



CCV  
NECHE  
2022

**Community College of Vermont**  
2022 Self-Study

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# **Institutional Characteristics Form**

**Institutional Characteristics Form** Revised September 2009

This form is to be completed and placed at the beginning of the self-study report:

Date: January 5, 2022

1. Corporate name of institution: **Community College of Vermont**
2. Date institution was chartered or authorized: **1970**
3. Date institution enrolled first students in degree programs: **1970**
4. Date institution awarded first degrees: **1973**
5. Type of control:

Public

State

City

Other

(Specify) \_\_\_\_\_

Private

Independent, not-for-profit

Religious Group

(Name of Church) \_\_\_\_\_

Proprietary

Other: (Specify) \_\_\_\_\_

6. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant?

**Vermont State Colleges; Associate and Associate of Applied Science degrees.**

7. Level of postsecondary offering (check all that apply)

Less than one year of work

At least one but less than two years

Diploma or certificate programs of at least two but less than four years

Associate degree granting program of at least two years

Four- or five-year baccalaureate degree granting program

First professional degree

Master's and/or work beyond the first professional degree

Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)

A doctor of philosophy or equivalent degree

Other doctoral programs \_\_\_\_\_

Other (Specify) \_\_\_\_\_

8. Type of undergraduate programs (check all that apply)

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Occupational training at the crafts/clerical level (certificate or diploma) | <input checked="" type="checkbox"/> Liberal arts and general |
| <input checked="" type="checkbox"/> Occupational training at the technical or semi-professional level (degree)  | <input type="checkbox"/> Teacher preparatory                 |
| <input checked="" type="checkbox"/> Two-year programs designed for full transfer to a baccalaureate degree      | <input type="checkbox"/> Professional                        |
|   | <input type="checkbox"/> Other _____                         |

9. The calendar system at the institution is:

- Semester     Quarter     Trimester     Other \_\_\_\_\_

10. What constitutes the credit hour load for a full-time equivalent (FTE) student each semester?

- a) Undergraduate    **12 credit hours**
- b) Graduate    \_\_\_\_\_ credit hours
- c) Professional    \_\_\_\_\_ credit hours

11. Student population – (Fall 2021 semester)

a) Degree-seeking students:

	<b>Undergraduate</b>	<b>Graduate</b>	<b>Total</b>
<b>Full-time student headcount</b>	625		625
<b>Part-time student headcount</b>	2892		2892
<b>FTE</b>	1,997		1,997

b) Number of students (headcount) in non-credit, short-term courses:

**70** (Introduction to College and Careers); **800** (Northern Lights – Early Childhood);  
**21** (Workforce Education)

12. List all programs accredited by a nationally recognized, specialized accrediting agency.

<b>Program</b>	<b>Agency</b>	<b>Accredited since</b>	<b>Last Reviewed</b>	<b>Next Review</b>
None				

13. Off-campus Locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs or 50% or more of one or more degree programs. Record the full-time equivalent enrollment (FTE) for the most recent year. Add more rows as needed.

	Full degree	50%-99%	FTE
<b>A. In-state Locations</b>			
This institution does not have a main campus. The figures provided in Item 11 for the main campus are the Annual Enrollment totals for all instructional locations.	n/a		
<b>B. Out-of-state Locations</b>			
None			

14. International Locations: For each overseas instructional location, indicate the name of the program, the location, and the headcount of students enrolled for the most recent year. An overseas instructional location is defined as “any overseas location of an institution, other than the main campus, at which the institution matriculates students to whom it offers any portion of a degree program or offers on-site instruction or instructional support for students enrolled in a predominantly or totally on-line program.” **Do not include study abroad locations.**

Name of program(s)	Location	Headcount
None		

15. Degrees and certificates offered 50% or more electronically: For each degree or Title IV-eligible certificate, indicate the level (certificate, associate’s, baccalaureate, master’s, professional, doctoral), the percentage of credits that may be completed on-line, and the FTE of matriculated students for the most recent year. Enter more rows as needed.

Name of program	Degree level	% on-line	FTE
Accounting	associate	100	66
Behavioral Science	associate	100	235
Business	associate	100	186
Early Childhood Education	associate	100	231
Environmental Science	associate	100	44
Health Science	associate	95%	219
Information Technology	associate	100	65
Liberal Studies	associate	100	207

Liberal Studies w/ Specialization in Global Studies	associate	100	10
Professional Studies	associate	100	18
STEM Studies	associate	100	87
Administrative Medical Assisting	certificate	90%	9
Afterschool & Youth Work	certificate	100	1
Allied Health Preparation	certificate	100	162
Bookkeeping	certificate	100	57
Childcare	certificate	100	26
Clinical Medical Assisting	certificate	50%	23
Community Health	certificate	100	3
Cybersecurity Fundamentals	certificate	100	7
Digital Media Production	certificate	100	7
Entrepreneurship	certificate	100	3
Funeral Director	certificate	100	11
Graphic Design	certificate	100	41
Human Resource Management	certificate	100	5
IT Service Desk Specialist	certificate	100	18
Media Communications	certificate	100	1
Medical Billing & Coding	certificate	100	35
Pharmacy Technician	certificate	88%	2
STEM Studies	certificate	100	1
Studio Art	certificate	78%	8
Web Development	certificate	100	4
Workplace Skills	certificate	100	1

16. Instruction offered through contractual relationships: For each contractual relationship through which instruction is offered for a Title IV-eligible degree or certificate, indicate the name of the contractor, the location of instruction, the program name, and degree or certificate, and the number of credits that may be completed through the contractual relationship. Enter more rows as needed.

<b>Name of contractor</b>	<b>Location</b>	<b>Name of program</b>	<b>Degree or certificate</b>	<b># of credits</b>
None				

17. List by name and title the chief administrative officers of the institution. (Use the table on the following page.)

18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:
- a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;
  - b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;
  - c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;
  - d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.
19. Record briefly the central elements in the history of the institution:  
**Please see Institutional Overview below.**

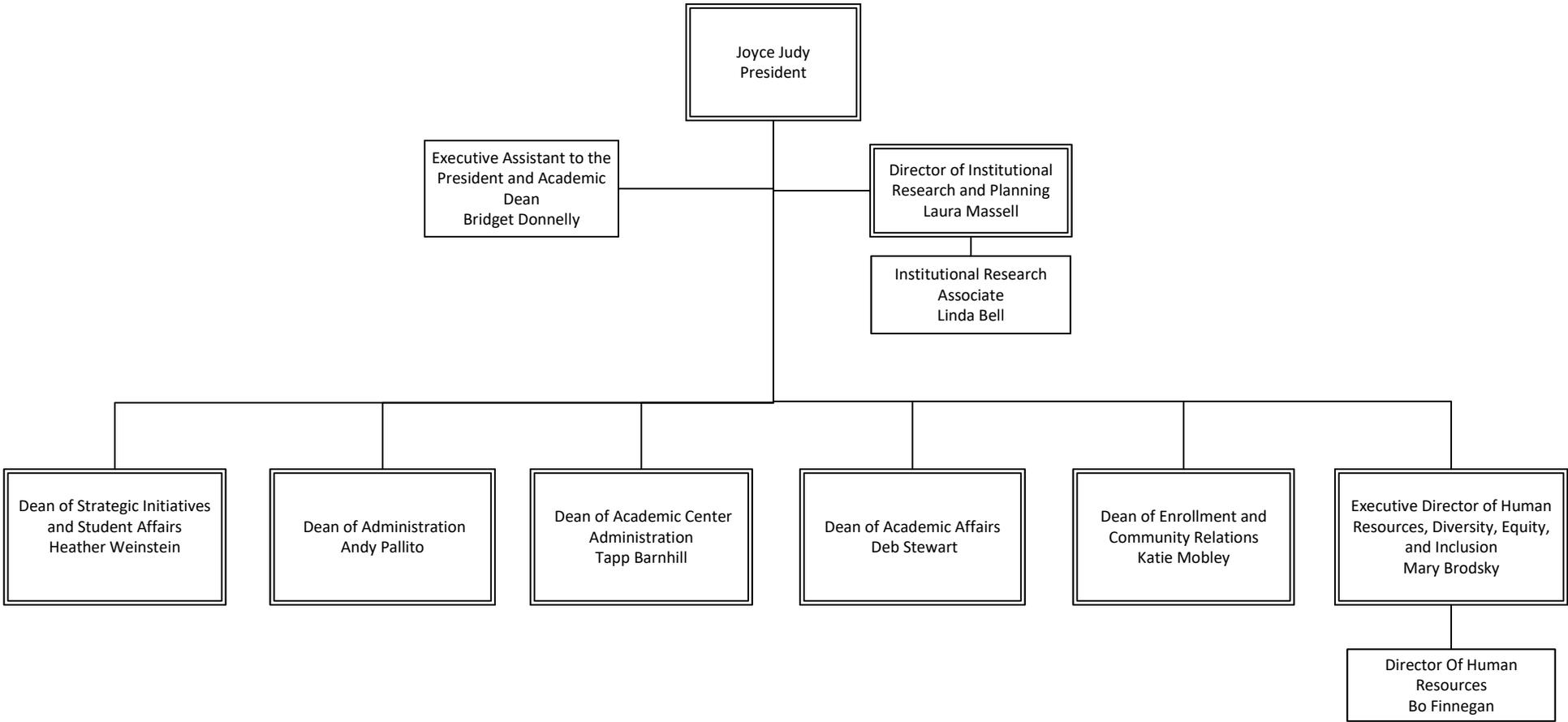
**CHIEF INSTITUTIONAL OFFICERS**

<b>Function or Office</b>	<b>Name</b>	<b>Exact Title</b>	<b>Year of Appointment</b>
Chair Board of Trustees	Rep. Eileen “Lynn” Dickinson	Chair of the Board	August 12, 2020
President/CEO	Joyce Judy	President	March 19, 2010
Chief Academic Officer	Deborah Stewart	Dean of Academic Affairs	July 1, 2014
Deans of Schools and Colleges	Heather Weinstein	Dean of Strategic Initiatives and Student Affairs	July 1, 2014
	Andy Pallito	Dean of Administration	April 16, 2018
	Tapp Barnhill	Dean of Academic Center Administration	July 1, 2019
	Deborah Stewart	Dean of Academic Affairs	July 1, 2014
	Katie Mobley	Dean of Enrollment and Community Relations	July 1, 2019
Chief Financial Officer	Andy Pallito	Dean of Administration	April 16, 2018
Chief Student Services Officer	Heather Weinstein	Dean of Strategic Initiatives and Student Affairs	July 1, 2014
Human Resources and Diversity Officer	Mary Brodsky	Executive Director of Human Resources, Diversity, Equity, and Inclusion	October 4, 2021
Planning	Heather Weinstein	Dean of Strategic Initiatives and Student Affairs	July 1, 2014
	Laura Massell	Director of Institutional Research & Planning	July 16, 2012
Institutional Research	Laura Massell	Director of Institutional Research & Planning	July 16, 2012
Assessment	Diane Hermann-Artim	Associate Academic Dean	September 21, 2011
	Candace Lewis	Associate Academic Dean	November 21, 2016
	Nicole Otte-Stetson	Associate Academic Dean	February 11, 2019
Development	Aimee Stephenson	Director of Resource Development	July 2, 2016

