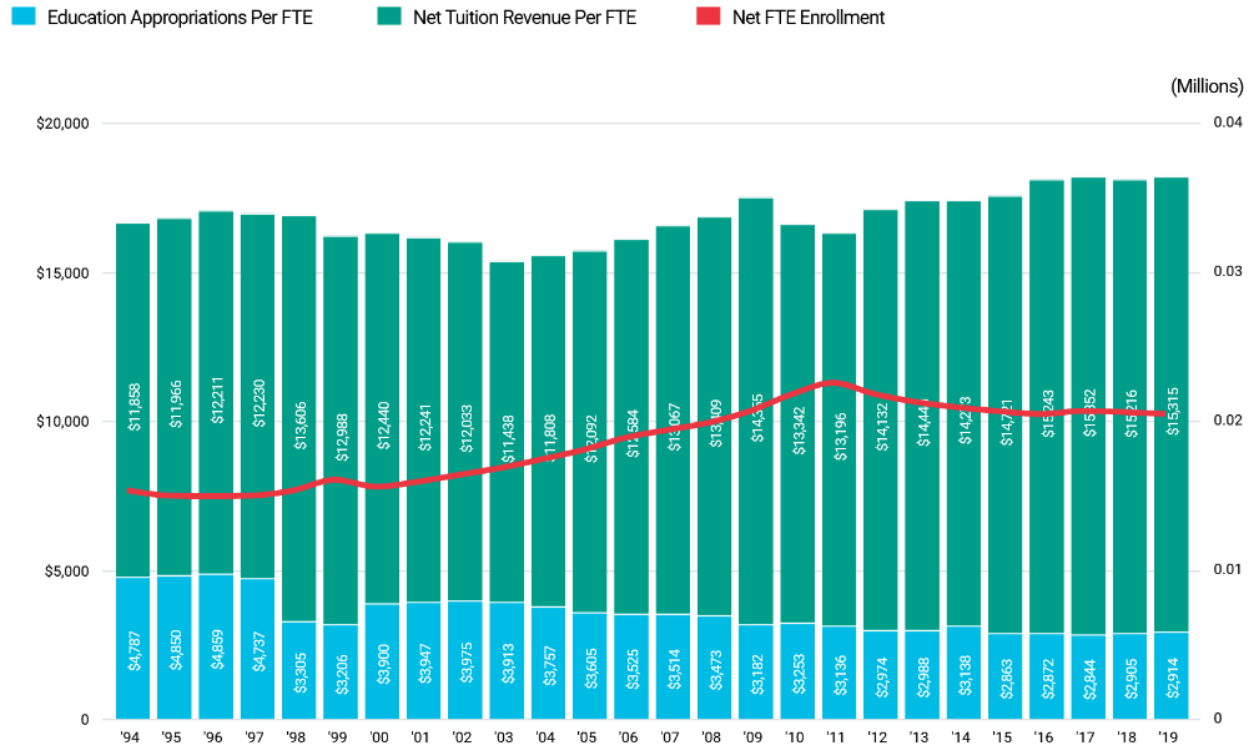
October 29, 2020

Exits: 16,007  
Transfer: 25,075  
Growth: 649  
Total: 41,731



# Vermont's Heavy and Increasing Reliance on Tuition Revenue

Public FTE Enrollment, Education Appropriations Per FTE, and Net Tuition Revenue Per FTE, Vermont, FY 1994-2019 (Constant Adjusted Dollars)



