

TO: Education, Personnel, and Student Life Committee
Megan Cluver, Chair
Karen Luneau, Vice Chair
Betsey Bloomer
Janette Bombardier
Shirley Jefferson
Jim Masland
Perry Ragouzis

FROM: Yasmine Ziesler, Special Assistant to the Chancellor



RE: EPSL Meeting on March 11, 2024

DATE: March 7, 2024

The EPSL Committee of the Board of Trustees is scheduled to meet on Monday, March 11th at 1:00 pm by Zoom.

I. General information for EPSL committee meetings

The EPSL committee has seven members. The quorum to start the meeting and to take any action is four members of the committee.

Please do not abstain from voting on minutes, even if you missed the meeting. You should review the draft minutes and may rely on those who were present to speak out about any inaccuracies or corrections. Our recommendation is that you should exercise your vote, even if you were not present. A vote to approve the minutes is *not* an indication that you were an eyewitness, but rather indicates your confidence in the process that produced the minutes. Robert's Rules of Order Newly Revised, 12th edition says:

It should be noted that a member's absence from the meeting for which minutes are being approved does not prevent the member from participating in their correction or approval. 41:11.

If you abstain from voting on minutes, it may lead to a quorum problem.

II. Overview of the agenda

In its continued focus on student success, the committee will hear a focused update from CCV Dean of Students Heather Weinstein on student success efforts and data being tracked at CCV. VTSU VP for Student Success Kelley Beckwith will provide an update on

the development of the VTSU student experience in the areas of career services, academic support, and advising, including action items based on student feedback.

CCV Academic Dean Deborah Stewart and VTSU Provost Nolan Atkins will provide a brief preview of recommended updates to VSC Policy 101 (Program Review & Continuous Improvement Process) in the context of the new system configuration and continued work on CCV-VTSU transfer pathways and shared general education requirements. A preliminary draft of a revised policy as well as a summary of the process and changes is included in the advance materials. The goal is to bring a final revised policy for the committee's consideration and recommendation to the full board in May.

The committee will receive an update on workforce development efforts at CCV and VTSU as well as work to adapt the VSC's core IT systems (Colleague and Slate) to support these efforts.

There is one final action item on the agenda, namely to recommend to the board the approval of two VSC Faculty Fellows for the 2024-2025 academic year as outlined in Article 42 of the current [Agreement](#) with the VSC Faculty Federation. Supporting documentation for the two nominees are included in the committee materials.

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 11th, 2024

AGENDA

1. Call to order
2. Comments from the public
3. Action item: approval of January 8, 2024 meeting minutes
4. CCV Student Success update
5. Development of VTSU student experience in career services, academic support, and advising
6. Recommended updates to VSC Policy 101 (Program Review & Continuous Improvement Process)
7. Workforce Development update
8. Action item: VSC Faculty Fellow nominations
9. Other business

MATERIALS

1. January 8, 2024 Minutes
2. CCV student success update
3. VTSU student experience update
4. VSC Policy 101 update and draft policy revision
5. Informational item only: CCV-VTSU Transfer Pathways
6. CCV and VTSU Workforce Development updates
7. VSC Faculty Fellow nominations
8. Information item only: [VSC Early College Report to Legislature](#)

ITEM 1:
January 8, 2024 Minutes

**Minutes of the VSCS Board of Trustees' Education, Personnel, and Student Life
Committee meeting held Monday January 8, 2024 at 1:00 p.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 Monday, January 8, 2024 via Zoom.

Committee Members present: Megan Cluver (Chair), Karen Luneau (Vice Chair), Betsy Bloomer, Janette Bombardier, Shirley Jefferson, Jim Masland (1:49 p.m.), Perry Ragouzis

Other Trustees present: David Durfee

Committee Liaisons: Janet Bennion, VTSU Faculty Liaison to EPSL Committee
Hilary Linehan, VTSU Staff Liaison to EPSL Committee
Katherine Penberthy, CCV Faculty Liaison to EPSL Committee
Erin Wetherell, CCV Staff Liaison to EPSL Committee

Presidents: David Bergh, Joyce Judy

Chancellor's Office Staff: Beth Mauch, Chancellor
Jen Porrier, Administrative Director
Drake Turner, Director of Governmental & External Affairs
Yasmine Ziesler, Special Assistant to the Chancellor

Shared Services: Donny Bazluke, Network/Security Analyst
Sarah Chambers, Director of Learning Technologies
Sharron Scott, Chief Financial/Operations Officer
Patty Turley, General Counsel
Meg Walz, Director, Project Management

From the Colleges: Jennifer Alberico, Director of Online Teaching & Learning, CCV
Nolan Atkins, Provost, VTSU
Kelley Beckwith, Vice President of Student Success, VTSU
Jamia Danzy, Dean of Students, VTSU
Heather Duhamel, Faculty, VTSU
Barb Flathers, Executive Assistant to the President, VTSU
Glenn Evans, Executive Director for the Center for Agriculture & Food Entrepreneurship, VTSU
Jennifer Garrett-Ostermiller, Director of the Center for Teaching & Learning Innovation, VTSU
Leslie Johnson, Associate Academic Dean, CCV

David Kupferman, Dean, VTSU
Tatianna LeBlanc, Alumna, VTSU
Anne Simonds, Student, VTSU
Nicole Stetson, Associate Academic Dean, CCV
Debby Stewart, Dean of Academic Affairs, CCV
Beth Walsh, Co-President, VSCUP, VTSU

From the Public:

Ellen Kahler, Executive Director, Vermont Sustainable Jobs Fund
Pat Moulton, Central Vermont Recovery Officer
Andy Wood, Deputy Director of Agricultural Lending, Vermont
Economic Development Authority

1. Call to Order

Chair Cluver called the meeting to order at 1:03 p.m.

2. Comments from the Public

There were no comments from the public.

3. Approval of October 30, 2023 Meeting Minutes

Trustee Bloomer moved and Trustee Jefferson seconded the motion to approve the October 30, 2023 meeting minutes. The motion was approved unanimously.

4. CCV-VTSU Transfer Pathways progress update

Deborah Stewart, CCV Academic Dean, and Nolan Atkins, VTSU Provost, provided a status update on the continued Transfer Pathways work since the last report in October. Dean Stewart began by sharing that pathways between CCV and VTSU have been finalized for Psychology, Inclusive Childhood Education, Early Childhood Education, Accounting, Business, and Interdisciplinary Studies. They are nearing completion on pathways for Social Work and Nursing and have begun work on pathways for Respiratory Therapy, Dental Therapy and Radiological Science. A group has been formed by CCV and VTSU to focus on implementation. Provost Atkins added that each program that goes through the Optimization 2.0 process is also under consideration for CCV pathway development.

The Committee then heard from Tatianna LeBlanc, a recent graduate, and Anne Simonds, a student, about their experiences utilizing Transfer Pathways in Early Childhood Education.

Chair Cluver announced an endowed scholarship plan established in honor of the service of former chancellor Sophie Zdatny and her commitment to supporting VSC students in transfer pathways through the system.

5. Update on Vermont State Center for Agriculture and Food Entrepreneurship (CAFÉ)

Chair Cluver invited Glenn Evans, VTSU's Executive Director for the Center for Agriculture

and Food Entrepreneurship, to give the committee an update on the progress being made with support from grant funding and legislative appropriations. Mr. Evans shared the information contained on these [slides](#).

6. Vermont State Policy 102 new program proposal in Restorative Justice

VTSU President David Bergh introduced the new potential program in Restorative Justice as one where the interests of student, VTSU expertise and workforce needs intersect. Provost Atkins added background information for the genesis of the program. This program is proposing three credentials; B.S, A.S. and a certificate, and the courses will be offered with flexible options to attract a diversity of learners to the program. The entire program proposal can be found [here](#) on pages 20-52.

VTSU Faculty member Brandon Stroup provided an overview of the program proposal. The Committee asked when this approval goes before the Board that the University provide clarity on connectivity to CCV Pathways and how the 65 students will be recruited for the first class. Provost Atkins noted that the Faculty Assembly will be asked to consider this proposal in an upcoming meeting.

Trustee Jefferson moved and Trustee Luneau seconded the motion to recommend to the Board the approval of the new program proposal in Restorative Justice. The motion was approved unanimously.

7. Update on VSC Student Association Constitution revisions

Trustee and VSCSA President Ragouzis shared an update on the changes to the VSC Student Association constitution. The redlined version of these changes can be found [here](#) on pages 54-57.

8. Update on Vermont State University student government

VTSU Dean of Students Jamia Danzy provided an update on what students are focused on as VTSU continues to develop its student government. Dean Danzy shared some staffing changes made to provide consistency across the campuses for both staff and students. Trustee Ragouzis then shared the presentation found [here](#) on pages 59-61 describing the SGA Unification timeline. Chair Cluver asked for updates at future meetings on the mechanisms that VTSU is establishing to obtain the student feedback that informs the continued development of other aspects of the student experience at the VSC.

9. Presentation on AI and Pedagogy at CCV and VTSU

Jen Alberico, Director of Online Teaching and Learning at CCV, Nicole Otte-Stetson, Associate Academic Dean at CCV, and Jen Garret-Ostermiller, Director for the Center for Teaching and Learning Innovation at VTSU, provided a brief presentation on current efforts and collaborations to support faculty and innovate in pedagogy and curriculum in response to emerging generative AI technologies. This presentation can be found [here](#) on pages 63-69. Chair Cluver noted the plan to hear more on this subject in a future committee meeting.

10. Other Business

There was no other business.

Chair Cluver adjourned the meeting at 3:00 p.m.

