VSCS Strategic Action for Year One, 2020-2021

NOTE: The Key Performance Indicators column identifies potential system-wide KPIs that can be used to measure performance moving forward. The VSCS does not currently have all of the necessary data to measure these KPIs but will be working to gather this information and establish baseline data, with an estimated delivery date of February 2021.

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

The VSCS will commit to reducing the cost of attendance for students and their families by:
   a. Reducing the cost of textbooks and ancillary materials;
   b. Improving the on-time graduation rate; and
   c. Increasing average class size at residential campuses

Strategy Summary	Key Performance Indicators	Aligned Institution and System Initiatives and Goals
(a) Reducing the cost of textbooks and ancillary materials can be achieved primarily by faculty incorporating Open Educational Resources (OER) into their courses via the Canvas learning management system and otherwise monitoring the costs of required texts and ancillary materials via data provided by bookstore vendors. Professional development and instructional design support for faculty in using Canvas, instructional librarian support in locating high-quality OER, and coordination with bookstore vendors to provide timely cost data to faculty are all necessary efforts related to this strategy.	Percentage of courses using Canvas to provide some course content. Average cost per section of required texts and materials.	**SYSTEM:** • By February 1, 2021, provide system-wide professional development opportunities to faculty on using Canvas to provide course content, including OER and library resources. • As part of the initiative to adopt a system-wide purchasing and procurement process, negotiate contractual provision requiring bookstore vendors provide course section cost data for analysis. • As part of the VSCS Library Committee's work in 2020-2021 to develop a single virtual library services core, provide instructional librarian support to identify high-quality OER options for faculty. **CCV:** • Increase use of OER in CCV classes by conducting a Student Textbook Survey in fall 2020 and tasking CCV's Academic Council with evaluating the survey results, establishing OER adoption goals using 2019-20 faculty results (50% reporting using OER) as a benchmark, and developing a communication plan and strategy to meet the goals. **Castleton:** • Commit to 100% of faculty using Canvas as the primary means of providing student access to course content, including OER. Castleton will support faculty use of Canvas via instructional design support and will work with the VSCS Library Committee with a goal of ensuring at least 33% of courses use OER in 2021-2022 (current level unknown but anecdotal evidence suggests <10%). **NVU:** • Establish baseline of OER usage by start of spring 2021 term; increase use of OER by fall 2021 and fall 2022 to 10-20% above the baseline value in spring 2021. **Vermont Tech:** • Engage EAB to analyze which programs may be best positioned to access OER resources, prioritizing general education courses; develop benchmark for current programs using OER by March 1, 2021; determine and secure the best resources for OER assistance and implementation by

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		June 2021; complete search for a new bookstore vendor offering remote services at lower cost by summer 2021.
(b) Improving the on-time graduation rate is a long-term strategy that requires sustained effort institution-wide, as well as a change in those institutional practices identified as specific barriers for the institution's students or subpopulations of students. Intermediate strategies that contribute to on-time graduation include ensuring "on-map" course-taking, 15 credits/semester enrollment for fulltime and increased credit momentum for part-time students; leveraging software to target timely advising interventions with medium-risk students; and improving first-year experiences that support academic success and retention.	One-year retention rates disaggregated by full-time and part-time student status. On-time (2- and 4-year) graduation rates for full-time students. 200% graduation and transfer rates for part-time students (*i.e.* part-time students in 2 year degree programs graduate in 4 years and part-time students in 4 year degree programs graduate within 8 years).	**SYSTEM:** • Continue to provide Aviso implementation support consulting for all institutions' individual areas of need in Spring 2021, leveraging all opportunities to create and share training and professional development resources system-wide, with goal that all institutions will begin leveraging automated student success and persistence alerts during the Spring semester. **CCV:** • Increase credit momentum, with goal of increasing the number of students taking 3 classes instead of 2 classes by 5%, by CCV advisors using Aviso to identify and deliver targeted advising to part-time students in the low- and medium-risk persistence categories. **Castleton:** • Castleton will stabilize its on-time graduation rates impacted by the pandemic and improve these by 2 percentage points in 2021-2022 via its Title III activities. This includes extensive deployment of Aviso to provide alerts on students encountering difficulties so as to enable timely interventions, as well as the development and implementation of a new advising model. **NVU:** • Consistent with the plan and expectations of NVU's Title III grant, increase NVU's six year graduation rate for first time, full time freshmen by 2% at the end of the 2021-2022 academic year. **Vermont Tech:** • Submit Title III grant in the fall of 2021 to enhance retention, collect data on need for enhanced first year experience in first quarter 2021, research first year experience best practices by end of summer 2021, implement as much as feasible without the Title III funds. If unsuccessful on first application, redesign and submit again.
Strategy Summary	Key Performance Indicators	Aligned Institution and System Initiatives and Goals
(c) Increasing average class size at residential campuses will require faculty development and instructional design to support alternative delivery options to aggregate enrollments;	Percentage of course sections with enrollments of <5 5-9 10-14	**SYSTEM:** • Submission of FIPSE grant (Oct. 2020) with plan to support classroom technology upgrades and faculty professional development and instructional design for remote instruction. If grant is unsuccessful, explore all options to leverage any additional federal funds that may be received to support this plan.