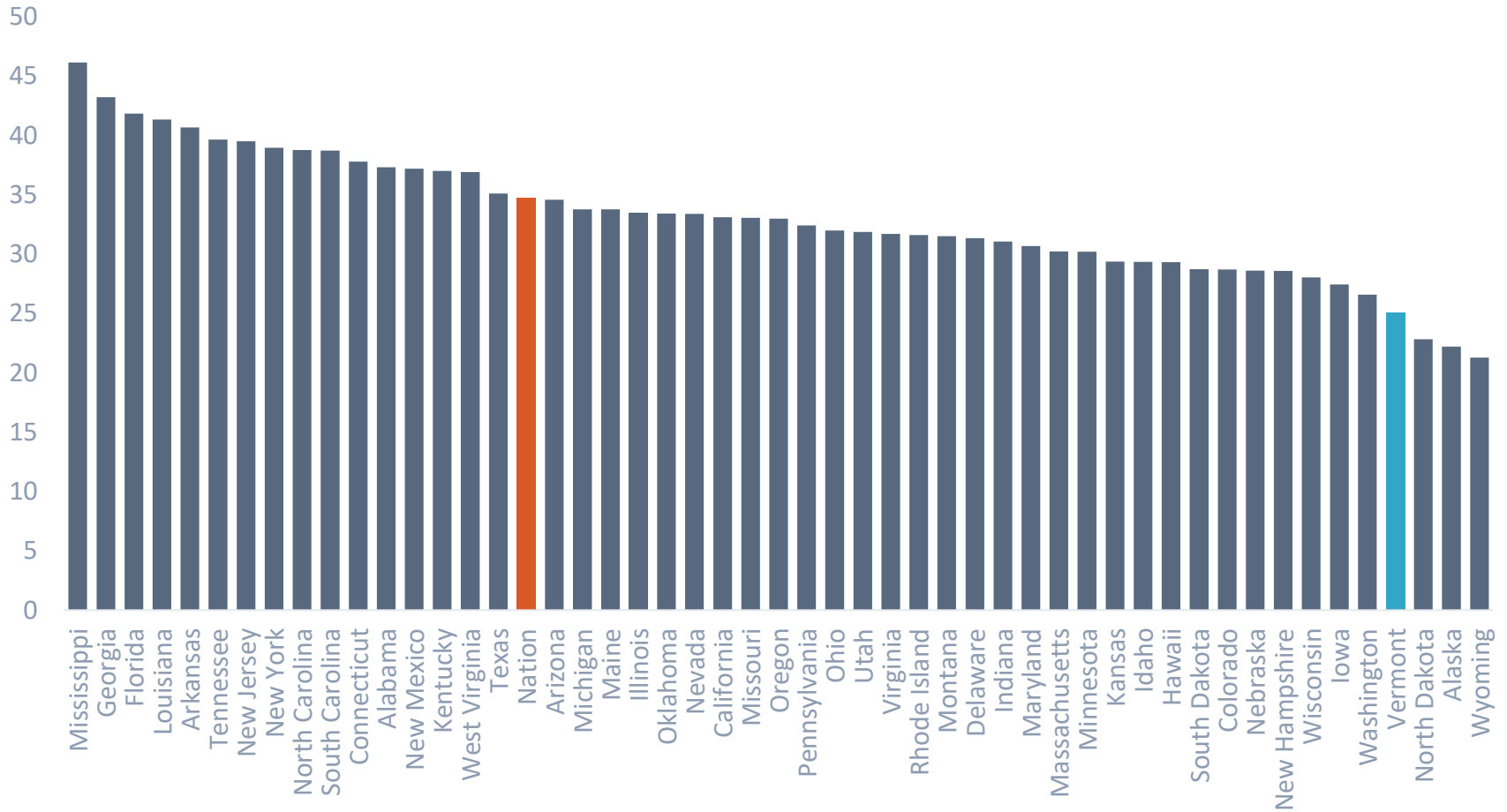
**Notes:**

1. Full-time equivalent enrollment converts student credit hours to full-time, academic year students, but excludes medical students.
2. Education appropriations are a measure of state and local support available for public higher education operating expenses, excluding appropriations for research, hospitals, and medical education.
3. Net tuition revenue is calculated by taking the gross amount of tuition and fees, less state and institutional financial aid, tuition waivers or discounts, and medical student tuition and fees.
4. Constant dollars adjusted by the Higher Education Cost Adjustment (HECA).
5. Adjusted to account for interstate differences using the Enrollment Mix Index (EMI).
6. Adjusted to account for interstate differences using the Cost of Living Index (COLI). The COLI is not a measure of inflation over time.

