COMMUNITY COLLEGE OF VERMONT
VERMONT STATE UNIVERSITY

VERMONT
— STATE COLLEGES SYSTEM —

OFFICE OF THE CHANCELLOR
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TO: **Committee Members**   **Committee Liaisons**
Megan Cluver, Chair   Meaghan Meachem, VTSU faculty
Karen Luneau, Vice Chair   Katherine Penberthy, CCV faculty
Betsey Bloomer   Denise Rhodes, VTSU staff
Janette Bombardier   Erin Wetherell, CCV staff
Shirley Jefferson
Jim Masland
Jason Musal

FROM: Yasmine Ziesler, Special Assistant to the Chancellor

RE: VSC Board of Trustees Education, Personnel & Student Life Committee Meeting, October 28, 2024

DATE: January 27, 2025

The VSC Board of Trustees Education, Personnel & Student Life Committee (EPSL) Committee is scheduled to meet on Monday, February 10, 2025 at 12:00 p.m. virtually via Zoom.

In preparation for the committee's discussion, in the accompanying materials please find the committee meeting minutes of October 28, 2024 and final Policy 109 reports and data summaries from the Community College of Vermont and Vermont State University. As discussed during the October 28th EPSL meeting, these final reports reflect the Board's recent revisions to the Policy 109 Annual Program Review process and a newly established set of metrics and areas of focus for review of each institution's program array. Per the revised policy, in addition to enrollment and graduation trend data, these summary reports now include specific attention to new programs launched within the past five years, programs not meeting the policy's defined minimum viable size, cost effectiveness, and workforce alignment.

Following public comment and approval of the October 28, 2024 minutes, the committee will receive a brief update on the status of NECHE's visiting team report and then review the Policy 109 reports. A brief executive session is expected, with the anticipated purpose for the committee to review and discuss records exempt from the Public Records Act. Finally, the committee will receive an update on CCV's student success work.

Following any additional business, the committee will adjourn.

Note: Please be advised that the committee has seven members. The quorum to start the meeting and to take any action is four members of the committee.

The board assistant may be reached at (802) 224-3021 for any questions.

Cc: Council of Presidents; Education, Personnel & Student Life Committee Liaisons;
       Vermont Department of Libraries; VSC Board of Trustees

Vermont State Colleges Board of Trustees
Education, Personnel, & Student Life Committee Meeting
Zoom Meeting[1]/YouTube Stream[2]
Monday, February 10, 2025 at 12:00 p.m.

AGENDA

1. Call to Order

2. Public Comment[3]

3. Approval of October 28, 2024 minutes

4. Vermont State University NECHE update

5. Review Policy 109 Final Reports (Annual Program Review)

6. Executive Session (Review and discuss records exempt from the Public Records Act)

7. Community College of Vermont student success update

8. Other Business

9. Adjourn

MATERIALS

1. October 28, 2024 Minutes
2. CCV Policy 109 Final Report and Data
3. VTSU Policy 109 Final Report and Data
4. CCV Student Success presentation

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[1] https://www.vsc.edu/botzoom
[2] www.vsc.edu/live
[3] Public comment sign up - www.vsc.edu/signup. You must be logged in to the live session to make a comment.

Materials

ITEM 1: October 28, 2024 Minutes

ITEM 2: CCV Policy 109 Final Report and Data

ITEM 3: VTSU Policy 109 Final Report and Data

ITEM 4: CCV Student Success presentation

ITEM 1: October 28, 2024 Minutes

Minutes of the VSCS Board of Trustees' Education, Personnel, and Student Life (EPSL) Committee meeting held Monday, October 28, 2024 at 11:00 a.m. at Stearns Performance Space, Vermont State University, Johnson Campus - UNAPPROVED

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

The VSC Board of Trustees Education, Personnel, and Student Life (EPSL) Committee met on Monday, October 28, 2024 at 11:00 a.m. at Stearns Performance Space, Vermont State University, Johnson Campus.

Committee Members present: Megan Cluver (Chair), Karen Luneau (Vice Chair,) Janette Bombardier (online), Jim Masland, Jason Musal

Absent:	Shirley Jefferson, Betsy Bloomer
Other Trustees present:	Lynn Dickinson, David Durfee, David Silverman, Marc Mihaly (11:18 a.m.)
Liaisons present:	Katherine Penberthy (CCV Faculty)
Chancellor:	Elizabeth Mauch
Presidents:	David Bergh, VTSU President Joyce Judy, CCV President
Other Attendees:	Nolan Atkins, Provost, VTSU (11:37 a.m.) Kelley Beckwith, VP of Student Success, VTSU Kellie Campbell, Chief Information Officer, VSC Kayla Dewey, Executive Assistant, Board of Trustees Thomas Kehoe, Student, VTSU Castleton (11:57 a.m.) Candace Lewis, Associate Academic Dean, CCV Katie Mobley, Dean of Enrollment, CCV Sharron Scott, Chief Financial/Operations Officer, VSC Toby Stewart, System Controller, VSC Patty Turley, General Counsel, VSC Yasmine Zieler, Special Assistant to the Chancellor Jason Kaiser, Learning Spaces Technology Specialist, VTSU Beth Walsh, Road to Success Project Director, VTSU Renate Callahan, Senior Staff Assistant, VTSU Littleton Tyler, AVP Finance & Compliance, VTSU

Call to Order

Chair Cluver called the meeting to order at 11:11 a.m.

1. Public Comment

Beth Walsh, Director of the Road to Success Project at VTSU, welcomed the committee to VTSU Johnson and asked trustees to project when speaking so all in attendance can easily hear.

1. Approval of August 12, 2024 Meeting Minutes

Trustee Luneau requested a revision to reflect that she was present in the meeting and arrived late.

Trustee Musal moved and Trustee Luneau seconded the motion to approve the August 12, 2024 meeting minutes with the discussed amendment. The motion was approved unanimously.

2. Policy 109 update

Yasmine Zieler, Special Assistant to the Chancellor, presented. In August, the committee recommended to the full board revisions which focused on reviewing new programs, considering minimum viable program sizes, cost effectiveness, and workforce alignment. She reported that teams are currently working to aggregate data. Teams are on track to complete the work of identifying needed changes, making changes in some cases, and preparing information for the academic catalogue by January. Candace Lewis, Associate Academic Dean at CCV, and Nolan Atkins, Provost at VTSU provided specifics of how the review process is being implemented at their institutions.

3. CCV-VTSU transfer pathways and degree completion project

Nolan Atkins, Provost at VTSU, provided an update on this project which is aimed at easing the path for CCV students to matriculate into VTSU programs. Groups working on this project are focused on a number of areas including (1) how to internally and externally market this program, (2) students engaged in prior learning assessments, and (3) how to coordinate institutions to create seamless and effective transitions between institutions. The project team is considering how to adjust advising to support students moving into pathways programs and building collaboration between the institutions by identifying counterparts between the institutions. They have identified an increase in CCV students matriculating into VTSU programs and hope to support a continuation of this trend.

4. Additional business

There was no other business.

5. Adjourn

Chair Cluver adjourned the meeting at 12:21 p.m.