UNAPPROVED

ITEM 2:
CCV student success update

CCV COMMUNITY COLLEGE OF VERMONT

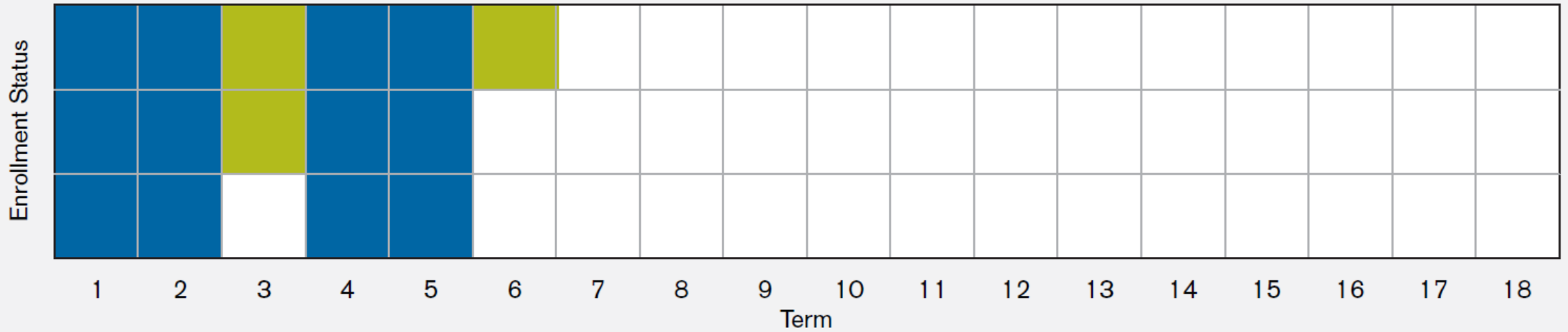
EPSL Committee

March 11, 2024

Traditional Enrollment Patterns

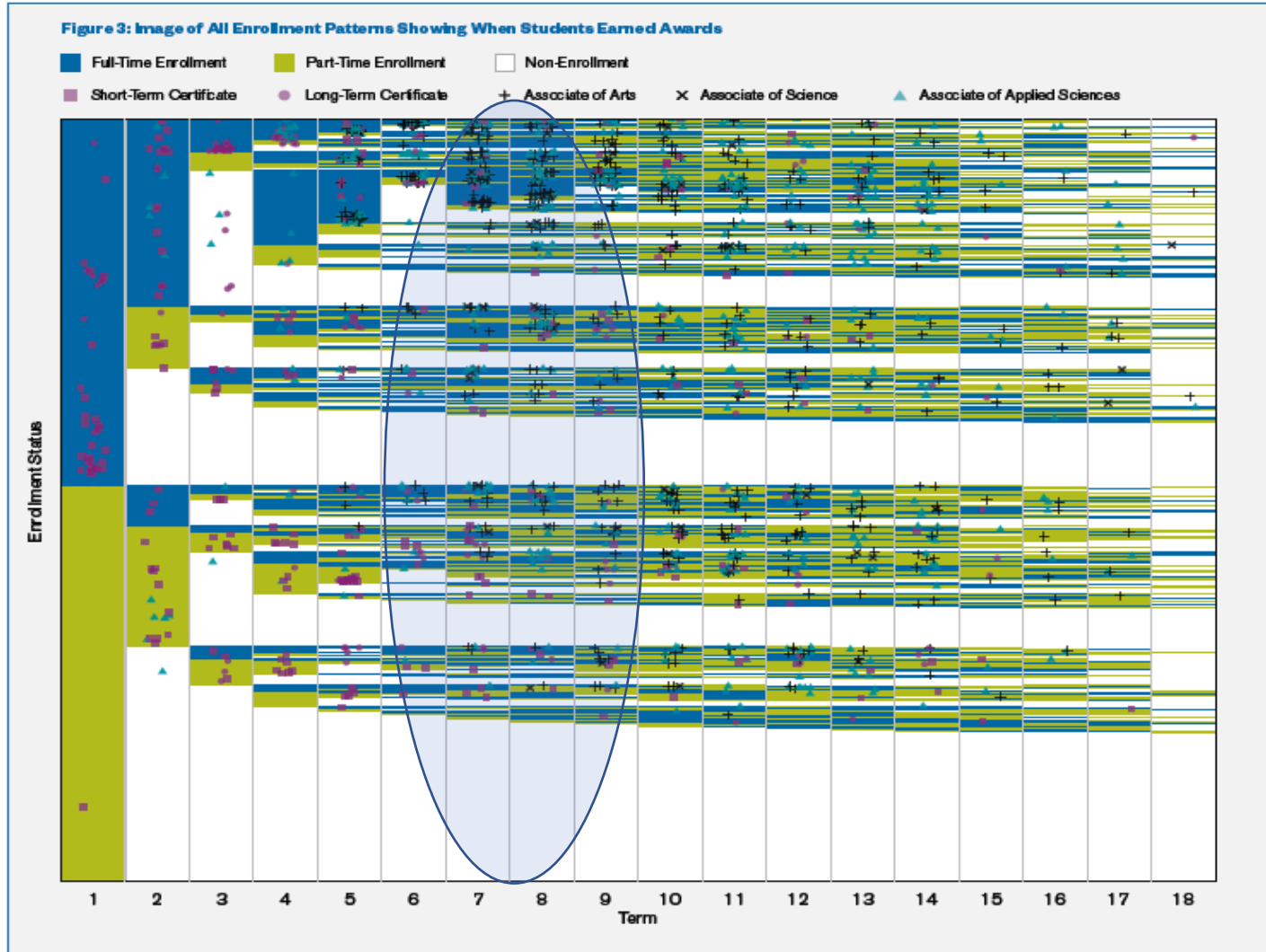
Figure 1: Image of Traditional Enrollment Patterns

■ Full-Time Enrollment ■ Part-Time Enrollment □ Non-Enrollment



Crosta, Peter M. *Trends in Enrollment Patterns Among Community College Students*. July 2013. ccrc.tc.columbia.edu, <https://ccrc.tc.columbia.edu/publications/trends-in-enrollment-patterns.html>.

Community College Student Enrollment Patterns

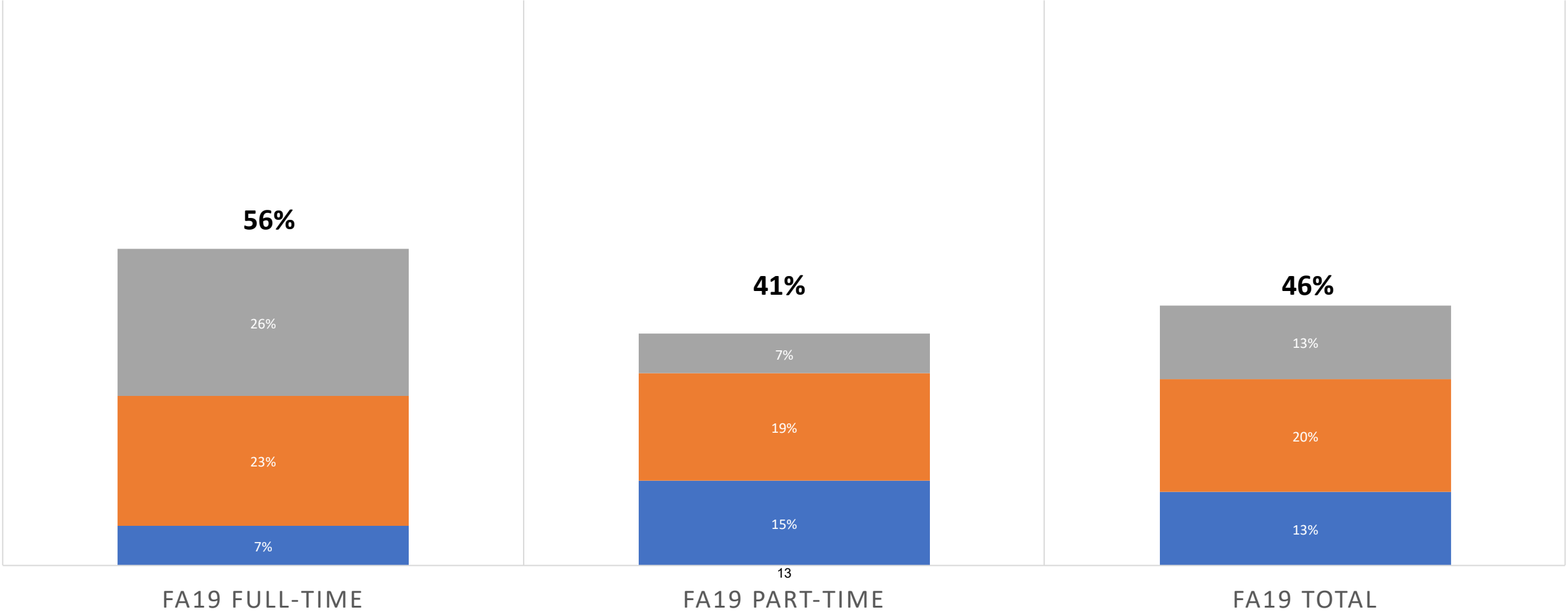


Crosta, Peter M. *Trends in Enrollment Patterns Among Community College Students*. July 2013. ccrc.tc.columbia.edu, <https://ccrc.tc.columbia.edu/publications/trends-in-enrollment-patterns.html>.

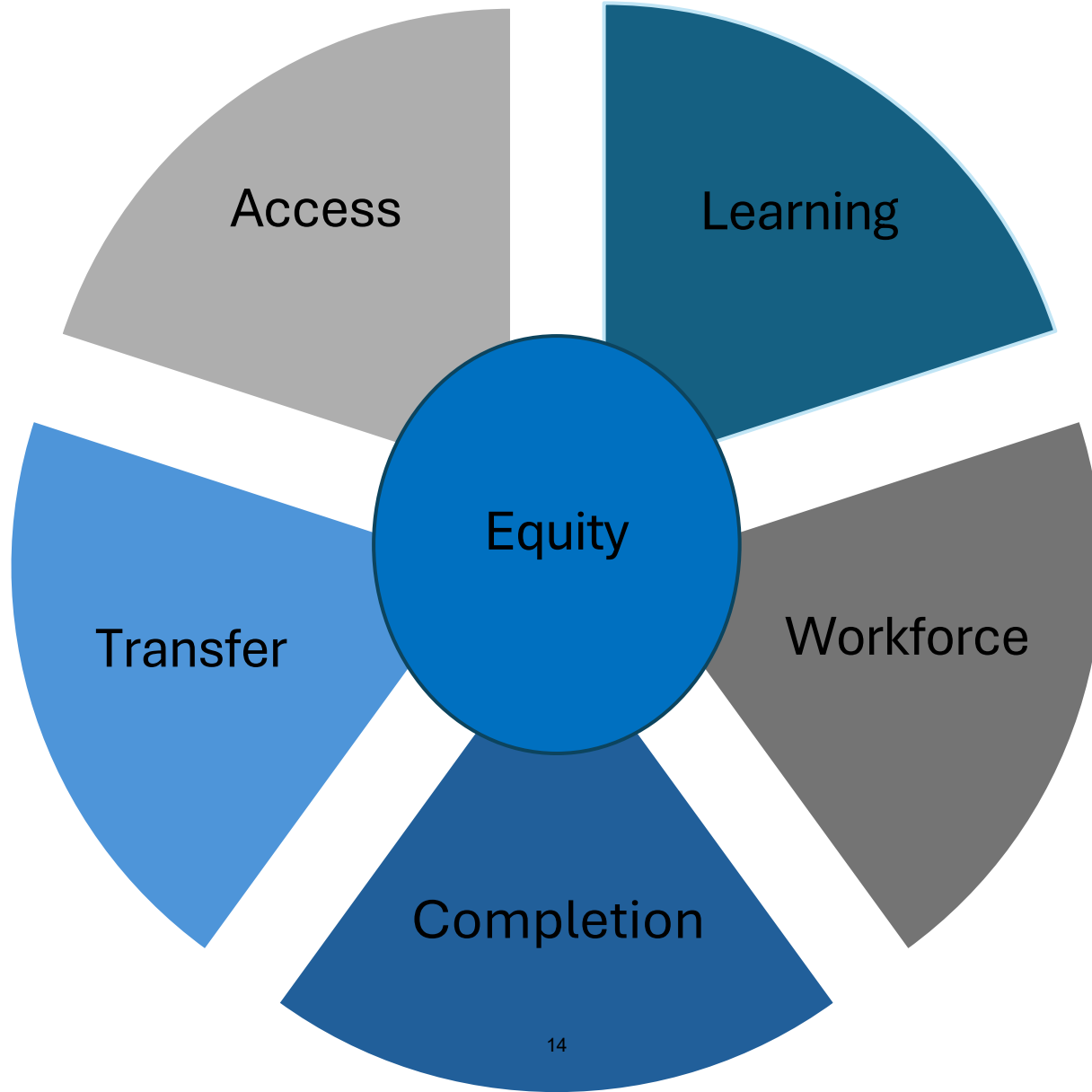
Advancement Rate: Percent of first-time, degree/certificate-seeking students who completed a credential within three years of enrolling at CCV. (IPEDS)

FALL 2019 ENTRY COHORT STATUS WITHIN THREE YEARS

■ Still Enrolled ■ Transfer ■ Graduate



Student Success Framework



YSCS Board of Trustees
Education, Personnel, and Student Life Committee

Access: CCV works to ensure high and equitable access to classes and services, with an emphasis on programs that lead to post-graduation success.

March 11, 2024



Enrollment

- Institutional enrollment
- Programmatic enrollment
- Regional enrollment
- Enrollment by modality



Access to Services

- Advising, financial aid, and career services
- Tutoring
- Basic needs and resource support

Learning: CCV students learn effectively in courses and programs, supported by excellent teaching.



Learning Success Indicators

Successful Course Completion

Withdraw/Drop Rate

PReCIP and Program Outcome Assessment
Data

Successful Completion of Gateway Courses



Teaching Success Indicators

Faculty Retention

Faculty Professional Development
Participation

Workforce: CCV students are well prepared for good jobs and rewarding careers.



CCV PROGRAMS
ARE ALIGNED
WITH VT LABOR
MARKET
DEMANDS



ADVISORY
BOARD
FEEDBACK



FIELD
EXPERIENCE
HOST FEEDBACK



APPRENTICESHIPS



*POST-GRADUATE
EMPLOYMENT/EARNINGS

**ASSESSED USING THE LIMITED DATA THAT
IS CURRENTLY AVAILABLE*

Completion: CCV

students earn a degree,
certificate, or other
credential that has value
in their lives

- # certificates earned
- % students who complete their Associate Degree (within 2, 3, and 6 years)
- Time-to-degree (momentum)

Transfer: Students who begin at CCV intending to earn a bachelor's degree do so after transferring.



Percentage of cohort students who transfer to a baccalaureate institution and are either enrolled at the institution or earn a baccalaureate (3- and 6- year snapshot)



Comparative feedback from receiving institutions on the success of transfer students versus students who began their education at the baccalaureate institution (native students).

Equity: All CCV students achieve high and equitable levels of success in each part of the framework.

Race and ethnicity

Gender

Income

Age

Special populations (secondary students,
Veterans, etc.)





Questions?

ITEM 3:
VTSU student success update



Vermont State University

Board of Trustees Education, Personnel & Student Life Committee
Vermont State University Student Experience
Kelley Beckwith, VP of Student Success
March 11, 2024

VTSU Student Experience Agenda

- A. Retention Update**

- B. Surveys & Strategic Action Items**
 - 1. Graduate Survey**
 - 2. First Year Advising Survey**
 - 3. Academic Support Survey**

Retention Update

Fall 2023 to Spring 2024

First-Time Students	Retained	Not Retained
First-Year (N = 549)	86%	14%
First-Generation (N=228)	82%	18%
Not First-Generation (N=259)	91%	9%
Pell Recipient (N=236)	80%	20%
Not Pell Recipient (N=313)	91%	9%
BIPOC (N=113)	86%	14%
White (N=399)	86%	14%

First Semester Retention Fall to Spring 2019-2023 for first-time students averaged 85%.