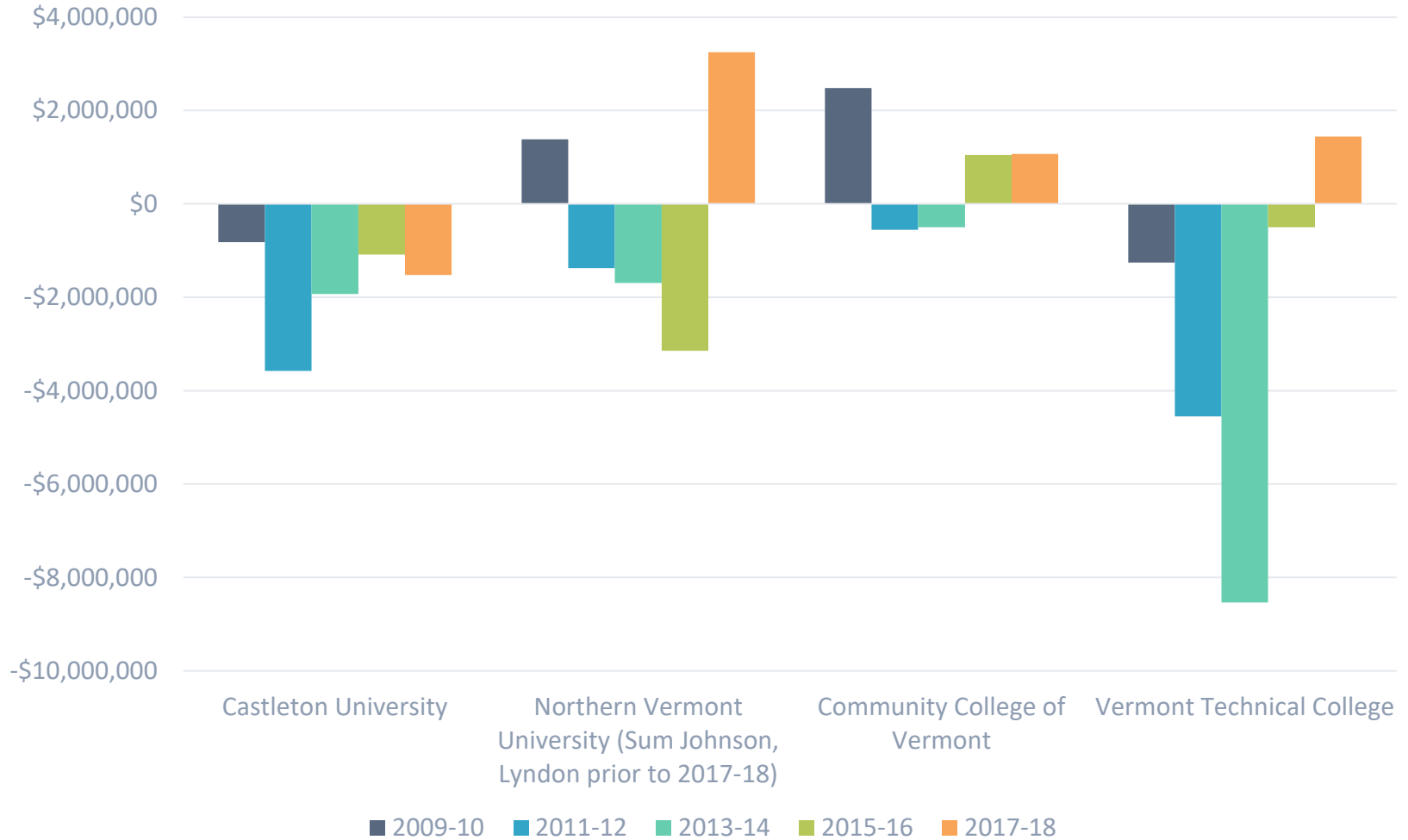
**Source(s):** State Higher Education Executive Officers Association