ITEM 2: CCV Policy 109 Final Report and Data

To: Education, Personnel, and Student Life Committee (EPSL)

From: Deborah Stewart, Dean of Academic Affairs

RE: CCV Policy 109 Report

Date: February 10, 2025

Below is Community College of Vermont's Policy 109 - Annual Review of Existing Programs report for the 2023-2024 Academic Year. This report is organized into five sections 1) an overview of CCV's approach to program sustainability, 2) new program monitoring, 3) minimum program size, 4) cost effectiveness, and 5) workforce alignment.

1. CCV's Approach to Program Sustainability

CCV faculty and staff work diligently to ensure academic programs are accessible to students across the state, can be completed in a timely manner, and are pedagogically and fiscally sound. The College actively monitors enrollment trends throughout the year as part of its ongoing analysis of program sustainability.

Nearly a decade ago, CCV began shifting its traditional academic programs to a model that focuses on meta-majors designed around career clusters. This approach provides students with both structure and flexibility, allows students to complete short-term stackable certificate programs to meet immediate workforce needs, and creates greater opportunities for the creation of 2+2 Transfer Pathways. The data in Appendix A is organized around these meta-majors and represents the 2023-2024 academic year. Contextual information about degree and certificate programs is included in the Notes section of Appendix A.

2. New Program Monitoring

CCV has not instituted any new degree programs in the last five years but has offered eleven new certificate programs since 2020. Certificate programs are designed to nest within degree programs and provide focused learning that can be completed within two or three full-time semesters for direct entry into the workforce.

The development of new certificate programs is often a result of advisory board or community identified needs. For example, the Afterschool and Youth Work certificate was developed in 2021 in partnership with community and state partners to prepare students for careers in afterschool and third space settings. Although the Afterschool and Youth Work certificate is a recognized credential by the State of Vermont, enrollment in the program has been low. The College continues to collaborate with state and community partners to increase awareness of the certificate and provide opportunities for people employed in regulated Afterschool settings

to pursue coursework in the program at no-cost. The curriculum in the certificate is currently under review to assess strategies to increase flexibility and create clearer pathways to degree programs.

The Cloud Computing certificate was developed in response to outreach from Amazon Web Services (AWS) and growing demand for IT professionals with cloud computing knowledge and skill. Introduced in fall 2021, the program incorporates AWS Academy curriculum and labs and is aligned with AWS Cloud Practitioner and AWS Certified Solutions Architect certifications. Enrollment in the certificate remains low. In fall 2025 the curriculum committee will determine whether to archive the certificate while maintaining AWS certifications through IT coursework.

Finally, CCV's Academic Council is working this year to identify strategies for increasing enrollment and completion in all certificate programs that have fewer than 25 students. One potential strategy is to work with students and their advisors about the benefits of enrolling in a stackable certificate while pursuing a degree program. In some cases, the benefits can include eligibility for scholarships, as is the case of students pursuing CCV's IT Support or Cybersecurity and Networking certificates.

3. Minimum Viable Program Size

CCV does not have any degree programs that fall below the minimum program size outlined in policy. While certificates and embedded associate degrees are exempt from minimum thresholds, CCV pays close attention to enrollment in all programs to ensure adequate course delivery across the state. Program access relies on course formats that meet student needs both in scheduling and in learning preferences. Additionally, alternative course formats provide an avenue for sustainably offering new or smaller programs, decreasing course cancellation, and mitigating the need for independent studies or small group instruction. Nearly all CCV's degree programs (11 out of 12) and certificate programs (22 out of 26) can be completed fully online.

In addition, it's important to note that the enrollment data in Appendix A does not include secondary students. In 2023-2024, 728 career and technical education (CTE) students participated in dual enrollment at CCV, either through concurrent coursework at their technical center or by taking online courses the College delivered to CTE students statewide. The number of participating students has more than doubled since 2020-2021. Furthermore, CTE secondary students enroll in the very courses that are required for CCV's degree and certificate programs. More than half of these students enroll in a post-secondary degree program within 16 months of high school graduation.

4. Cost Effectiveness

CCV employs a class size average (CSA) model that enables the College to maintain a balanced budget. Under the CSA model, low-enrolled sections are cancelled as necessary to achieve a minimum 13.5 CSA in the fifth week of the semester. To determine the cost effectiveness of individual degree and certificate programs, CCV identified 3-5 core program requirements for each degree and certificate and calculated CSA in those sections across the past academic

year (fall, spring, and summer semesters). Programs with a CSA below 12.15 (or 10% below the minimum threshold) are subject to further review by the relevant curriculum committee.

There are two certificate programs with a CSA below 12.15: Afterschool and Youth Work, which was discussed above, and Human Resources Management. Both certificate programs were introduced within the last five years. Embedded within the Human Resources Management certificate is a digital credential designed for new or aspiring human resources professionals. The program also prepares students for the aPHR (Associate Professional in Human Resources) certification from the HR Certification Institute (HRCI). The curriculum in the certificate is currently under review and will be part of an upcoming advisory board discussion. The curriculum committee also plans to reach out to the Vermont Human Resources Association for feedback on the program.

5. Workforce Alignment

CCV receives annual funding under the Carl D. Perkins Career and Technical Education Act, which was reauthorized by Congress in 2018 under the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). Perkins V is administered in Vermont by the Agency of Education (AOE) and requires that CCV's career and technical education programs prepare students for high-wage, high-skill, or in-demand occupations. Vermont's definition of these terms was created jointly by AOE and the Department of Labor (DOL):

> High-wage Occupation: Occupations paying more than the all-industry, all-ownership median wage for statewide ($19.10/hr) or a particular region.

> In-demand Occupation: Occupations having more than the median number of total (growth plus replacement) annual openings statewide or 24 annual openings in a particular region.

> High-skill Occupations: Occupations that require education and training beyond high school (50%+ in Vermont), related work experience, OR long-term on the job training.

Every two years CCV must perform a Comprehensive Local Needs Assessment (CLNA) to determine statewide workforce needs and assess the strengths and challenges of its programs with particular attention to access and equity. All CCV programs, with the exception of Liberal Studies, are considered career and technical education programs and meet workforce alignment criteria. While the Liberal Studies program is not evaluated using the criteria outlined by AOE/DOL under Perkins V, it is the foundation for many of the College's transfer pathways to occupational careers, including pathways to a baccalaureate degree in education and economics.

For the past several years, one of CCV's strategies under Perkins V has been to increase the value of degree and certificate programs by embedding industry-recognized certificates (IRCs) in required coursework. Currently, the College has nine embedded certifications across fields such as bookkeeping, healthcare, and technology. For example, students in CCV programs have the opportunity to take the Clinical Medical Assistant (CCMA) exam, earn the Certified Customer Experience Professional (CCEP) credential, gain four different certifications from the National Association of Certified Public Bookkeepers (NACPB), and take certification exams from CompTIA, AWS, and the Manufacturing Skill Standards Council (MSSC). These credentials bring CCV's programs into greater workforce alignment and provide additional currency and value to students.