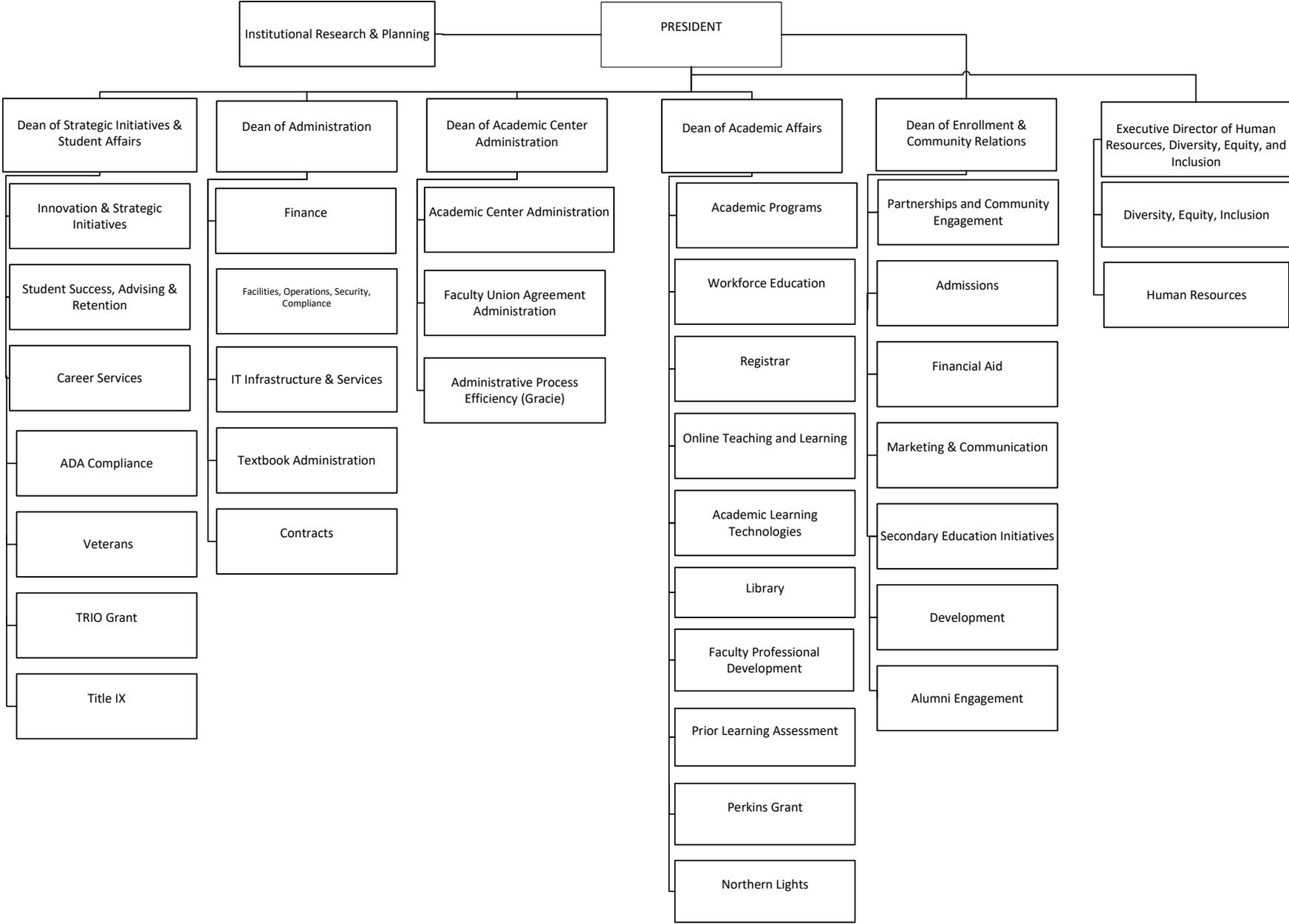
Library	James Allen	Hartness Library Director/ VSCS Library Director	July 1, 2020
Chief Information Officer	Charles Bombard	Director of IT Infrastructure	October 25, 2014
Continuing Education	n/a		
Grants/Research	Deborah Stewart	Dean of Academic Affairs	July 1, 2014
Admissions	Adam Warrington	Associate Dean of Admissions & Enrollment	January 1, 2022
Registrar	JP Rees	Registrar	December 31, 2016
Financial Aid	Ryan Dulude	Director of Financial Aid	February 4, 2019
Public Relations	Katie Keszey	Director of Communications	July 1, 2019
Alumni Association	Aimee Stephensen	Director of Resource Development	July 2, 2016
Workforce Education	Tiffany Walker	Associate Dean of Workforce Education	March 30, 2017
Regional Directors	Gretchen DeHart Jenney Izzo Marianne DiMascio	Regional Director Regional Director Regional Director	July 1, 2019 July 1, 2019 July 1, 2019

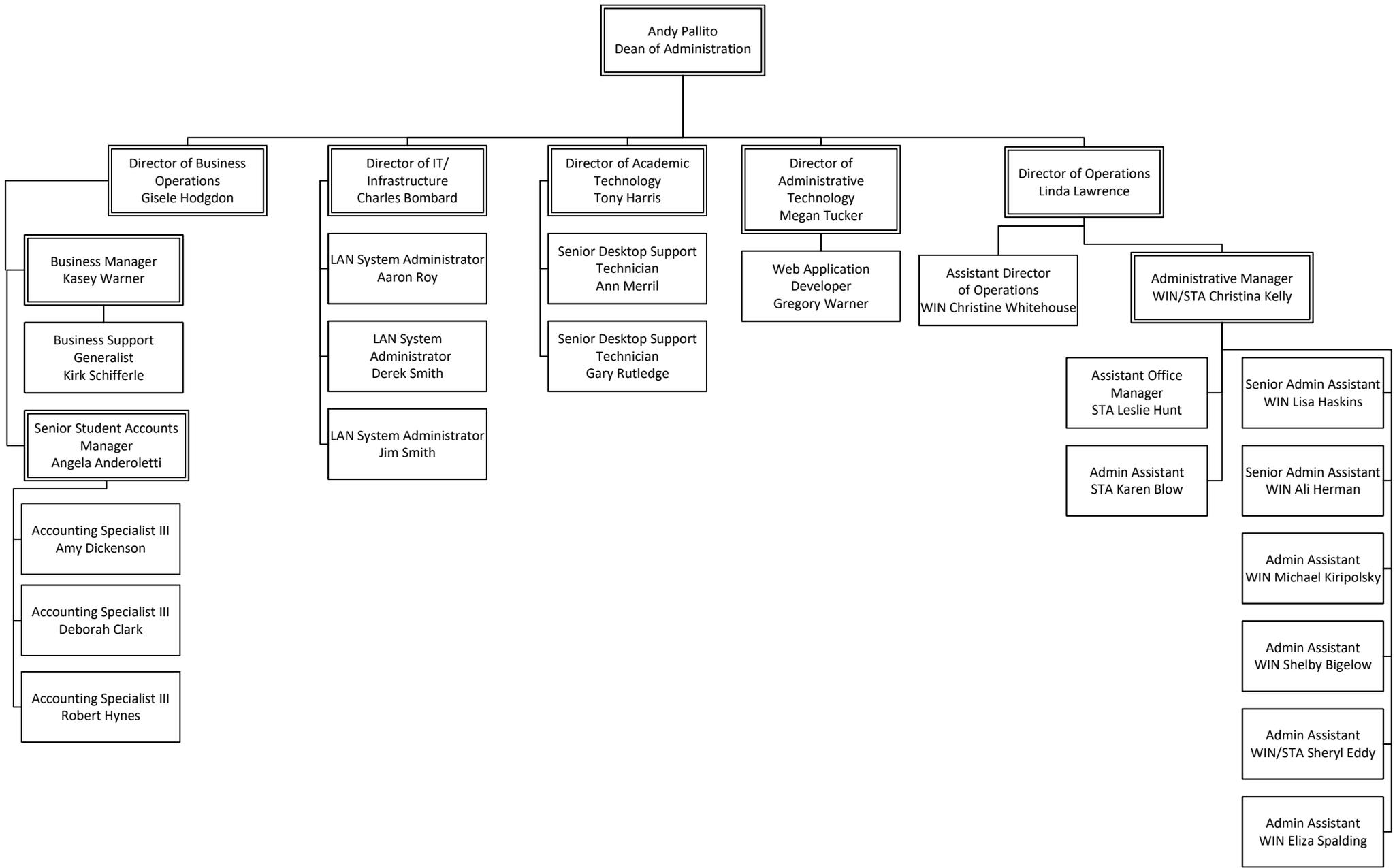
# College Organizational Charts

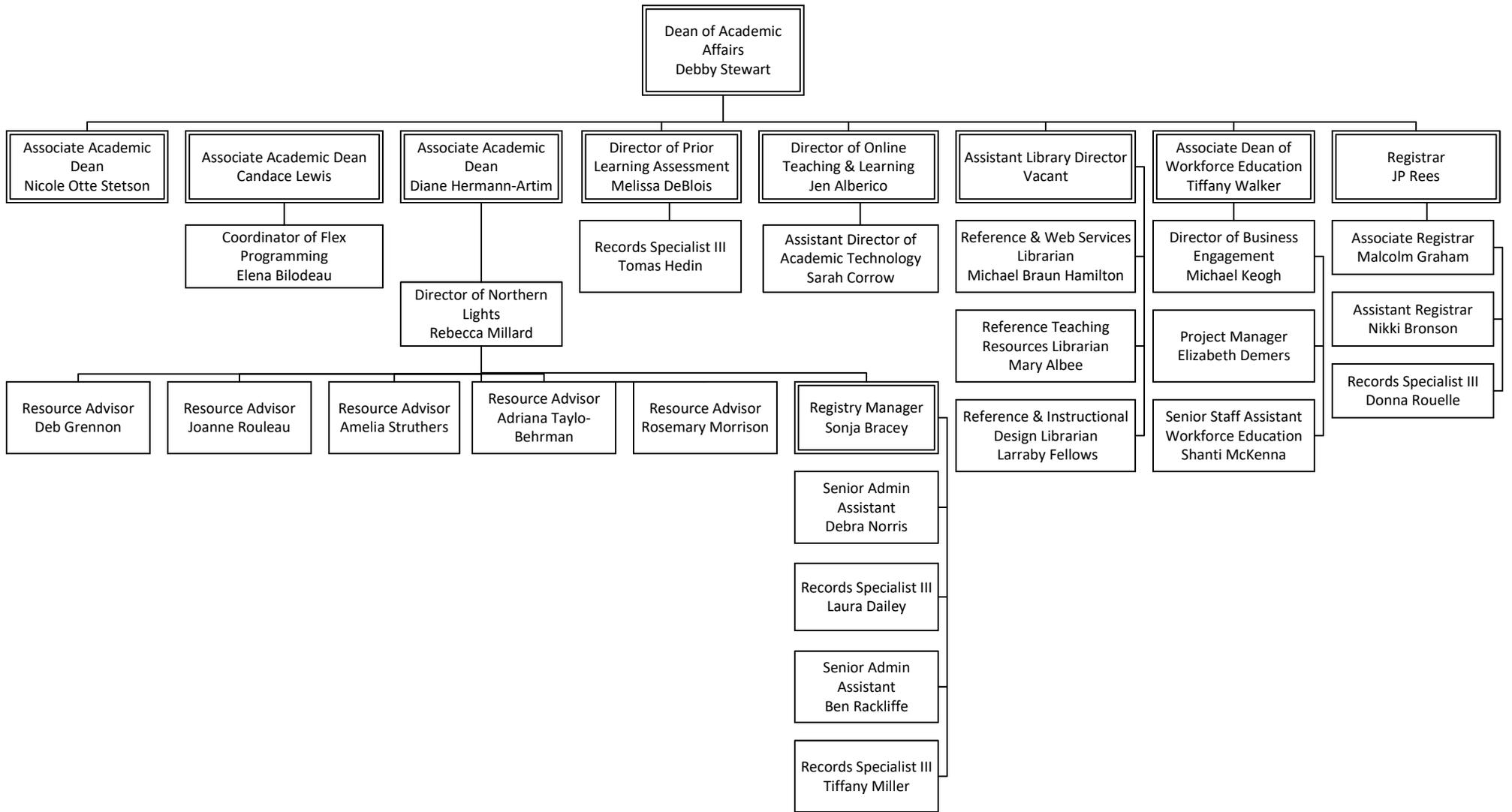
Community College of Vermont  
Presidential Chart