	15-19 20+	**Castleton:**
physical and technological infrastructure changes to support aggregate and larger enrollments; and curriculum changes, particularly in lower-enrolled and duplicative programs at NVU and CU to increase program delivery efficiency.		• Review all classrooms during AY2020-2021 to reassess maximum seating capacity and take steps to maximize capacity once pandemic protocols allow, including reviewing all course enrollment caps, reviewing new general education requirements with regard to course caps and frequency of offering. • By February 1, 2021, produce a proposal for shared curricula with NVU that can support per-course enrollment increases, particularly in upper level major courses, through cross-campus registration and classes that are delivered both remotely and face-to-face, effective beginning Fall 2021. **NVU:** • In collaboration with Castleton, by February 1, 2021 develop a proposal that describes collaborative plans for all duplicate programs between NVU and CU, including details of course sharing and program alignment. **Vermont Tech:** • Increase the percent occupancy of non-capped program classes starting fall 2021, with goal of offering 20% fewer classes with less than 75% occupancy by fall 2022.

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

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

Strategy Summary	*Key Performance Indicators*	*Aligned Institution and System Initiatives and Goals*
Increasing access to VSCS programs will require development of new delivery modalities and scheduling as well as development of new pathways and partnerships to reach additional populations of students.	Percentage of courses and programs available in flexible formats. Percentage of total headcount enrollment by subpopulations: <u>Student type:</u> High school First-time College Transfer Graduate	**SYSTEM:** • Submission of FIPSE grant (Oct. 2020) with plan to support classroom technology upgrades and faculty professional development and instructional design for remote instruction. If grant is unsuccessful, explore all options to leverage any additional federal funds that may be received to support this plan. • By January 1, 2021, launch single website platform showcasing all courses and programs in the VSCS offered through flexible delivery modalities. • By July 1, 2021, implement new general education program core and enable search function on the new online.vsc.edu website for courses offered in online and other flexible formats. **CCV:** • Expand accelerated course selection by 10% in 2020-21, offering 114 classes in an accelerated format in fall and spring. In 2020-21, students will be able to complete five certificate and degree programs in an accelerated format. • Expand Flex classes from 18 in Fall 2020 to 25 in Spring 2021. • Develop Pipelines for CTE Students by including career-specific courses as well as courses that build academic skills needed for college success with a four-year goal (by 2024) of increasing the