Policy 109 Data Report

Community College of Vermont

College-Wide Summary	Fall 2021 Headcount Enrollment	Fall 2022 Headcount Enrollment	Fall 2023 Headcount Enrollment	Total Degrees & Certificates Awarded 2021-2022	Total Degrees & Certificates Awarded 2022-2023	Total Degrees & Certificates Awarded 2023-2024	Fall 2023 CSA CPs/P109 CPR Sections	Aligned with VT Workforce Needs - Y/N	Needs Review per Policy 109 Minimum - Y/N	Notes
				FY: July 1 to June 30			**Class Size Average**	**Perkins Eligibility**		
Program Area and Level										
Arts and Communication										
Associate Degree Design & Media Studies	118	111	109	16	22	29	15.50	Y	N	
Certificate Digital Media Production	13	11	4	0	1	6	12.75	Y	N	Program will be reviewed by the curriculum committee and discussed with advisory board in 2025.
Certificate Graphic Design	68	32	30	16	21	13	12.17	Y	N	
Certificate Media Communications	2	7	6	0	1	1	14.29	Y	N	Program was revised for the 2025-2026 catalog based on advisory board recommendations.
Certificate Studio Art	15	20	19	3	1	3	15.24	Y	N	Fall 2024 enrollment increased to 25 with 11 new students. Required courses are also popular general education electives facilitating program sustainability.
Science and Allied Health										
Associate Degree Environmental Science	66	68	56	12	10	10	17.87	Y	N	Program went through major programmatic revisions in 2022-2023.
Associate Degree STEM Studies	130	146	169	13	20	21	15.33	Y	N	
Associate Degree Health Science	362	398	424	31	40	55	17.92	Y	N	
Certificate Administrative Medical Assistant	18	5	2	3	2	3	15.80	Y	N	Program archived in 2022-2023. Admin med assisting curriculum now embedded with the Clinical Med Assisting CT.
Certificate Allied Health Preparation	284	229	174	46	40	31	18.09	Y	N	AHP is now part of several pathways into VTSU programs.
Certificate Clinical Medical Assisting	50	36	36	3	16	15	13.19	Y	N	Course modality and delivery options being reviewed in 2024-2025. Starting in Fall 2025, the CMA certificate will be offered with a publicly advertised and predictable schedule to help ensure enrollment targets are met and provide predictability for students.
Certificate Medical Billing & Coding	74	63	66	26	20	21	15.00	Y	N	
Certificate STEM Studies	2	3	5	2	2	0	17.09	Y	N	CCV recently aligned the STEM CT with VTSU pathways
Certificate Community Health	4	9	13	0	3	4	14.25	Y	N	Program first offered in Fall 2021 in response to workforce needs. The certificate will be reviewed in 2025-2026.

Certificate	Pharmacy Technician	6	16	10	2	4	2	15.50	Y	N	Program first offered in Fall 2020 as part of a workforce education initiative.
Social Sciences and Professions											
Associate Degree	Early Childhood Education	446	418	413	68	71	88	15.07	Y	N	
Associate Degree	Human Services	19	10	5	6	6	4	15.02	Y	N	Program archived following 2018-2019 when BHS meta-major was established in Fall 2019.
Associate Degree	Behavioral Science	384	369	412	44	45	54	15.57	Y	N	
Certificate	Childcare	64	36	42	29	39	33	15.07	Y	N	
Certificate	Afterschool & Youth Work	4	3	3	0	3	1	11.00	Y	N	Program first offered in Fall 2021. Certificate developed to support Vermont's afterschool professionals in collaboration with Vermont Afterschool, Inc. Program is currently under review to assess strategies to make the certificate more accessible to students.
Certificate	Early Childhood Education Administrator	0	5	6	0	1	4	16.18	Y	N	Program first offered in Fall 2022. Developed to support Vermont's ECE Program Director Credential.
Certificate	Human Services	0	0	17	0	0	0	15.02	Y	N	Program first offered in Fall 2023.
Business											
Associate Degree	Accounting	114	129	122	19	11	22	16.24	Y	N	
Associate Degree	Business	296	309	362	56	40	55	15.88	Y	N	
Associate Degree	Professional Studies	42	47	37	12	13	11	14.17	Y	N	
Certificate	Bookkeeping	113	51	**56**	10	13	7	13.93	Y	N	Aligned with four NACPB industry recognized credentials and created as a pathway for students to earn NACPB national Certified Public Bookkeeping licensure. Program is currently under review to assess strategies to make the certificate more visible to students.
Certificate	Funeral Director	19	22	16	5	2	6	16.15	Y	N	Developed in collaboration with Vermont State Office of Professional Regulation and the Vermont Funeral Directors Association to create an alternative route to Funeral Director licensure.
Certificate	Entrepreneurship	9	11	9	0	1	2	15.00	Y	N	Program first offered in Fall 2021. It is currently under review and will be discussed with advisory group in 2025.
Certificate	Human Resources Management	10	9	11	0	3	2	11.33	Y	N	Program first offered in Fall 2021. Program is currently under review to assess strategies to make the certificate more accessible to students.
Certificate	Leadership Skills	3	3	6	3	1	1	14.23	Y	N	Program revised and renamed Leadership Skills in 2023-2024.
Certificate	Digital Marketing	0	0	3	0	0	0	14.89	Y	N	Program first offered in Fall 2023.
Technology											

												Notes
Associate Degree	Information Technology	99	115	134		14	13	25		18.00	Y	N	Program was renamed and redesigned as IT metamajor in 2018-19.
Certificate	Web Development	7	8	7		2	3	0		16.50	Y	N	
Certificate	Cloud Computing	1	0	2		0	0	0		19.13	Y	N	Program first offered in Fall 2021.
Certificate	Cybersecurity & Networking	16	14	14		3	5	3		13.67	Y	N	Program introduced in Fall 2020 as Cybersecurity Fundamentals. Revised as Cybersecurity and Networking Certificate in 2023-24.
Certificate	IT Support	28	14	10		6	6	8		18.67	Y	N	Program first offered in Fall 2020 as IT Service Desk Specialist. Revised as IT Support Certificate in 2023-24.

General Studies

												Notes
Associate Degree	Liberal Studies	376	351	265		104	99	114		16.38	N	N	
Associate Degree	Liberal Studies: Global Studies	15	17	12		4	3	0		14.31	N	N	Specialization in Global Studies is embedded within the Liberal Studies degree.
Associate Degree	Undeclared**	228	220	122		0	0	0		n/a			
	TOTAL	3505	3315	3209	0	558	581	654					

**Excludes Early College Students : FA21 139, FA22 196, FA23 232

ITEM 3: VTSU Final Report and Data

Vermont State University

VermontState.edu

Program Cluster	Fall 2021	Fall 2022	Fall 2023	Fall 2023 FTE	Total Degrees & Certificates Awarded 2021-2022	Total Degrees & Certifcates Awarded 2022-2023	Total Degrees & Certificates Awarded 2023-2024	Fall 2023 Full-time Faculty FTE	Fall 2023 Part-time Faculty FTE	Fall 2023 Total Faculty FTE	Fall 2023 Student to Faculty Ratio	Average Class Size	Vermont Workforce Alignment Category (A=high demand & growth, B= mixed, C=low demand & growth)	Individual Programs for Policy 109 minimum size review
Animation & Illustration	31	40	34	32.8	6	7	6	1		1.0	32.8	5.8	A	
Athletic Leadership	26	35	33	27.0	16	15	13	1	0.3	1.3	21.6	14.3	A	
Business	496	440	430	390.7	169	108	123	10	12.5	22.5	17.4	14.4	A	
Computer Science	153	127	81	71.7	44	36	21	6	1.6	7.6	9.5	7.3	A	
Construction Management	37	37	38	37.5	13	13	9	3	0.3	3.3	11.2	9.2	A	
Exercise Science	118	115	122	117.4	29	29	23	4	0.8	4.8	24.6	11.6	A	
Graphic Design	35	38	28	26.8	10	10	11	4		4.0	6.7	12.8	A	
Health Promotion	8	11	14	12.3	1	2	2			0.0		7.0	A	Health Promotion (BS)
Leadership Studies	17	21	16	13.7	14	9	11		0.8	0.8	16.5	12.4	A	Leadership Studies (MA)
Physical Education	66	69	75	74.3	16	15	16	3	2.9	5.9	12.6	13.0	A	
Social Work	49	42	28	27.3	16	12	8	3	0.8	3.8	7.3	9.7	A	
Sport Management	118	126	97	95.5	29	22	19	1	0.3	1.3	76.4	16.3	A	