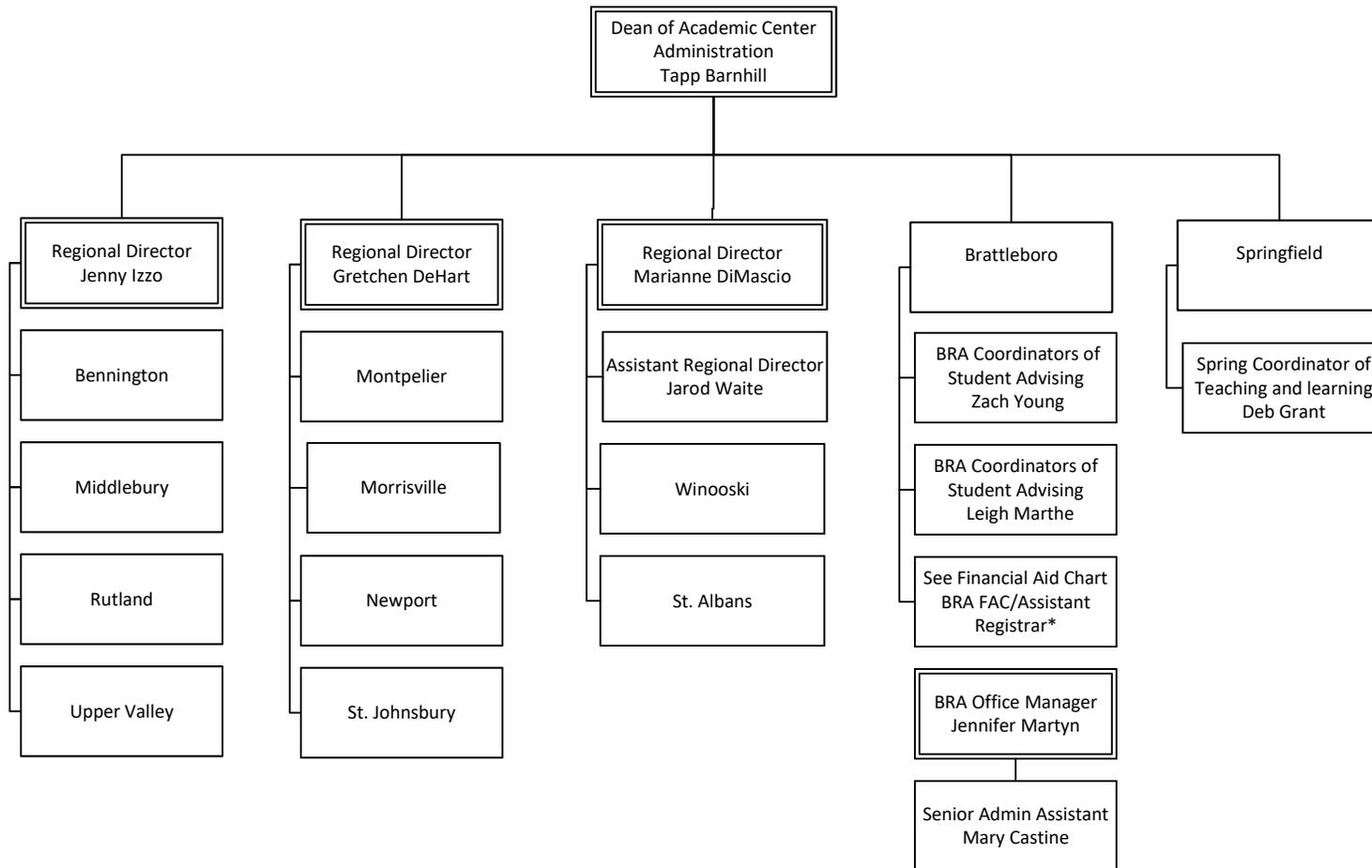


Community College of Vermont  
2021 Organizational Chart

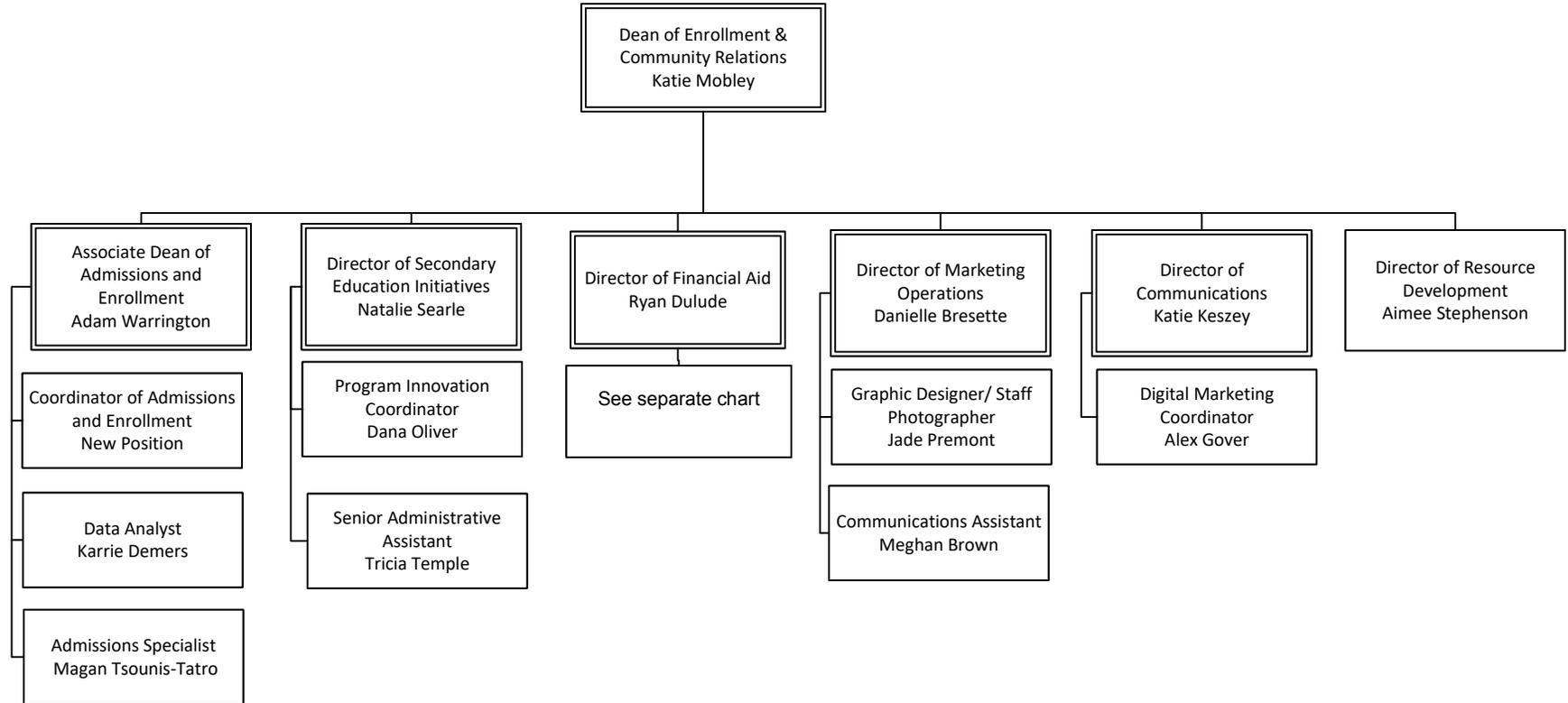


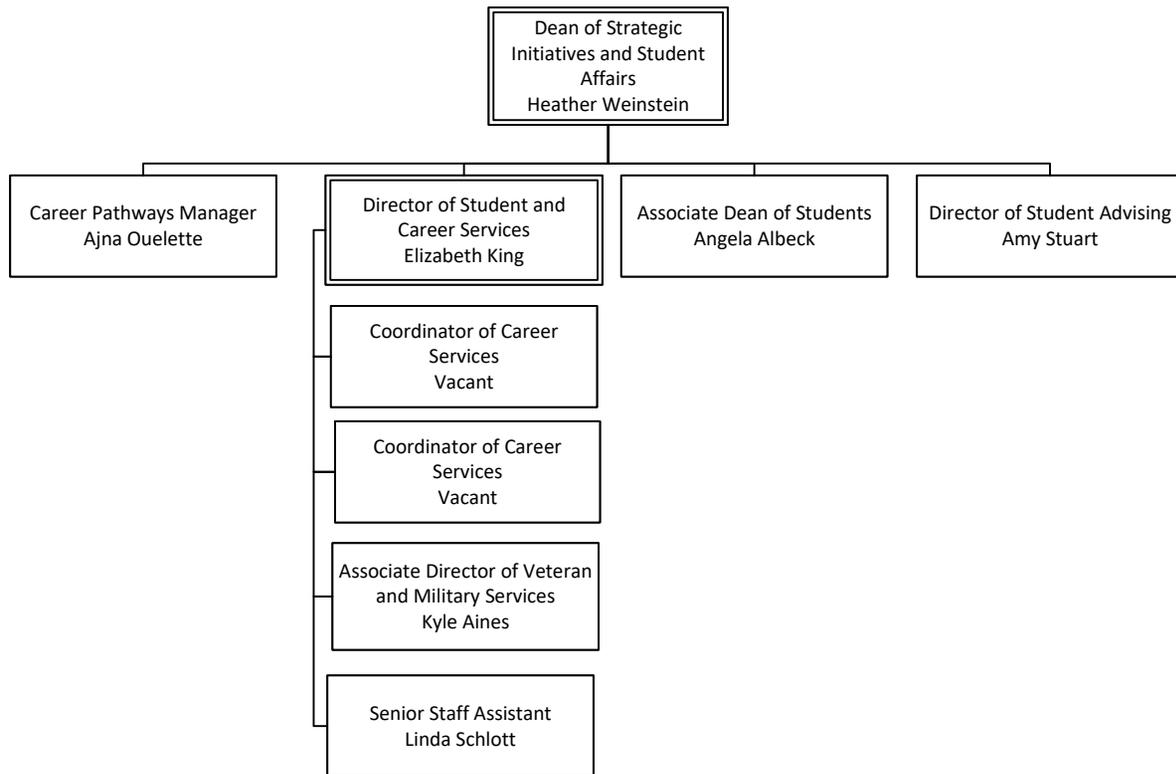


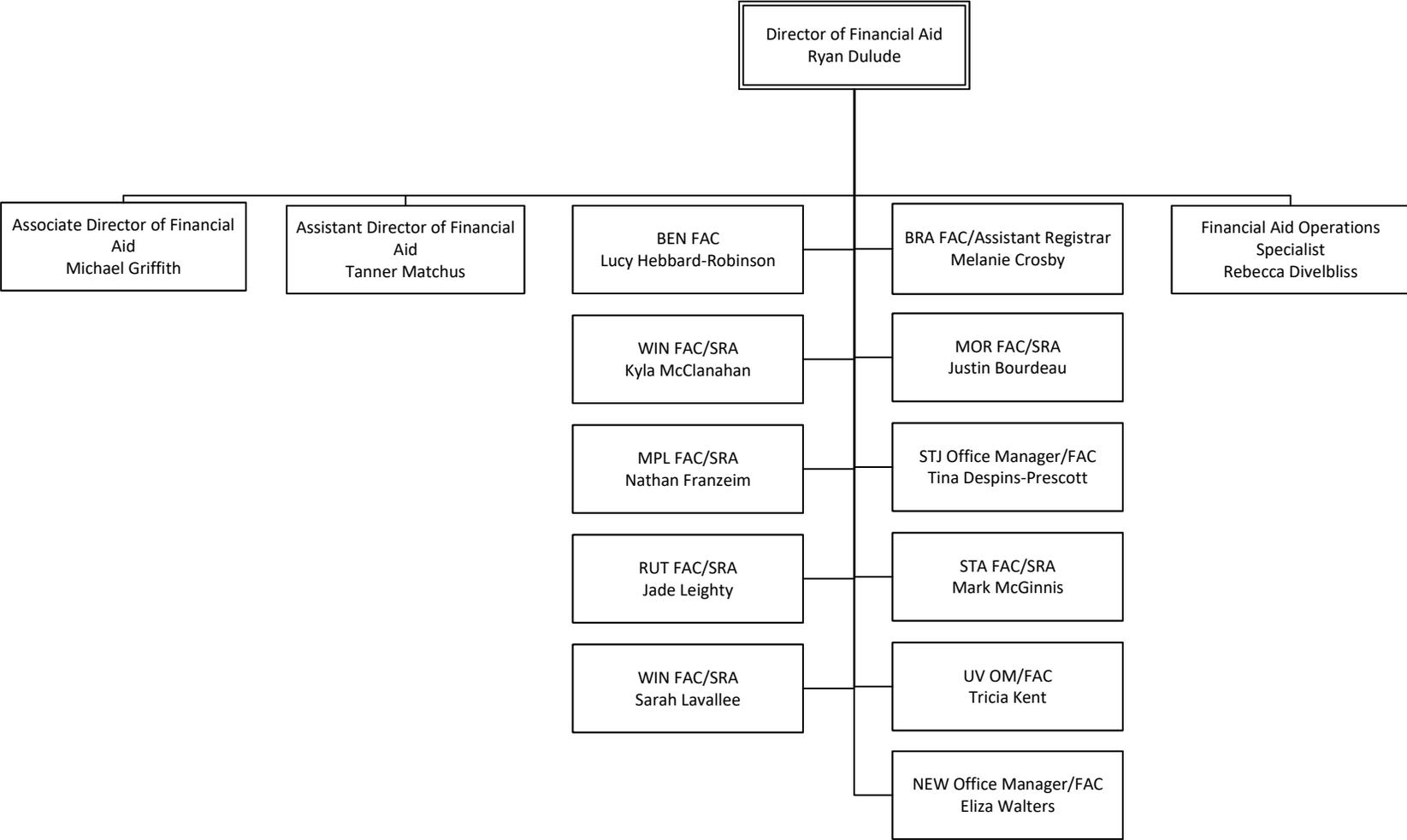


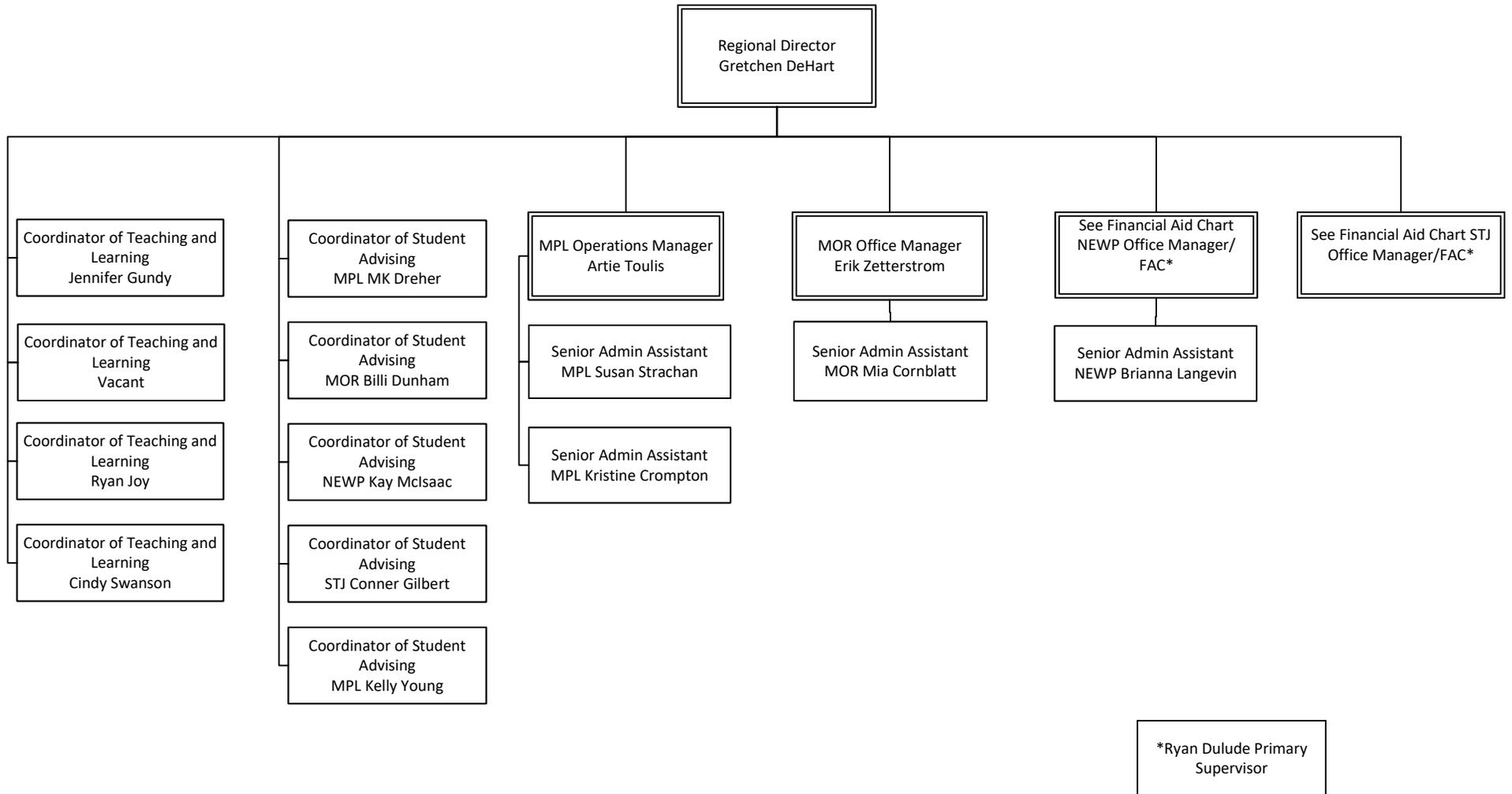


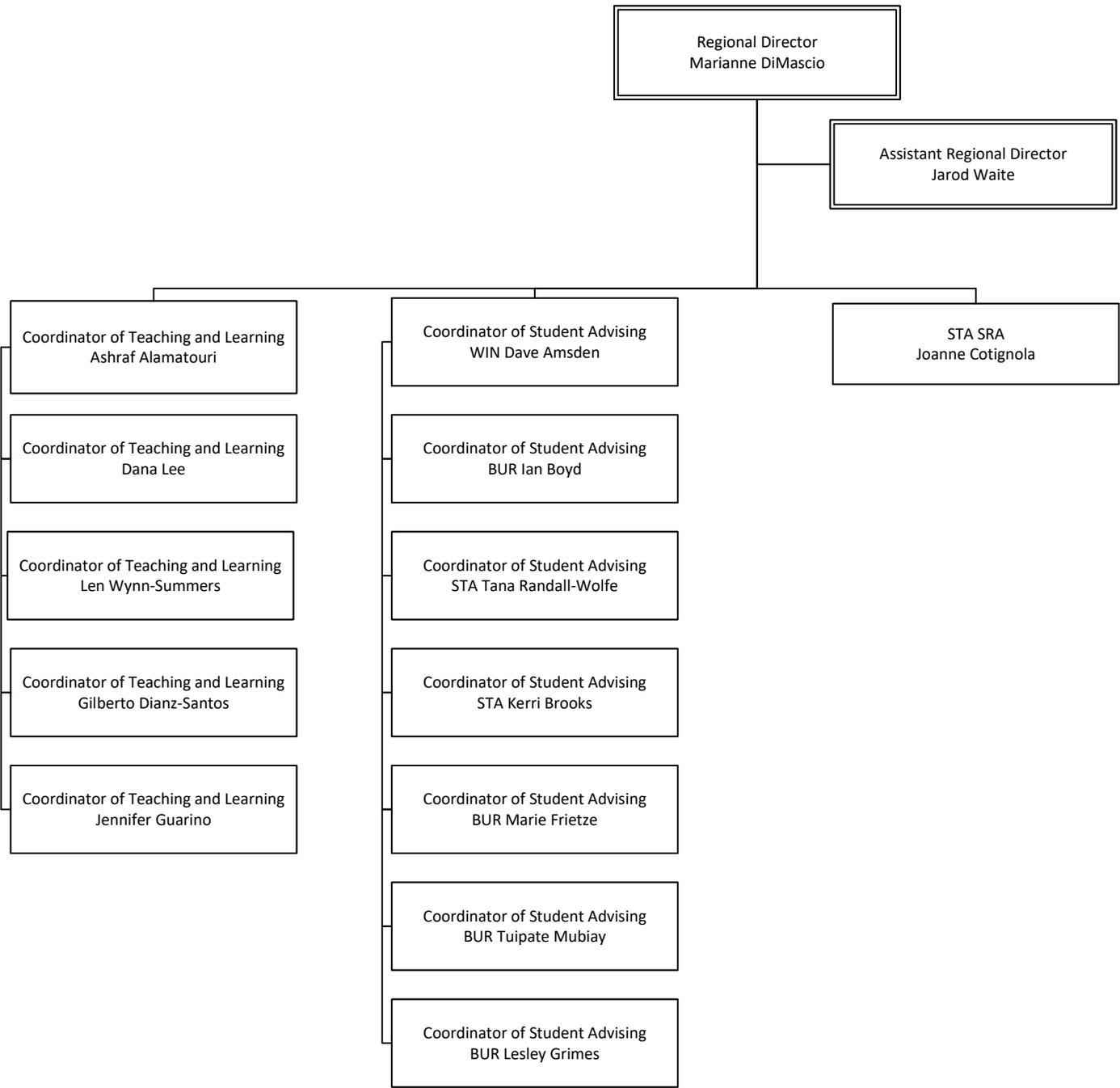
\*Ryan Dulude Primary Supervisor

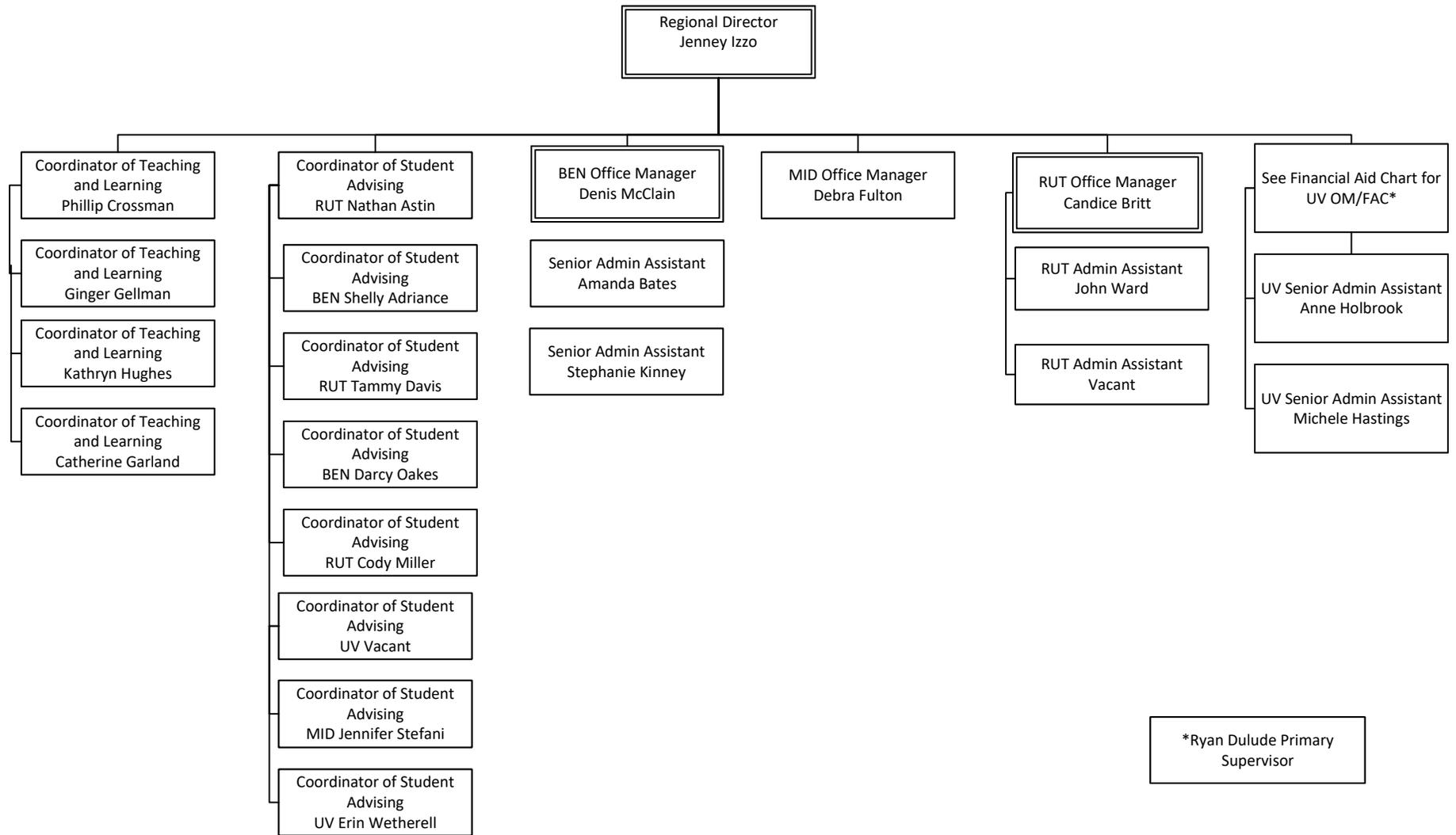












# Table of NECHE Actions

### Table of NECHE Actions

<b>Date of Commission Letter</b>	<b>Detailed Actions, Items of Special Attention, or Concerns</b>	<b>NECHE Standards Cited in Letter</b>	<b>Self-Study Page Number</b>
May 2, 2017	Implement strategies to enhance student success	8.3-8.8	Standard 1, pages 2-5 Standard 4, pages 37-39 Standard 5, pages 47-52 Standard 8, pages 85-88
	Assure financial stability, address student affordability, lower student default rates	7.4-7.6, 5.14, 9.25	Standard 1, page 5 Standard 5, pages 52-53 Standard 7, pages 71-75
	Implement initiatives to achieve goals for faculty and staff diversity	6.5	Standard 6, page 61 Standard 7, pages 68-70 Standard 9, pages 98-99

# **Introduction and Process**

## Introduction

The path to CCV's self-study began in the fall of 2016, soon after the submission of the Interim Report to NECHE, when President Joyce Judy set the College on a five-year course of action, starting with a robust strategic planning initiative that gave rise to several significant institutional changes leading up to this comprehensive evaluation. In January 2018, after a year of discussion, data analysis, outreach, prioritizing, and planning, CCV launched its new strategic plan to the College community. Far from landing in the proverbial desk drawer, this new plan set in motion several major initiatives that are detailed in this self-study. The largest of these was undertaken in July 2018, when CCV's executive leadership team convened in special sessions to look closely at the College's organizational structure. This work culminated in the February 2019 announcement of CCV's first major staffing reorganization in its 50-year history. The reorganization took effect in July and was completed in the fall of 2019, as the College began to turn its attention to reaccreditation. Thus, the timing of this self-study gave CCV an opportunity to look carefully at the first phase of its strategic plan implementation and at progress in addressing its strategic priorities.

