

TO: Education, Personnel, and Student Life Committee
Megan Cluver, Chair
Karen Luneau, Vice Chair
Janette Bombardier
Ryan Cooney
Mary Moran

FROM: Yasmine Ziesler, Chief Academic Officer

RE: EPSL Meeting on March 15, 2021

DATE: March 11, 2021



The EPSL Committee of the Board of Trustees is scheduled to meet on Monday, March 15th from 12:30-2:30pm by Zoom.

The first three items of business for this meeting will focus on priorities identified by EPSL at its January meeting:

- Review of progress to date on developing a set of “dashboard metrics” for EPSL;
- An introduction to rpk GROUP and their work to analyze the system’s academic program portfolio; and
- A presentation on dual enrollment and Early College partnerships and practice.

Additional items of business include a recommendation for VSC Faculty Fellows for the coming year and a status report on Policy 101 program quality and continuous improvement reviews.

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**

March 15, 2021

AGENDA

1. Call to order
2. Approval of January 8, 2021 Meeting Minutes
3. Review of EPSL “Dashboard Metrics”
4. Overview of Academic Programs Portfolio Analysis Project
5. Presentation on Dual Enrollment/Early College Partnerships and Practices
6. Report on Policy 101 Program Quality and Continuous Improvement Reviews for 2020-2021
7. VSC Faculty Fellow Nominations
8. Other business
9. Comments from the public

MATERIALS

1. January 8, 2021 minutes
2. EPSL Dashboard Metrics
3. Advance Memo from rpk GROUP
4. K12 Partnerships Presentation
5. Policy 101 “PreCIP” Report for 2020-2021
6. VSC Faculty Fellow Nominations
 - a. Helen Mango (2020-2021)
 - b. Inge Luce-Smith (2021-2022)
 - c. Pat Shine (2021-2022)

ITEM 1:
January 8, 2021 Minutes

Minutes of the VSCS Board of Trustees Education, Personnel, and Student Life Committee informational meeting held Friday January 8, 2021 at 10:00 a.m. via Zoom - 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 Friday, January 8, 2021 via Zoom.

Committee Members present: Megan Cluver (Chair), Janette Bombardier, Karen Luneau (Vice Chair), Ryan Cooney, Mary Moran

Other Trustees Present: Lynn Dickinson, David Silverman

Presidents: Elaine Collins, Joyce Judy, Pat Moulton, Jonathan Spiro

Chancellor's Office Staff: Donny Bazluke, Network/Security Analyst
Kevin Conroy, Chief Information Office
Katherine Levasseur, Director of Governmental & External Relations
Katrina Meigs, System Director of HR and Benefits
Jen Porrier, Administrative Director
Kathryn Santiago, Assistant General Counsel
Sharron Scott, Chief Financial/Operating Officer
Patty Turley, General Counsel
Meg Walz, Director, Project Management
Sophie Zdatny, Chancellor
Yasmine Ziesler, Chief Academic Officer

From the Colleges: Nolan Atkins, Provost, Northern Vermont University
Sarah Chambers, Coordinator of Instructional Technology, Castleton University
Ana Gaillat, Dean of Academic Affairs, Vermont Technical College
Tom Mauhs-Pugh, Provost, Castleton University
Debby Stewart, Dean of Academic Affairs, Community College of Vermont
Toby Stewart, Dean of Administration, Northern Vermont University

1. Call to Order

Chair Cluver called the meeting to order at 10:02 a.m. and provided some brief introductory comments on taking over as Chair of the committee.

2. Approval of October 29, 2020 Meeting Minutes

Trustee Luneau moved and Trustee Moran seconded the approval of the October 29, 2020 meeting minutes. The minutes were approved unanimously.

3. EPSL goals and plans for the year

Chair Cluver gave a brief introduction of the committee's scope of work for the next 12 months, as outlined in the materials packet starting on page 11. These areas include Academic Program Array, Transferability, Workforce Education, and Student Success and Retention. Trustee Bombardier raised the issue of needing metrics for measurability and tracking at forthcoming meetings on each area. Trustee Cooney urged the Committee to meet more often due to the amount of work that needs to be accomplished in the coming year.

4. Academic program and credit transfer policies

Chief Academic Officer Dr. Yasmine Ziesler reviewed the VSC policies that govern Academic Program Oversight and Transferability. Policy 101 is the Program Review and Continuous Improvement Process and governs the approach to program quality. Policy 102 is the Approval of New Degrees and Majors and has been updated very recently to create a more comprehensive method of evaluating VSC programs. Policy 109 contains the Annual Enrollment and Cost Effectiveness Review. This encompasses data that comes to EPSL once a year, and has been updated to include a definition of minimum program size. Policy 108, Transfer of Credit, was established when VSC adopted the use of a single shared transcript and guides how the system accepts external credits. Policy 106 is the General Education Policy establishing clearly that if a student completes a standard at one institution, that standard is fulfilled at another institution. Work is currently underway by faculty to develop a single set of general education requirements for the system and to provide greater transparency to students.

5. Discussion of dashboard indicators for EPSL

Chair Cluver began the discussion asking the Committee to identify key questions for consideration in the development of metrics for student success, workforce alignment and academic programs. Discussion ensued involving different types of metrics and methods of measuring and tracking.

6. Update on plans to address low-enrolled programs at Northern Vermont University and Castleton

Castleton University Provost Tom Mauhs-Pugh reminded the Committee that at the October 29th Committee meeting there was a proposal presented by CU to close nine academic degree

programs that were identified as low-enrolled through the Policy 109 process. On November 5th, President Spiro proposed and received a vote of support from the CU faculty assembly to close nine degree programs plus a minor in Spanish. Other minors originally proposed for closure will be retained or restructured to minimize costs. Teachout plans have been created for every student for each impacted program. Provost Mauhs-Pugh also highlighted additional collaborative discussions underway among faculty across NVU and CU in duplicate program areas, including Business, Anthropology/Sociology, Mathematics, and Political Science. A shared course in anthropology/sociology is being piloted to students this spring. Provost Atkins added that the Business faculty have also reached out to colleagues at Vermont Tech to include them in discussions.

Northern Vermont University Provost Nolan Atkins reviewed for the Committee that in addition to the collaborative work with Castleton, at the October 29th Committee meeting, NVU presented a group of two programs for teachout and closure, as well as additional programs that are undergoing curriculum revisions. This work is moving forward with support for students in teachout programs and planned discussions in faculty assemblies this spring for major curriculum revisions and consolidations. The committee expressed appreciation for the difficult decisions and hard work and will send a letter from the committee to the faculty to that effect.

7. Academic Programs Analysis requests for proposal

Dr. Ziesler explained to the Committee the background and purpose for the recent RFP on Academic Program Analysis. This project is an in-depth review of the VSC academic program offerings to support the transformation of the system.

8. Other Business

Dr. Ziesler shared information on a Fresh Start Canvas Retreat for faculty on January 15, 2021. Board members are welcome to attend.

9. Comments from the public

There were no comments from the public.

Chair Cluver adjourned the meeting at 12:06 p.m.

ITEM 2:
EPSL Dashboard Metrics



EP SL 1/8/2021 Discussion of Potential Dashboard Metrics

Student Success

Traditional students – understand progress to degree (15+ credit, 1-year retention, graduation)

Adults – course success rates (% earning credits with C- or better)

--Are adult students meeting their objectives via their enrollment in the VSC?

--Do adults achieve benefits in the workplace from their credentials earned?

Student preparation at time of entry to VSCS:

students enrolled in remedial coursework

students participating in dual enrollment

Demographics of students by 1st generation, Pell, and gender

Workforce Alignment

VT Employer Survey- partner with RDCs, other entities to accomplish this

Questions: Has anyone from the VSCS reached out to you in the past year?

Have you had any engagement with the VSCS in any way?

Evaluation of work-based learning experiences (internships, etc) for students should include quality measures

Academic Programs

How do we show academic excellence and quality?

Student achievements, presentations, graduate school enrollment

Programs applying for/receiving grants

Graduates job placement rates, licensure exam pass rates (Praxis, NCLEX)