Program															Notes
Athletic Training	10	11	6	6.0	9	9	7	2		2.0	3.0	7.9		B	Master in Athletic Training (MAT)
Biology & Wildlife/Forest Conservation	133	123	117	114.5	36	27	19	17	10.0	27.0	4.2	14.4		B	
Clinical Mental Health	96	129	153	144.0	21	26	17		5.2	5.2	28.0	13.5		B	
Counseling	76	86	95	88.0	24	21	17	2	1.8	3.8	23.5	11.4		B	
Criminal Justice	112	107	87	82.8	25	16	17	3	2.1	5.1	16.3	14.0		B	
Education	333	332	317	258.4	78.0	73.0	93.0	10	5.25	15.25	13.32	13.25		B	
Fine Arts	36	40	29	28.3	14	6	5	5	6.2	11.2	2.5	11.1		B	Fine Arts (BA and BFA)
Ground Transportation Technology	37	41	38	37.3	10	15	14	4		4.0	9.3	9.4		B	Automotive Technology (AAS) and Diesel Power Technology (AAS)
Literature, Writing, & Creative Writing	59	53	42	39.6	10	12	11	15	11.8	26.8	1.5	11.8		B	Creative Writing (BFA)
Mathematics, Statistics, and Data Science	43	53	41	37.2	8	14	13	12	1.6	13.6	2.7	10.3		B	CU Statistics (BS) and Data Science (BS)
Music	49	39	37	36.5	10	10	10	2	5.4	7.4	4.9	10.2		B	Music (BA) and Music Education (BM)
Music Business and Industry	49	52	39	37.8	14	13	12	3	0.6	3.6	10.6	7.2		B	
Nursing	661	653	646	578.6	357	373	415	29	11.0	40.0	14.5	15.9		B	Master of Science in Nursing (MSN)
Outdoor Ed. & Leadership	54	48	46	43.3	16	15	18	3	1.1	4.1	10.6	8.0		B	
Political Science	48	40	34	31.5	13	8	13	2	0.8	2.8	11.5	8.7		B	
Psychology	301	295	252	222.4	75	64	71	8	6.1	14.1	15.8	15.8		B	VTSU Forensic Psychology (BS)
Resort & Hospitality Mgmt.	33	36	46	45.1	11	3	10	1	1.5	2.5	18.0	15.0		B	
Respiratory Therapy	14	12	14	14.0	2	7	4		2.9	2.9	4.8	7.0		B	Respiratory Therapy (AS)

Program														Degree
Studio Arts	36	33	39	34.6	11	5	12			0.0		2.5	B	Studio Arts (MFA)
Woodworking & FF Design	7	5	7	7.0	1	2	2			0.0		3.0	B	Woodworking & Fine Furniture Design (BFA)
Architectural Engineering Technology	31	25	24	22.3	14	8	7	2	0.3	2.3	9.5	4.7	C	Architectural Engineering Technology (BS)
Atmospheric & Climate Change Science	49	43	25	24.9	15	13	8	1	0.9	1.9	13.3	8.5	C	
Civil & Environmental Engineering	16	15	13	12.3	6	5	7	2		2.0	6.2	6.4	C	Civil & Environmental Engineering Technology (AE)
Electrical Engineering	72	66	63	49.8	20	21	14	6	1.8	7.8	6.4	8.5	C	
Health Science	80	101	89	87.6	17	12	13	5	1.0	6.0	14.5	13.0	C	
Holistic Health	113	118	100	76.2	16.00	19.00	21.00	1	1.3	2.3	32.7	16.4	C	
Interdisciplinary Academic Unit	95	97	65	46.0	51	46	29		1.9	1.9	24.5	16.9	C	General Studies (AA)
Mechanical Engineering	98	88	96	84.2	31	32	26	5	2.7	7.7	11.0	6.9	C	General Engineering Technology (AAS)
Oral Health Sciences	86	86	81	64.8	10	15	12	3	5.4	8.4	7.7	10.0	C	Dental Hygiene (BS) and Dental Hygiene Online Degree Completion (BS)
Paramedicine	22	26	27	26.6	19	20	12		1.5	1.5	18.1	10.8	C	
Professional Pilot Technology	39	52	60	58.2	4	12	13	2	1.7	3.7	15.6	13.9	C	Aviation Maintenance Technology (AAS)
Radiologic Science	32	33	28	27.0	18	17	12	1	1.6	2.6	10.5	11.1	C	
Sociology	30	26	15	13.0	7	9	8	3	2.0	5.0	2.6	9.5	C	Sociology (BA)
Theatre Arts	20	23	19	19.0	3	7	2	2	1.5	3.5	5.4	12.1	C	Theater Arts, Tech Theater and Design (BA)
Anthropology, Archaeology, Geography	12	22	23	22.3	2	6	3	4	1.0	5.0	4.5	12.9	N/A	Anthropology Archaeology Geography (BS)

Communications	67	69	59	57.5	12	17	8	4	1.5	5.5	10.5	8.4	N/A
Geology & Environmental Science	43	43	30	28.4	14	7	5			0.0		8.5	N/A
History	51	42	38	37.5	10	11	12	5	0.3	5.3	7.2	10.9	N/A
Veterinary Technology	60	48	36	32.5	16	15	9	3		3.0	10.8	10.0	N/A

To: Education, Personnel, and Student Life Committee (EPSL)
From: Nolan Atkins, Vice President of Academic Affairs, Provost
Re: VTSU Policy 109 Report
Date: February 10, 2025

Below is the Vermont State University (VTSU) Policy 109 - Annual Review of Existing Programs report for the 2023-2024 Academic Year. This report is organized into five sections; 1) an overview of the supporting data in Appendix A, 2) discussion of new programs, 3) minimum program size, 4) cost effectiveness, and 5) workforce alignment.

1. **Overview of the data in Appendix A**: The requisite Policy 109 data for VTSU is found in Appendix A. Given that the VTSU program array is the integration of the legacy CU, NVU, and VTC programs, the VTSU program data is organized by clusters defined as a collection of similar legacy and current programs that may share courses and/or faculty to teach them. For example, the Literature, Writing, and Creative Writing program cluster contains data for the legacy Castleton English, NVU Creative Writing, English, and Professional Writing, Editing, and Publishing programs, and the current VTSU programs in Literature and Writing and Creative Writing. All enrollment, credentials awarded, faculty, and class size average data for these programs are rolled up to the cluster level. Program clusters that entirely contain legacy programs that have been discontinued and are being taught out are not included in Appendix A.