Transfer Students	Retained	Not Retained
Transfer (N=375)	90%	10%
First-Generation (N=174)	89%	11%
Not First-Generation (N=146)	91%	9%
Pell Recipient (N=169)	91%	9%
Not Pell Recipient (N=206)	89%	11%
BIPOC (N=29)	88%	12%
White (N=288)	90%	10%

First Semester Retention Fall to Spring 2019-2023 for transfer students averaged 87%.

2023 Graduate Survey: Strategic Actions in Response to Student Feedback

About the Graduate Survey:

Response Rates:

- The Graduate Survey was administered to all students who graduated in August 2022, December 2022, or May 2023.
- The survey was administered three weeks before graduation and closed in June 2023.
- Out of 1456 recipients, 646 students responded to the survey (45%).

Purpose:

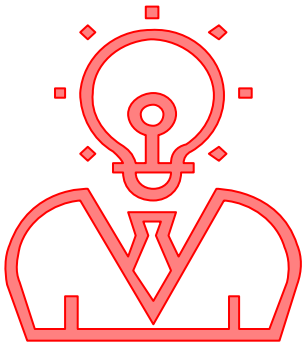
The survey aimed to gather data on the employment status, continuing education, experiential learning, extracurricular activities, and overall satisfaction with VTSU.



62%

Employed at graduation

- 84% Full-time
- 14% Part-time
- 2% Self Employed



17%

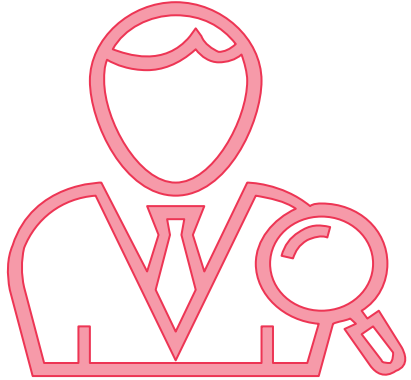
Pursuing further education

- 65% plan to pursue a graduate degree
- 26% plan to pursue an undergraduate degree
- 9% certificate program
- 43% plan to enroll at VTSU for continued ed



15%

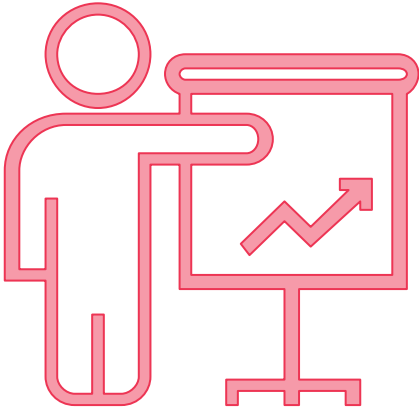
Actively seeking employment



86%

Engaged in Experiential Learning Opportunity

- 63% of the respondents engaged in multiple experiential learning opportunities, averaging 3 experiences per student



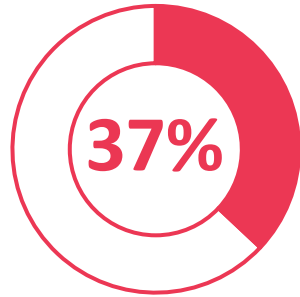
87%

Believe their employment is related to their studies at VTSU



63%

Utilized Career Development resources



Indicated they did not utilize career development resources.



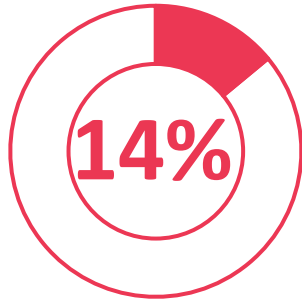
Indicated they found employment using an online job board or search.

ACTIONS

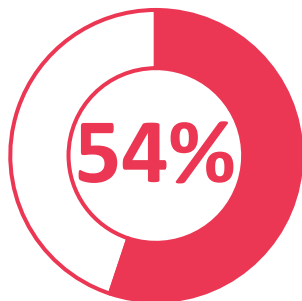
- To increase utilization of resources:
 - Developed comprehensive SharePoint internal website
 - Launched Canvas career modules: Intro to Career Development, Self-Assessment, Market Research & Major/Career Alignment

ACTIONS

- To increase success with online job boards:
 - Launched Handshake in November 2023 to streamline access and applications to job opportunities.



Did not participate in experiential learning



Indicated their internship was unpaid

ACTIONS

- To increase experiential learning participation rates:
 - Streamlining online internship application process
 - Utilizing Handshake for marketing, recruiting, and discovery of internship opportunities
 - Partnering with Workforce Development

ACTIONS

- To increase paid internships:
 - Developing funding sources through scholarships and grants to make internships more accessible to all

First Year Advising Survey: Strategic Actions in Response to Student Feedback



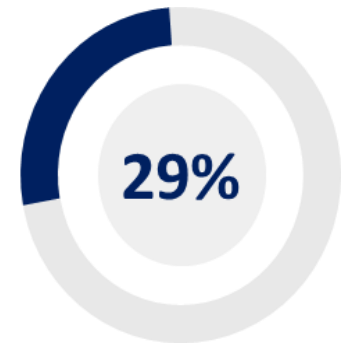
About the Advising Survey:

Response Rates:

- The First Year Advising Survey was administered to all students who were admitted for the fall 2023 semester (First year, Transfer and Early College/VAST).
- The survey was administered in the third and seventh week of the fall semester.
- Out of 1019 recipients, 691 students responded to the survey (68%).



First Year



Transfer

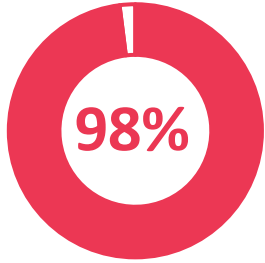


Early College/VAST

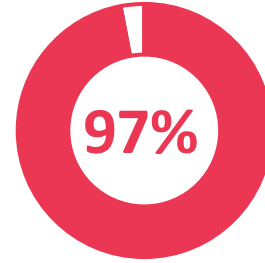
Respondents



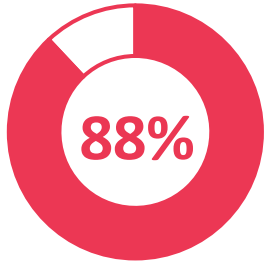
FIRST YEAR ADVISING SURVEY SUMMARY



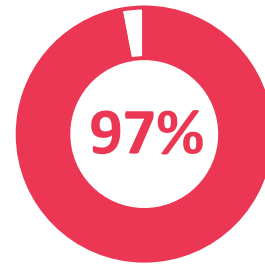
have access to assigned readings



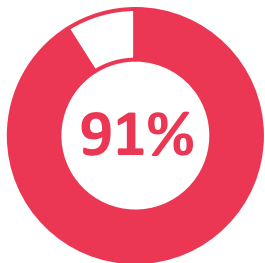
find their instructors engage them in the classroom



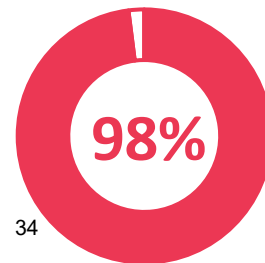
feel they belong at VTSU



indicate their instructors seem to care about their success



feel comfortable & safe at VTSU



say their instructors use the Canvas gradebook



**CASTLETON, JOHNSON,
LYNDON**

% report this is impacting ability to succeed in semester



VTSU ONLINE

% report this is impacting ability to succeed in semester



RANDOLPH/WILLISTON

% report this is impacting ability to succeed in semester



VTSU AVERAGE

% report this is impacting ability to succeed in semester

ACTIONS

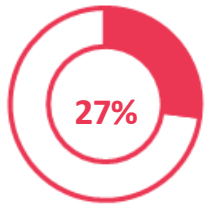
- Student Success Advisors certified in Mental Health First Aid
- Health & Wellness staff integrated in VTSU retention and student success committees and discussions
- Health & Wellness staff available at all main rural campus locations and online for Vermont students

FINDINGS



OTHER STUDENTS IN THE CLASS

% average of Sept & Oct Survey results



PARENTS/FAMILY MEMBERS

% average of Sept & Oct Survey results

ACTIONS

- Embed peer supplemental instruction in key courses
- Planning to further leverage peer leaders
- Develop a Parent/Family Portal, website, newsletter, etc. to ensure they have access to information that will help them support student success
- Parent programming during Summer Days

Retention patterns based on response to:

How committed are you to graduating from VTSU?

Fall 2022 First-Years into Fall 2023
(at Lyndon, Johnson, Castleton)

2nd Year Retention Status based on Sept. Survey Commitment Response	Very Committed	Pretty Committed	Unsure or Not Committed
Retained to 2nd Year Fall	70%	62%	42%
Not Retained to 2nd Year Fall	30%	38%	58%

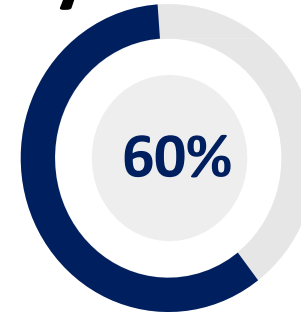
ACTION: Student Success Advisors will develop additional follow-up & support for students who respond: "Pretty Committed" or "Unsure or Not Committed" to this question.

Academic Support Survey: Strategic Actions in Response to Student Feedback

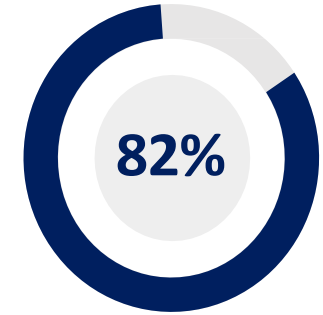
About the Academic Support Survey:

Response Rates:

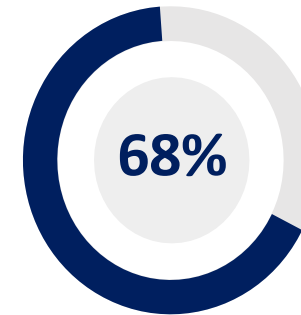
- Academic Support Student Survey was administered to all students enrolled in the fall 2023 semester.
- Out of 5,255 recipients, 938 students responded to the survey (18%).



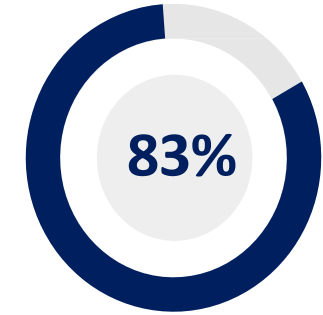
Female



**Caucasian/
White**



**25 yrs of age
or younger**



**83% Full-time
Students**

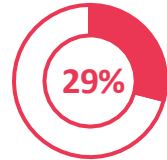
Respondents

Students rated the following services to be extremely helpful or very helpful.

% Extremely/Very Helpful	Service
85%	Drop-in Tutoring (in-person)
84%	Academic Counseling with Professional Staff
76%	Disability Services
78%	Personal Support
70%	Study Skills Development Workshops
67%	Financial Aid/Scholarship Counseling
64%	Drop-in Tutoring (online, excludes Tutor.com)

ALL VTSU CAMPUSES: Top Suggestions for Improvement

N = 194 comments. Only comments for the top 4 most frequently mentioned areas of improvement are shown here.



% of all comments

Raise student awareness

of Academic Support and/or Increase presence in the community



% of all comments

Increase Accessibility

via extended hours, alternate locations, or space reconfiguration within ASCs



% of all comments

Improve Communication

Especially email follow-ups and response time



% of all comments

Improve Delivery Methods

Especially increasing availability of in-person and drop-in or group sessions

ALL VTSU CAMPUSES: Actions for Improvement

N = 194 comments. Only comments for the top 4 most frequently mentioned areas of improvement are shown here.



% of all comments

Raise student awareness

of Academic Support and/or Increase presence in the community

1. Create marketing materials for campus digital displays, emails, social media, and flyers
2. Meet with faculty at least twice per semester to promote services



% of all comments

Increase Accessibility

via extended hours, alternate locations, or space reconfiguration within ASCs

1. Spring 2024 hours were adjusted based on fall data; continued budget review for expansion of drop-in hours
2. Coordination with Student Affairs and Library staff to pilot an alternate locations for drop-in tutoring



% of all comments

Improve Communication

Especially email follow-ups and response time

1. Slow response time to emails was addressed with the filling of a vacant support position
2. Additional training for Student Success Assistants
3. Completion of the VTSU online Directory



% of all comments

Improve Delivery Methods

Especially increasing availability of in-person and drop-in or group sessions

1. Continued promotion of Tutor.com as effective tool to meet tutoring needs
2. Pilot Supplemental Instruction for the Fall 2024, which includes an embedded peer SI Leader and class-specific group study sessions



ITEM 4:

VSC Policy 101 update and draft policy revision

VSC Policy 101 (PReCIP) Updates: Program Review & Continuous Improvement Process

EPSL Committee

March 11, 2024

Policy 101: Standards for High-Quality Programs

The purpose of Academic Program Review will be to determine the extent to which degree programs:

1. assist in meeting regional, state, and/or student needs;
2. integrate liberal, professional, and career study;
3. maintain currency;
4. achieve defined student learning outcomes as demonstrated through valid and reliable assessment processes;
5. utilize effective strategies for continuous improvement; and
6. help students prepare for life after graduation.