# Percent of Undergraduates Receiving Pell Grants, 2017-18, Total



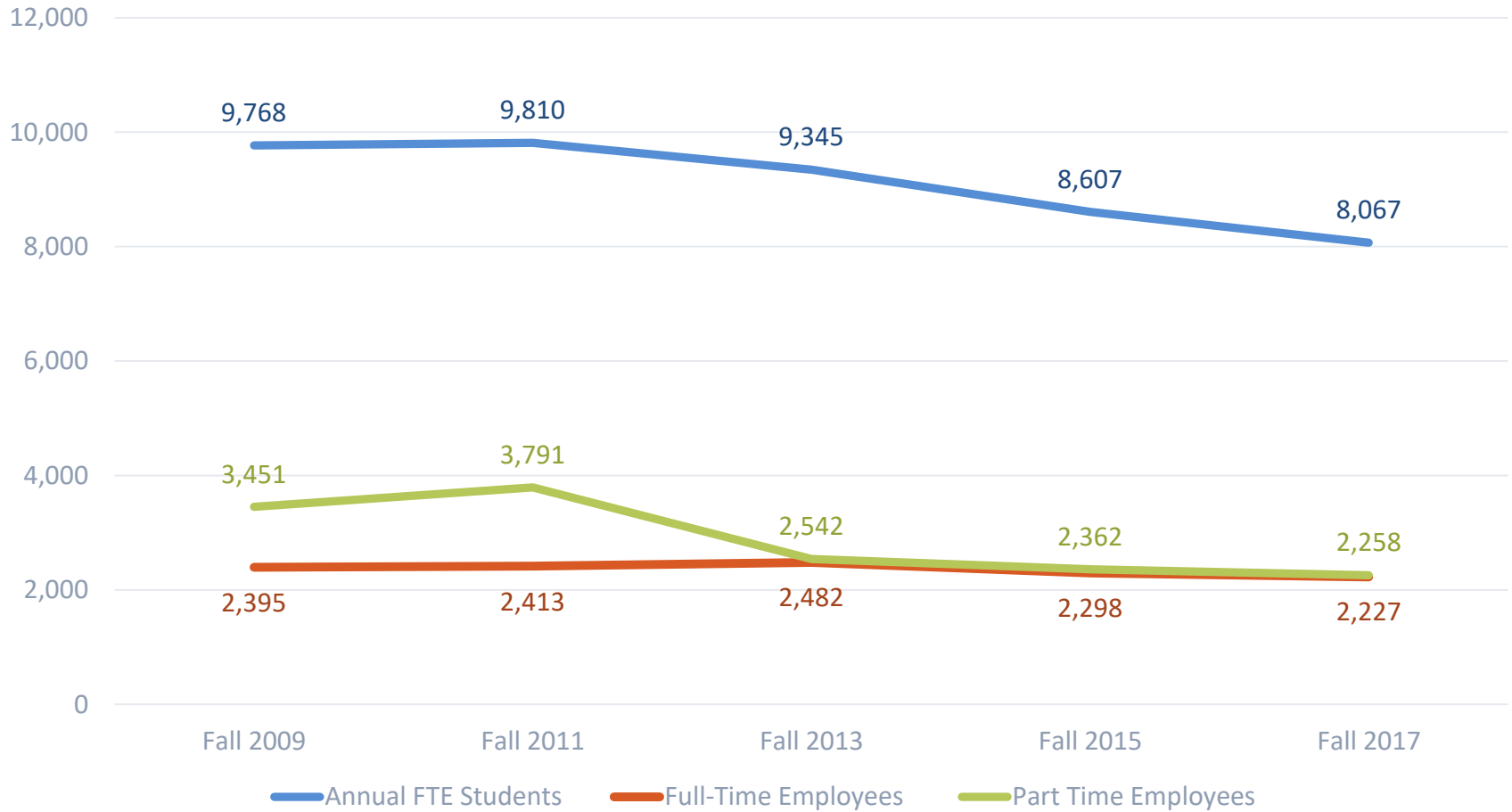
# Revenue Minus Expenditures, Vermont State College Institutions