   It's important to keep in mind that the data presented in Appendix A is valid through the 2023-2024 academic year. Therefore, it does not include all the ongoing Optimization 2.0 work that will improve our program efficiencies nor does it reflect the faculty buyouts, retirements, and resignations that were realized by May 2024.

2. **Discussion of new programs**: Over the past five years, VTSU has begun offering two new programs. They are the Master of Science in Nursing (MSN) and the AAS in Aviation Maintenance Technology. Enrollments in the MSN program have remained low, 4-5 per year since Fall 2021 except for enrolling a cohort of UVM Health Network students Spring 2024. The need for Master's-trained nursing professionals is critical and thus VTSU will continue to implement new marketing strategies to increase program enrollments. Enrollments in the Aviation Maintenance Technology program remain low, though this is expected since it is designed for students, including military personnel, who have completed the Burlington Tech Center's Aviation Maintenance certificate program and take VTSU general education courses to complete the AAS. VTSU Admissions is actively recruiting for a third new program in Restorative Justice that will commence Fall 2025.

3. **Minimum Program Size**: The programs flagged by the Policy minimum size and credentials awarded criteria are indicated in the right-most column in the table in Appendix A. This program set represents the diversity of programs in the VTSU array ranging from liberal arts, professional, and technical programs. Most of these programs are undergoing curriculum revision as part of the ongoing Optimization 2.0 work to, in part, improve efficiency, the student experience, and enhance differentiation with competitive programs.

4. **Cost Effectiveness**: The metrics VTSU is tracking related to cost effectiveness include the student to faculty FTE ratio and average class size. These data are presented for the program clusters in Appendix A. Our institutional goals for the student to faculty FTE ratio and average class size are 18:1 and 18, respectively. These data for many of the program clusters in Appendix A are below our institutional goals. As previously mentioned, however, the data in Appendix A does not reflect any of the Optimization 2.0 work that will lead to improvements in our cost effectiveness metrics. Furthermore, the average class size values are negatively impacted in some areas as we teach out discontinued programs where just a few students need a require course to complete the degree program. There are also inefficiencies in our course scheduling process that we plan to address and improve upon this summer. Finally, VTSU has yet to fully implement our marketing and recruitment strategies which will have a positive enrollment impact on some programs.

5. **Workforce Alignment**: The workforce alignment of the VTSU program array was generated using the same methodology that the rpkGROUP used in their optimization recommendations in May 2021. In short, programs are grouped into three categories (A, B, and C) based on the following two metrics gleaned from the Vermont Department of Labor Occupational Employment Projections: 1) growth rate, and 2) total number of anticipated jobs in an occupational area. The A and C categories have above and below median growth rate and total number of anticipated jobs, respectively while category B has either above median growth rate and below median number of anticipated jobs or below median growth rate and above median number of anticipated jobs.

   The workforce data is helping to guide VTSU decision making with respect to program marketing and investment, continual program evolution, and building partnerships with state organizations.

ITEM 4: CCV Student Success presentation

Defining, Assessing & Improving Student Success

Presented to EPSL Committee

February 2025

Heather Weinstein

Dr. Amy Chess

Assessing Student Success: Metrics

Access
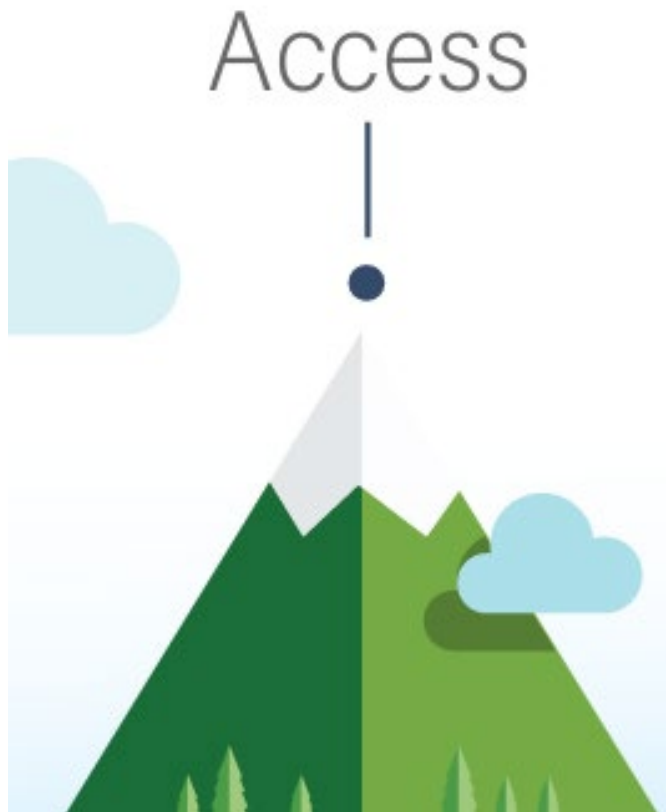
Enrollment

Utilization of student services

Distribution of courses by location and modality

Affordability metrics

Organizational partners

Credits earned each year (momentum)

Outcomes

Advancement Rate (persistence, transfer, graduation)

Fall-to-fall retention

Graduation rate

Program completion rates

Transfer rate

Workforce
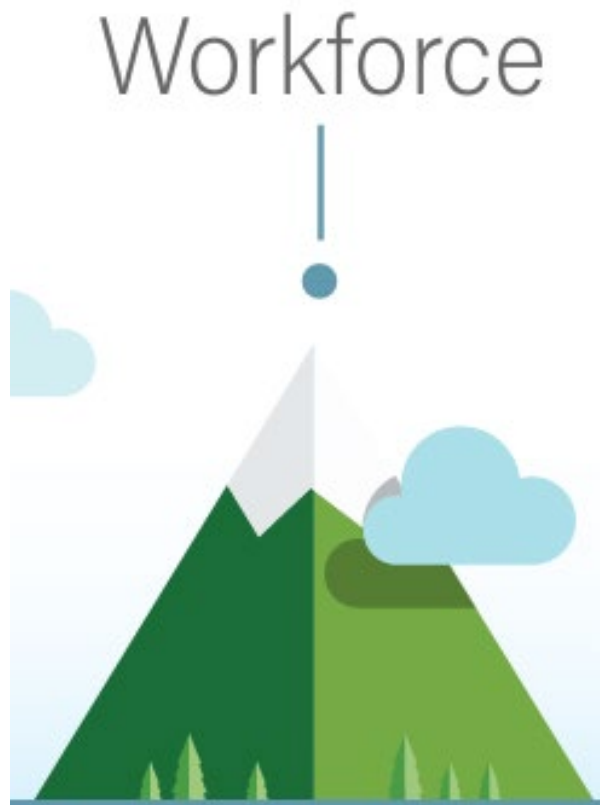
Industry-recognized credentials (IRC) awarded