External awards and reviews/accreditation of programs

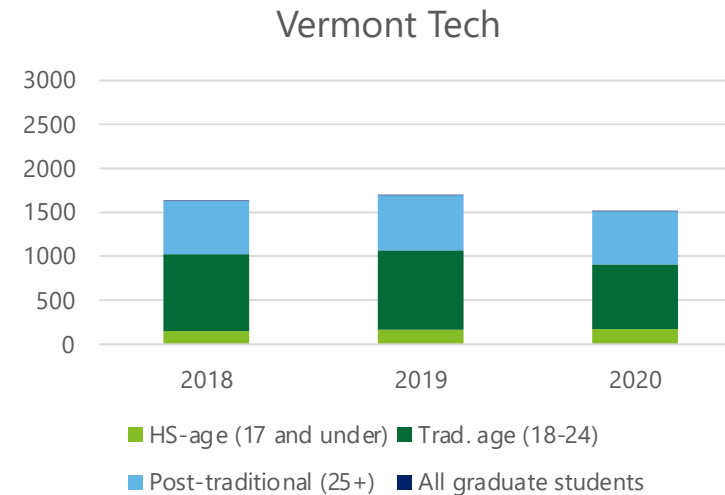
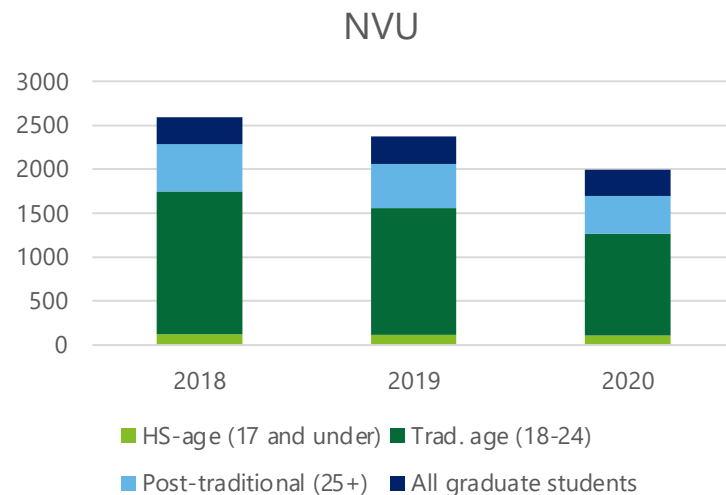
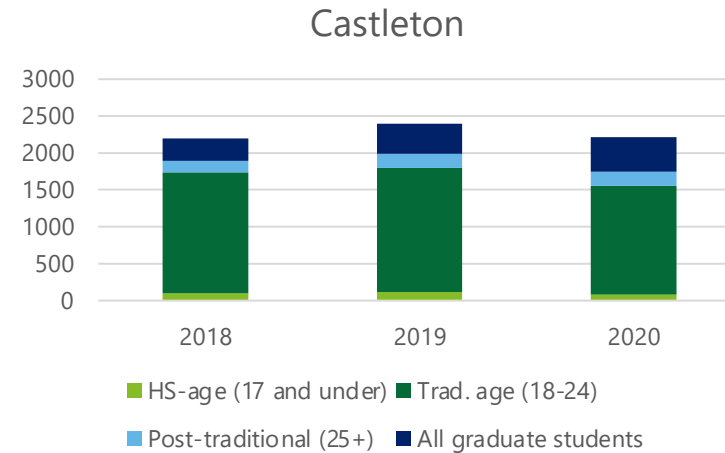
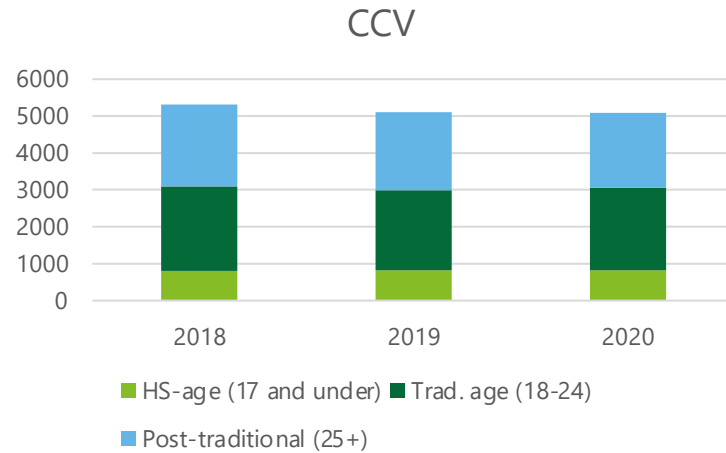
Enrollment

Metrics TBD from academic programs analysis project with rpkGROUP

What do students coming to VSCS look like?

Student age provides an approximate definition of distinct populations served in the VSCS:

High school (17 and under), Traditional (18-24), and Post-Traditional.



What do students coming to VSCS look like?

Important characteristics include gender, first-generation and Pell grant recipient status, and racial/ethnic identity.

Data Source: VSCS Sourcebook, VSCS Unduplicated Totals, Fall 2019 Enrollment

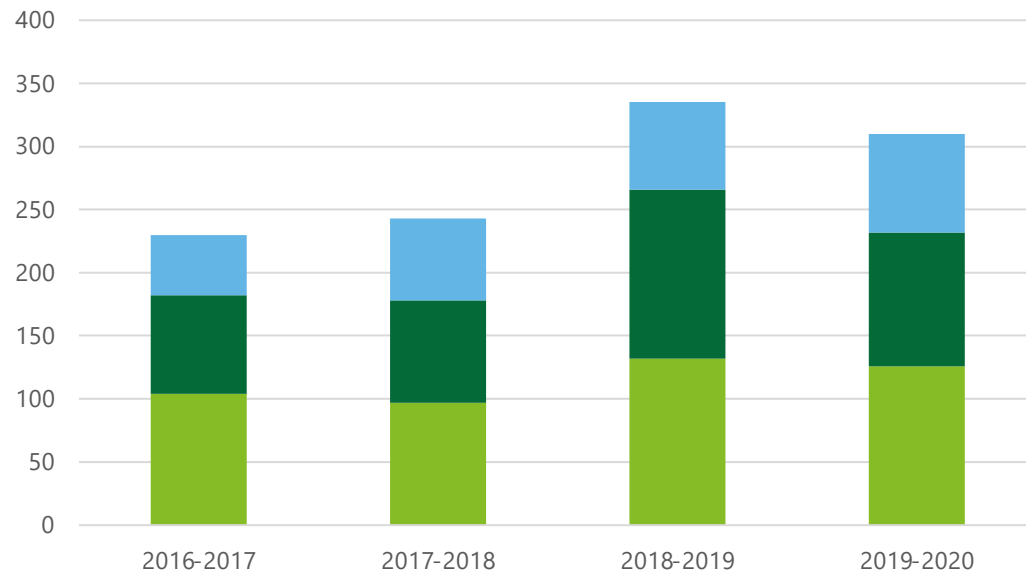
High-School Age	Traditional Students (18-24)	Post-Traditional Students
63% Female 33% Male 4% Unreported	54% Female 45% Male 1% Unreported	70% Female 29% Male 1% Unreported
<i>Early College Students:</i> 43% First-generation	16% URM* 54% First-generation (undergraduates) 79% Vermonters (undergraduates) 37% Pell recipients (undergraduates)	

*URM: Under-represented minorities in the VSCS is defined by federal reporting categories on race/ethnicity, and includes American Indian/Alaska Native, Asian, Black or African American, Hispanic/Latino, Native Hawaiian/Other Pacific Islander, and two or more races.

What outcomes do VSCS students experience?

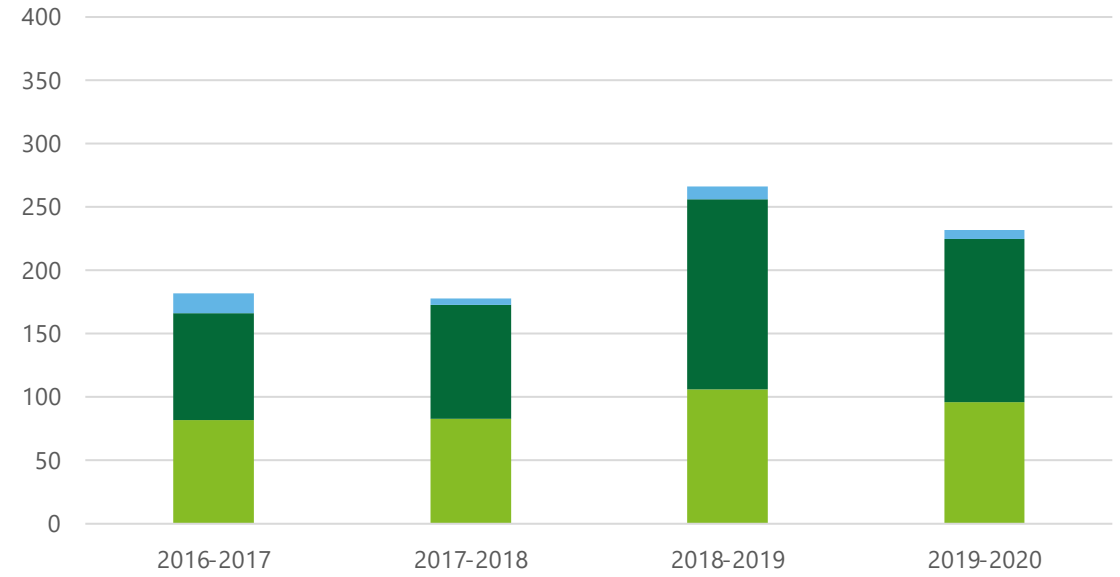
Besides providing a high-quality learning experience for any student, an important goal of Early College programs is to increase college continuation rates.

Early College and VAST Students:
Continuation in Next Year



- Did not continue immediately after Early College year
- Attended Other Colleges
- Continued within VSCS