VSCS Board of Trustees  
Long Range Planning Committee

# 10 Year Trend in Student FTE and Staff/Administration, Vermont State Colleges (including System Office)

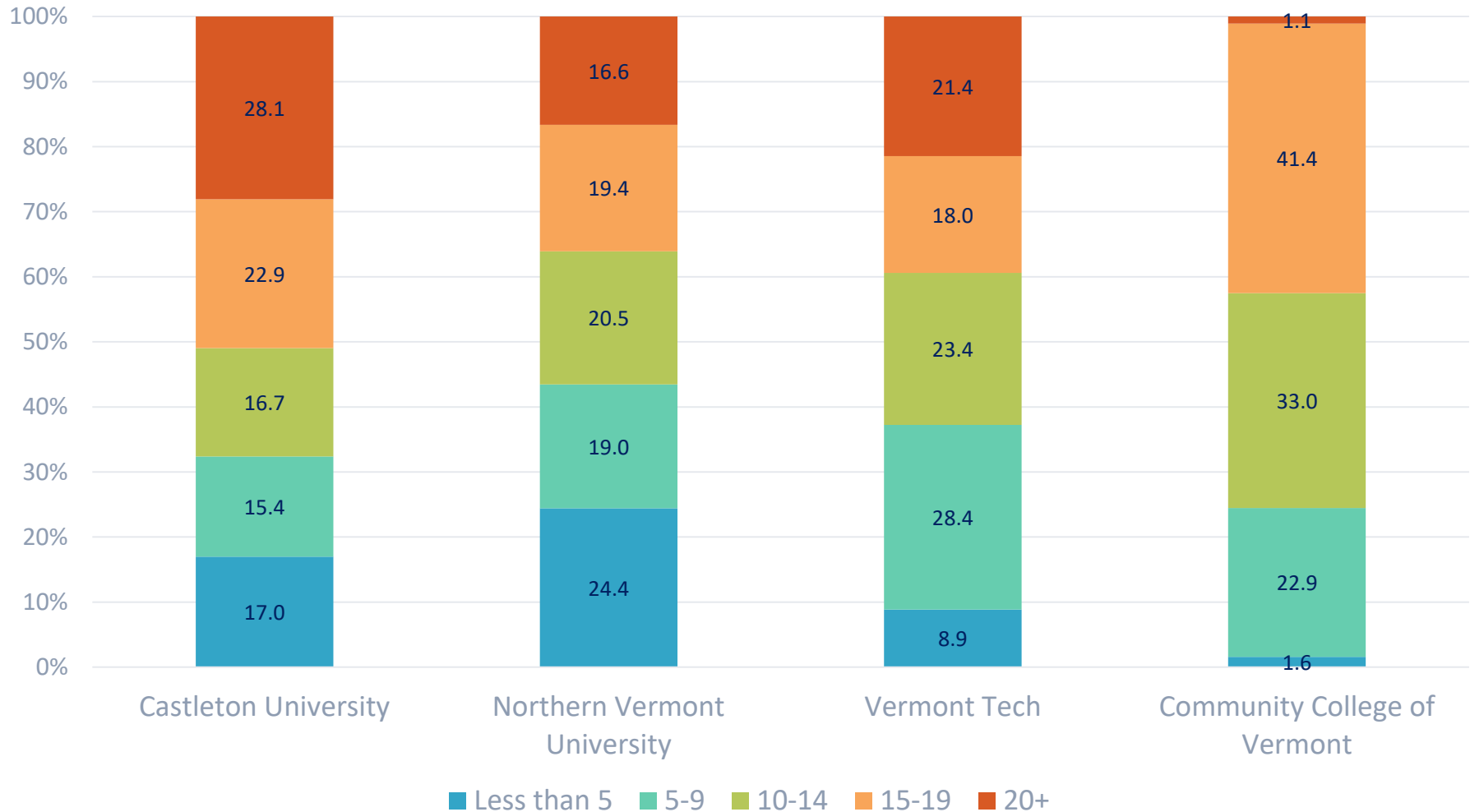
October 29, 2020



Source: NCES, IPEDS Fall Employees by Assigned Position Files; eap2009\_rv, eap2011\_rv, eap2013\_rv, eap2015\_rv, and eap2017\_rv Final Release Data Files; NCES, IPEDS 2009-10 Instructional Activity Files; efa2010\_rv, efa2012\_rv, efa2014\_rv, efa2016\_rv Final Release Data Files and efa2018 Provisional Release Data File.



# Percent of Course Sections by Size and Institution, 2019-20



Note: Data exclude courses coded as independent study  
Source: Vermont State College System



# Summary Observations

1. Business as usual is not an option, nor is incremental change to the status quo.
2. VSC is overbuilt for the size of its current student population—in both personnel and facilities.
3. In the face of unfavorable demographic trends, right-sizing VSC will require some combination of increasing enrollments among populations not currently being served and reducing employment and the physical footprint of campuses.
4. Neither the state's higher education policies nor institutional practices are designed to meet the needs of underserved populations—adults and low-income students.
5. Compelling educational and political reasons exist not to close institutions, but maintaining existing locations can only be accomplished by implementing substantial changes to institutional missions and functions.
6. VSC institutions' policies are designed to serve institutional needs, not students', and create barriers to student enrollment and success.
7. It will be critical to identify where the leadership—and the ability to marshal the political will—that will be necessary to implement the Select Committee's recommendations can come from in Vermont.