	Continuing Ed/Workforce Demographic: Adult (age 25+) Students of color First-generation Pell recipient	percentage of CTE students from 20% to 25% who matriculate at CCV having already earned 6 or more college credits. • Expand Post-secondary Access to Incarcerated Vermonters in AY2020-21 via CCV's designation as a Second Chance Pell institution able to award incarcerated Vermonters Pell Grants to offset the cost of tuition (goal dependent on lifting of COVID restrictions on access to facilities). • In December 2020, CCV's Office of Prior Learning Assessment will offer six competency-based course options for Early Childhood professionals to demonstrate their learning in specific content areas (increases total competency-based courses from 6 to 12). **Castleton:** • CU's Center for Schools will expand its offerings and enrollment targeting professional needs of working Vermonters by 10% by AY2022-2023 from 316 courses delivered in AY2020 (no expansion anticipated until pandemic impacts on preK12 educators subside). • Grow enrollment in CU's MBA degree, launched as a fully online program in September 2019, by 10% per year for each of the next 3 years, with marketing support and full-time faculty member to lead program and direct recruitment efforts. • Launch a fully online M.S. degree in Nursing, with concentrations in Nurse Educator and Clinical Nurse Leader effective January, 2021. • Submit a proposal to the Board of Trustees by February 1, 2021, in conjunction with NVU, for how CU and NVU can share curriculum and collaborate on degree offerings through remote learning modalities. • Begin renovation of select classrooms for telepresence capabilities. **NVU:** • Add 2-5 new community college articulation pathways by the end of fall 2021. • Establish a Graduate Division by the end of 2020-2021 with appropriate administrative support to grow enrollments (current enrollment 293, target to recruit 159 by fall 2021). • Expand graduate mental health counseling program to other areas of the state (*e.g.* Rutland area) by Fall 2021. • Work with CU to deliver duplicate programs flexibly around the state, with the first collaboratively-delivered course being offered fall 2021. • Create a new nursing pathway with VTC enrolling 20 new students by fall 2021. **Vermont Tech:** • Formed a Diversity Equity and Inclusion committee in November 2020 to develop programming and other plans for increased enrollment and retention of students of color and other marginalized populations. DEI activities will continue with a minimum of 4 lunch and learns in Spring 2021. Additional DEI plans to be driven by student demand/interest in spring 2021 & launched fall 2021. • Engage EAB to conduct research on how other technical colleges have enabled access for non-traditional students using alternative modalities, scheduling, and decentralized locations while maintaining applied learning opportunities. Work begins Q1 of 2021, study results acted upon through Fall 2021 to plan for Fall 2022 delivery, with initial conversations to be held in spring 2021 with all programs about potential future modality, calendar, lab offerings, and timing .

| | | • Deliver introductory computing and engineering technology courses with students from three demographic groups – early college HS, working adults, transfer students. Deliver engineering and computing 1000 level courses asynchronously in Fall 2021.
• Expand CEWD options by 4 employer partners in FY 21 from 31 currently. |

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

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

Strategy Summary	*Key Performance Indicators*	*Aligned Institution and System Initiatives and Goals*
Improving academic, advising, career counseling, and at-risk student mentorship will require professional development for staff and faculty to use technological tools effectively, which in turn increases staff capacity for high-impact activities such as coaching, mentoring, and career counseling.	Percentage of faculty using Canvas gradebook. Percentage of faculty and advising staff using Aviso.	**System:** • Continue investment in providing Aviso implementation support consulting for all institutions' individual areas of need in Spring 2021, leveraging all opportunities to create and share training and professional development resources system-wide, with goal that all institutions will begin leveraging automated student success and persistence alerts during the Spring semester. • Support continued Canvas adoption through coordinated professional development via the VSC-TLT Group. **CCV:** • Starting October 2020 through April 2021, offer 5 virtual trainings to support advisors in integrating coaching skills into their advising practices and using new program semester maps in advising. • Enhanced transfer pathways webpage, mapping articulation agreements from CCV to other colleges and universities published Fall 2020. • In 2020-21, offer enhanced services that support students in a remote learning environment, including the creation of a virtual learning center, increased promotion of CCV's Tutor.com service, and training and deploying embedded peer mentors in selected online courses. • In 2020-21, increase employment of Aviso functions, including the use of predictive analytics, alerts, notes, and scheduled meetings, as a strategy to support CCV's retention, credit momentum, and graduation strategic goals. • In 2020-21, increase faculty pedagogical expertise and practical use of technologies for teaching remotely by providing virtual trainings, creating how-to resources, and engaging in 1:1 instructional sessions on tools like Canvas, Zoom, and Yuja, assessing faculty participation and surveys to determine training effectiveness. **Castleton:**

- Fully implement a new Center for Teaching and Learning, including offering Canvas workshops for faculty.
- Fully implement Aviso and develop new research-based advising model.
- Implement enhanced career counselling and internship experiences through the addition of a Title III, grant-funded position of Director of Experiential Learning and Workplace Readiness and a partnership with Rutland's Chamber and Economic Development Corporation.