Continuers by College-Going Generation

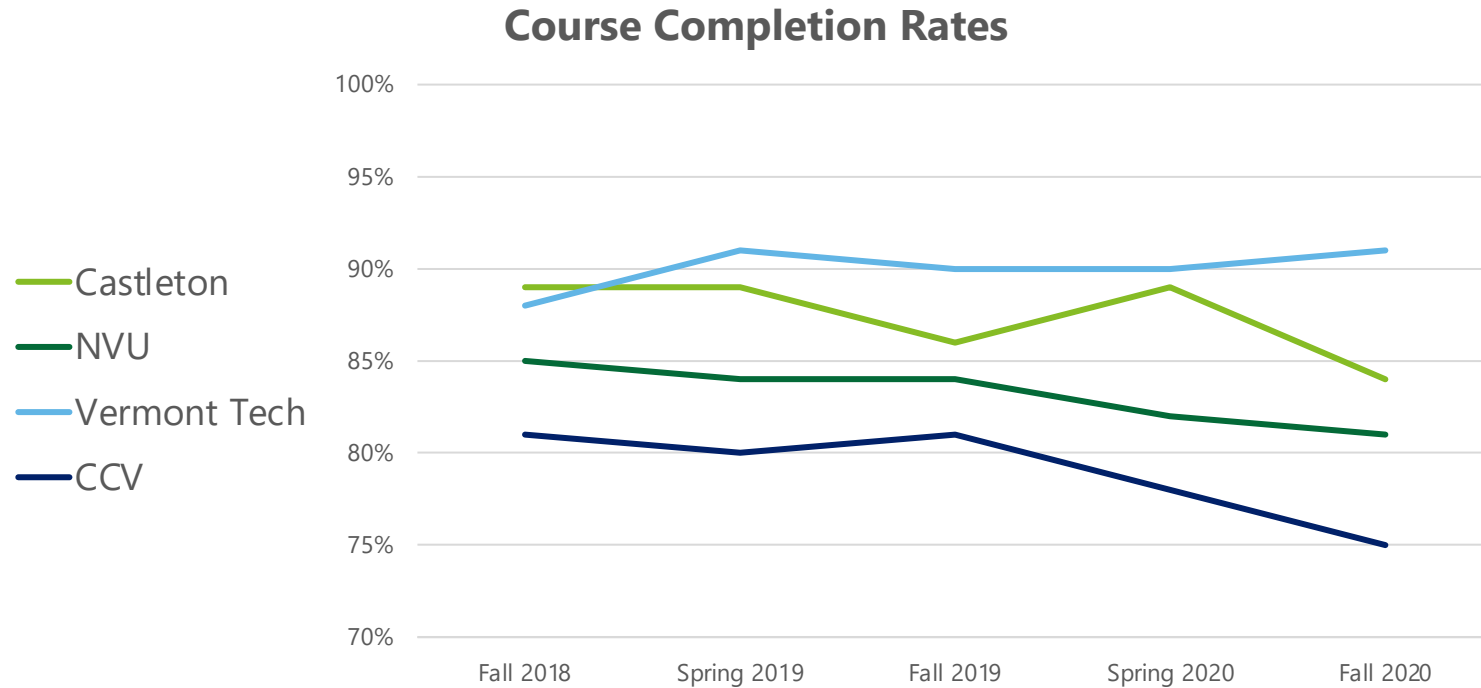


- Unknown generation who continued
- Non-first-generation who continued
- First-generation who continued

What outcomes do VSCS students experience?

All Students, including Post-Traditional

A common measure of success for all students, including post-traditional students, is completing a course with a grade of C- or higher.

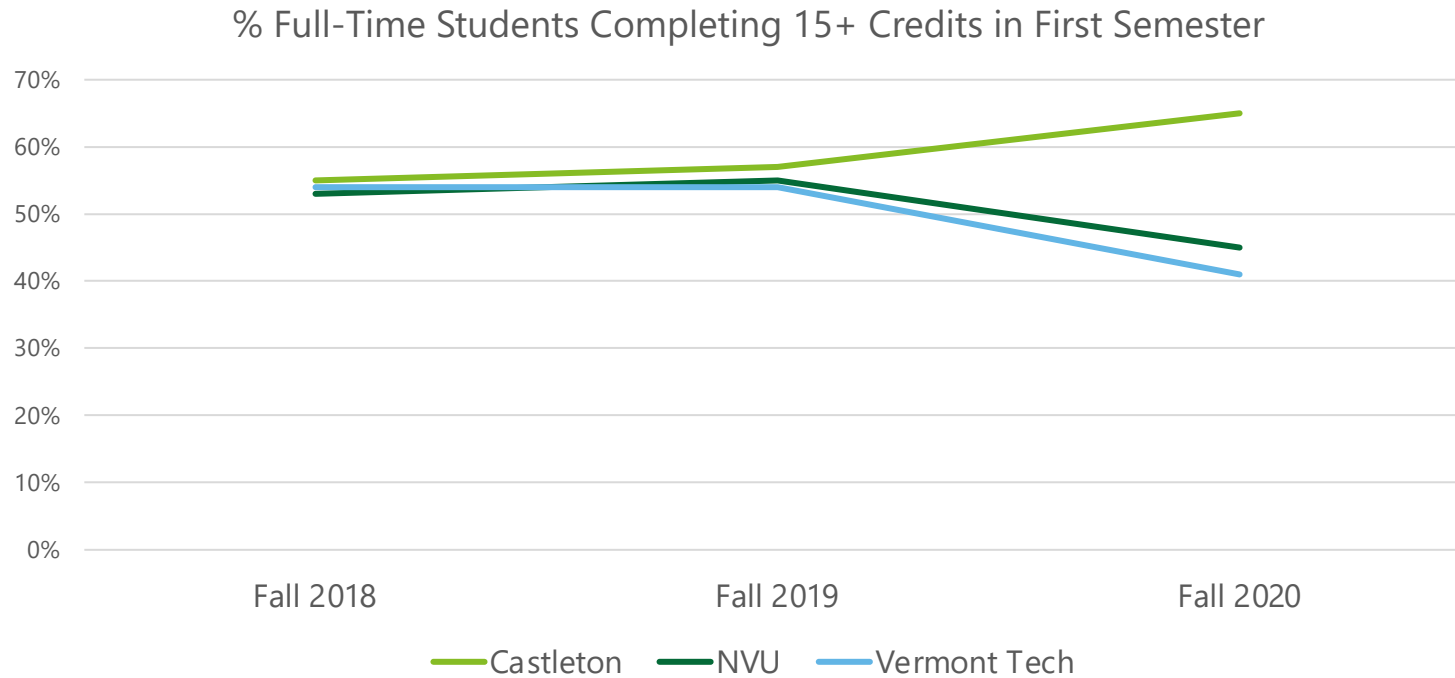


	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020
Castleton	89%	89%	86%	89%	84%
NVU	85%	84%	84%	82%	81%
Vermont Tech	88%	91%	90%	90%	91%
CCV	81%	80% ¹³	81%	78%	75%

What outcomes do VSCS students experience?

Traditional (First-Time, Full-time) Students

Completing 15 credits in the first semester is a leading indicator of timely progress toward degree.

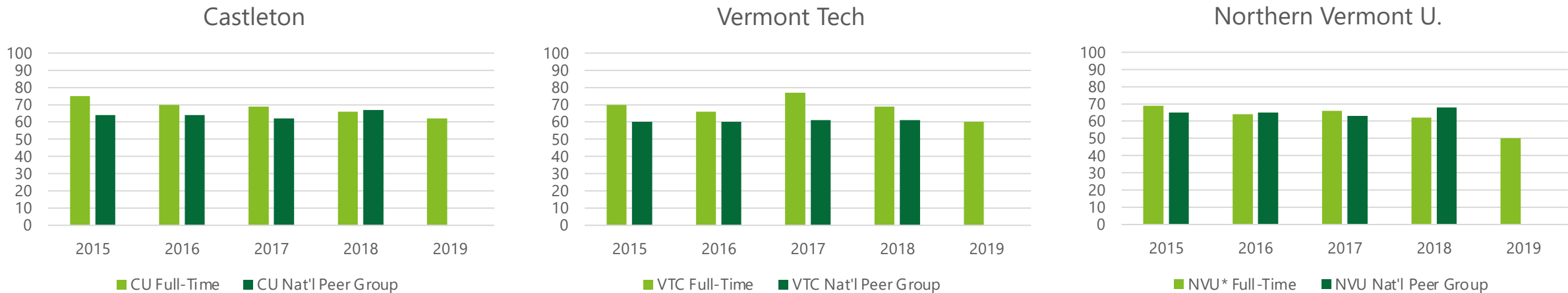


	Fall 2018 Cohort Total	% Completing 15+ Fall 2018	Fall 2019 Cohort Total	% Completing 15+ Fall 2019	Fall 2020 Cohort Total	% Completing 15+ Fall 2020
Castleton	424	55%	424	57%	315	65%
NVU	398	53%	331	55%	214	45%
Vermont Tech	222	54%	201	54%	115	41%

What outcomes do VSCS students experience?

Traditional First-Time, Full-time Students

One-year retention is the standard first measure of success for traditional first-time, full-time students. Because retention rates are substantially related to the characteristics of the student population, they are best interpreted in comparison to similar peer institutions (by institution type and size).



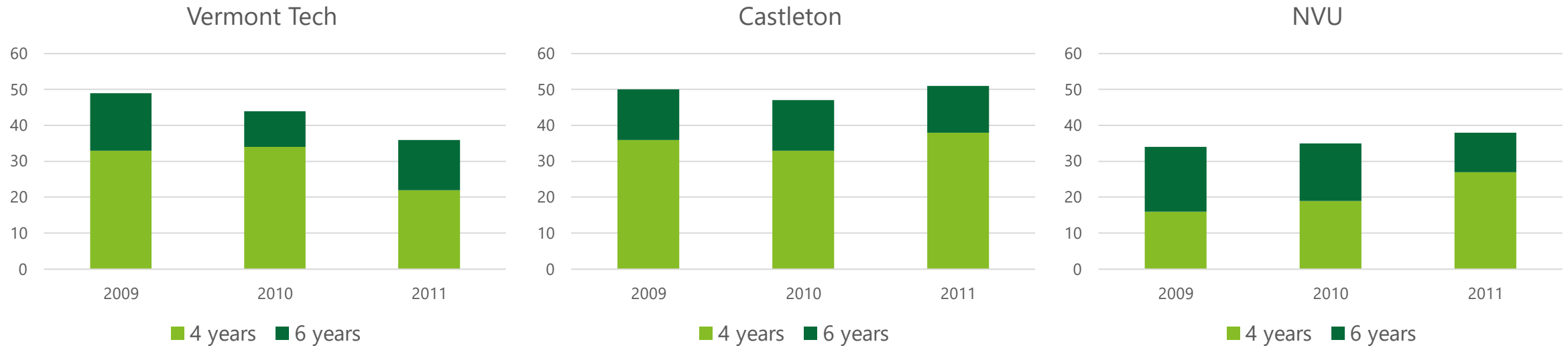
First-time Full-time Retention Rates	2015	2016	2017	2018	2019
VTC Full-Time	70	66	77	69	60
VTC Nat'l Peer Group	60	60	61	61	
CU Full-Time	75	70	69	66	62
CU Nat'l Peer Group	64	64	62	67	
NVU* Full-Time	69	64	66	62	50
NVU Nat'l Peer Group	65	65	63	68	

*Average of Johnson and Lyndon rates for cohorts prior to unification

What outcomes do VSCS students experience?