# Survey Results



# Average Ranking of Priority for Achieving Goals for Students

1. Reducing costs of attendance for low-income populations. (Average rank: 2.7)
2. Boosting participation rates of adult learners. (3.6)
3. Adding programs with clear ties to workforce needs, especially at the sub-baccalaureate level. (3.9)
4. Reducing costs of attendance for all. (4.3)
5. Boosting participation rates of traditional-aged students. (4.6)
6. Adding more work-based learning experiences, e.g., apprenticeships and internships. (4.9)
7. Improving completion rates. (5.3)
8. Maintaining a physical presence in all current locations (even if that presence is reduced). (6.7)

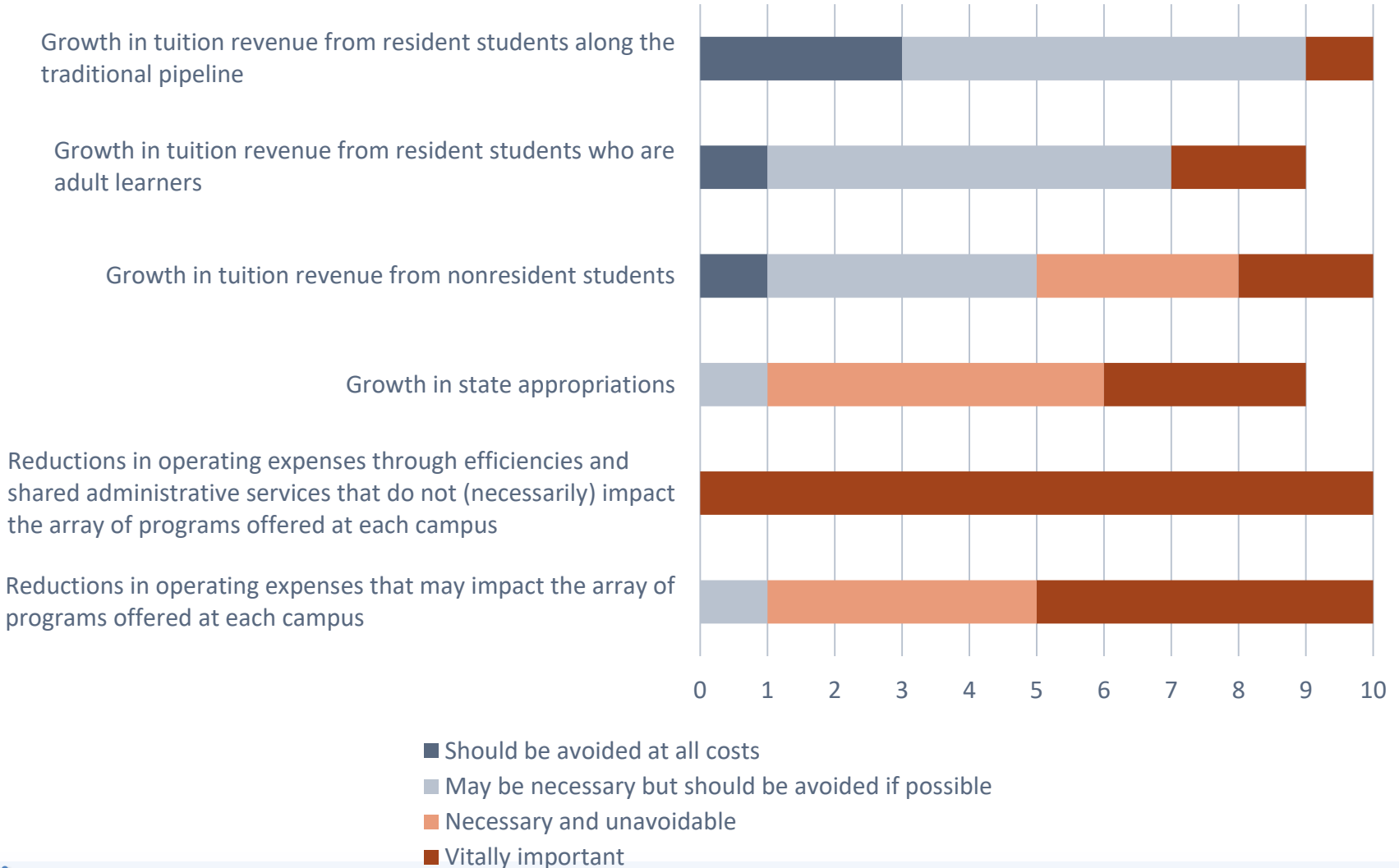


# Average Ranking of Priority for Achieving Goals for the State

1. Adjusting the program mix to better align with state and local talent development needs, including the expansion of certificate programs, apprenticeships, etc. (Average rank: 1.5)
2. Reducing operating costs through innovative delivery models, including shared academic programs, distance learning, etc. (2.4)
3. Attracting and retaining talent in the state. (3.1)
4. Improving economic development outcomes through entrepreneurship programming, direct services to employers via customized training, technology transfer, etc. (3.7)
5. Assuring that campuses are able to sustain economic and cultural vitality in their communities. (4.3)



# Perceptions of Financial Levers to Consider for VSCS Financial Sustainability



# VSCS Transformation Planning and Timelines

Long Range Planning Committee

October 29, 2020

# Key Elements

Legislative Select Committee

State Budget & Legislative Process

Board Meetings & System Budget Development

Ongoing System Transformation Work

Accreditation and U.S. Dept. of Ed. Approvals

# Legislative Select Committee

- Nov 9, 2020 – Select Committee meeting
- Nov 30, 2020 – Select Committee meeting
- **Dec 4, 2020 – FIRST DRAFT REPORT**
- Dec 14, 2020 – Select Committee meeting
- Jan 11, 2021 – Select Committee meeting
- Feb 8, 2021 – Select Committee meeting