Apprenticeship/learn & earn pathways

Digital badges (recognizing demonstrated skills competency) awarded

Employer partnerships

Coming soon: post-graduate labor outcomes

Learning
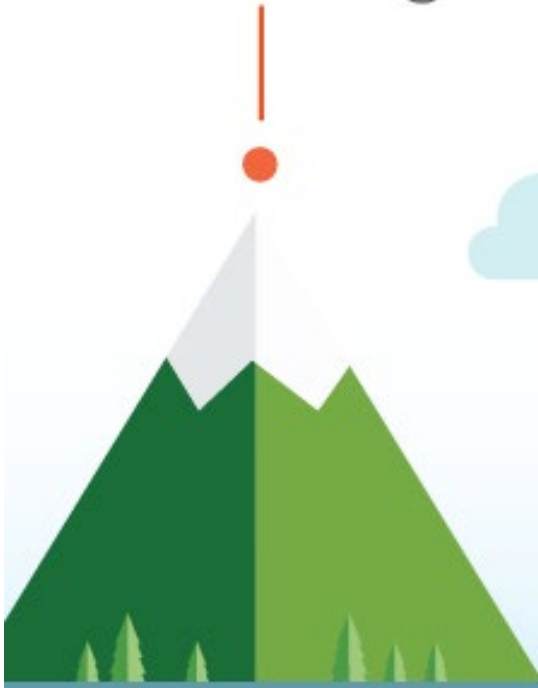
- Successful course completion rates
- PReCIP Analyses
- Program Outcome Assessment
- CCSSE Survey
- Advising KPIs

Organizational Sustainability

Employee retention

Employee engagement surveys

Space utilization & optimization

Grants and philanthropic dollars

Fiscal health

Enrollment trends

Equity

Enrollment by age, gender identity, race/ethnicity

Completion rates by age, gender identity, race/ethnicity

% courses with low-cost /no-cost textbook materials (OER)

% students w/ grant and /or scholarship dollars

Metrics to Meaning: Student Success in Action

Access

Recent Accomplishments

Engaged 3,822 students in **access** days from fall 2019 through summer 2024.

Established 12 **Competency-Based Pathways**; increased participation over 1000%, from 5 students in 2018-19 to 57 in 2023-24.

Expanded **course delivery** to 7 formats; over 700 synchronous course placements in FA23-SP24.

Student accessed **Tutor.com for 2,800 visits** in AY 2023-24; 97% of users reported improved course content understanding and increased learner confidence.

Workforce
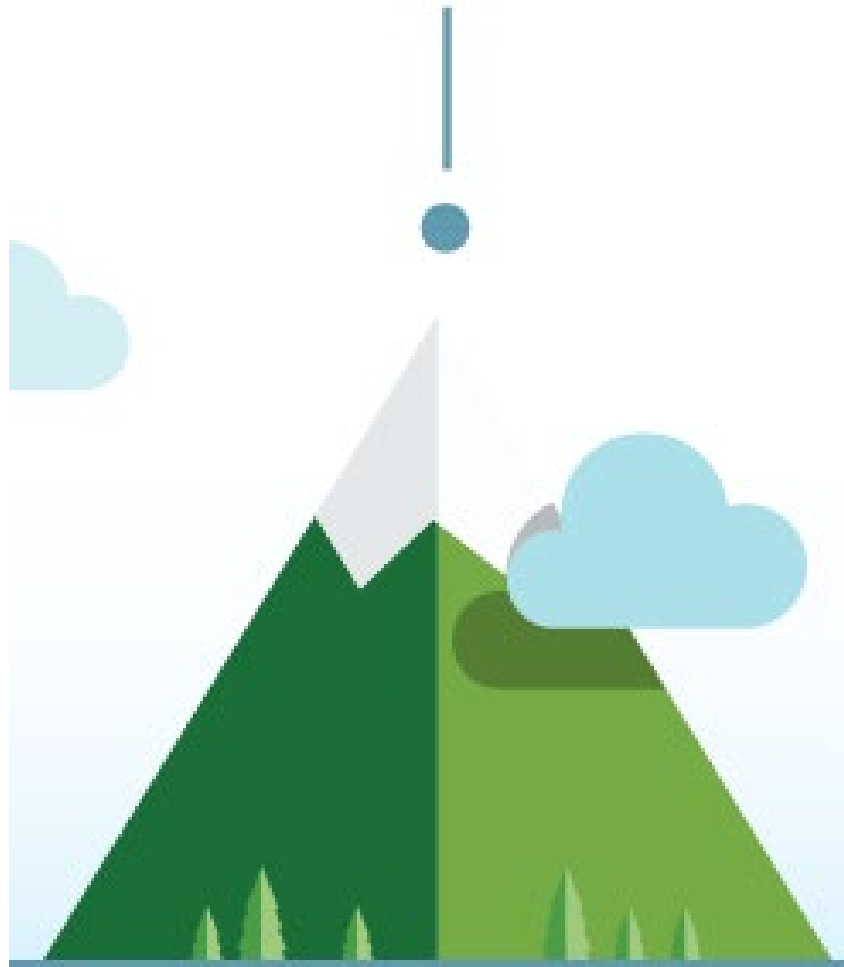
Recent Accomplishments

Registered 132 apprentices and 42 pre-apprentices by fall 2024 through **apprenticeship programs.**

Students earned nearly 2,050 **Industry Recognized Credentials** through summer 2023.

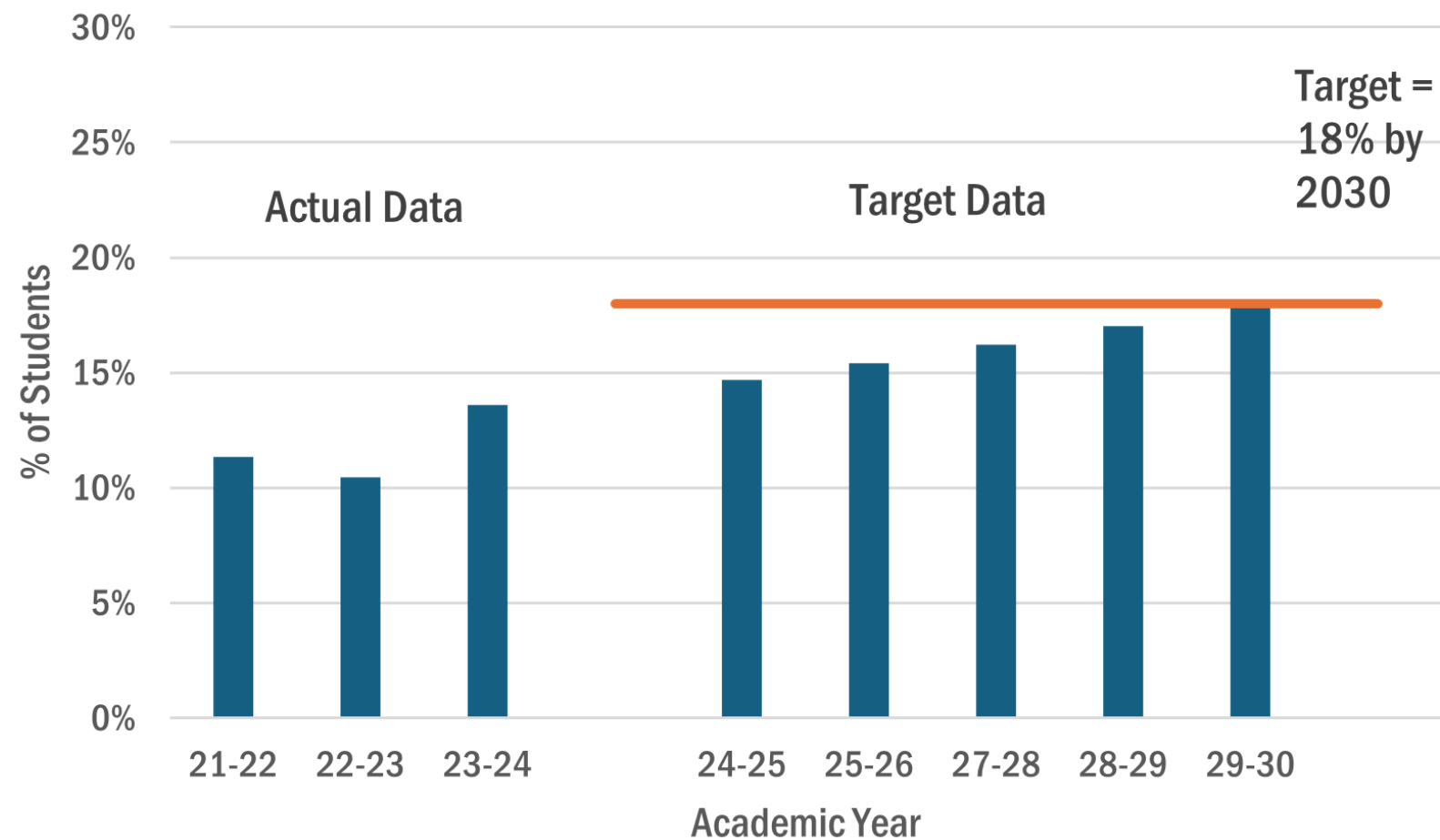*Over 2,500 **digital badges** earned since 2021.*