Traditional First-Time, Full-time Students

The on-time (4 year) graduation rate is the strongest outcome for traditional first-time, full-time students and follows the same patterns related to population characteristics as the one-year retention rate. The additional students who complete within 6 years represent our opportunity to increase success and affordability by reducing their total time to degree.



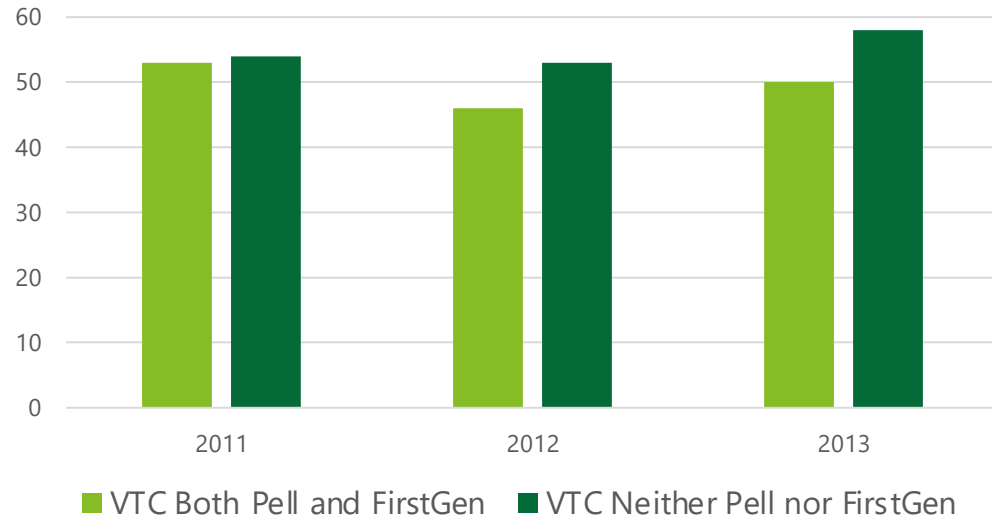
	<i>Cohort:</i>	2009	2010	2011
VTC 4 year grad rate		33	34	22
VTC 6 year grad rate		49	44	36
CU 4 year grad rate		36	33	38
CU 6 year grad rate		50	47	51
NVU* 4 year grad rate		16	19	27
NVU* 6 year grad rate		34 ¹⁶	35	38
*Combined cohorts for Johnson and Lyndon prior to unification				

How equitable are outcomes for VSCS students?

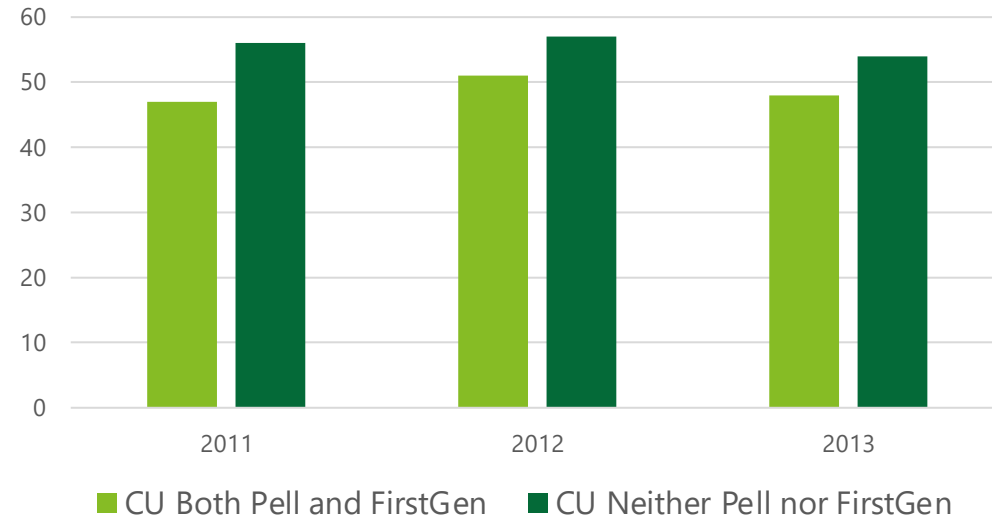
Traditional First-Time, Full-time Students

An important focus for understanding inequities in the VSCS is first-generation and low-income status. Students who are both low-income and the first in their families to attend college experience gaps in equity that impact their success compared to their non-first-generation, higher-income peers.

Vermont Tech 6-Year Graduation Rates



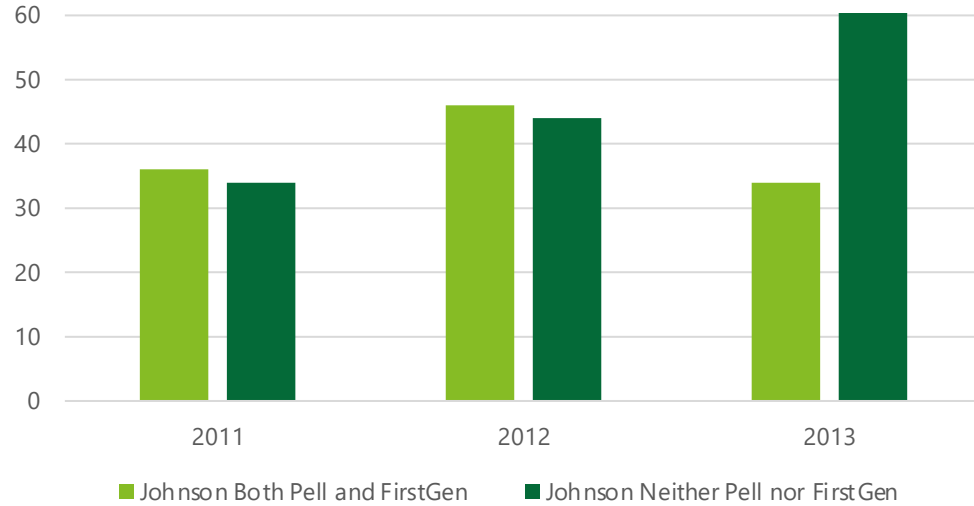
Castleton 6-Year Graduation Rates



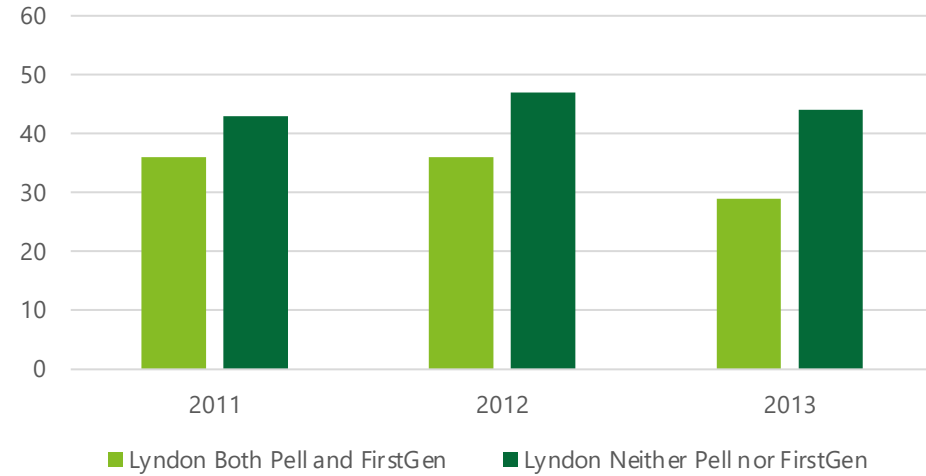
How equitable are outcomes for VSCS students? (Cont.)

Traditional First-Time, Full-time Students

Johnson Campus 6-Year Graduation Rates



Lyndon Campus 6-Year Graduation Rates



	Percentage of cohort starting in / graduating by		
	2011/2017	2012/2018	2013/2019
VTC Both Pell and FirstGen	53	46	50
VTC Neither Pell nor FirstGen	54	53	58
CU Both Pell and FirstGen	47	51	48
CU Neither Pell nor FirstGen	56	57	54
Johnson Both Pell and FirstGen	36	46	34
Johnson Neither Pell nor FirstGen	34	44	63
Lyndon Both Pell and FirstGen	36	36	29
Lyndon Neither Pell nor FirstGen	43	18 47	44

How satisfied are employers / “receivers” of VSCS students?

Dashboard concepts TBD

High-School Age	Traditional Students (18-24)	Post-Traditional Students
At UVM and VSC: Retention Persistence Graduation		
	Quality of interns Quality of hires Level of day 1 readiness	
		Effectiveness of skills acquired Level of day 1 Readiness

Spring 2021 Status Update:

VSCS group of career services and workforce development leaders working together to:

- Develop new system approach to surveying graduates, with a goal of piloting a 6-month follow-up survey of graduates, while maintaining existing data collection methods at graduation.
- Identify a statewide partner for the purposes of conducting an employer survey.

What are the relative strengths of our programs in meeting the needs of students and the state of Vermont?