- **Feb 12, 2021 – SECOND DRAFT REPORT**
- March 8, 2021 – Select Committee meeting
- **April 16, 2021 – FINAL REPORT**
- April 19, 2021 – Select Committee meeting

# State Budget & Legislative Process

- Nov 20, 2020 – VSCS ask for FY 22 due to Administration
- Mid-January – Governor’s Budget Address
- ~March – Budget passes the House
- ~April – Budget passes the Senate
- ~May/June – Budget in final Legislative negotiations
- ~May/June – Budget to the Governor



# Board Meetings & System Budget Development

- Nov 16, 2020 – BOT
- Dec 7, 2020 – F&F & BOT
- Jan 2021 – **BOT to be scheduled**
- Feb 1, 2021 – Audit, F&F, EPSL & LRPC
- Feb 2021 – **BOT to be scheduled**
- March 27, 2021 – F&F & BOT
- April 19, 2021 – Audit & F&F
- Late April 2021 – **BOT to be scheduled**
- May 24, 2021 – F&F, EPSL & LRPC
- June 16/17, 2021 – BOT

# Development of System Budget for FY22

- Oct 29 – initial discussion at F&F
- Oct-Jan – institutional budget development
- Feb 1, 2021 – first pass budget review (F&F)
- Feb-March – budget refinement
- March 27, 2021– second pass budget review (F&F)
- April-May – budget refinement
- May 24, 2021 – final budget (F&F)
- June 2021 – approval by BOT

# Ongoing System Transformation Work

- System-wide budget
- Maximize efficiencies within the centralized Payroll and Benefits system
- Improve the Accounts Payable system
- Adopt a system-wide purchasing and procurement process
- Review of current software (value and usage)
- Develop a system-wide IT help desk
- Launch of an online.vsc.edu website
- Optimize financial aid (Castleton & NVU)
- Expand Hartness Library model for web-based services to serve as a virtual library core for the entire system

# Accreditation and Dept. of Education

- Timeline depends on the availability of resources (length of the runway)
- Preparation of substantive change proposal (min. 6 months)
- Submission to NECHE for review and approval (min. 6 months)
- Submission of institutional change application for approval to Dept. of Education (min. of three months and must be timed to coincide with start of financial aid year on July 1)