In December 2019, President Judy shared the first of her many overviews of the self-study process as part of her regular virtual President's Updates to faculty and staff. She announced that Dean of Academic Affairs Deborah Stewart and Dean of Strategic Initiatives and Student Affairs Heather Weinstein would serve as co-chairs of the self-study process.

In September 2020, President's Council finalized membership for the nine standard committees. The steering committee would include the standard committee chairs and co-chairs and the two self-study co-chairs. In selecting membership for the standard committees, President's Council sought diverse representation among CCV's staff, students, and 100% part-time faculty, as well as geographic representation across Vermont. Most importantly, President's Council looked for those with experience relevant to the standards, particularly those who had actively served on academic program committees, student success initiatives, or, in the case of students, the Student Advisory and Leadership Council. Membership included a mix of employees with many years of experience at CCV and newer employees who would bring a fresh perspective to the table.

In all, the standard committees had 63 members, including 17 faculty, 44 staff, and 2 students. Two faculty members from the CCV United Faculty union leadership were invited to participate, and one was able to join. Faculty were represented on all nine committees, and five faculty served as committee co-chairs. Faculty representation on the standard committees increased from 20 percent in 2011 to 27 percent in 2021.

Staff committee members represented a variety of roles, including a new administrative assistant, coordinators of student advising, coordinators of teaching and learning, IT staff, directors, and deans. Every President's Council member was on at least one committee, but only one committee was chaired by a member of President's Council, providing new leadership opportunities for staff.

The two student committee members were both experienced student leaders. One served as the student representative on Academic Council, and the other served on the Diversity, Equity, and Inclusion Task Force. They were very engaged in the process, conducting interviews, and

actively participating in the discussions.

Self-study co-chairs Deborah Stewart and Heather Weinstein began by outlining the broad structure and timeframe for the committees to conduct their work. Their goals were to make sure the committees had the training, resources, and support they needed to work effectively and produce high-quality drafts of their chapters, and to give committee members a good understanding of the peer review accreditation process and the importance of authentic inquiry. President's Council and the co-chairs were careful not to be too prescriptive in how the work of the committees unfolded to ensure there would be independence of thinking in the committee's work. In fact, later feedback from the committees indicated that more direction and guidance would have been appreciated.

The steering committee convened for the first time in October 2020. This was primarily a training session in which the self-study co-chairs provided an overview of NECHE's process and emphasized the role of evidence, candor, and an appreciation for what the College can gain from the vigorous exchange of ideas that should take place in each committee.

The steering committee held monthly meetings through May 2021. In lieu of a group meeting in April, the self-study co-chairs met individually with the committee chairs and co-chairs to review drafts and provide feedback. Complete drafts of the nine chapters were due at the end of May, and the self-study co-chairs worked through the summer pulling them together into a coherent narrative with one CCV voice. In November 2021, the College posted the draft self-study and invited broad feedback from the CCV community, using an online survey form to collect input. The self-study draft was also shared with NECHE for review and feedback. The co-chairs reviewed feedback in December and completed the final draft in early January. In January 2022, CCV posted a public notice announcing the upcoming comprehensive evaluation on the College's website and digital magazine, [CCV Now](#). Additionally, the College arranged to advertise the public notice in February 2022 in [Seven Days](#), a VT independent newspaper with broad, statewide readership. The College submitted the 2022 Community College of Vermont NECHE Self-Study to the Commission in January 2022.

As the committees worked their way through the self-study process, President Judy regularly updated the Vermont State Colleges System Board of Trustees, and the chancellor and board chair were interviewed as well. She also continued to share information about the process with faculty and staff through her President's Updates, helping people understand the value of peer review accreditation, the important role that CCV's mission and purposes play in the process, and the many ways the self-study ties in with College strategic planning and student success initiatives.

President's Council selected membership as described above and reviewed the projections to ensure that they were aligned with College strategic priorities and integrated into operational plans. Academic Council and its academic committees routinely held discussions regarding self-study topics.

Because of the pandemic, all CCV academic centers were closed to the public during most of the self-study process, and CCV staff and faculty were working from home. But this part of the story is not one of hardship; CCV is a statewide college with 12 academic centers distributed

across Vermont and has always been an early adopter of technologies that can bring the College community together remotely. Major institutional change is a theme of this self-study, which is also a testament to CCV's resiliency in embracing technology that positioned the College well for the disruption of the pandemic and for other challenges now and in the future.

# **Institutional Overview**

## **Institutional Overview**

In 1970 Vermont Governor Deane Davis formed the Regional Community College Commission (RCCC) to explore bringing college access to the citizens of rural Vermont. At that time, only eight of Vermont's 251 cities and towns had populations of 10,000 or higher, and over 70 percent of Vermonters lived in the smaller rural communities. While the 1970 US Census showed that 57 percent of Vermonters had completed four years of high school, only 12 percent had completed four years of college. The need for access to higher education was strong.

Within two years, the experimental RCCC was renamed Community College of Vermont (CCV). Its tentative position in the state budget meant that this college would operate on minimum funding and maximum creativity. The governor's vision was that CCV would primarily serve adult students. It would have no dorm rooms, no sports teams, makeshift classrooms, and minimal staff. It would have a 100 percent part-time faculty, drawing on the rich pool of talented professionals Governor Davis knew existed in Vermont's rural communities. To these parameters, the passionate group of educators who brought CCV into being added another: CCV's focus would be to provide quality teaching and learning in a manner that adult learning theory of the time prescribed. Small, interactive courses would serve self-reliant students who have a voice in their learning.

Setting up shop in rented storefronts in several downtowns across the state, CCV developed a model that was designed to fit the lives of the students it was intended to serve. Admission was open to all, leading CCV to develop a curriculum that would support and motivate students who had been out of school for some time or who had academic skills deficits. Classes were held in three-hour time blocks once per week to ease the challenges of child care, work schedules, and commuting. CCV's resolve to serve those living in poverty meant that its tuition must be payable in full by federal Pell grants. To administer the work, CCV hired academic coordinators in each location whose jobs spanned advising students; planning and scheduling classes; hiring, training, and supporting faculty; and providing outreach in their local communities. This combination of part-time faculty, who were experts in their subject areas and often had professional experience in their fields, and academic coordinators, who held master's degrees and served in this broad, generalist role, became a practical solution to the complex problem of creating a functional structure that could be replicated across this sparsely populated state.

In 1972, CCV became the fifth college in the Vermont State Colleges System (VSCS), housing its president and a handful of central administrative personnel in Montpelier and later in offices adjacent to the VSCS office building in Waterbury. In 1975, CCV earned its first accreditation from the New England Association of Schools and Colleges. By 1984, CCV had established academic centers in 12 Vermont communities, bringing college classrooms within 25 miles of 95 percent of Vermonters. By the mid-1990s, CCV's enrollment had doubled, and increasing numbers of CCV students were applying for transfer to Vermont's four-year colleges. Those colleges which had resisted the presence of the upstart community college took notice that CCV transfer students did very well in their upper-level course work, and they began opening their doors to CCV graduates. CCV established transfer agreements within the VSCS, with the University of Vermont, and with private colleges across the region. With transferable credits came a new level of credibility, and before long, CCV became the second-largest college in Vermont, serving more in-state students than any other college in the state.

CCV's unconventional structure, however, presented challenges. How would a dispersed, part-time faculty be able to provide programmatic consistency and academic quality across the curriculum? How would this loose collection of 12 academic centers communicate as one united institution to students, faculty, staff, and the broader community? How would CCV deliver its core program requirements in its smaller centers where there was no critical mass of students to run upper-level courses?

In the 1980s and 1990s, CCV answered these questions. A system of essential learning objectives was established for all core courses in the curriculum. Faculty members taught the standard objectives, which they were free to add to, and they assessed student learning on the objectives in end-of-semester narrative evaluations. Staff and faculty regularly drove long distances for all-day meetings of the various committees and governing councils, and memoranda in pink envelopes circulated in droves through staff inboxes. Marketing efforts were consolidated into a central operation. When the prospect of institutional email came on the horizon in the early 1990s, CCV jumped at the chance to adopt the technology and create a shared communication platform for the CCV community. It wasn't long before CCV convened a task force to offer its first online course, in spring 1996, using AOL email and a homegrown learning platform. Online learning quickly grew and matured to become CCV's answer to the challenge of program delivery in rural areas. Technology also presented a solution to the challenge of providing adequate library services, and the College soon created state-of-the-art online library access for students and faculty.

CCV celebrated its 30th anniversary in the year 2000, having become an institution that embraces change, exploits technology, and stays passionately true to its core values, meeting students where they are, not just geographically, but also financially, academically, and as individual learners. CCV classes, including online classes, remain small, with an average size of 14 students, reflecting CCV's commitment to interactive, participatory learning. CCV faculty help students become disciplined learners and support student success interventions. CCV continually seeks out and embraces technological solutions to its challenges. To this day, CCV enjoys an institutional culture that is hard-working, mission-driven, and passionate about the power of education to improve peoples' lives.

CCV's mission of access has always been its North Star. Through outreach, referrals, and word-of-mouth—far more than through paid advertising—CCV has welcomed a steady stream of Vermonters through its doors, starting primarily with women in their late 20s and 30s preparing to enter or advance in the workforce while raising families. Though Vermont and, by extension CCV, lacked ethnic diversity, CCV served an economically diverse population of students from low-, middle-, and many higher-income families. In the 1990s, refugee resettlement initiatives began bringing families from war-torn areas around the world to Vermont, primarily to Chittenden County, and CCV began serving students from eastern Europe, Southeast Asia, and Africa. Around this time, traditional college-age students began to come to CCV in larger numbers, attracted by CCV's flexibility and low tuition rates.

After the turn of the century, state leaders began to take note of Vermont's declining birthrate and its potential impact on the future labor force. At the same time, employers expressed growing concerns that Vermont workers did not have the skills necessary for their 21st-century

jobs. CCV's mission of access began to have an increasingly pressing purpose, and enhanced partnerships with schools and businesses would be required to meet the challenge. Recognizing Vermont's long-standing disparity between its high rate of high school completion and its low rate of high school seniors transitioning to college, CCV began actively partnering with high schools and technical centers across the state to offer a free 12-week introductory course that was designed to be a gateway to Dual Enrollment and college for Vermont high school students. The relationships and expertise gained from the success of the Introduction to College Studies program positioned CCV to become a central partner in the design and delivery of Act 77, passed by the Vermont legislature in 2013, which funded Dual Enrollment and Early College programs for high school juniors and seniors.

At the same time, adult Vermonters were enjoying high rates of employment but were often either underemployed or needed skill development to meet the demands of their jobs. With funding from US/DOL TAACCCT I and II grants, CCV developed new career readiness programs to support the needs of many large employers, bringing CCV classes into the workplace. Close partnerships with regional medical centers provided opportunities for students to move directly into full-time jobs upon completion of a 15-week program. CCV's major funding partner, the J. Warren and Lois McClure Foundation, funded a special program to support soldiers returning from the wars in Iraq and Afghanistan, who were facing high levels of unemployment, to help them access their Post-911 GI Bill education benefits and transition to civilian life. The McClure Foundation also provided funding to support CCV's work with the Vermont Department of Corrections to provide CCV classes for the first time to people in prison in Vermont.

These and other enhanced partnerships have helped CCV dramatically expand its reach. Once largely ignored by the larger higher education, governmental, and business communities, CCV now enjoys an extensive network of partners and relationships. CCV is regularly invited to "sit at the table" to explore, collaborate, engage in shared problem solving, pursue funding opportunities, and partner to get new programs up and running, enabling the College to deliver its mission in constantly evolving ways.