TBD, for example:

Metrics from RPK GROUP program array analysis

Cost per completion

Labor market alignment

ITEM 3:
Advance Memo from rpk Group

Date: March 10, 2021
To: Education, Personnel & Student Life Committee
From: rpk GROUP
Re: Advance Memo – Introductions and Project Details

In advance of the March 15, 2021 EPSL meeting, we are providing background here on the Vermont State College System (VSCS) project to examine VSCS's academic portfolio. This analysis is in support of the VSCS *Transformation Proposal: A 21st Century Public-Access System of Higher Education for Vermont*, dated February 22, 2021. Within this memo, we address the goals of this project, our project approach, the strategic questions this project will support VSCS in addressing, and rpk GROUP's background.

March 15 EPSL Presentation Focus

Our presentation and dialog on March 15 will focus on the following items:

- Provide overview of project team, goals, and timeline.
- Introduce conceptual framework for the analysis.
- Share the strategic questions which this project will allow VSCS leadership to address.

Project Goals

The goals for this project are to:

- Develop a framework for evaluation of current academic programs within the VSCS portfolio.
- Identify gaps in existing academic portfolio relative to Vermont labor market demand.
- Recommend an ideal portfolio that meets the needs of Vermont students and the work force.
- Design action plans to help VSCS implement the recommended academic portfolio.

To accomplish this work within the proposed timeline we have created two distinct phases of work:

- Frame and Analyze - rpk is partnering with VSCS to capture the strategic questions necessary for system level transformation, conduct the analysis, and create a recommended road map for change.
- Engage and Execute - In this subsequent phase, we will partner with VSCS to create necessary engagement around the recommendations, fine tune recommendations as needed, and create an action plan.

Project Deliverables

The key deliverable for this project is a program matrix to support decision-making. This matrix will look at an "ideal" portfolio of programs that:

- Meet student demand
- Align with state labor market demand
- Deliver on student success
- Achieve financial sustainability
- Are accessible to all Vermont students

In framing the analysis, we will look first at what programs VSCS might offer, based on student demand, alignment with labor market and student success. A second layer of analysis will focus on how and where that portfolio of programs should be offered to achieve financial sustainability and provide needed access to all Vermont students.

Timeline

We are currently conducting data collection and analysis, which will lead to a defined portfolio of academic programs. In April, the team will engage stakeholders across the systems to obtain feedback on our findings. Finally, in May we will complete the action plan to unify programmatic offerings across the system.

What Might We Accomplish Through this Project?

In addition to the analysis and recommendations on the VSCS academic portfolio, several other benefits are likely to result from this project, including:

- Establish and create buy in for an ongoing analytic framework to assess programs.
- Establish clear metrics that support storytelling and decision making.
- Demonstrate an ability to get more for the resources we already have.
- Create a foundation for future deep dives and ongoing evaluations

rpk GROUP Background

rpk GROUP (rpk) is a leading mid-size national consulting firm supporting colleges and universities, systems and nonprofits with their growth and resource allocation (and reallocation) strategies. Founded in 2010, rpk GROUP emerged from over two decades of leadership positions in the higher education sector, where team members developed their expertise in finance, innovation, and higher education from the perspective of State legislatures, higher education commissions, public and private, two- and four-year institutions.

Our firm has worked with institutions and postsecondary education systems nationwide and internationally, helping them to combine cutting-edge research on higher education strategic finance with systems change. rpk GROUP is also a leading voice in developing new business models for higher education, working closely with the State Higher Education Executive Officers Association, the Association of Governing Boards, the Bill and Melinda Gates Foundation, the Lumina Foundation, NACUBO, and others to develop a new language and metrics around sustainable innovation, cost, and efficiencies for the higher education sector. This combination of a research focus around new business models, and an ability to work with higher education institutions and systems to implement best practices emerging from this research makes rpk GROUP unique among consulting practices. rpk GROUP's subject matter expertise is further demonstrated by its published works and activities that have been highlighted in the industry's leading media, including the recent Chronicle of Higher Education collection, "[The Post-Pandemic College](#)," as well as in the Lumina Foundation's publication, "[Improving College Affordability with New Business Models](#)."

rpk utilizes a proven Mission, Market, and Margin® strategy to partner with institutions and systems in connecting resources to mission and student success. Using this approach, institutions and systems have been freed from an emphasis on budget balancing and cutting, to a new focus on return on investment (ROI). A ROI focus emphasizes a reallocation of resources to achieve student success, academic excellence, and sustainable business models, while also highlighting potential of cost savings.

Since our launch in 2010, rpk has worked to help the higher education industry apply a ROI lens to understanding academic portfolios and efficiencies. We serve as a leader in this work, allowing institutions to understand market demand and yield, student success, contribution margins, and opportunities to better utilize available resources. rpk has also developed best practice in streamlining administrative functions, providing both cost savings and improved quality of service. Recent clients that have benefited from our approach include the State University of New York System, the University of Virginia, the University of Kansas, and the Ohio Community College System. Our work with these partners included reviews of the academic portfolio and academic efficiency/productivity at the department level, national benchmarking, market analysis that linked academic programs to national and state labor data, and business model sustainability.

ITEM 4:
K12 Partnerships Presentation

Dual Enrollment/Early College Partnerships and Practice

Education, Personnel, and Student Life Committee

March 15, 2021

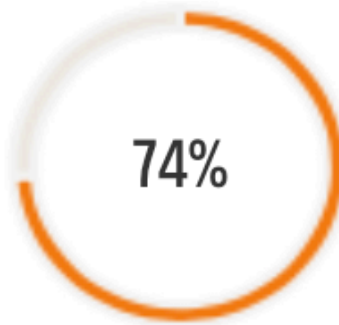
For the benefit of Vermont

From Advance Vermont's Data Dashboard:

Vermont's Dual Enrollment, Early College, and Fast Forward programs allow students to begin their postsecondary coursework earlier, subsequently saving them time and money. Research from the National Center for Education Statistics (2018) shows that Dual Enrollment students tend to complete postsecondary programs a year faster than their peers, and a study published by American Institutes for Research (2014) shows that among low-income students, Early College students are 8.5 times more likely to graduate with a college degree than their peers at traditional high schools. According to the Alliance for Excellent Education (2018), this number increases even more for students of color.

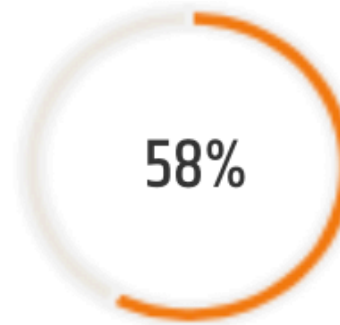
Aspiration

Aspiration Rate of High School Seniors



of high school seniors intend to enroll in a credential program within 6 months of graduation

FAFSA Completion Rate of High School Seniors



of the Class of 2018 completed the Free Application for Student Aid (FAFSA)

High School Students Pursuing Postsecondary Credit through Secondary Programs



of Vermont high school students enrolled in Dual Enrollment, Early College, or Fast Forward

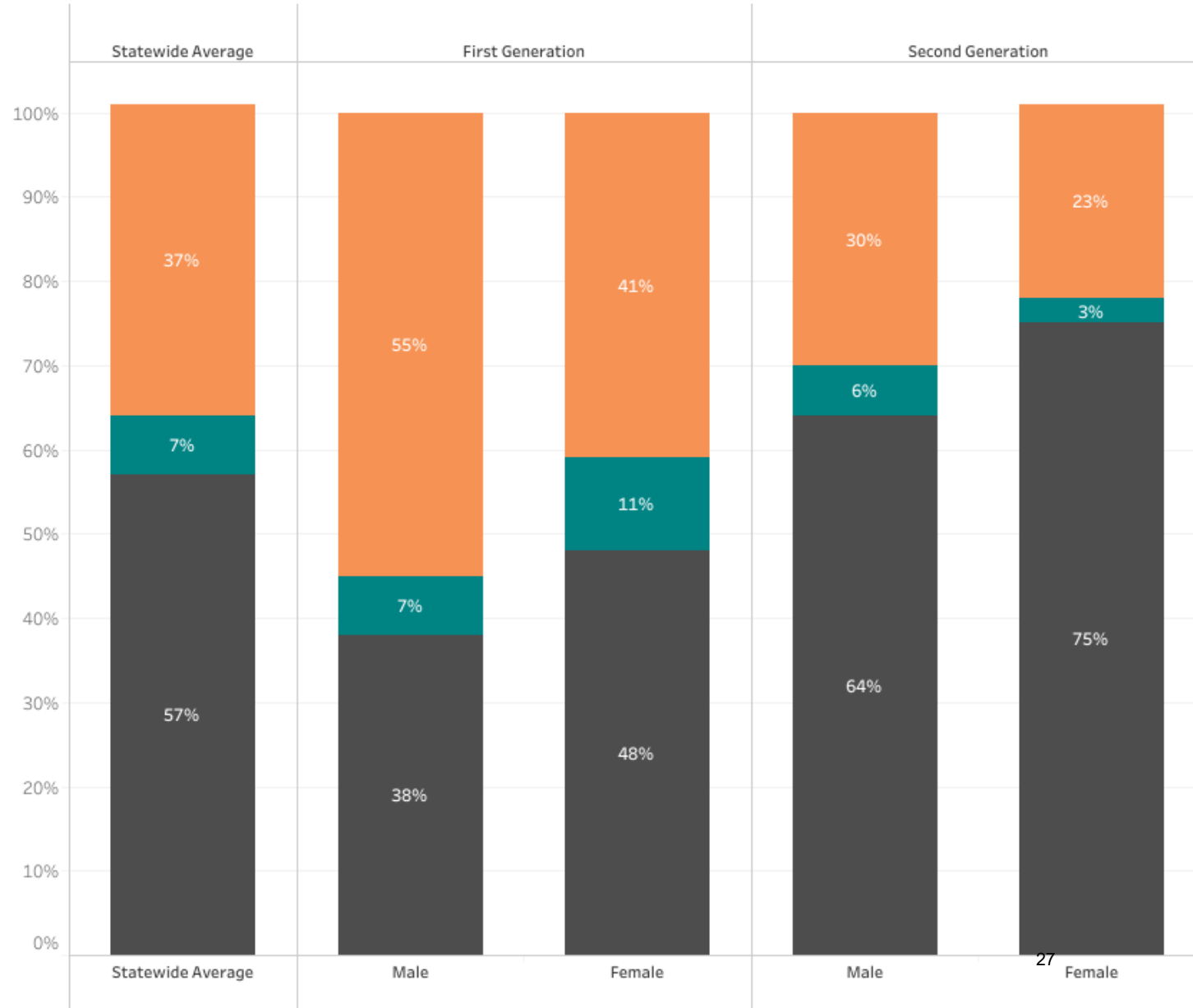
Percentage of High School Seniors Enrolling in a 2- or 4-year Institution within 6 Months of Graduation by Gender, Parental Education Attainment, and Program Type