PReCIP 5-Year Cycle Overview



Prior year, Spring:

CCV & VTSU CAOs confirm programs, update report template; orient program report-writing leads.



Year 1:

Program report leads assemble information; draft report and future 5-year improvement plan; gather feedback from program faculty and external partners; finalize report for review by CAO and President.



Year 2, Fall:

CAOs convene program cluster review committees to review reports together and summarize results and improvement recommendations to COP; COP reports results of process to EPSL.



Years 2-5:

Programs implement annual activities per continuous improvement plan and recommendations.

Policy and Process Goals Remain the Same

Policy

- Board-defined standards for high-quality programs
- Systematic, continuous improvement approach
- Support for peer learning across program faculty and institutions

Process

- 5-year review cycle with annual improvement activities
- Incorporation of direct student and external partner feedback
- Use of common review template and data metrics¹
- Aligned with NECHE and program-specific accreditations

¹. See [presentation to EPSL](#) in 2019 detailing report template updates (“PreCIP 2.0”).

Anticipated Updates (May, 2024)

1. Streamline original policy language (eliminate unused procedures)
2. Establish common VSC program data dashboards with annual data
3. Include student and external partner (employers, competitor programs) feedback in report template
4. Revise 5-year review cycle and program clusters, include certificates
5. Establish joint CCV-VTSU approach to shared general education and embedded graduation standards
6. Refine focus of VSC cluster review committees
 - CCV-VTSU transfer pathways
 - Peer feedback on assessment and improvement activities



Manual of Policy and Procedures

PROGRAM REVIEW AND CONTINUOUS IMPROVEMENT PROCESS (PReCIP)	Number	Page
	101	1 of 3
		Date
		6/10/2024

PURPOSE

Consistent with its mission, the Vermont State Colleges system (VSC) is dedicated to providing academic programs that are of high quality and remain current. Towards that end, the VSC Board of Trustees adopts this policy in order to ensure that VSC institutions regularly engage in practices designed to foster the continuous improvement of programs. Through the procedures outlined in this policy, faculty involved in delivering VSC academic programs periodically, systematically, and collaboratively review evidence regarding their effectiveness in achieving desired student learning outcomes, and commit to making the changes needed to ensure continuous program improvement.

Thus the Board of Trustees charges the institutions with, and establishes guidelines for, the regular review and continuous improvement of academic programs. This policy applies to Title IV-eligible certificates, associate, baccalaureate, and graduate degree programs. Generally, three or four clusters of programs will be reviewed annually, establishing a five-year review cycle for all programs.

In adopting this policy, the Board affirms that the responsibility for program improvement rests ultimately with the institution President, who may at his/her discretion utilize additional procedures in order to improve the quality of one or more academic programs.

This policy is designed to complement Policy 109: Annual Enrollment Review.

STANDARDS

The VSC Board of Trustees has adopted the following standards for high-quality programs. The purpose of Academic Program Review will be to determine the extent to which degree programs:

1. assist in meeting regional, state, and/or student needs;
2. integrate liberal, professional, and career study;
3. maintain currency;
4. achieve defined student learning outcomes as demonstrated through valid and reliable assessment processes;
5. utilize effective strategies for continuous improvement; and
6. help students prepare for life after graduation.

SCHEDULE AND PROCESS

1. In the spring of each year, the Council of Presidents (COP) will recommend to the Board of Trustees' Education, Personnel, and Student Life Committee (EPSL) the programs/disciplines to be reviewed during the following year, how these programs should be clustered for review, and the report template and data metrics to be used. COP or its designees will also provide an orientation for program report lead writers.
2. During the report-writing year, program report leads will assemble information; draft report and future 5-year improvement plan; gather feedback from program faculty and external partners; and finalize the PReCIP report for review by the institution Chief Academic Officer (CAO) and approval by the President.
3. In the fall following the completion of the report, the CAOs will work together to convene program cluster review committees to review reports and summarize the results and improvement recommendations to COP; COP will report the results of the process to EPSL.
4. Programs that are nationally accredited as well as those approved by the State of Vermont's Results Oriented Program Approval (ROPA) process are required, as a condition of continued accreditation, regularly to engage in program outcome assessment and continuous improvement processes. For this reason, these programs will be exempt from completing a separate PReCIP report in step 2 above. CAOs will direct program cluster review committees to include the self-studies and/or follow-up reports received from accrediting associations in their consideration and summary report to COP and EPSL.
5. General education programs will...[TBD with assessment procedures under discussion by joint CCV-VTSU working group]
6. Each year EPSL will review the summary results and recommendations from COP and report on its review to the Board.
7. Each year following completion of a PReCIP report, programs will implement annual activities per the approved continuous improvement plan. Records of and data collected through these activities will serve as the primary sources of information to be used for the preparation of the next 5-year PReCIP report.

Signed by:

 Elizabeth Mauch, Chancellor

Date	Version	Revision	Approved By
4/20/2006	1.0	Adopted as "Review and Approval of Existing Academic Programs"	VSCS Board of Trustees

2/21/2013	2.0	Revised as “Program Review and Continuous Improvement Process (PReCIP)”	VSCS Board of Trustees
6/10/2024	3.0	Updated to reflect system transformation, streamlined procedures, and shared general education	VSCS Board of Trustees

DRAFT

ITEM 5:
Informational item only:
CCV-VTSU Transfer Pathways

CCV to VTSU Pathways, 2023-24

	CCV Program	VTSU Program	Finalized	Pending
1.	Accounting A.S.	Business Administration A.S. -Accounting Concentration	Yes	
2.	Business A.S.	Business Administration A.S. & Concentrations	Yes	
3.	Professional Studies A.S.	Business Administration A.S. & Concentrations		Drafting
4.	Behavioral Science A.S.	Psychological Science B.S.	Yes	
5.	Behavioral Science A.S.	Social Work B.S.W.		Drafting
6.	Behavioral Science A.S.	Criminal Justice B.A.-Restorative Justice Concentration		Drafting
7.	Behavioral Science A.S.	Criminal Justice B.A.		Drafting
8.	Early Childhood Education A.A.	Early Childhood Education B.S.-Online w/licensure	Yes	
9.	Liberal Studies A.A.	Inclusive Childhood Education B.S.ed	Yes	
10.	Liberal Studies A.A.	Interdisciplinary Studies B.A.	Yes	
11.	Liberal Studies with Specialization in Global Studies A.A.	Interdisciplinary Studies B.A.	Yes	
12.	Allied Health Prep Certificate	Nursing B.S.N. (Castleton campus)	Yes	
13.	Allied Health Prep Certificate	PN-ADN-RN-BSN Program available statewide	Yes	
14.	Allied Health Prep Certificate	Respiratory Therapy (AS.RSP)		Drafting
15.	Allied Health Prep Certificate	Dental Hygiene (BS.DHY)		Drafting
16.	Health Science A.S.	Nursing		Drafting

VTSU Transfer Information for CCV Students, <https://vermontstate.edu/admission/for-transfer-and-returning-students/for-ccv-students/>

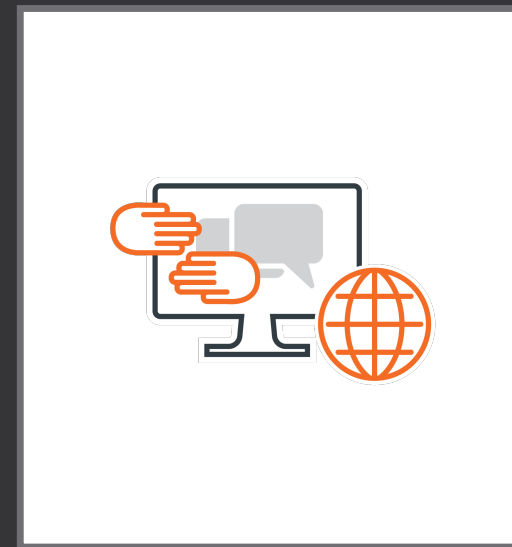
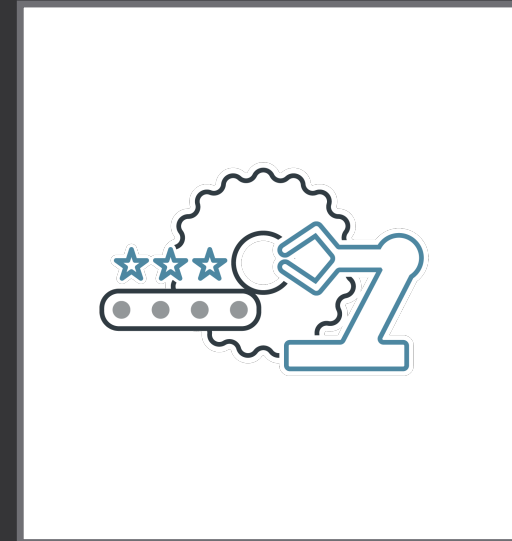
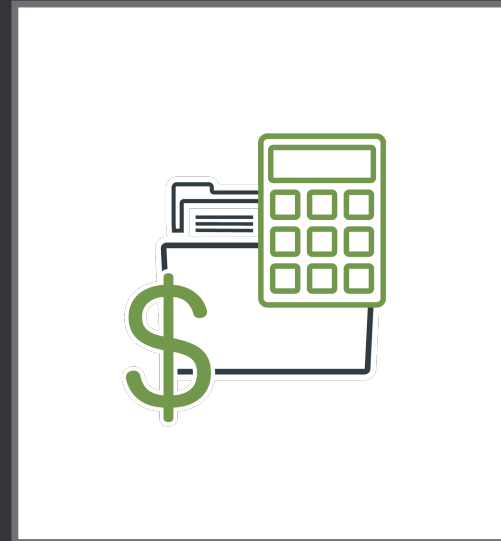
VSCS Structure under VT Transfer Guarantee

- Searchable list of all VTSU programs with guaranteed admission and those with 2+2 pathways
- Common 2+2 pathways template shared with students and advisors.
- Pathways built into self-service and degree audit/evaluation in Colleague, including course equivalencies.
- Linked from CCV transfer pages and search tool to VTSU landing pages.
- Admissions process – students apply to pathways program at any point during CCV program, pathway becomes active second program in system to support planning and advising.
- Benefits – simplified application, no fees, advising, potential scholarships and tuition discounts.