Similarly, partnerships have allowed CCV to make progress in its mission of providing the most affordable tuition possible for students. This has been a continual challenge for CCV. Historically, Vermont has funded K-12 education at one of the highest levels in the nation, while ranking last or near-last in support for public higher education. These policies made CCV, Vermont's only community college, highly tuition dependent. CCV grew to become one of the most expensive community colleges in the nation, while at the same time remaining the most affordable college in the state. For decades, CCV has chipped away at the problem of affordability by being frugal, creative, and conservative in budgeting. As a top priority, CCV has held tuition within range of the Pell federal grant. In 2020, a key funding partner established the Endowment for Life Gap Grants, providing just-in-time grants to help students pay for textbooks or meet basic needs for food, transportation, and child care. These grants are an unprecedented, highly flexible resource for CCV students that can make the difference between staying in school and dropping out.

Also in 2020, the McClure Foundation gave a special gift of a free CCV course to Vermont's graduating high school class to compensate for the many disappointments these students suffered as their last months of high school were overtaken by the pandemic. The Vermont

legislature replicated this program for 2021 high school graduates, expanding it to include all four Vermont State Colleges. COVID relief funding from the state and federal governments also provided access to free college courses. A new 802 Opportunity Grant funded by the state and the Vermont Student Assistance Corporation (VSAC) in 2021 now provides two years of free tuition and fees at CCV for any student whose family income is \$50,000 or less—another example of what CCV is now able to accomplish with its committed partners. CCV's enrollment has grown as Vermonters take maximum advantage of these opportunities. If the state needs further proof that college attendance rates are driven by household economics, these programs make it clear that when cost is addressed, Vermonters will continue their education.

Over the past 20 years, CCV has recognized that its mission of access and affordability can only have meaning for Vermonters if it is accompanied by an equally mission-driven focus on measurable student success. To deepen understanding of the effectiveness of a CCV education, the College joined the Lumina Foundation's Achieving the Dream (ATD) initiative in 2009 and began building a culture of evidence that revealed both strengths and surprisingly stubborn deficits in student retention and degree completion. In 2011, CCV was named an ATD Leader College for committed leadership, use of evidence to improve programs and services, broad engagement, and systemic institutional improvement. Since then, CCV has persistently pursued a variety of initiatives to improve rates of retention and credential completion, using data to guide and assess progress. These have included a new first-year experience course requirement, stepped-up focus on new-student orientation and new-student appointments, 24/7 access to online tutoring, a new peer mentoring program, embedded librarians in research-intensive classes, and expanded career services.

CCV also boldly addressed issues with its longtime practice of relying solely on Accuplacer assessment scores for placing students in classes, hoping to improve success rates among a growing population of students in basic skills classes. Recognizing that an assessment score is just one of many factors to be considered in determining college readiness, CCV adopted a new directed self-placement (DSP) model that uses assessment scores and surveys together with enhanced dialogue with advisors, while putting students in charge of their own decisions about the courses they will take, reinforcing one of the College's original core values of fostering self-reliant learners.

With the launch of its new strategic plan in 2018, CCV recommitted to its mission of access, affordability, and student success. The plan is a living blueprint for the work of the College, designed to guide work through a changing environment. It uses a framework of four pillars to define goals: create pathways and programs for academic and career success, cultivate teaching and learning excellence, engage the community and cultivate partnerships, and increase organizational capacity and sustainability.

As detailed in this self-study, CCV has already made significant progress in implementing the plan. A re-imagined curriculum moves from programmatic silos to a model of meta-majors that offer students meaningful credentials within a variety of career clusters. Meta-majors provide the flexibility students need for smooth transfer along CCV's many 2+2 pathways and ensure students can complete their four-year degrees within 120 credits. CCV has introduced flexible new course delivery options and developed short-term stackable credentials. During the COVID

shutdown, CCV began offering courses in five different online formats, as well as new Flex classes that students complete online at their own pace. An earn-as-you-learn apprenticeship model gives students opportunities to work in their fields of study. Along with expanded faculty training and development, CCV brought in the consulting firm, Inside Track, to introduce research-based advising practices, including the coaching model used in academic and financial aid advising. Partnerships with state, business, education, and philanthropic groups have expanded significantly. In 2019, the first major staffing reorganization in CCV history redesigned the role of the academic coordinator to support specialization in advising for student success and faculty support and development.

The strategic planning process began with a data-rich environmental scan, and in 2020, CCV introduced four top-level metrics for measuring progress in strategic plan implementation. The practice of using quality data to inform decision-making, begun with ATD more than ten years ago, has now become habit at CCV. Data routinely informs managerial decisions, budget development, improved student outcomes, and assessing progress. Staff and faculty are learning to use their own data in their academic centers and in their classrooms to improve student outcomes. Recently, the approach to using data has become more focused on finding the stories behind the numbers. As President Judy recently observed in an update to staff and faculty, it can be hard to put a human face on all the metrics the College creates. Looking at a low graduation rate, for example, can be discouraging. But looking more closely at the students who intended to graduate but did not get there begs many questions and fuels a more compelling conversation. These students are the main reason for going to such lengths to develop the metrics in the first place. The strategic plan is serving CCV exceptionally well, and it was timed to allow the College to pause in the fifth year of implementation to revisit it as part of the comprehensive evaluation, to update priorities, and to incorporate the work called for in projections for the future.

In 2017, CCV's part-time faculty voted to unionize. The first negotiations led to an agreement that felt balanced and fair to all sides, and CCV is strongly committed to both the letter and the spirit of the agreement. The agreement redefined CCV's approach to hiring and working with faculty, bringing with it increased transparency and improved consistency.

Amid the many dramatic events of the year 2020, CCV held a shortened celebration of its 50th anniversary, convened the nine standard committees to undertake the drafting of this self-study, and did the unthinkable—closed all 12 academic centers, transitioned staff to work from home, and moved all classes to a fully online format.

CCV took a hard look at issues of diversity, equity, and inclusion, not just out in the world, but within its own community and in its policies, assumptions, and behaviors. CCV formed its first college-wide DEI task force to advance diversity, equity, and inclusion. Several groups and committees across the College were asked to identify at least one goal or initiative to advance equity within CCV, and the DEI task force was charged with supporting and coordinating these goals. Academic Council and its committees reviewed the College's curriculum through the lens of diversity, equity, and inclusion and implemented curricular changes to strengthen those perspectives. Academic Council is also working closely with the VSCS General Education group to develop a new system-wide framework to incorporate DEI learning outcomes into every

required general education category or “cluster.” CCV United Faculty formed an Anti-Racism Working Group, which has developed a recommended list of curricular changes to increase student, faculty, and CCV community engagement with current and historical perspectives on discrimination and equity. President’s Council developed a rubric to apply a DEI lens when creating and updating policies, and in 2021, President’s Council created a new leadership position, executive director of human resources, diversity, equity, and inclusion. This key role is charged with incorporating DEI perspectives in CCV’s management of human resources and with advancing and coordinating the equity work of the College.

A decade ago, steadily declining birth rates over the prior 18 years began to result in declining numbers of high school graduates in Vermont. Low levels of state support, coupled with the demographic enrollment declines, did not position the VSCS campus colleges well as they faced dramatic revenue losses due to the COVID pandemic. With the VSCS campus-based colleges pushed to a fiscal crisis point, the chancellor at the time submitted a controversial proposal to close two of Vermont’s four state colleges. In response, the governor and the Vermont legislature committed to saving the campuses, and the legislature convened the Select Committee on the Future of Public Higher Education in Vermont. CCV President Joyce Judy was asked to chair the select committee, which recommended that the VSCS campus institutions (Northern Vermont University, Castleton University, and Vermont Technical College) be combined into one entity within the System. Because of its many successful statewide partnerships and ability to plan for shifting enrollment levels and operate within a balanced budget, CCV would remain a separate institution, while combining many back-office administrative operations with the new institution as a cost-saving measure. The difficult work of consolidating the three campus colleges has been undertaken by the VSCS, with many CCV staff members serving on various committees for the expertise they have to offer.

Dynamic new program offerings and enhanced partnerships across the state have brought CCV a new level of recognition and respect. CCV is seen increasingly as a powerful resource and a reliable partner. As the executive director of the J. Warren and Lois McClure Foundation said recently about their gift of a free CCV course to all of Vermont’s 2020 high school graduates, “CCV was the right partner. They . . . were willing to dream big, run with this idea, scale support quickly, and meet students’ needs.” This is a true reflection of CCV’s ability to create impactful and trusting relationships.

Today, nine of Vermont’s 251 cities and towns have populations of 10,000 or higher, and 75 percent of Vermonters live in the smaller rural communities. The 2020 US Census shows that 93 percent of Vermonters have completed high school, and 38 percent have completed four or more years of college. While the distribution of Vermont’s population has not changed much, the population is more educated. Still, Vermont faces big challenges, and CCV’s role in providing solutions is more central than ever before. The questions CCV faces today feel much more pressing than those faced by the founders 50 years ago. How will CCV turn the curve and retain more students through completion of a meaningful credential? How can CCV advisors and faculty help students cut through the mountains of information in their daily lives to find trusted sources of information that will support them in their quest for meaning, purpose, focus, and opportunity? What will the role of CCV’s smaller academic centers be in a post-pandemic online environment?

The last ten years have brought unprecedented challenges to Vermont’s higher education landscape. There were times when CCV chose to move forward and times when the College was pushed. Either way, CCV can always be relied upon to be thoughtful, open to change, and persistent in seeking solutions with dedication, pragmatism, and optimism. This self-study tells the story of a determined college undergoing major changes while staying true to the institution that opened its doors 50 years ago.

**DATA FIRST FORMS  
GENERAL INFORMATION**

Institution Name:

Community College of Vermont

OPE ID:

? 11167

Financial Results for Year Ending:

Most Recent Year

1 Year Prior

2 Years Prior

?  
? 06/30  
? 2021 (still under review)

2020

2019

**Annual Audit**

Certified:	Qualified
Yes/No	Unqualified
Yes	Unqualified
Yes	Unqualified
Yes	Unqualified

Fiscal Year Ends on:

June 30th (month/day)

Budget / Plans

Current Year

2022

Next Year

2023

Contact Person:

? Deborah Stewart

Title:

Dean of Academic Affairs

Telephone No:

(802) 828-2800

E-mail address

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# Standard One:

Mission and Purposes

## Standard One: Mission and Purposes

### Description

From its inception in 1970, CCV has focused on making higher education accessible and affordable to the citizens of Vermont. In AY2009 as part of its strategic planning process, the [mission](#) was revised to emphasize the College's "abiding commitment" to student success, as the result of an increased focus on persistence and completion. In 2009 CCV also joined the Achieving the Dream (ATD) initiative, which provided connections to the data and practices of peer institutions and led to several initiatives, including a required first-year experience and a series of pilots with developmental students that ultimately resulted in the adoption of [directed self-placement](#).

In AY2017 CCV's vision statement was amended to highlight the importance of the College's efforts to collaborate with others in the state for the benefit of Vermont and Vermonters. Because of its distributed nature, the College has never embraced the traditional concept of a "campus." In fact, there are no primary or satellite locations. Even the College's administrators are distributed throughout its 12 academic centers. The community and by extension the state itself is CCV's campus:

*CCV is deeply rooted in Vermont communities, providing students opportunities for academic and professional growth through flexible, innovative programs and exemplary support services. CCV will cultivate a rich network of partners through collaboration and workforce development to create vibrant and economically thriving Vermont communities.*

In addition to its mission and vision statement, the College has also identified eight values that guide its work. In 2017 a comprehensive strategic planning process that engaged over 150 CCV members and 25 external partners defined these values as collaboration, empowerment, engagement, innovation, integrity, learning, respect, and sustainability. They can be found in their entirety [online](#), along with the mission and vision statements, and are prefaced by the following affirmation:

*CCV holds at its core the belief that education has the power to transform lives, inspire families, and strengthen communities. We believe all people are entitled to a high-quality, affordable postsecondary education, and all students have the ability to learn.*

The actions that have been implemented since the development of its [2018-2028 Strategic Plan](#) are themselves a reflection of the College's commitment to access, affordability, and student success. These include the incorporation of Inside Track coaching methods, the implementation of Aviso, an early alert advising tool, and the introduction of new [course delivery formats](#) as discussed in Standards Four and Five. Even during the unprecedented events of 2020, [President Joyce Judy](#) challenged the College community to meet newly-developed persistence and success metrics for part-time students who experience lower rates of retention and completion:

- Improve retention by 5 percent for part-time students.
- Increase the three-year completion rate for part-time degree students by 5 percent.

- Boost credit momentum by increasing the number of students taking at least nine credits in a semester by 5 percent.

CCV began in 1970 with a desire to bring higher education opportunities to the rural communities of Vermont so that anyone with the potential to benefit could participate. More than 50 years later, the three central tenets of the College’s mission—access, affordability, and student success—continue to resonate deeply within the CCV community and drive its efforts forward.