Type of Institution
 Not enrolled
 2 year
 4 year

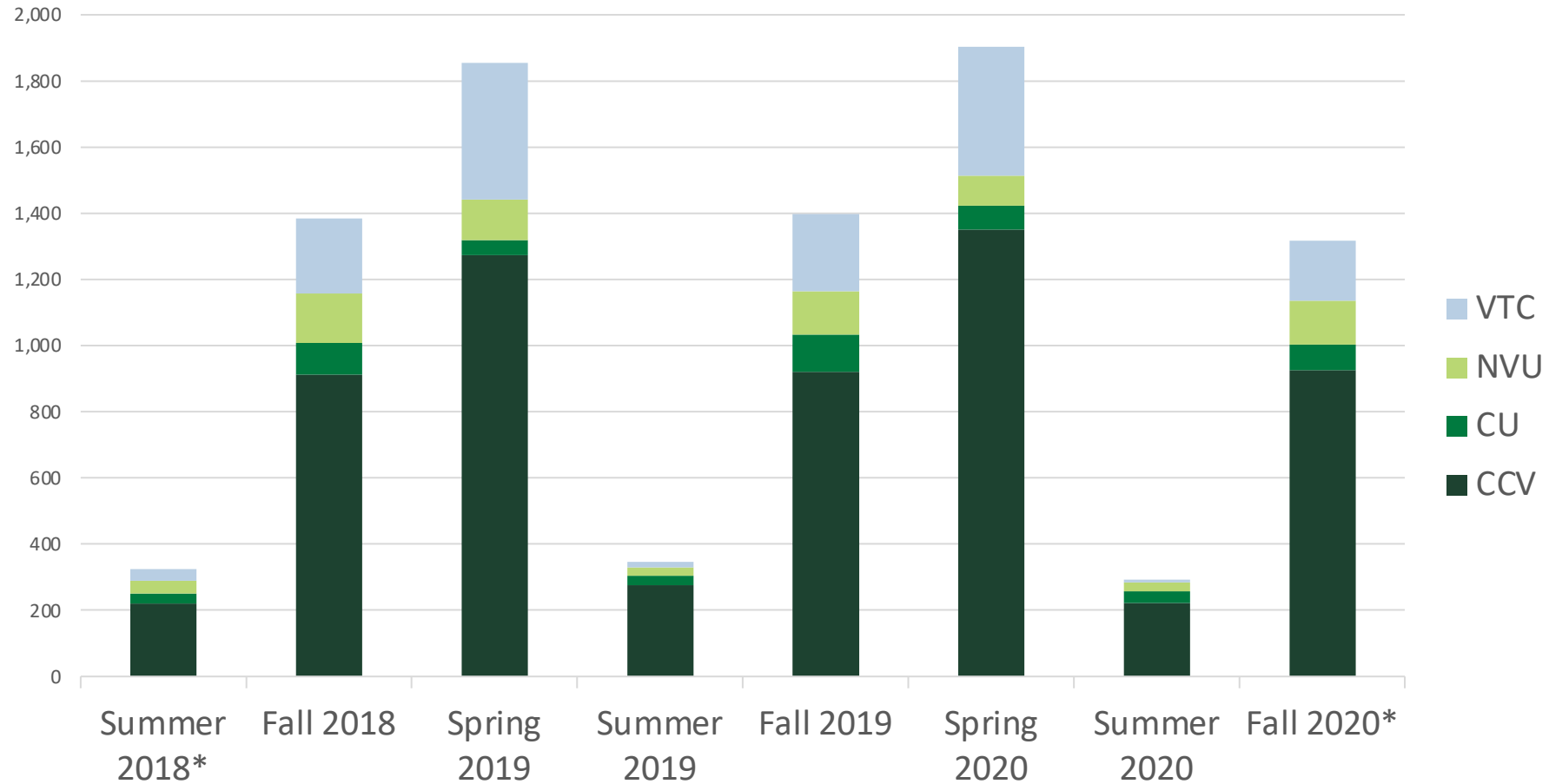
Source: Vermont Student Assistance Corporation (in progress, 2019).
 First Look: Senior Survey Class of 2016 One-year Follow-up.

60% of Vermont high school seniors enrolled in a two- or four-year degree program within 6 months of graduation

VSAC's research shows there is a large disparity in continuation rates among first-generation and second-generation students as well as across genders.



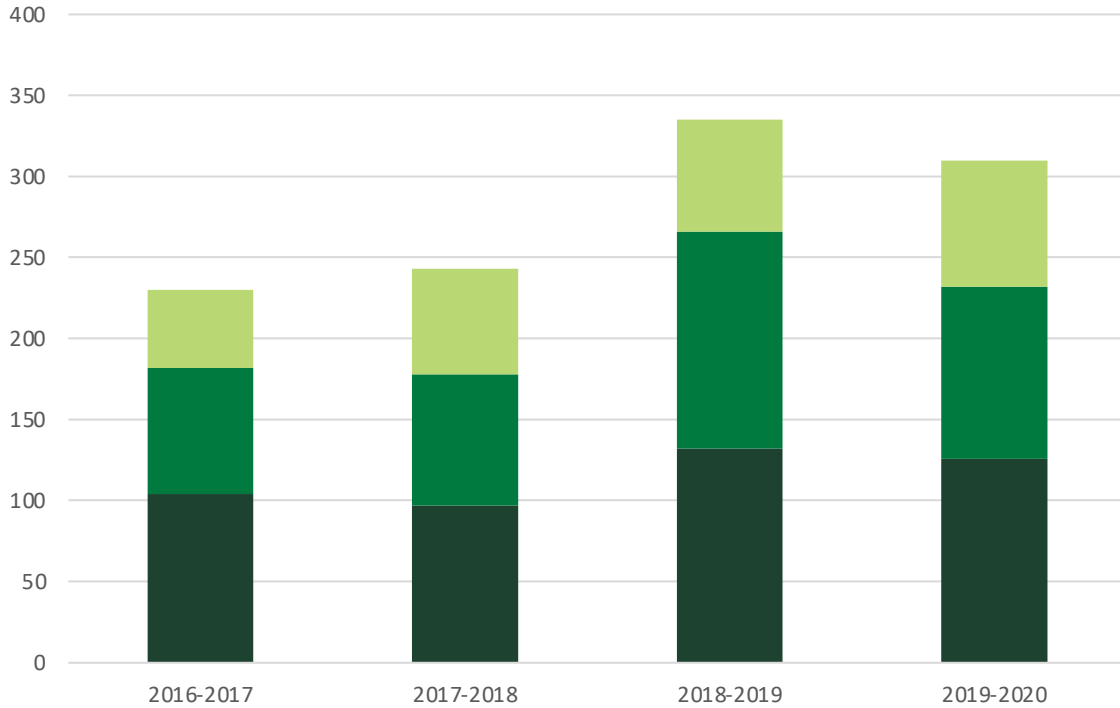
High School Student Enrollment in VSCS



For the benefit of Vermont

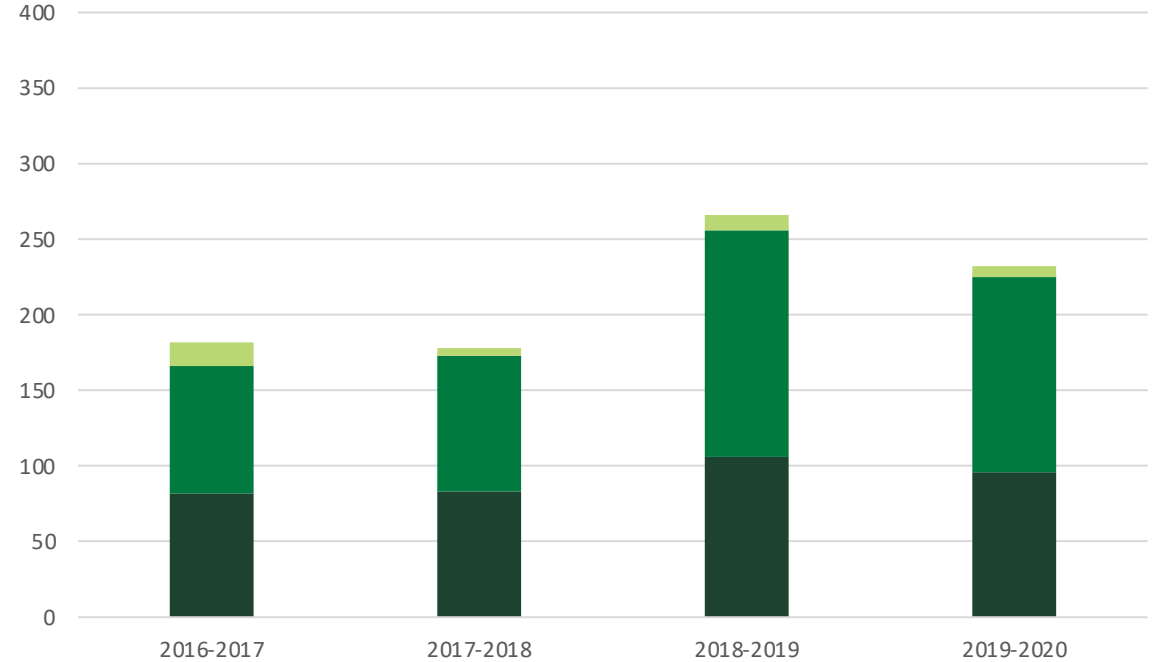
Early College / VAST Student Outcomes

Early College and VAST Students: Continuation to Next Year



- Did not continue immediately after Early College year
- Attended Other Colleges
- Continued within VSCS