NVU:

- Increase the percentage of faculty using Canvas and Aviso for outreach to students to 50% by fall 2021 and 80% by fall 2022, consistent with Title III grant target retention rate increase of 1% from spring 2021 to fall 2021.
- Increase the number of early at-risk student interventions by 10% over AY2019-2020 levels by using Aviso communication functionality.

VTC:

- Continue Strategic Enrollment Management Committee to maximize retention and assist in on-time graduation, including developing a full plan to include preparation of Title III grant in fall 2021.
- Via spring 2021 activities TBD, increase adoption of Canvas and Aviso above fall 2020 rates by a target % TBD.
- Improve and enhance student experience and accessibility in Canvas by partnering with 3-5 programs each semester to do targeted training on best practices in course design.
- With Title III funds, develop a centralized advising model, with a goal of increasing the retention rate from its current 71% to 75% over the next few years.

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

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

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Obtaining robust & regular survey data from recent graduates and employers is a critical component of quality improvement & external alignment of VSCS programs. *See* Board Policy 101. Individual institutions have been	KPIs to be developed in conjunction with survey development.	**System:** • In the absence of any additional resources to fund cost, lead a task force of VSC institutional representatives to develop and implement a survey to be conducted annually of all graduates within 6 months of graduation, with first survey to be conducted of Spring 2021 graduates in late 2021-early 2022. • In the absence of any additional resources to fund cost, lead a task force of VSC institutional representatives to develop and implement a survey to be distributed annually to all workforce development partners and identified employers of recent graduates, with first survey to be conducted in spring of 2022.

challenged to obtain adequate results & much of the effort could be streamlined by implementing an integrated system approach.		

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

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

Strategy Summary	*Key Performance Indicators*	**CCV:**
Expanding degree paths with embedded Industry Recognized Credentials (IRCs) can be accomplished by: (a) development of new "entry-level" learning opportunities, such as single CCV courses, Registered Apprenticeships, or certificate programs; (b) by the integration of such credentialed learning into CCV or other VSC associate degree programs; (c) by the development of Direct Admissions pathways from CCV to other VSC degree programs; & (c) by the development of additional and "exit-level" internships and other IRCs into VSC baccalaureate and graduate programs.	Percentage of degree pathways with embedded IRC's.	• In 2020-21, establish four new certificates, all of which are aligned with workforce needs and nested within existing degree programs. • In 2020-21, in partnership with Amazon Web Services (AWS), offer a new course, Foundations of Cloud Computing. Students who complete this 3 credit course will be prepared to take the AWS Certified Cloud Practitioner exam. • In 2020-21, launch Introduction to Pharmacy college-wide to all students. Students who take the course can sign up to be Registered Apprentices. • In fall 2020, launch new strategic partnership with MSI (Manufacturing Solutions Inc in Morrisville) and ETS (MSI's staffing agency) to create a new training and employment pipeline. • In 2020-21, introduce Flex Credentials, consisting of 2-6 Flex courses leading to a stackable credential in 11 areas such as Certified Production Technology, Digital Marketing, and Medical Terminology. **NVU:** • Create two career pathways with participating industry experts in the Learning and Working Community Model in each of the next three years beginning at the end of the 2021-2022 academic year through AY 2022-2023. • Embed IRCs in degree programs in Graphic Design, Computer Information Systems, and Music Business and Industry by the end of Fall 2021. **Vermont Tech:** • Develop a benchmark of the IRC's currently embedded by end of spring semester 2021.