## **Appraisal**

CCV regularly surveys its faculty and staff to solicit their input on multiple topics, including the impact of the mission on their daily work. The College administers the Faculty Survey of College and Academic Center Services (Faculty Survey) biannually and the Employee Engagement Survey biannually. In 2020, 158 staff members responded to the survey, the second highest response rate (85%) achieved thus far. One highlight of the results was the nearly universal acknowledgement by staff (99%) that their work contributes to the overall mission and goals of the College. The faculty response rate to the AY2020 survey was lower than staff (37%), but still demonstrates the relevance of the College’s mission among its part-time faculty; 90 percent of respondents agreed or strongly agreed that the CCV mission informs their instructional planning and teaching.

The College also regularly seeks and values student input. Student engagement and satisfaction is gauged through the Community College Survey of Student Engagement (CCSSE), which has been administered on a three-year cycle since 2008. In the 2021 CCSSE survey, 52 percent of students indicated that affordability is the most important of the College’s commitments followed by student success (33%) and access (15%). In addition, on a scale of one (very little) to four (very much), student respondents reported that the College provides them with strong support (3.14) to help them succeed.

For much of its history, CCV was able to achieve greater access for students through growing enrollment. However, over the last decade, enrollments have declined both nationally and in Vermont. According to the American Association of Community Colleges (AACC) July 2020 report on [Trends in Community College Enrollment and Completion Data](#): “Between fall 2017 and fall 2018, the decline in enrollment continued nationwide in community colleges, although the decrease was less pronounced than in previous years for both men and women, all age categories, and regardless of enrollment intensity.” At CCV the overall number of unduplicated students declined from 7116 in fall of 2011 to 5104 in the pre-pandemic [fall of 2019](#).

As a result, CCV stepped up its efforts to improve access and success among students who have the most to benefit from higher education such as [secondary students](#). The number of Early College students who enroll full-time at CCV to complete their senior year in high school has more than tripled from 56 students in AY2015 to 176 students in AY2021. Vermont’s high school completion rate is among the highest in the nation; however, postsecondary participation is among the lowest, and this is particularly true for students in marginalized populations. According to the [2018 NESSC Annual Report](#), the last date Vermont submitted data, the state is consistently 10 percentage points lower than the New England average and

more than 2 percentage points below the lowest performing state. On average, only 52 percent of Vermont high school students go on to any postsecondary education, and the data is worse for economically disadvantaged students whose continuation rate is 36 percent, while the continuation rate for those who are not economically disadvantaged is 58 percent.

From fall 2016 through summer 2019, nearly 4,000 students participated in [Dual Enrollment](#) at CCV, either through concurrent course work at their high school/technical center or by taking CCV courses while still enrolled in secondary education. Fifty-six percent of technical center students participating in concurrent enrollment during this period were first-generation college students. Furthermore, early engagement demonstrates clear dividends. Data from AY2017 indicate that 73 percent of technical center students were enrolled in a postsecondary degree program within 16 months of high school graduation.

Because of the importance of connecting early with students to impact their aspirations, CCV has spent the last decade engaging more purposefully with seventh- to tenth-grade students. During AY2016, for example, 690 pre-teens participated in mock classes at CCV academic centers around the state during Access Day. Students connect with faculty and staff at these events and learn first-hand about the opportunities available to them in high school. In AY2019, more than twice as many middle school students (1,450) participated in a CCV Access Day.

The College also offers a non-credit [Introduction to College and Careers](#) (ICC) course to eighth-through twelfth-grade students throughout Vermont with special focus on ninth and tenth graders. ICC introduces students to career exploration, college financing, and academic skill formation. When it became clear that transportation to an academic center was a barrier for some students, particularly those from rural communities, CCV expanded its offerings in secondary schools and ran the course during the school day. Although free to all students, ICC targets students with barriers to postsecondary education that include being low-income or first-generation or having a documented disability. Between fall 2016 and summer 2019, 1,338 students enrolled in ICC across all 14 Vermont counties. Of these, 739 (55%) were first-generation students. The overall course success rate for ICC was 79 percent in AY19, an increase from 69 percent the previous year. Among the 515 ICC completers who graduated from high school in 2018 and 2019, 370 (72%) matriculated in college within 16 months of graduation, which is higher than the continuation rate of Vermont high school students who go on to any postsecondary education (52%) cited in the [2018 NESSC Annual Report](#).

Along with its efforts to engage younger students, the College has increased its efforts to support working adults. In 2009 the State of Vermont, along with higher education leaders, signed a compact to increase the percentage of Vermonters who have completed a college degree to 60 percent by 2019. In 2015 the state received a [Lumina Foundation State Policy Academy Grant](#), and CCV—as part of a diverse group of stakeholders—endorsed a higher and more inclusive statewide goal: by 2025, 70 percent of Vermont’s working-age adults will possess a postsecondary degree or credential of value. This is an ambitious goal that will take considerable energy and resources to achieve. According to [Advance Vermont](#), only 53 percent of all working Vermonters aged 25-64 hold a postsecondary credential, and only 45 percent of Black and 34 percent of Native American Vermonters hold a postsecondary credential.

Over the last decade, CCV has shifted its traditional academic programs to a model that focuses on meta-majors designed around career clusters. The new approach balances both structure

and flexibility, allowing students within a cluster area to align their course work with their goals without losing momentum toward the completion of a credential or degree. The approach also addresses the demands of career paths within Vermont, which often require generalization rather than specialization due to the rural nature of the state. Between fall 2012 and fall 2021, CCV archived ten associate degree programs, added two programs, and transitioned four others resulting in a net change from 20 programs in 2012 to 12 programs in 2021.

The trend to consolidate its associate degree programs into meta-majors has been accompanied by the creation of short-term stackable certificate programs to meet immediate workforce needs, such as afterschool and youth work, clinical medical assisting, cybersecurity fundamentals, funeral director, graphic design, and pharmacy technician. Since 2016, CCV has added 16 certificate programs. Furthermore, in a move to create greater collaboration and synergy among its varied offerings, President Judy charged the dean of academic affairs in 2017 with oversight of the College's credentials and training programs along with degree and certificate programs. As a result, since 2018, CCV has established [three new registered apprenticeships and one new pre-apprenticeship](#): medical assisting, manufacturing production technician, and pharmacy technician, plus an LNA-LPN pre-apprenticeship to apprenticeship program. In the last several years the College has also worked closely with the State of Vermont to provide career advising, professional development, registry and data management, and system leadership services to early childhood and afterschool professionals across all regions of Vermont. In 2020 [Northern Lights at CCV](#) provided 187 trainings covering 23 different topics to 3,165 registrants, and staff provided over 3,600 career advising and technical assistance consultations to early childhood and afterschool professionals.

Prior learning assessment (PLA) [options](#) at CCV also provide working adults with the opportunity to translate their on-the-job college-level learning into college credits. Besides its long-standing [portfolio courses](#), CCV has built 12 [competency-based pathways](#) (CBPs) since 2018, allowing students to earn credit for courses based on their college-level learning achieved through life experience. CBPs include Introduction to Business, Computerized Accounting, Principles of Management, Principles of Marketing, Spreadsheets, and Professional Field Experience, plus six options for early childhood courses. Recent [research](#) conducted by the Western Interstate Commission for Higher Education (WICHE) and the Council for Adult and Experiential Learning (CAEL) reviewed the impact of PLA on adult student outcomes at 72 postsecondary institutions, including CCV: "Data on more than 230,000 adult students showed that those with PLA credits were far more likely to complete a postsecondary credential. Credential completion was 15 percentage points higher for adult students with PLA than adult students without PLA."

In addition to the efforts described above, CCV has recently implemented several internal changes to better support credential completion among adult students, particularly those students who may have been unsuccessful in earlier attempts. As the result of a recommendation from a college-wide task force charged with thinking about the adult student, Academic Council approved a major revision of its [amelioration policy](#) in 2020, including a new provision allowing students who return to the College after an extended period away to request a "fresh start" with regard to their GPA. The academic dean's office reviewed the policy with advisors and almost immediately began receiving requests from students. CCV also partnered with [ReUp](#) coaches in 2020 to reach out to adults who stopped out of CCV before completing a

degree. Over the course of the year, ReUp coaches helped 324 adult students re-enroll at CCV. During the spring 2021 semester, CCV enrolled 168 ReUp students, 82 of them persisting from the previous semester and 86 newly enrolled.

CCV is the most affordable college in Vermont. The average published cost of one college credit across Vermont's public and private colleges and universities is \$1,122 in AY2022, more than 400 percent higher than CCV's in-state tuition cost for the same year, and yet because the College is highly tuition-dependent, its tuition ranks near the bottom of affordability nationwide. To address this, the College has continued to focus on helping students to navigate the challenges of paying for college and on collaborating with statewide partners who can provide financial support for students.

Financial aid counselors in all 12 academic centers provide direct support to students. Their work is supplemented by CCV's longstanding partner, the Vermont Student Assistance Corporation (VSAC), which provides outreach, career and financial aid advising, and additional grant support. In addition, CCV has worked to increase other types of support for students by funneling many of the College's philanthropic gifts back to students. In 2012 CCV awarded 429 scholarships averaging \$932. In 2020 the average award was nearly the same; however, CCV more than quadrupled the number of students (1,929) receiving support. The amount of aid disbursed in microgrants also increased from a little more than \$139,000 in AY2016 to nearly \$211,000 in AY2020. This was the result, in part, of a key funding partner who established the [Endowment for Life Gap Grants](#) to help students pay for textbooks, food, transportation, and child care. These just-in-time grants are extremely important in helping students to overcome life barriers that might otherwise result in dropped courses and lost momentum. On a scale of one (very little) to four (very much), 61 percent of students in the 2021 CCSSE survey rate the College's emphasis on "providing the financial support you need to afford your education" as a 3 or 4.

In 2020, another longstanding partner, the [J. Warren & Lois McClure Foundation](#), gave a special gift of a free CCV course to Vermont's graduating seniors. Six hundred high school graduates took advantage of the gift during the fall 2020 semester and 90 percent of them completed the course. In addition, 44 percent continued their enrollment the next semester. The Vermont legislature replicated the [program](#) for 2021 high school graduates, expanding it to include all four [Vermont State Colleges \(VSCS\)](#). A new [802 Opportunity Grant](#) funded by the State and VSAC in 2021 now provides two years of free tuition and fees at CCV for any student whose family income is \$50,000 or less. The VSCS in coordination with the Vermont Department of Labor offered [free classes and training](#) for any Vermonter whose job was affected by COVID-19. The Vermont Community Foundation also partnered with CCV to create the [Early College Plus program](#), which offered \$1,000 stipends to high school seniors enrolled at CCV who pursue certificates in IT and graphic design. As multiple funding sources became available to Vermont students in 2021, CCV focused on keeping its message to students simple. The College created a [scholarship page](#) on its public website, hosted internal webinars to engage a wide variety of staff around the opportunities that existed, and developed a simple process through its financial aid services to award funds to students. In just six weeks, from mid-June to the end of July 2021, CCV's new scholarship page was viewed 5,700 times.

In May 2021, President Judy shared the results of CCV’s AY2020 persistence and success goals with the College community, continuing her efforts to rally staff and faculty around the strategic plan and its metrics. While the three-year graduation rate of part-time students was increased by 5 percent, the College fell short of its goal to increase the retention rate of part-time students by 5 percent. It also failed to increase by 5 percent the number of students enrolled in at least nine credits a semester. It is difficult to say how these results were impacted by COVID, but it will be important for CCV to achieve progress on its persistence and success goals for [part-time students](#).

The influx of new scholarships and COVID funding has only served to underscore the importance of the College’s 50-year emphasis on affordability. When financial barriers are removed and processes simplified, students enroll. In fall 2021, for example, CCV saw an 8 percent increase over fall 2019 enrollment. As funding related to the pandemic wanes, the College will need to remain focused on its efforts to advocate with the legislature and funders on behalf of those students who might otherwise be left out of the benefits that higher education promises. Fortunately, CCV has a long history of building relationships with statewide and community organizations, employers, and philanthropic partners. Those relationships are critical to helping the College achieve its mission.