Continuers by College-Going Generation



- Unknown generation who continued
- Non-first-generation who continued
- First-generation who continued

Early College Plus Program (2021-2022)

Early College Plus (EC+) is a free year of college plus a \$1,000 stipend funded by the Vermont Community Foundation.

Students in the class of 2022 who plan to pursue one of 3 “Best Bet” certificate programs receive \$500 each semester that can be used towards books, food, transportation, fees and other expenses.

Cybersecurity Fundamentals
Graphic Design
IT Service Desk Specialist

Students get individualized academic and career advising from a CCV advisor and a specialized counselor from the Vermont Student Assistance Corporation.

At the end of the year, students will earn a high school diploma, a certificate preparing them to pursue a career or a degree, and 30+ college credits.

Three Ideas to Improve Equity in Dual Enrollment/Early College Experiences

1. Bridge “geography gap” in access to VAST
2. Fast Forward Pilot Courses (online and/or FLEX classes)
3. Expand partnerships between CCV and other programs in VSCS

Secondary Partner Perspectives

Rachel Keach, Pathways Coordinator, Danville HS

Emmy Charron, School Counselor, CTE Essex

ITEM 5:
Policy 101 “PreCIP” Report for 2020-2021

Report on Policy 101: Program Review and Continuous Improvement (“PreCIP”) for 2020-2021

Policy 101 defines board standards for high-quality programs and directs a process at the college and system level to ensure continuous quality improvement. At the system level, this process begins with a system-wide professional development retreat for program leads, continues with the completion of a self-study report by each program, and culminates in a system review committee meeting to provide for peer and external feedback. Individual institutions support the PreCIP process with annual requirements for program assessment work. The aggregate results of program assessment and continuous improvement work are reported to the New England Commission of Higher Education (NECHE) as part of the ten-year comprehensive evaluation process for regional accreditation.¹

Key considerations for board members in ensuring academic quality include the ways programs assess student learning, the strategies used for program quality improvement, and the evidence of quality and student achievement resulting from program improvement efforts. This report summarizes recent work to strengthen program assessment and quality improvement as directed by board policy.

“PreCIP 2.0” Focus on Sustainable, Aligned Assessment Efforts

Beginning with the 2019 cohort of programs, the Chief Academic Officers group developed a revised approach to the PreCIP self-study (“PreCIP 2.0”) that provided a stronger focus and support for the assessment of learning outcomes, aligned program assessment work with institution-wide efforts to improve student success and retention, and provided more comprehensive and program-oriented data. In the self-study reports, programs now review and reflect on the following measures:

- 15+ credit enrollment patterns for first-semester students in the program;
- Success rates for courses in the program; and
- Program completion rates (proportion of students completing the program as a percentage of all students enrolled in the program).

In the “PreCIP 2.0” approach, programs are also guided to use structured templates to support a sustainable approach to assessing all program learning outcomes on the five-year cycle. These structured templates include:

- A curriculum map outlining an “on-track” student graduation plan with key milestones;
- Program outcomes mapped to curriculum and co-curricular learning experiences; and
- Program activities and designated responsibilities for assessing all learning outcomes.

At this point, programs in the 2019 and 2020 cycles, with some exceptions for programs undergoing significant change, have completed their self-studies using the new approach. These programs have also had their reports and assessment plans evaluated by an external program assessment professional, who provided detailed feedback to programs on the learning outcomes definitions, assessment measures and evidence used, and sustainability of the assessment plan

¹See https://www.necche.org/wp-content/uploads/2018/12/Making-Assessment-More-Explicit_E-Series-Forms.pdf.

and use of evidence to drive improvement. The 2021 cycle is in process, and two additional years (2022 and 2023 cycles) of program reviews remain to transition.

External Evaluator Feedback

The 2019 and 2020 cycle reports were evaluated by Dr. Mamta Saxena, Director of Assessment at Northeastern University, who has also provided training to report writers for the 2021 cycle. Some examples of the type of summary feedback provided by Dr. Saxena follows.

Criteria	Definition of a “highly-developed” assessment program	Summary feedback provided to individual programs
Assessable Learning Outcomes	Each outcome is stated in measurable terms, and there are explicit criteria for assessing students’ level of mastery of each outcome.	<p>“The outcomes are concrete, measureable, and well-aligned with the courses. However, the one measure defined is a survey, which is an indirect measure of learning as it is self-reported. Even for the survey, the criteria is not explicit (x% of learners will respond to y level for satisfaction or any other variable). There are no direct measures defined for assessing the learning outcomes.”</p> <p>Assessable Learning Outcomes in this program evaluated as “emerging.”</p>
Assessment Plan & Data Collection	The program has a multiyear, fully-articulated and sustainable assessment plan that is routinely reviewed and revised, as needed.	<p>“The report includes a comprehensive 5 year plan with concrete and reasonable timeline, actors, and deliverables.”</p> <p>Assessment Plan & Data Collection in this program evaluated as “highly developed.”</p>
Use of Evidence to improve program/student learning outcomes	Through subsequent data collection, the program has "closed the loop" with evidence demonstrating improvement in learning outcomes. Faculty are highly skilled at making effective changes based on outcomes evidence.	<p>“The narrative includes the improvement plans based on previous review, goals # 1-4 outline the changes made based on the recommendations. For example, the new SLOs or experiential learning opportunities. However, the report does not offer evidence of systematic and ongoing data collection with direct connections to improvement.”</p> <p>Use of Evidence in this program evaluated as “developed.”</p>

Summary and Status of “PreCIP 2.0” Reviews

The following summarizes the five-year review cycle for programs across the system, with notes as to current status of reviews given the impacts of the pandemic in 2020 and the significant program transformation work underway in many areas.

2019

1. Applied technology: construction management, professional pilot tech
2. Criminal justice and sociology
3. History, social sciences, political science, economics, geography, and global studies
4. Behavioral sciences, human services, psychology and counseling

2020

1. *Engineering technology: Architectural, Civil, Electrical, Mechanical, Electromechanical
2. Fine arts, including animation and illustration (reviews suspended for most programs)
3. General education (reviews suspended given work on single set of VSC-wide requirements)
4. Liberal, interdisciplinary, and general studies
5. Music, Performing arts and theater (programs undergoing transformation exempted)

2021

1. Allied health
2. Business and accounting
3. *Education, including undergraduate and graduate teacher education, and physical education
4. Health sciences, exercise science, and sports medicine
5. Mathematics (reviews suspended in lieu of system transformation work)
6. *Nursing

2022

1. Agriculture and horticulture, including equine studies
2. Biology, environmental sciences, natural sciences, and STEM studies
3. Information technology and computing
4. Outdoor education/recreation/sports management

2023

1. Applied technology: automotive technology, diesel power technology, fire science, and veterinary technology
2. Communication arts and sciences, including journalism, digital communications, and graphic design
3. English, literature, and writing
4. Atmospheric and climate change science

*Programs exempt from PreCIP process as they undergo independent program accreditation reviews.

ITEM 6:

VSC Faculty Fellow Nominations

- a. Helen Mango (2020-2021)
- b. Inge Luce-Smith (2021-2022)
- c. Pat Shine (2021-2022)

February 26, 2021

Sophie Zdatny, Chancellor
Vermont State Colleges
P.O. Box 7
Montpelier, VT 05601

Dear Chancellor Zdatny,

It is my pleasure to nominate Professor of Geology Helen Mango for the Vermont State Colleges System Faculty Fellow award. Professor Mango is an excellent teacher, strong supporter of students outside of the classroom, tireless contributor to the University, active researcher, and a recognized leader among the faculty.

Professor Mango is a geochemist who has been teaching both geology and chemistry at Castleton since 1991. A strong researcher, she has published thirty-five professional abstracts and twenty-five articles. She has also been awarded numerous grants, including four years of funding for State of Vermont mapping projects, a Vermont Genetics Network grant, and an EPSCoR grant. She also had four years of funding for Research Experience for Undergraduates (REU) awards from the National Science Foundation. She is a respected and accomplished academic who has served as chair, co-chair, or board member for multiple geologic societies over many years. But her primary accomplishments have been with Castleton's students. As one colleague notes: "Her research projects always include students, which is important because research is the work of a scientist and through these projects she is teaching the students how to be a scientist."