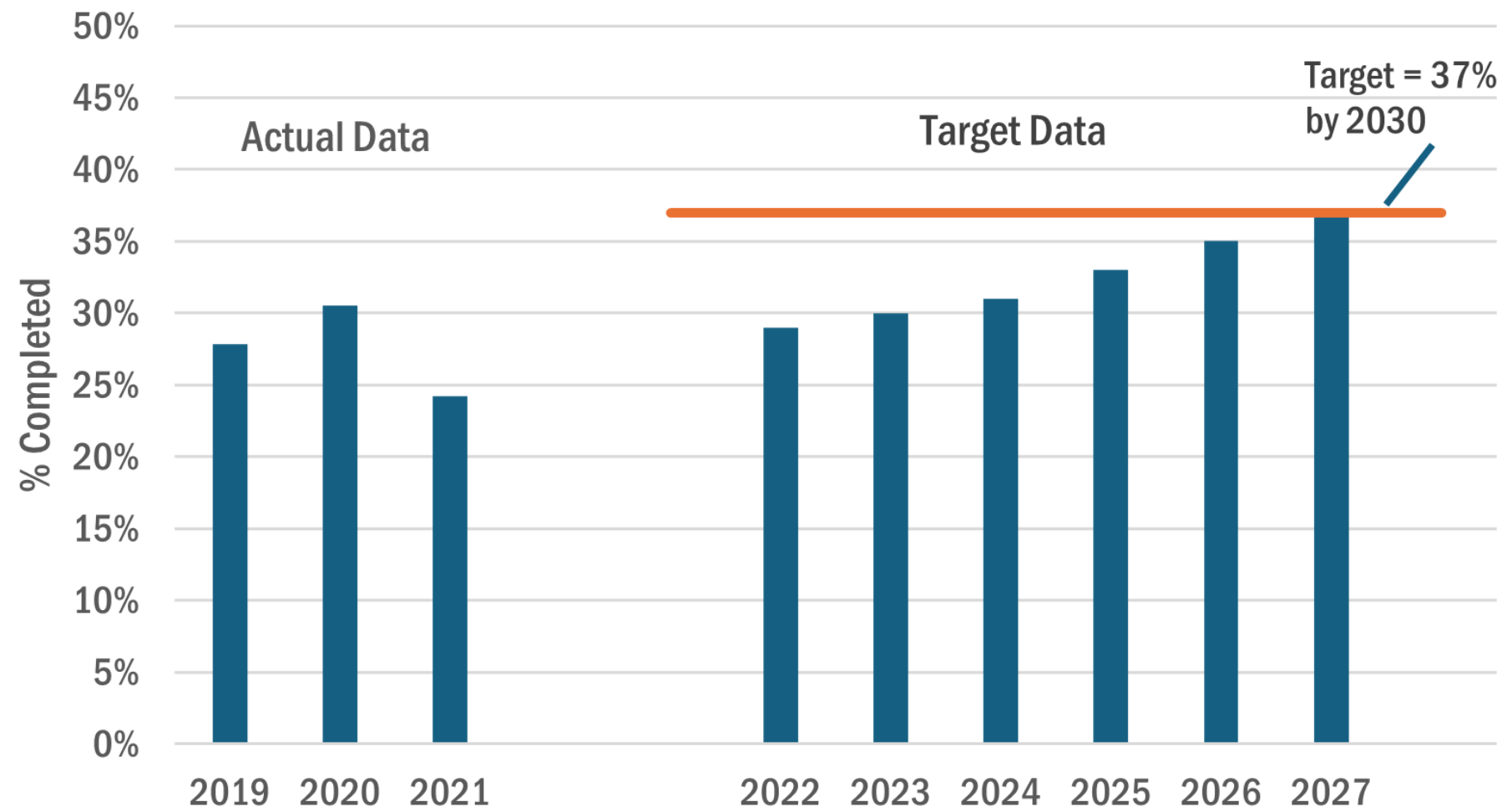# Trends to Targets: Establishing Benchmarks and Goals

Increase percentage of students successfully completing 24+ credits each academic year by 5% from prior year, achieving a target rate of 18% taking 24+ credits by 2030