ITEM 6:
CCV and VTSU Workforce Development updates

Workforce Education at CCV

EPSL 3/11/2024



CCV Workforce Snapshot



Employer-Based Healthcare
Pathways



Workforce Grants



Business Partnerships



ECE and Cyber

CCV and the Workforce

Attending fall
'23 semester:
5,788

Attending CCV
each year (3
semesters):
10,693

Vermonters:
94%

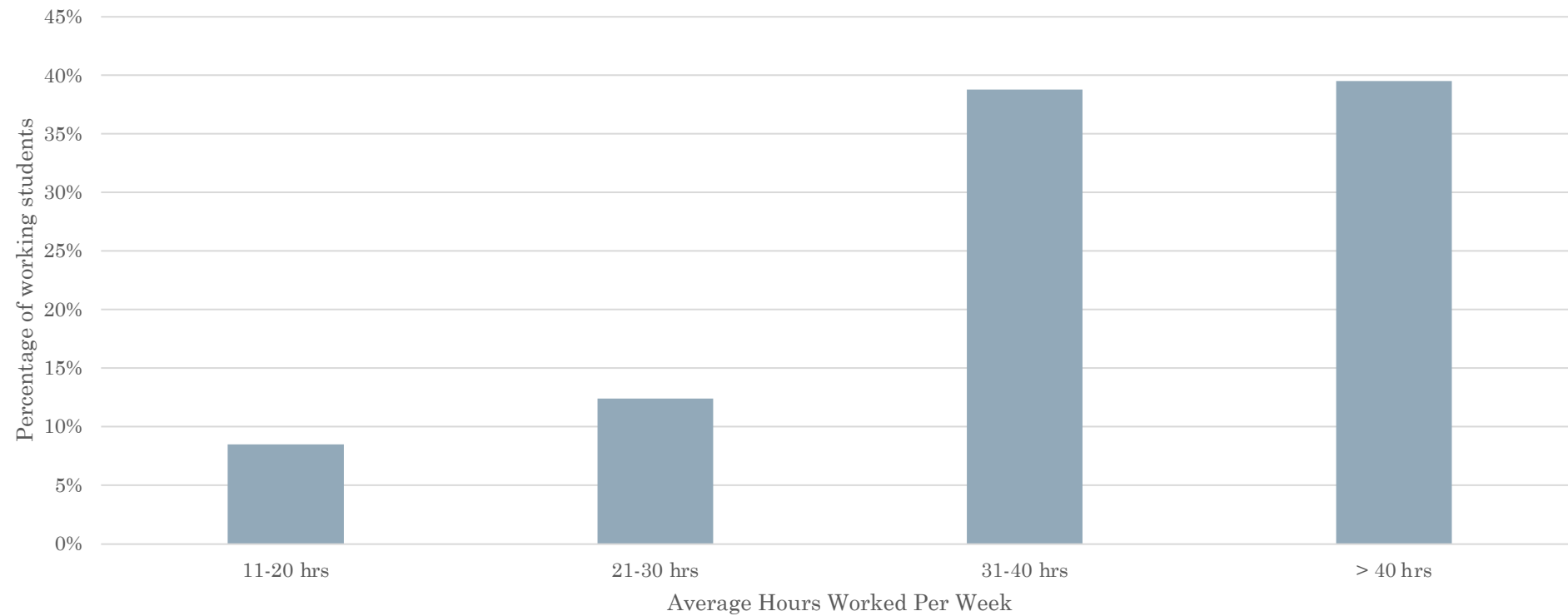
Average age:
26

Degree students
enrolled part-
time: 82%

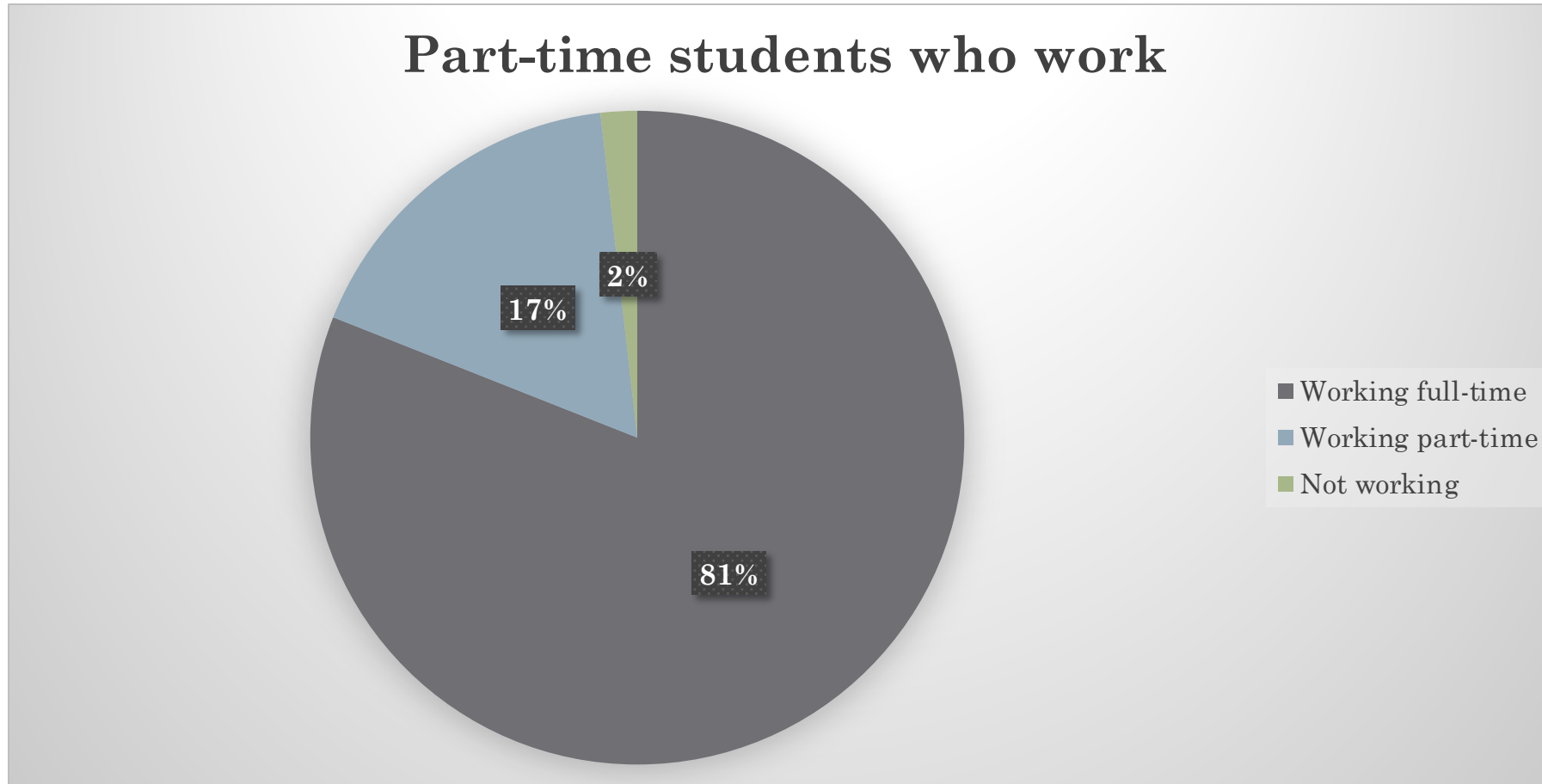
First generation
in their family to
attend college:
54%

CCV and the Workforce

The majority of 2023 CCV graduates aged 25+ worked full-time while attending CCV



CCV and the Workforce



Workforce Education at CCV

- Embedded throughout the college
- Our focus is credit-bearing courses on a pathway to degree
- CCV students **are** the workforce
- All students at CCV are considered CCV students, including those who come in through a workforce experience



Businesses access CCV courses and trainings in a variety of ways, including:



Sending

Sending employees to existing courses across the state in formats such as in-person, hybrid, synchronous online, and fully online.



Contracting

Contracting a course or workshop for their employees.



Customizing

Customizing a training to meet specific needs.

Healthcare Programs at CCV



1 meta major

Health Science Associate Degree



5 Certificates

Allied Health Prep
Clinical Medical Assisting
Community Health
Medical Billing and Coding
Pharmacy Technician



3 Apprenticeships

Pharmacy Technician
Medical Assisting
Medical Billing and Coding

Employer-Based Healthcare Pathways

- CCV and VTSU partner with several hospitals and organizations statewide to offer pathways into nursing and respiratory therapy.
- Many of these pathways are registered pre-apprenticeships at CCV that become apprenticeships at VTSU.

LNA – LPN Pathway

- Began as a partnership between CVMC and the VSCS in 2019.
- A unique model of “earn while you learn”, this program increases the nursing pipeline by enrolling current LNAs into a registered pre-apprenticeship at CCV that lead to an apprenticeship in nursing at VTSU.
- The first RNs and LPNs from the original cohort graduated this summer.
- The newest cohort is currently in classes at CCV.



Healthcare Pathway Partners

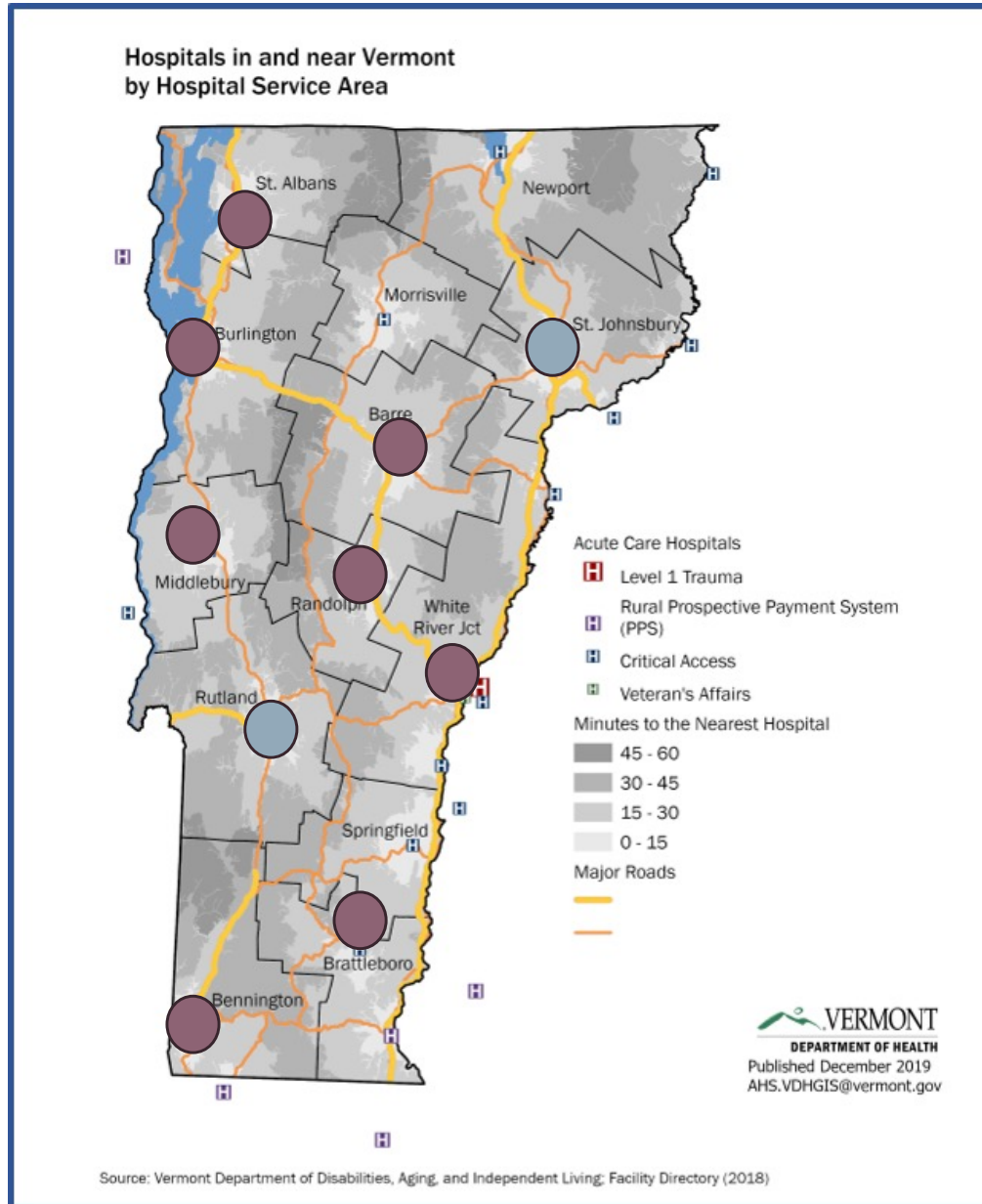


Partner Organization	Program
Central Vermont Medical Center (CVMC)	LPN Pathway
UVMHN VT Partners	LPN Pathway
UVMHN RT (all partners)	Respiratory Therapy
Mt. Ascutney Hospital & Health Care (MAHHC)	RN Pathway
Northwestern Medical Center (NMC)	RN Pathway
Southwestern Vermont Medical Center (SVMC)	RN Pathway
University of Vermont Medical Center (UVMHC)	LNA-RN
University of Vermont Health Network Home Health & Hospice (UVMHN HHH)	Preparatory Courses
Gifford Medical Center	RN Pathway
Brattleboro Memorial Hospital	Medical Assisting



New Partnerships Forming





Current
New

Statewide reach of employer-based healthcare programs

UVM Health Network, Vermont State University, Community College of Vermont Welcome Students to Revitalized Respiratory Therapy Training Program

Two-year program to address a shortage of critical inpatient and outpatient care team members



Workforce Grant Projects

CCV applies for and manages several grants. Two of our current grants include:

- The **Vermont Career Advancement Program (VCAP)** is a grant-based partnership between HireAbility Vermont (formerly the Division of Vocational Rehabilitation), CCV, and Vermont Technical College. This program seeks to build state-wide systems to reduce barriers and increase access to high-wage career pathways for Vermonters with disabilities.
- **Northern Borders Workforce Opportunity for Rural Communities**
CCV was awarded just over \$1.2 million for a Career Pathway Program that will prepare individuals for high-wage, high-growth careers. This project will also actively engage local companies and organizations to establish a network of job shadow host sites, apprenticeship locations, and employers to hire participants.

VERMONT CAREER ADVANCEMENT PROJECT (VCAP)

When it comes to finding a good career path, 'Earn & Learn' programs, such as paid credentialed training, internships and apprenticeships, as well as post-secondary courses and programs, are proven strategies to help workers gain skills and enter well-paying employment. However, for individuals with disabilities, gaining access to these credentialed opportunities can be difficult.