Professor Mango has repeatedly taken on new challenges and devoted herself without hesitancy to engaging with and serving the University and its students. Professor Mango has taken students on travel courses to Costa Rica (seven times) and Iceland (four times). She also regularly travels with students for music and athletic events, even driving the bus on occasion. During her sabbatical leave last year, she volunteered to travel to Sweden on a recruiting trip, meeting with hundreds of prospective students and high school guidance counselors. Despite being on leave, she maintained outdoor plantings on campus, performed in a play with students, continued singing the national anthem for sporting events, supported and sang with campus choral groups, attended all faculty meetings, and participated in numerous activities focused on addressing the challenges facing the University.

It is noteworthy that all members of her academic department jointly and unanimously nominated her for this award and submitted a group letter. Two of those members also submitted individual letters, as did the Music Department Chair, the Associate Dean for Athletics and Recreation, and a former student from the perspective of a teacher and a senior citizen student. It is unusual to get so much unsolicited support for a candidate for this award.

All of the supporting letters from Professor Mango's colleagues speak of her excellence in teaching. A colleague who sat in on her class for the purpose of learning new practices and teaching styles (a testament to her service as a mentor of new faculty) states "Of course, her content

knowledge and pedagogy were spot on, but more impressively, she found a way to engage most of her students.” He also wrote, “How does she do it? She includes exciting demonstrations (the glowing pickle, crushing a paint can, splitting of water, and the triple-point of water, among others). She finds interesting examples to connect chemistry topics to everyday life.” My guess is that the “glowing pickle” alone renders her deserving of this award.

One letter of support came from an alumnus who took Professor Mango’s Chemistry course. She wrote that what makes Helen so effective in the classroom is “the non-measurable stuff of excellent teaching. For example, there is a joy there when she explains the concepts of chemistry. There is a sense of purpose about her in the classroom. She projects the belief that everyone can learn chemistry. And, in turn, students believe they can learn chemistry.”

Professor Mango connects with and relates to her students in a way that fosters learning not only about Chemistry, but about many other aspects of life as well. As one person observed: “A strong faculty member will be an excellent teacher and a constant learner, but the truly exceptional faculty member is one that is remembered by students long after graduation for the example she set and the character she embodied. In this regard, Helen is second to none.”

Professor Sherrill Blodget, Music Department Chairperson, writes: “Her work at Castleton goes far beyond the Science Department, and she has positively impacted faculty, student, and community during her time at Castleton.” Helen regularly participates in the Chorale and has even accompanied them on a regional as well as two international tours. She once told Professor Blodget that she really enjoys getting to know students in these settings as it helps her to develop a stronger understanding of them as people, and to make a greater connection as a teacher. Professor Mango also sings professionally with two musical groups.

Deanna Tyson, Associate Dean for Athletics and Recreation, wrote that “Every student who has had the opportunity to sit in Professor Mango’s classroom knows what an extraordinary person she is. But unless you are a student-athlete you may not really know just how remarkable Helen can be on our campus. The amount of time and energy that she puts forth for our student-athletes is amazing.”

Professor Mango spends countless extra hours in her office tutoring students. She is a devoted fan and regular attendee of athletic events, where she often sings the national anthem. She acts in campus theater productions. She weeds the gardens around the science building in the summer and prunes apple trees on the rail trail. When she learned that international students were struggling to obtain food over semester break she organized a food drive. And she used her talent as an avid knitter to knit a sweater for one of her research students.

Professor Mango is an accomplished scholar, an excellent teacher, and a broadly engaged member of the campus community. She gives without reservation to Castleton’s students, to her colleagues, and to the University. I am therefore delighted to recommend Professor Mango’s appointment as a VSCS Faculty Fellow. Her appointment would be a well-deserved honor for her, and it would be greeted with unanimous enthusiasm on our campus.

Respectfully yours,

A handwritten signature in black ink that reads "Jonathan P. Spiro". The signature is written in a cursive style with a large initial 'J' and a distinct 'P'.

Jonathan Spiro
President

March 3, 2021

Sophie Zdatny, Chancellor
Vermont State Colleges
Office of the Chancellor
P.O. Box 7,
Montpelier, VT 05601

Dear Chancellor Zdatny,

Vermont Tech is pleased to put forward one nomination for VSCS Faculty Fellow for the 2021 AY. Inge Smith-Luce a nursing faculty member and department chair for our Paramedic program and a member of our nursing faculty. She started the paramedic program at VT Tech. Inge Luce is a Paramedic, Registered Nurse, and Assistant Medical Examiner. She holds a Bachelor of Arts from the University of Vermont in Anthropology with a minor in Psychology, a certificate of Paramedicine from the Advanced Life Support Institute, and is a graduate of Vermont Tech's Practical Nursing and Associate Degree of Nursing programs. She obtained her Bachelor of Science in Nursing from Chamberlain College while working full-time in the Emergency Department, and then returned to Vermont Tech in 2012 to become an Assistant Professor of Nursing at the Bennington campus. She completed her Masters of Science in Nursing/Health Care Education through the University of Phoenix in 2014. She currently is a full-time nursing faculty member and the Program Director for Paramedicine. Inge works as a Paramedic, as an RN in the Emergency Department and at a mountain-side medical/ortho clinic in the winter, as an Assistant Medical Examiner for the State of Vermont, and as the EMS Coordinator for VT EMS District #12. Her love of education and supporting the learner keeps her deeply committed to advancing her own knowledge and skills. In addition to Vermont Tech courses, she teaches EMS classes, ACLS, BLS, PALS, and PEPP.

Her proposal is to create multidisciplinary simulation cases that can include Respiratory, Paramedicine, Rad Tech, and Nursing as the initial work to create a collaborative workspace and promote interdisciplinary communication (which is included in the licensure testing). She will need input from the various stakeholders about the content they would like involved, but will create the cases, including x-rays, labs, EKGs, etc. to include as visual aids, as well as moulage instructions. There would also be instructions for simulated patients, simulated family members and "extra" participants who increase the critical thinking for the participant. The goal of this project is to create simulation materials which could be utilized by any of the departments alone, or in any combination of specialties.

One of the things that Inge believes is so special about Vermont Tech is the ability of students to learn to apply their knowledge in a meaningful way. We hear from employers that new graduates struggle with communication, especially handover reports. This is one way we can improve on that, and increase the sense of community and collaboration between disciplines here.

The presentation would be a demonstration of one or more simulations, possibly videotaped, including debriefing, (with student/participant consent) to demonstrate the impact that simulation can have on the learner. It is Ms. Luce's hope that more disciplines (even non-allied health) will start to see the value in our simulation lab and create plans to utilize those resources more in the future.

For these reasons and more, we believe Inge Smith-Luce would be an excellent Faculty Fellow. Her proposal is forward looking and enables collaboration between our health occupations programs and other programs at VT Tech and the VSCS. We have asked Inge to provide more details on her

teaching and learning which we will forward as soon as possible. I hope this is a start to the nomination process.

Thank you and let me know if you have additional questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Pat M", written in a cursive style.

Patricia Moulton
President



NorthernVermont.edu

Office of the President
Johnson Campus: 802.635.1240
Lyndon Campus: 802.626.6404

February 26, 2021

Sophie Zdatny, Chancellor
Vermont State College Systems
P.O. Box 7
Montpelier, VT 05601

Dear Chancellor Zdatny:

It is with great pleasure that I write this letter of nomination for Dr. Patricia Shine (Pat) in support of her candidacy as VSC Faculty Fellow for 2021-2022. I have known Dr. Shine for approximately four of the eighteen years that she has served as a faculty member at Lyndon State College, now Northern Vermont University-Lyndon.

Student evaluations consistently depict Dr. Shine as a “really amazing instructor” who keeps students engaged and wanting to learn more. Students appreciate that she clearly explains concepts, is open and understanding, and willing to adapt to what they need. Dr. Shine is described by her students as a serious, passionate, and inspirational professor who brings her enthusiasm for psychology through a social justice lens, and its application in the real world, into the classroom. Dr. Shine clearly presents a safe and comfortable classroom environment in which to question and learn.

Dr. Shine’s background knowledge and experience prepares her well to serve as a Faculty Fellow focusing on social justice best practices. In 2017, she served as a co-trainer for the University of Vermont Health Centers (*Exploring Systemic Racism and its Implication for Our Lives and Our Work*). She also served as a panel speaker for the SURJ/UpperValley Young Liberals (*Confronting Racism Around and Within Us*). And for the VT NASW, she presented a workshop (*Speaking Out and Standing Up for Racial Justice*). In 2018, she provided training to the New England Educational Opportunity Association (*Implicit Bias*). In 2019, she presented to the NVU-Lyndon faculty (*Social Justice Considerations for your Syllabus*) and in 2020, she provided presentations to the Riverside School (*Activating Social Justice in Our Mission & Values*) and Kingdom Autism & Behavioral Health (*Social Justice: The Path to Building Strong Foundations & Bright Futures for our Children, Families, and Communities*). Although well-versed in research methodology, perhaps the greatest strength that she brings to this work is her understanding of the intersection of race, gender, and social class in the university environment.



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Dr. Shine has consistently been engaged within the campus community, including serving as chair of the NVU-Lyndon F.A.I.R (Promoting Fairness, Awareness, Inclusion and Relationships in our Community) since 2012. She also currently serves as an Advisory Committee Member for the Center for Teaching & Learning and as co-chair for the Psychology & Human Services Department.

I have no doubt that Dr. Shine would excel as a VSC Faculty Fellow working with the VSC Social Justice Partners group, which she established last summer to identify VSC-wide policies that would benefit from review, and to help institutionalize and systematize social justice best practices across the VSC. Dr. Shine has clearly demonstrated her long-standing passion and level of commitment to these endeavors and to the system.

If you should require additional information, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink that reads "Elaine C. Collins".

Elaine C. Collins, Ph.D.
President

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