Increase 3-year completion rate annually by 5% from prior 3-year average, achieving a target rate of 37% by 2030 in first-time, full-time students
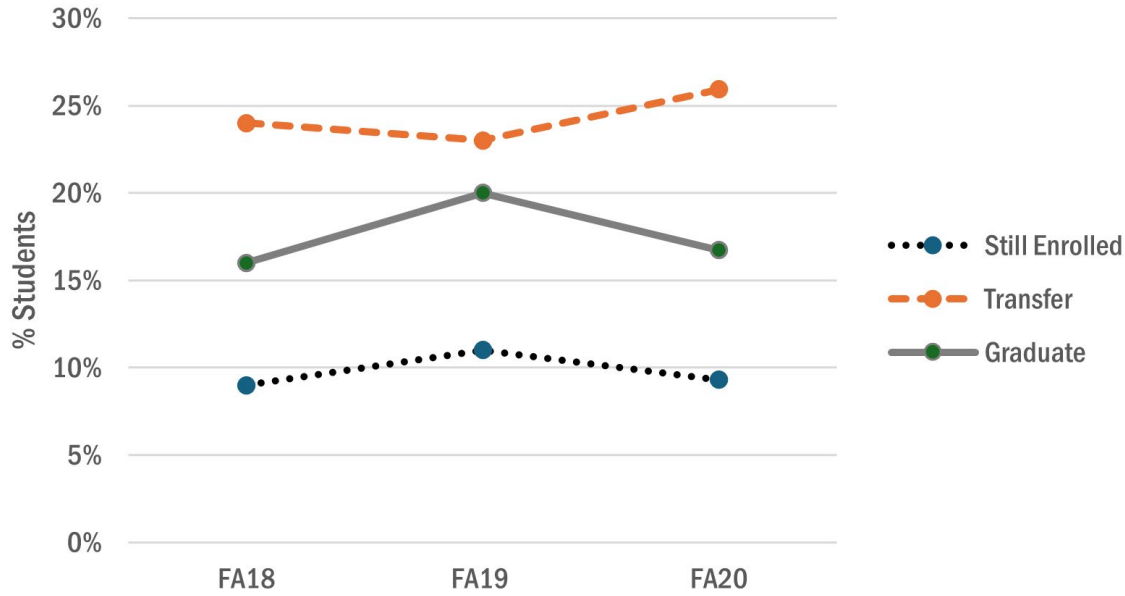
Increase fall-to-fall retention annually by 5% from prior year, achieving a **target rate of 45%** by 2030 in first-time, part-time students
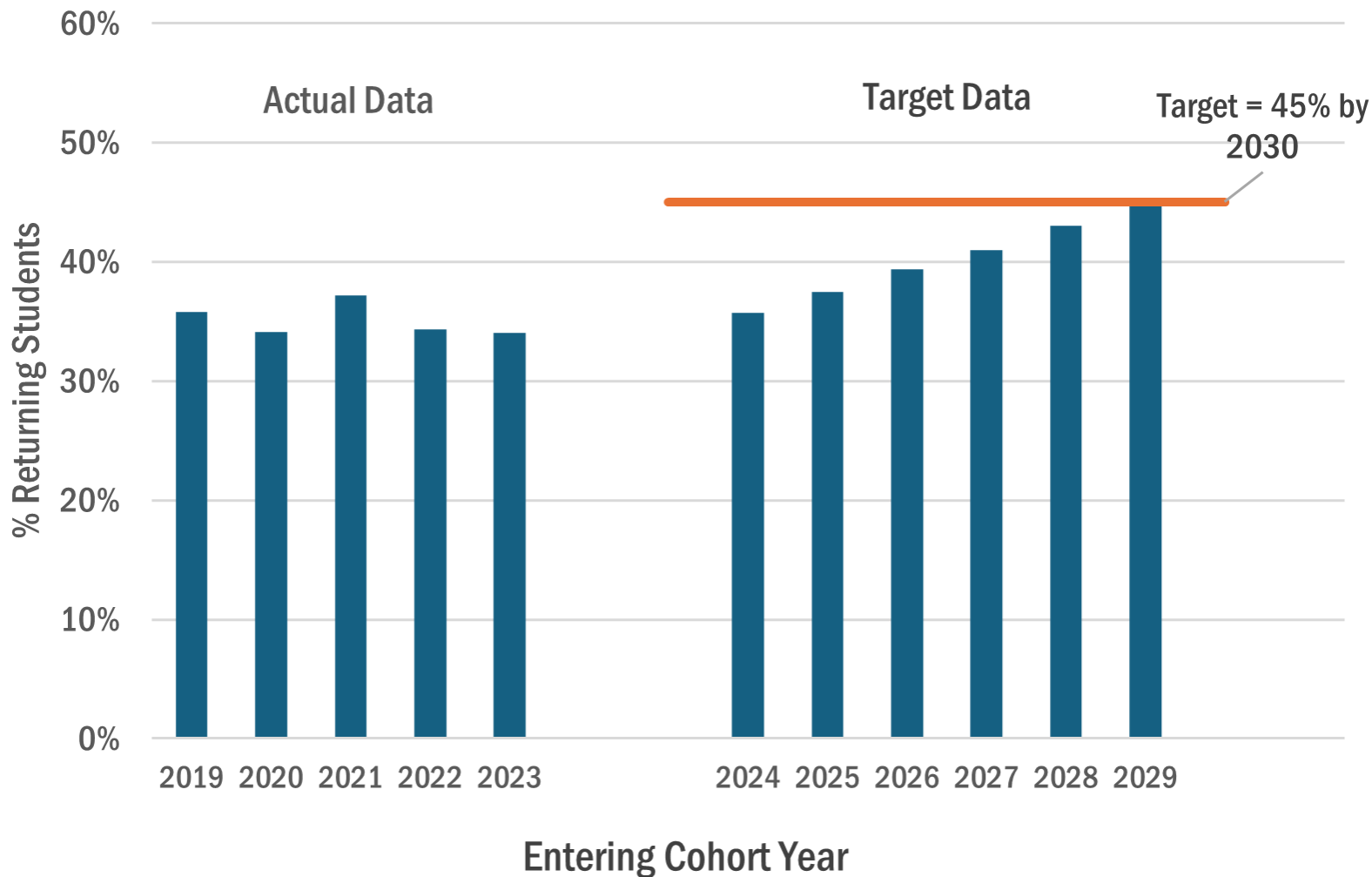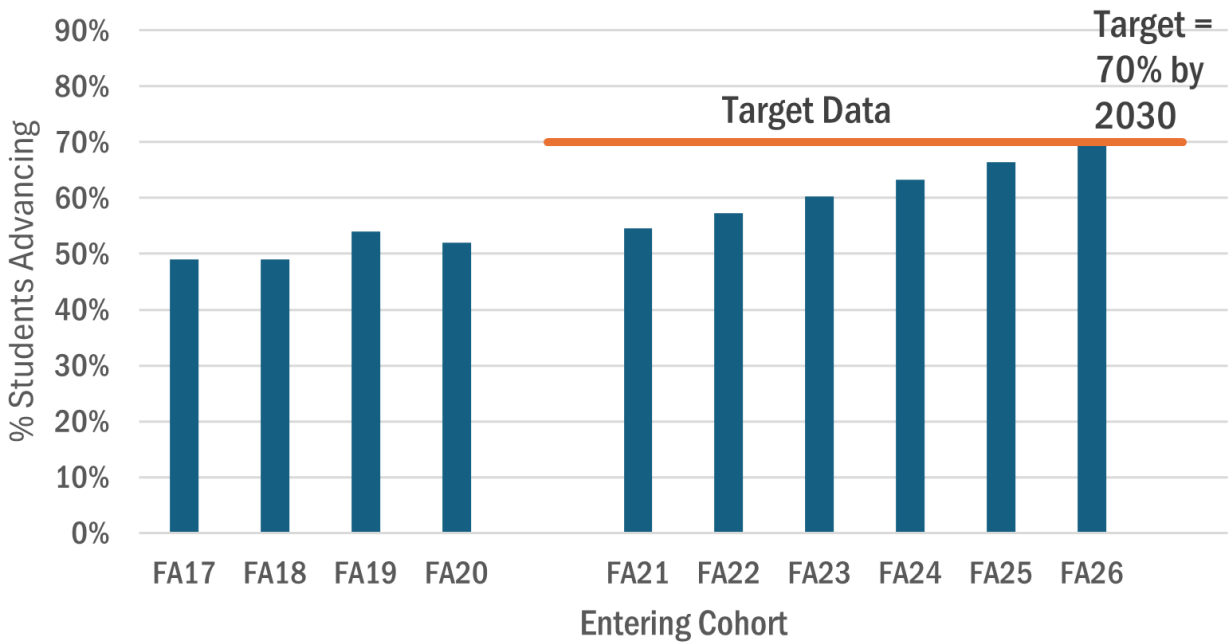
Increase overall 4-year advancement metric annually by 5% from prior year, achieving a target of 70% by 2030

Advancement Rate - 4 Year

Legend: Still Enrolled · Transfer · Graduate

Advancement Rate - 4 Year - Overall

Target Data

Target = 70% by 2030

% Students Advancing

Entering Cohort

Questions?