HireAbility Vermont is leveling the playing field with VCAP, a statewide initiative that supports quality career pathways for Vermonters with disabilities—opening access to programs that lead to high-wage, high-quality careers.

CHANGING THE PARADIGM

VCAP provides an exciting new 5-year investment in changing current standards by utilizing an extensive statewide network of employers and credentialed training providers. This effort will be implemented across Vermont, incorporating a range of on-ramps to progressive education options.

SOME OF OUR TARGETED CAREER PATHWAYS INCLUDE:

- Advanced Manufacturing
- Financial Services
- Healthcare
- Skilled Construction Trades
- Information Technology

Our goal is to improve and maximize competitive integrated employment outcomes, economic self-sufficiency, independence and inclusion. By connecting employers and credentialed training providers with candidates throughout Vermont and beyond, we can create a system that benefits all Vermonters.

LET'S GET TO WORK.
TALK TO A BUSINESS ACCOUNT MANAGER TODAY:

HireAbilityVT.com | 866-879-6757

Vermont Career Advancement Project

March 11, 2024



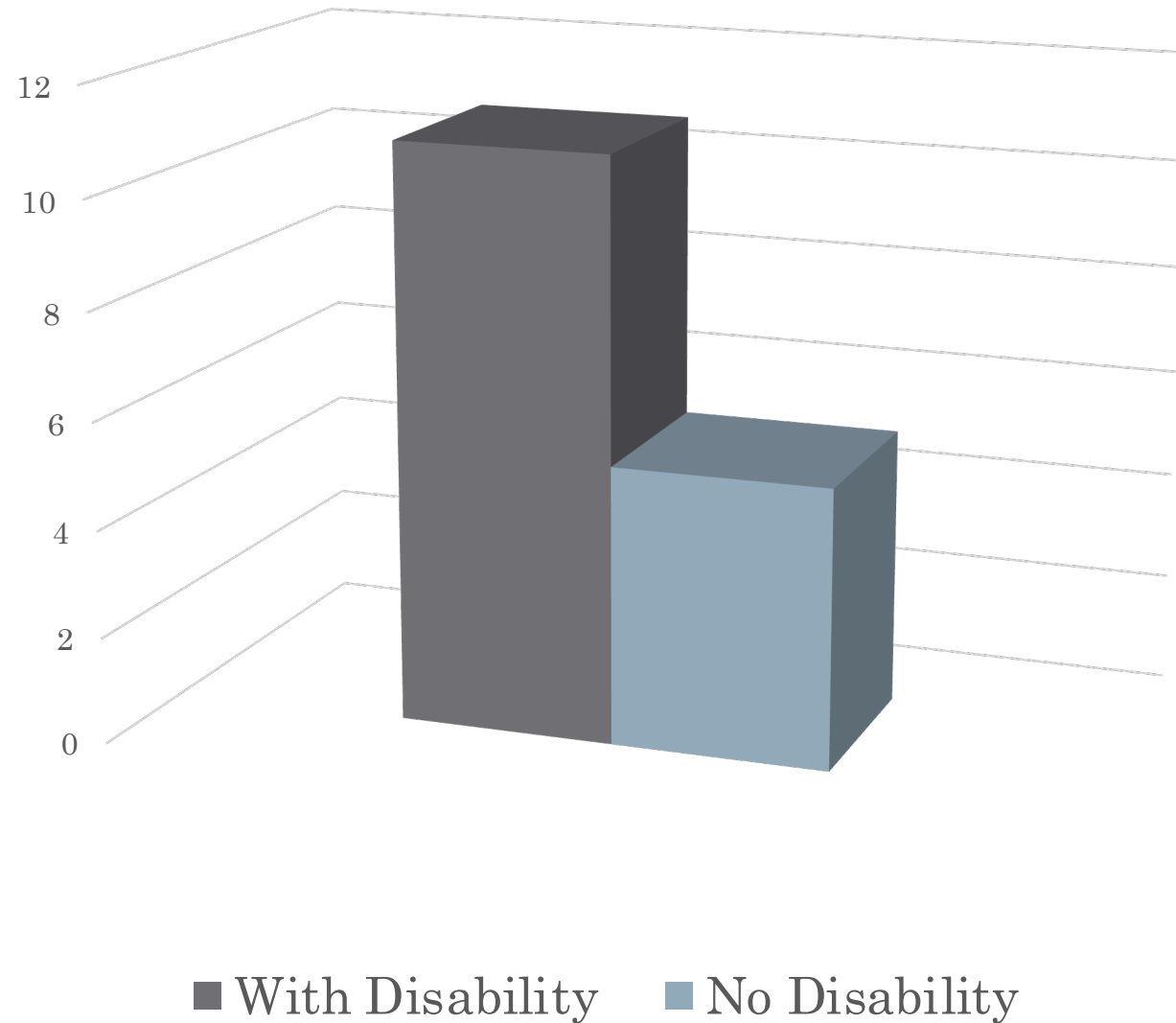
Overview: 5-year grant from the US Department of Education, awarded to HireAbility. CCV and VTSU are subawardees.



Purpose: To build statewide systems to reduce barriers and increase access to high-wage career pathways for individuals with disabilities.



Includes: Specialized career navigators at CCV, VTSU, and across the state at Hireability offices. Focused on credentials, apprenticeships, pre-apprenticeships and degrees.



Why VCAP?

2021 Unemployment
Rate in US by
disability status

VCAP Spring 2024

Numbers

54 students enrolled

Referrals have begun for SU24

5 students completing SP24

Top Interests

Healthcare

- Billing and Coding
- Behavioral Science
- Pre-nursing

NBRC WORC Grant (CPEP+)

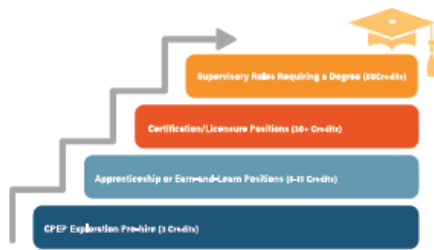
CCV was awarded just over \$1.2 million for a Career Pathway Program that will prepare individuals for high-wage, high-growth careers from the US Department of Labor and the Northern Border Regional Commission

This project will actively engage local companies and organizations to establish a network of job shadow host sites, apprenticeship locations, and employers to hire participants.

The program will include college credits, paid job shadows, and credentials including apprenticeship. All experiences will be imbedded in a pathway to degree, allowing for participants to continue their education upon completion.

CAREER PATHWAY ENTRY PROGRAM (CPEP)+

CPEP+ combines college classes with industry-recognized credentials and paid job shadows, and leads to an apprenticeship or other earn-and-learn opportunity with businesses across Vermont.



JOB SEEKERS:

- Gain an edge in the job market
- Explore interests, develop skills, and define strengths.
- Earn college credit
- Participate in job shadows
- Complete in just 6 weeks
- Earn up to \$560!

Get on the fast track to a high-wage, high-growth career in these fields:

MANUFACTURING



HEALTHCARE



HUMAN SERVICES



EXPLORE THE OPTIONS AND LEARN MORE:

[CCV.EDU/CPEP](https://ccv.edu/cpep) **CCV** COMMUNITY COLLEGE OF VERMONT

CCV is committed to non-discrimination in its learning and working environments for all persons. All educational and employment opportunities at CCV are offered without regard to race, creed, color, national origin, marital status, sex, sexual orientation, gender identity, veterans status, or any other category protected by law. CCV is an equal opportunity employer. Auxiliary aids and services are available upon request to individuals with disabilities.

Earn and Learn

- CPEP+ allows for job seekers to earn college credit while being paid to explore a new career pathway.
- Embedded credentials and pathways to apprenticeship offer a true stackable experience.
- Employer buy-in from the start gives opportunities for job shadows and employment.

Career Pathways Industry Partnerships

Early engagement of businesses in CPEP+ includes a cross-industry, statewide approach.

- BETA Technologies
- Copley Hospital
- Counseling Service of Addison County
- Darn Tough Vermont
- Health Care and Rehabilitation Services of Southeastern Vermont
- Green Mountain Support Services
- Northeast Kingdom Human Services, Inc
- OnLogic
- United Counseling Service, Inc
- Hazelett Strip Casting Corp
- Columbia Forest Products
- Lincoln Street Inc
- Laraway Youth and Family Services

Quote from the BETA website

“CCV is an important workforce development partner for BETA. We are collaborating to establish a Manufacturing Production Technician apprenticeship built on the Certified Production Technician (CPT) certification to support the workforce needed for the production of our electric aircraft. The CPT certification is a national standard for production certification and the most widely adopted production-level certification in the state. We are also excited to partner on the Career Path Entry Program- an exciting opportunity for Vermonters to explore exciting careers in manufacturing!”



Early Childhood Education

- CCV has a contract with Agency of Human Services/Child Development Division to provide professional development support and services for early care and learning professionals through Northern Lights at CCV.
- In partnership with the Child Development Division, NL supports more than 7,000 providers with their professional development documentation.
- In fall 2023, 413 students were enrolled in the ECE associate degree, and 42 students were enrolled in the childcare certificate (another 9 were enrolled in afterschool & youth work and ECE admin certificates).

AACC Cyber Skills for All

- Managed by American Association of Community Colleges with funding from Microsoft
- Three-year initiative to build a community of practice focused on cybersecurity pathways through community colleges to support economic development.
- CCV was one of a dozen community colleges selected to participate in the third cohort, 2024-25.



AACC Cyber Skills for All

- Purpose is to build, support, and promote cybersecurity programming, enrollment, and curriculum.
- Strengthen CCV's Cybersecurity & Networking Certificate and IT degree programs.
- Increase participation of students from groups historically underrepresented in IT.
- Connect students to cybersecurity scholarship funding from Microsoft.
- Engage workforce leaders to prioritize cybersecurity talent development with economic development leaders.
- Participate in a community of practice & one-on-one monthly meetings with AACC & Microsoft.



**Vermont State
University**

OFFICE OF WORKFORCE, COMMUNITY,
& ECONOMIC DEVELOPMENT

Sarah Truckle - VP Business Operations





Our mission :

Meet the needs of the Vermont workforce by linking VTSU's capabilities to employers to upskill qualified employees

To enhance Vermont employers' capabilities and make employers more competitive in an ever changing marketplace.

Vision for WCED at Vermont State University (VTSU)



Center for Agriculture & Food Entrepreneurship

- **Where are we going?**
 - EDA grant work to determine viability of a new agriculture program at VTSU
 - Offer expand federal and state mandated trainings such as workers protection and equipment safety trainings.
 - Meat Processing Facility and Training
 - Regional specialty or workforce need trainings
 - The Art of Maple Sugaring
 - Vermont beer-making

Center for Agriculture & Food Entrepreneurship

- Approximately a dozen certificate training programs in agriculture, food and forests including, organic certification, wetlands delineation, welding, grafting, artificial insemination of dairy cattle, butchery, and distilling.
- Serve current industry (e.g. meat processing, natural resources, farms etc.) looking to re-skill or upskill.
- Cost of \$450-1,200 per person.
- Serving 106 people annually

Center for Schools

- **Provides professional learning to schools, districts, state agencies, professional organizations and non-profit partners involved in educating children birth-grade 12 across Vermont and beyond.**
 - Meet with administrators from schools and districts to determine professional learning needs and supporting the development and facilitation of that learning in those educational environments.
 - Asking educational experts to craft courses in content areas that will resonate with the field and marketing them across the state (and beyond) to educators.
 - Partnering with organizations and agencies to credit professional learning they have already developed
- 380+ courses offered per year
- Offer institutes, workshops, trainings, conferences, and symposiums on various topics, usually in collaboration with the Vermont Agency of Education.
- \$1.4M gross from course offerings in FY23

Center for Schools

- **Where are we going?**

- Increase our many partnerships with schools and districts and with state agencies, professional organizations, and non-profit partners.
- Non-Credit Professional development with micro-credentials (e.g. school counselors)
- Expansion of course offerings in high-demand areas:
 - Trauma informed practices
 - Social Emotional Health
 - Early Childhood Education

Center for Workforce & Professional Education

- **Provides professional training and continuing education to employers and Vermont's workforce to upskill and meet high demand job areas.**
 - Electrical and Plumbing Apprenticeships
 - Advanced Manufacturing Apprenticeships
 - Wastewater Trainings
 - Testing Center
 - Online non-credit trainings
 - SHRM-CP/SCP and SHRM Essentials (Human Resources/Small Business Owners)
- **Net Contributions of \$513K in FY23**

Center for Workforce & Professional Development

- **Where are we going?**
 - Engineering Bridge Program
 - Expand Manufacturing Apprenticeship Programs
 - Online trainings in semiconductor industry
 - New trainings in partnership with industry imbedding IRCs
 - STEP Pipeline Grants
 - Building our training bench

Center for Entrepreneurship and Innovation

- **CIE creates opportunities for companies to collaborate with VTSU faculty and students in meaningful programs that positively impact the Vermont economy.**
 - Sustainable Training Building and Outdoor Recreation
 - 86 participants
 - Global reach as recognized at the International Trail Symposium in April 2023
 - Do North Coworking
 - 409 participants
 - Vermont and New Hampshire served
 - Forest Accelerator
 - 36 participants
 - International Program

- Net Profit of \$82K in FY23

Center for Entrepreneurship and Innovation

- **Where are we going?**
 - Do North Co-Working EDA Build to Scale and expansion in St. Johnsbury
 - Create industry standard in Sustainable Trail Skills Log Book pilot



IT Development

- Workforce integration into Colleague/Slate
 - Communications
 - Data integration
 - Instant Enrollment/Registration
 - Learners enroll online with payment mechanism through employer/self pay

ITEM 7:
VSC Faculty Fellow nominations



Office of the President
PO Box 500
Randolph Center, Vermont 05061

Tel: 802.728.1252
Email: President@VermontState.edu

February 29, 2024

Chancellor Elizabeth Mauch
Vermont State Colleges

Dear Chancellor Mauch,

I am pleased to endorse the nominations of **Professors Anne Slonaker (Education) and Michael Talbott (Communications)** to receive Faculty Fellow recognition for 2024-2025.

Both of these nominees have demonstrated significant accomplishments in their teaching, research, and service. They also have each received the enthusiastic support of their colleagues, as you will see in the attached materials.

Professors Sloanker and Talbott represent the best of VTSU with their commitment to our students and their development as the driving motivator of their efforts. We are fortunate to have them and would be wise to recognize them with this distinction.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "David Bergh".

David Bergh, Ed.D.
Interim President



David Bergh, Ed.D.
Interim President
Vermont State University
P.O. Box 500
Randolph Center, VT 05061

Dear President Bergh:

It is my pleasure to support the nominations of both Professors Anne Slonaker (Education) and Michael Talbott (Communications) as Faculty Fellows for 2024-2025.

Notably, both of these faculty were enthusiastically nominated by colleagues for these fellowships, as you will see from the enclosed. Based on these nominations, it is clear that both of these faculty members would be exemplary Faculty Fellow, continuing their research and service in their respective fields.

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

Sincerely,

A handwritten signature in black ink, appearing to read "Nolan T. Atkins".

Nolan T. Atkins, Ph.D.
Vice President of Academic Affairs, Provost

Enclosures

Nolan T. Atkins, Ph.D.
Vice President of Academic Affairs, Provost
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Nolan T. Atkins, Ph.D.
Vice President of Academic Affairs, Provost
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March 11, 2024

Dr. Monica McEnery
Vermont State University - Castleton
Education Department
(802) 989-8274
monica.mcenery@vermontstate.edu

December 15, 2023

Dear Dr. Atkins -

I nominate Dr. Anne Slonaker for the role of Faculty Fellow for VTSU, 2024-25. Dr. Slonaker is an instrumental part of the VTSU Education Department and has been a tenured Professor of Education at Castleton for many years. She is the heart of our department and a constant advocate for students, for equitable systems and structures in education, and for effective literacy practices within K-12 classrooms and beyond. She also is a constant support to her colleagues, providing leadership in ways that are both explicit and implicit. Anne served as Chair of our department for several years and has been engaged in the Faculty Federation. She is always present, is one of the best listeners I know, and is a "public intellectual" - one whose research is deep and relevant and who is able to speak and present about it in ways that make sense and feel relevant to her audiences.

Dr. Slonaker is a highly respected member of our campus and broader community, and her previous year-long research initiative, in which she studied literacy practices during a "Literacy Listening Tour" has helped deepen our understanding of literacy as a critical component of learning. Her holistic perspective has been shared with pre-service and practicing teachers and has made a difference to countless educators in the public school environment and, therefore, to countless children. Anne is the epitome of a knowledgeable and compassionate educator.

I have seen Anne connect with undergraduate and graduate students in exceptional ways. They flock to her door so that she may advise them, and she is the first to encourage individuals to pursue their passions. She puts democratic practices at the forefront of her teaching and is supportive in all ways possible.

In addition to her undergraduate teaching responsibilities, meaningful coursework, and deep research, Dr. Slonaker has engaged in graduate thesis support and in community initiatives. I had the privilege of hearing her present about her Literacy Listening Tour at the VTSU Academic Excellence Conference and am continually impressed by the way she leans into controversial issues with a whole heart and deeply thoughtful perspective. Anne is always there when challenges present themselves, and she sees projects and events through to satisfying completion.

Thank you for considering the one and only Dr. Anne Slonaker as VTSU Faculty Fellow. If you have any questions at all, please contact me.

Sincerely,



Dr. Monica McEnery



Vermont State University

December 14, 2023

Dr. Atkins,

It is with great enthusiasm that I write this letter to nominate Dr. Anne Slonaker as VTSU's 2024-2025 Faculty Fellow. Dr. Slonaker's work in literacy impacts our teacher education program and Vermont policy initiatives. Dr. Slonaker's research encompasses over 20 years of dedication and a recent year-long sabbatical in which she researched literacy practices across the state of Vermont.

Dr. Slonaker's work greatly informs our Education program. Anne teaches literacy courses that span undergraduate early childhood, elementary, and secondary education as well as graduate courses. Even before she engaged in her sabbatical work, Anne's courses on "Disciplinary Literacy" and the "Ill Structured Problem" were well received at National Conferences in English and Special Education. Her knowledge of literacy allows her to develop strong relationships with the community to create meaningful placement opportunities. Recently, Anne and I completed a semester long literacy project with Mettawee Community School (MCS). At MCS, Anne connected with the principal and teachers. Anne utilized her sabbatical research to recognize strong practices while assisting the school in re-thinking the role of curricular changes. Her commitment to the learning needs of pre-service teachers should be commended. In the midst of literacy controversy, Dr. Slonaker presents students with all sides of the debate ensuring that they are prepared to walk into any school, using any curricular program, and teach in a way that reaches all students and centers social justice.

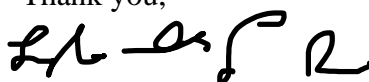
Dr. Slonaker's research also influences the daily strategies that practicing teachers implement and informs Graduate work and thesis projects. As a professor in the graduate program, Anne has guided theses on various literacy related topics like: Kalb's work, "Exploring the Relationship between Oral Fluency, Intrinsic Motivation to Read, and Reading Self-Efficacy for Adolescents in Intervention" and Richer's "The Exploration into Culturally Responsive Pedagogy in Vermont." In Introduction to Educational Research Anne served as a guest lecturer providing guidance on educational research, literacy practices, and qualitative methods. She encourages students to think beyond their current understanding of research and reach into their passions. This, Anne describes through her discourse analysis of a lend a book listserv of Phish participants in the mid 2000s!

Connecting her musical passion to her work is evidence of the ways in which literacy and research are pervasive influences in her life. It is this commitment to the field of literacy that brought me to nominate her as a Faculty Fellow. Anne has been committed to the field of literacy since her undergraduate work. Since then, she pursued a PhD in Curriculum and Instruction with a concentration in Literacy. And, most recently Anne completed a meta-analysis of literacy practice to guide her listening tour of Vermont educators. The current controversy surrounding literacy practices has left educators and administrators fumbling through curricular packages and choosing one side or the other in the great “Reading Wars.” However, Anne transcends the reductive arguments currently plaguing our understanding of literacy by diving deeply into the work and exploring that which our teachers know and understand. She provides students, Education Department faculty, and indeed, anyone interested in listening an understanding of literacy that goes beyond the Science of Reading.

Dr. Anne Slonaker’s depth of literacy knowledge reaches beyond theoretical undertakings in pre-service to the daily practices and interventions in schools. From VTSU to the Statehouse to National service concerning policy work, Anne is a fierce advocate for all Vermont students. For example, she presented twice to the House Education Committee on Vermont’s literacy practices and serves as a Policy Analyst for the state of Vermont through the National Council of Teacher’s English.

Dr. Atkins, I thank you for your consideration of Dr. Anne Slonaker as Faculty Fellow for the 2024-2025 school year. Anne’s commitment and passion to literacy education are an example of that which a Faculty Fellow should embody. Literacy research is her life! Anne is an integral member of our department, our community, and the field of literacy research.

Thank you,



Leigh-Ann L. Brown, PhD
Associate Professor of Special Education
VTSU-Castleton

To: VSC Faculty Fellow Committee

Dear Colleagues,

Please accept this letter of nomination in support of Prof. Michael Talbott as VSC Faculty Fellow for academic year 2024-2025.

It would be difficult indeed to overstate our respect and appreciation for the tireless, selfless, and effective leadership Professor Talbott provides. He combines a thorough, agile, open, and inclusive approach to academic governance with a visionary arc for curriculum development to meet the future demands of institutional success. His contributions to faculty and student success are characterized by thoughtful presence, constant availability, forethought, and conscientious practice in handling academic affairs. His impeccable approach to serving students and faculty alike, and his general completeness and follow through on all matters great and small, serve as a de facto template for administrative effectiveness.

In the classroom, Talbott is famously prepared, forward thinking, and engaging. He is known for drawing students into deeper conversation on topics they might not otherwise encounter, using the medium of foreign and domestic film. His methodology of film analysis is far from passive, requiring students to actively edit feature films to create persuasive presentations in support of their ideas, engaging them in the mechanics of visual narrative and storytelling.

Talbott is active in service to the university, serving as Castleton University, Department of Media & Communication Chair from 2017 to 2023. He was subsequently elected by his colleagues to lead the expanded Arts, Humanities and Communication Department under the new Vermont State University system. Talbott's tenure as departmental lead showcases development of enhanced opportunities for student achievement, matching pace with trends in technology and industry:

- Development of a new sound studio for Castleton Internet Radio, replacing the defunct Castleton radio station

- Creation of new curriculum for podcasting

- In consultation with the Rutland Economic Development Corporation, Talbott initiated creation of the Castleton Content Lab, a student-led, student-run creative agency through which students work with regional municipalities, public entities, non-profits, and community organizations to develop public facing graphic design and video content supporting regional revitalization initiatives.

- Principal architect of the Capstone Portfolio Development class, recognized by students as invaluable to their career development and preparedness

His record of institutional service further includes:

- Director, Castleton International Film Series (2015-2020)
- Coordinator, Cinema Studies Program (2014-2023)
- Coordinator, Castleton Honors Academic Program (2017-2023)
- Advisor, Castleton Radio Station (2017-Present)
- Executive Council of the Faculty Assembly (2016, 2020-2023)
- Chair, Faculty Search Committees (2017, 2018, 2019)

Chair, Course Fees Committee (2017)
Chair, Cultural Affairs Committee (2016-2017)

In service to fellow faculty, Talbott has been an active member and leader in the Vermont State Colleges Faculty Federation. His participation includes:

Grievance Chair (2022-Present)
Chapter Chair, Castleton (2020-2023)
Vice-Chapter Chair, Castleton, (2017-2020)
Delegate, Castleton (2015-2017)

Beyond the University, Talbott has been a leader in regional planning and development through his activities in the Rutland community. He is active in leveraging his connections with regional community entities to realize unique opportunities for town-gown collaboration and student engagement. His efforts have opened doors for student internship and employment with Rutland Economic Development Corporation (REDC), Chamber & Economic Development of the Rutland Region (CEDRR), and the City of Rutland municipal government, among others. Talbott was instrumental in placing a Castleton student in an internship in Vermont State Senator Bernie Sanders' office. His record of public service includes:

Rutland City Board of Aldermen (2020-2023)

- President (2023) – It is notable that Talbott was acting Mayor for the City of Rutland during the flooding crisis of spring 2023.
- Chair, Community and Economic Development Committee (2021-2023)
- Chair, Human Resources Committee (2021-2023)

Rutland Regional Marketing Initiative, Board of Directors (2020-2023)
Rutland Forward, Co-Director (2021-2023)
Vermont PBS, Community Council (2018-2020)
American Federation of Teachers Vermont, Delegate (2016, 2022)
Vermont Academy of Arts and Sciences, Board of Trustees (2015-2017)
Burlington Film Society, VT International Film Foundation, Programming Committee (2015-17)
Harold Grinspoon Jewish Community Grant Israeli Film Series (2019)
Rutland Jewish Center Israeli Film Series (2017)
Paramount Theatre, Rutland VT, Film Programming (2015-2018)

Prof. Michael Talbott has served this institution, its students and community selflessly, ceaselessly, and with a distinction that places him among the most deserving of his peers for recognition as VSC Faculty Fellow for Academic Year 2024-25. We hope you will agree and thank you for consideration of our recommendation. Sincerely,

Professor David Blow
Asst. Professor Sam David-Boyd
Assoc. Professor William DeForest

*VERMONT STATE COLLEGES
BOARD OF TRUSTEES
RESOLUTION*

Vermont State Colleges Faculty Fellowship

- WHEREAS, Article 42 of the current Agreement with the Vermont State Colleges Faculty Federation calls for the Board of Trustees to recognize up to two VSC tenured faculty for “outstanding accomplishments in teaching and learning and scholarly and professional activity” by establishing Vermont State Colleges Faculty Fellowships; and
- WHEREAS, The VSC Faculty Fellows committee, comprised of EPSL Committee Chair Megan Cluver, VSC Special Assistant to the Chancellor Yasmine Ziesler, and VSCFF President Chris Reilly, reviewed the nomination received from Vermont State University President Bergh; and
- WHEREAS, The committee recommends that Dr. Anne Slonaker, Professor of Education at Vermont State University be awarded a VSC faculty fellowship for academic year 2024-2025; therefore, be it
- RESOLVED, That Dr. Anne Slonaker, Professor of Education at Vermont State University, be awarded a VSC Faculty Fellowship for the academic year 2024-2025 with all the associated rights and privileges.

Eileen “Lynn” Dickinson, Chair
Vermont State Colleges Board of Trustees
April 15, 2024

*VERMONT STATE COLLEGES
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RESOLUTION*

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- WHEREAS, The committee recommends that Dr. Michael Talbott, Professor of Communications at Vermont State University be awarded a VSC faculty fellowship for academic year 2024-2025; therefore, be it
- RESOLVED, That Dr. Michael Talbott, Professor of Communications at Vermont State University, be awarded a VSC Faculty Fellowship for the academic year 2024-2025 with all the associated rights and privileges.

Eileen “Lynn” Dickinson, Chair
Vermont State Colleges Board of Trustees
April 15, 2024

ITEM 8:
Information item only:
VSC Early College Report to Legislature



Report on Act 77 of 2013

16 VSA §4011(e) Reports

Annual Report on Early College Programs in the Vermont State Colleges System to the House and Senate Committees on Education

Submitted by Chancellor Elizabeth Mauch

January 29, 2024

Early College Report to Legislature

Legislation: Act 77 of 2013 An Act Relating to Encouraging Flexible Pathways to Secondary School Completion

Summary of Legislation: This act creates a Flexible Pathways Initiative within the Agency of Education to expand opportunities for secondary students to complete high school and achieve postsecondary readiness. Among other programs, the act provides the opportunity for students to complete 12th grade entirely at a postsecondary institution. For the purposes of this report, the act specifically amends 16 VSA §4011(a) to require any postsecondary institution receiving funds for early college to “report to the House and Senate Committees on Education annually in January regarding the early college program, including data relating to the levels of participation, the success of the program in achieving the stated goals of the program to enhance secondary students’ education experiences and prepare them for success in college and beyond, and the specific outcomes for participating students relating to programmatic goals.”

Summary of Findings

1. Early College continues to be an important, successful flexible pathway option for high school seniors across the state. Enrollments and success rates are high, with a total of 370 students participating this fall. For the past two post-pandemic years, 95% of students who began Early College in the fall semester successfully continued in the program in the spring. Students participating in Early College within the VSC system also have high continuation rates to a second year of postsecondary education and many of them (88 this fall) are first-generation college-going students. Notable also this fall is the highest-ever percentage of students continuing their education for a second year within the VSC system (41% of the 351 students served by the VSC system’s programs in 2022-2023).
2. This fall, the Community College of Vermont has seen its highest levels of student participation to date, a 70% increase since the spring 2022 announcement of the Free Degree Promise program for students in Vermont high school classes of 2023-2026. The program, established with generous philanthropic support from the J. Warren & Lois McClure Foundation in partnership with the Vermont Community Foundation, offers a free CCV associate degree to students who complete Early College and continue for a second year at CCV. The Free Degree Promise program covers tuition and fees after any federal and state financial aid, and it provides enhanced career and education advising as well as stipends to help with books, transportation, and other costs associated with going to college. This fall students from 90% of Vermont’s high schools enrolled in Early College at CCV.
3. Act 77’s Dual Enrollment Program and the Fast Forward program supported at Career and Technical Education Centers continues to serve as a critical ‘on ramp’ for students to gain skills and confidence to participate in Early College, particularly those students who may not begin high school with strong postsecondary aspirations and preparation. At CCV, 48% of its current 234 Early College students had previously enrolled in dual enrollment or CTE Fast Forward courses.
4. Representatives from the VSC continue to work with a cross-agency group inclusive of VSAC, the Agency of Education, and the Vermont Virtual Learning Collaborative to investigate and address barriers to Early College participation by underserved populations.

Vermont High School Students Enrolled in Flexible Pathways Early College Programs			
	Community College of Vermont	Vermont State University*	VSC System Total
ACADEMIC YEAR 2023-2024			
Fall 2023	234	136	370
ACADEMIC YEAR 2022-2023			
Fall 2022	198	153	351
Spring 2023	190	144	334
Full AY students	190	144	334
<i>Fall-Spring Continuation Rate</i>			95%
ACADEMIC YEAR 2021-2022			
Fall 2021	140	122	262
Spring 2022	137	111	248
Full AY students	137	111	248
<i>Fall-Spring Continuation Rate</i>			95%
ACADEMIC YEAR 2020-2021			
Fall 2020	181	134	315
Spring 2021	161	117	278
Full AY students	161	117	278
<i>Fall-Spring Continuation Rate</i>			88%
ACADEMIC YEAR 2019-2020			
Fall 2019	160	150	310
Spring 2020	155	130	285
Full AY students	155	130	285
<i>Fall-Spring Continuation Rate</i>			92%
*Vermont State University data represent Early College and VAST program students across all campuses and before Fall 2023, its legacy institutions (Castleton University, Northern Vermont University-Johnson and -Lyndon, and Vermont Technical College in Randolph and Williston).			

Continuation rates of VSC System Early College Students		
Early College Year 2022-2023 Cohort Total	351	% Total Cohort
Returned to the VSC System	143	41%
Attended other colleges (VT and out-of-state)	128	36%
Total continuing in Fall 2023	271	77%
<i>of which:</i>		
First-Generation Students	88	25%
Not First-Generation	174	50%
Unknown First-Generation Status	9	3%
Did not continue at any college after EC year	80	23%
Early College Year 2021-2022 Cohort Total	262	% Total Cohort
Returned to the VSC System	83	32%
Attended other colleges (VT and out-of-state)	128	49%
Total continuing in Fall 2022	211	81%
<i>of which:</i>		
First-Generation Students	88	34%
Not First-Generation	114	44%
Unknown First-Generation Status	9	3%
Did not continue at any college after EC year	51	19%
Early College Year 2020-2021 Cohort Total	315	% Total Cohort
Returned to the VSC System	85	27%
Attended other colleges (VT and out-of-state)	133	42%
Total continuing in Fall 2021	218	69%
<i>of which:</i>		
First-Generation Students	98	31%
Not First-Generation	115	37%
Unknown First-Generation Status	5	2%
Did not continue at any college	97	31%



Reducing Barriers and Supporting Degree Completion

In 2023, CCV joined the McClure Foundation, VSAC, the Vermont AOE and other partners in a year-long initiative through The Bill & Melinda Gates Foundation to build and expand pathways to degree completion for high school students. The Accelerate ED initiative allows programs from multiple states to share resources, data, insights, and pathways to help at risk students earn an associate degree within a year of high school graduation. Through this initiative, we are working with schools, families, students, and other organizations to reduce barriers and increase access and awareness of Early College and the Free Degree Promise with a focus on young males, BIPOC, low-income, and first-generation students.

CCV is currently serving the year-two cohort of Free Degree Promise-eligible students. The Free Degree Promise is funded by the J. Warren & Lois McClure Foundation and allows high school seniors in graduating classes of 2023-2026 to complete their last year of high school and their first year of college at CCV, tuition-free. The Free Degree Promise builds on Early College to give students who continue at CCV the chance to earn an associate degree at no cost, with additional stipends to help with transportation, books, food, and other expenses. An associate degree opens the door to lifelong opportunities, and the Free Degree Promise provides a pathway for students to complete a CCV degree debt free. [Free Degree Promise - Go to College \(gotocollegevt.org\)](https://gotocollegevt.org)

The promise of a free degree, along with strong partnerships with high schools and technical centers, has helped CCV's Early College program grow. CCV enrolled an Early College class of 198 students in fall 2022, and of those students, 70 matriculated at CCV in fall 2023 through the Free Degree Promise. In fall 2023, CCV welcomed an incoming class of 234 Early College students, 178 of whom expressed intent to continue as Free Degree students next year. This year's 2023-2024 Early College cohort includes 113 students who are first generation students and 109 who are low income. Over the last two years of Early College at CCV, students came from all 14 Vermont Counties, with 63 high schools represented in the class of 2022-2023 and 67 in the class of 2023-2024.

A Good Investment for Vermont and Vermonters

Education after high school is a good investment that leads to vibrant, attractive, and more diverse communities for all. Expanding Early College and providing a pathway to degree completion ensures more Vermont students attain an associate degree, which will fuel local economies, grow a skilled workforce, and sustain local communities.

Anna Noonan, President & CEO, Central Vermont Medical Center:

“Programs like these enable Vermonters to reach their full potential by supporting them in taking an important step towards advancing their education and embracing lifelong careers in fields like healthcare. We at CVMC know firsthand that CCV is an innovative partner in supporting career development. This opportunity is a game changer for first-generation students and for employers alike.”

Chelsea Tatro, Promise student on track to graduate in 2024 with an A.S. in Behavioral Science:

“I graduated from Essex HS in 2023... I graduated with my first year of college through the Early College program and then I found out about [the Free Degree Promise] and I immediately said yes because it is such a wonderful opportunity for anyone to get a free associate degree. It allows people to go into life debt-free, which is something that many people struggle with for the rest of their life...”

I am also a first-generation college student. Both of my parents did not go to college, and only one of my grandparents went to college, and it means a lot [to] my parents for me to be here. [...] For my parents to see their only child succeed in education and to have an associate degree by the age of 18 ... means so much.

I also come from a lower-middle-class family and this experience has meant so much that I am able to get an education without having to worry about the cost, without having to worry about what my life would be like. Because college is very expensive, so this is a wonderful opportunity for everyone to do.

I highly recommend anyone that wishes to do this opportunity.... My life has been forever changed because of the McClure Foundation's [Free Degree Promise.]

And I thank everyone for helping me on my journey. Especially I thank my high school counselor and I thank my counselor here [at CCV]."

Blake Clark, 2023 Promise Graduate with a degree in business:

Blake graduated from Williamstown High School and remained on baseball & basketball teams while in Early College. "[The opportunity to get a free degree] drives me to get better grades. I have more motivation." Speaking about his decision to enroll in Early College at the Community College of Vermont (CCV) for his senior year, "I was ready to push myself, to take my learning to the next level." Blake plans to become a certified electrician and follow in his father's footsteps of owning his own business.



Vermont State
University

Why Students Participate

Of 150+ interviews conducted with Early College and VAST applicants during the admissions process, many students shared that early college would help start them on the path to their future:

- Many individuals are considering or planning to attend college to pursue degrees in fields such as business, engineering, psychology, nursing, art, and more.
- Some are exploring different paths within college, such as internships, studying abroad, or pursuing advanced degrees and feel Early College or VAST make these more achievable.

Many students are motivated to start their college experience early by a combination of factors, including a desire for academic challenge, alignment with career goals, the financial incentive, peer and family influence, a need for change, specific curriculum interests, flexibility, positive remote learning experiences, and guidance counselor recommendations. The Early College and VAST Programs are seen as a pathway to a more engaging and focused educational experience, providing a head start on college and future careers.

Strong Academic Achievement

Of the students who participated in VTSU's Early College programs last year:

- 14 students earned a 4.0 GPA
- 45 students earned a 3.6 or higher GPA

All students who earned a cumulative GPA of a 2.5 or higher earn a \$2,000 VTSU Better Together Scholarship to remain at Vermont State. Last year, 80 of VTSU's Early College students were eligible to receive this merit award.

Student Perspectives

“While I really miss my friends at my high school, I have still been able to be active with them in extracurricular activities. I am still involved in NHS (National Honors Society), and I was elected President of the Rutland High School Key Club. I have also made friends and new connections at Castleton during my Early College year.”

“Early College prepared me to apply to multiple universities with confidence and gain admission to my dream school. With the help of my Student Success Advisor, I was able to gain admission to a school in Colorado to study Equine Studies transferring 3 semesters worth of credit.”