**Projections**

Action	Responsibility	Timeline
Develop a plan to achieve substantive progress on persistence and success rates for part-time students (see pages 5-6)	President’s Council	2021-23
Evaluate the impact of access, success, and affordability initiatives on student persistence and success (see pages 5-6)	President’s Council	2021-23

## Standard 1: Mission and Purposes

**Attach a copy of the current mission statement.**

Document	Website location	Date Approved by the Governing Board
Institutional Mission Statement	? <a href="https://ccv.edu/learn-about-ccv/">https://ccv.edu/learn-about-ccv/</a>	? 10/29/2009

Mission Statement published	Website location	Print Publication
? CCV Website	? <a href="https://ccv.edu/learn-about-ccv/">https://ccv.edu/learn-about-ccv/</a>	
CCV Annual Report	<a href="https://ccv.edu/alumni-friends/annual-report/">https://ccv.edu/alumni-friends/annual-report/</a>	
CCV Student Planner	<a href="https://issuu.com/ccvpublications/docs/20200324_planner_20-21_issuu">https://issuu.com/ccvpublications/docs/20200324_planner_20-21_issuu</a>	

Related statements	Website location	Print Publication
? Vision	? <a href="https://ccv.edu/learn-about-ccv/">https://ccv.edu/learn-about-ccv/</a>	
Values	<a href="https://ccv.edu/learn-about-ccv/">https://ccv.edu/learn-about-ccv/</a>	
Code of Ethics	<a href="https://ccv.edu/learn-about-ccv/">https://ccv.edu/learn-about-ccv/</a>	

Please enter any explanatory notes in the box below

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# Standard Two:

Planning and Evaluation

## Standard Two: Planning and Evaluation

CCV engages in comprehensive, broad-based, and data-informed planning and evaluation at all levels of the organization. The College has cultivated a “culture of evidence,” using a range of data to establish goals, make strategic decisions, create plans, and assess outcomes. The responsibility for continuous improvement at CCV is shared throughout the College across teams and academic centers.

### *Planning*

#### **Description**

CCV consistently uses data to inform decisions, assess progress, and guide strategy. The department of institutional research (IR), comprised of a director, research associate, and data analyst, supports this work by culling and curating data. Additionally, the [IR team](#) provides essential support to staff and faculty in interpreting and making meaning of the data.

The director of institutional research and planning plays an instrumental role in working with teams to identify data needs, establish appropriate key performance indicators, and assess progress. The director frequently partners with President’s Council (PC), Academic Council (AC), student affairs, enrollment services, and other College groups. For example, throughout AY2021, the IR director worked with the Adult Student Task Force to create an outcomes plan that aligns with theory of change for adult programming, structures, and services. This outcomes plan will serve as a guidepost to assess the task force’s work in the coming years.

At CCV, the strategic plan serves as the guidepost for the College’s planning, resource allocation, and forward momentum. Strategic planning at CCV is a collaborative and continuous process that positions the organization to anticipate trends, to think in a structured way about its strengths and challenges, and to provide a meaningful framework for focusing and aligning the work of the College.

The [2018-2028 Strategic Plan](#) was informed by broad-based input and diverse perspectives. The development process was robust, commencing in January 2017 when President Judy appointed a Strategic Planning Committee (SPC) comprised of two faculty and eight staff members from a cross-section of administrative functions and areas. The College hosted 13 structured listening sessions to gather the views of staff, faculty, Academic Council, students, and external partners, resulting in a [SWOT analysis](#). Over 150 members of the CCV community and 25 external partners participated in identifying the critical factors that should be considered in CCV’s strategic plan.

Since a central tenet of strategic planning at CCV is to align the organization with its environment, members of the SPC undertook an [Environmental Scan](#), engaging in research about the opportunities and issues facing Vermont and conducting interviews with nearly 20 leaders from Vermont’s business, government, education, and social services sectors. These findings, along with the SWOT analysis, led to the College’s 2018-2028 Strategic Plan, which articulates priority efforts over the next ten years in four distinct pillars. Each pillar is further broken down into strategic priorities, which set the direction for specific, measurable outcomes across the College.

Enrollment planning and management at CCV is systematic and aligned with the strategic plan, and its goal is to positively impact CCV's institutional goals. In 2020, the College developed its Enrollment Management Plan (EMP). The EMP establishes a holistic framework integrating the operational goals and strategies for admissions, financial aid, marketing and communications, and secondary education initiatives. The EMP provides direction for operational key steps related to recruitment, enrollment, financial aid as a retention strategy, and secondary education initiatives.

Year-long and integrated program and course planning serves as another key tool in achieving CCV's institutional goals. The dean of academic center administration, associate academic deans, and regional directors engage coordinators of teaching and learning (CTLs) in a cyclical planning and evaluation process. CTLs assess historical enrollment data on a semester-to-semester basis to inform course offerings and scheduling. This data-informed, systematic approach ensures students have access to the courses they need while enabling CCV to maintain healthy and sustainable enrollment patterns.

### **Appraisal**

In 2019, CCV established institutional goals to measure the impact of the College's strategic work. These goals serve as key indicators to assess whether the strategic plan is effectively advancing the College's mission and increasing [student outcomes](#):

- **Retention.** For degree-seeking students who are enrolled part-time, achieve a 5 percent increase in the College's year-one to year-two retention rate for entering part-time degree students, from a recent three-year average of 37 percent to 39 percent (alignment with Strategic Pillars I, II, III).
- **Credit momentum.** For degree-seeking students who are enrolled part-time, achieve a 5 percent increase in the share of degree students who enroll in nine to 11 credits, from a recent three-year average of 17.0 percent to 17.9 percent (alignment with Strategic Pillars I, II, III).
- **Credential completion.** Achieve a 5 percent increase in the three-year completion rate for part-time, degree-seeking students, from a recent three-year average of 8.5 percent to 9.3 percent (alignment with Strategic Pillars I, II, III).
- **Course cancellation rate.** Reduce the three-year course cancellation rate average from 17 percent to 15 percent or less in year one, while maintaining the necessary class size average and availability of relevant and attractive course offerings (alignment with Strategic Pillar IV).

CCV's high 81 percent [part-time enrollment](#) is reflected in its 40 percent retention rate. CCV retains 54 percent of its first-time, full-time students year-to-year, yet retains only 37 percent of its part-time population. Additionally, research demonstrates that momentum is a strong predictor of student retention and credential attainment over time. For these reasons, CCV leadership decided to focus on increasing outcomes for part-time, degree-seeking students. The identified targets illustrate CCV's practice of using data to inform the forward direction of the College and underscore its commitment to improving student outcomes.

The importance of planning and evaluation at CCV is strongly emphasized by College leadership. For instance, President Judy introduced the institutional goals to the CCV community during the fall 2020 President's Update. The spring 2021 President's Update featured data illustrating the organization's progress toward meeting the goals. Additionally, strategic communication, the hub of effective change management, is developing into standard practice among team leaders. Messages about new and ongoing initiatives often reinforce CCV's institutional goals and highlight a project's alignment with the strategic plan. Engaging deans and managers in training on this communication framework will further support adoption of this practice, ultimately elevating the community's understanding of how College initiatives support the strategic plan.

Since many of the reports and documents connected to data and planning are housed on the staff intranet system, faculty are often unable to access the information that drives CCV's evaluation processes. Expanding faculty access to data and planning documents will help to connect them more mindfully to CCV's goals and initiatives. Additionally, directors and deans will host virtual sessions for faculty and interested staff to provide context, supporting an informed interpretation of the data and a deeper understanding of the College's strategic work.

The framework for the strategic plan (SP) is rooted in guided pathways (GP), a national community college reform model. The College has made steady progress toward implementing GP:

- Reorganized its academic staff (in alignment with SP Priority Nine);
- Created [program maps](#) for all credentials (in alignment with SP Priority One);
- Implemented an evidence-based [coaching methodology](#) informed by the latest behavioral science research (in alignment with SP Priority Five);
- Adopted a [retention technology tool](#) (in alignment with SP Priority Five); and
- Increased [career services](#) capacity (in alignment with SP Priority Five).

While CCV has made great progress, an important focus for the College in 2021-2023 will be weaving the elements of guided pathways into an integrated, cohesive student experience. To support this work, in fall 2021, CCV hired a grant-funded position to support career learning, a cornerstone of the GP model. This role focuses on building capacity to operationalize career learning essential objectives, strengthening relationships with employers willing to offer work-based learning (WBL) experiences, and creating program-aligned events to promote out-of-class career learning and networking.

CCV recognizes the importance of regular and systematic updates on strategic plan implementation goals and accomplishments. These updates support the change process by celebrating accomplishments, acknowledging bumps and unanticipated detours, and laying out the path forward. The effort required to manage the College through the pandemic hampered leadership's capacity to adhere to the established communication cycle, but cyclical updates resumed in fall 2021.

College and departmental planning efforts purposefully and systematically integrate strategic plan priorities. For example, a 2020 admissions goal was to complete "phase two

implementation of Slate CRM software and revise the [admissions process](#) to focus on simplicity, flexibility, and automation.” This operational goal aligns with the strategic priority to develop “an integrated system of student services that supports academic achievement” (SP Priority Five). The admissions goal also supports the 2020 financial aid department’s goal to increase the enrollment yield of degree-seeking applicants that plan to use financial aid. As a result of this aligned and strategic departmental planning, beginning in spring 2021, students were able to access a financial aid checklist and submit required financial aid documents during the admissions process. Additionally, this newly integrated system allowed 486 spring 2021 students who were unable to self-register online to request enrollment through a new Slate-based form.

CCV has a long history of fiscal responsibility and has managed to maintain a balanced budget in the face of an increasingly complex and volatile marketplace. In 2019, in accordance with Pillar IV of the strategic plan, the dean of administration led efforts to implement a bottom-up budgeting process. Further, in spring 2021, to increase transparency, the dean shared an overview of the budget planning process with CCV staff. In fiscal years 2020 and 2021, the new budgeting approach was disrupted by VSCS-wide issues, the pandemic, and COVID relief legislation; despite these challenges, CCV maintained a balanced budget during both fiscal years. For the past five years, an enrollment trend analysis has informed a budget plan assuming a 5 percent decline in enrollment, enabling the College to meet its budget expectations.

### *Evaluation*

#### **Description**

CCV’s commitment to informed decision-making is evidenced in the resources it has dedicated to collecting, compiling, and assessing evaluative data. Since 2008, CCV has participated in the [Community College Survey of Student Engagement](#) (CCSSE) every three years. CCV uses the CCSSE to measure student engagement over time and to compare its results to those of its peer institutions. In the years that CCSSE is not administered, students participate in CCV’s Survey of Student Engagement or another college-wide survey. For instance, in fall 2020, students participated in the CCV Student Textbook Survey, and in spring 2021, the College launched its Media Preferences Survey. Also in spring 2021, for the first time, students participated in the national [#RealCollege Survey](#), helping CCV understand the lived experiences of its students outside the classroom.

CCV also surveys its faculty and staff to gather input and assess engagement, administering the Faculty Survey of College and Academic Center Services (Faculty Survey) biannually and the Employee Engagement Survey in 2016 and 2020. Additionally, leadership surveyed CCV staff in August 2020 and May 2021 to solicit input on remote working arrangements and to inform the College’s COVID plan.

Accessing and interpreting data to effect change is an important part of the day-to-day work for many CCV staff. The intranet houses reports that staff use to manage and evaluate admissions, academic programs, enrollment, and retention data. To support the College’s work in meeting its institutional goals and improving student outcomes, IR and other teams provide a range of reports and data, including analyses on retention for new degree cohorts, six-year degree completion rates, new student progress, and completion of gateway courses in year one. Additionally, the IR team produces an annual update of CCV’s progress in meeting its

institutional goals, providing a valuable analysis of the data.

At CCV, [Academic Council \(AC\)](#) oversees the evaluation of academic programs. Academic committees conduct a Program Review and Continuous Improvement Process (PReCIP) review once every five years, in accordance with [Vermont State College Policy 101](#). Recent program reviews include Liberal Studies in 2020, Behavioral Science in 2019, and STEM, Information Technology, and Environmental Science in 2017.

In fall 2018, academic committees revamped the program assessment process, starting by conducting a program outcome assessment audit using a common tool. Committee members then created plans and schedules for program outcome assessments of each of the degrees and certificates associated with their respective committees. Additionally, AC adopted a shared template for assessment reports. In 2019, academic committees enacted the program outcome assessment plans, and as of spring 2021, 16 program outcome assessment reports had been completed.

Graduation surveys and input from external stakeholders also inform the evaluation of academic programs. At least annually, each academic committee meets with an advisory board comprised of employers, practitioners, and experts in fields related to the committee's programs. Advisory boards provide critical feedback on curriculum and program requirements. For instance, in response to feedback from their advisory board, in 2019 the Allied Health Committee decided to split the Medical Billing and Coding course into two discrete courses and transformed the medical assisting A.S. program to a certificate program embedded in the health science A.S. degree.

CCV believes that strong pedagogy, quality teaching, and effective course design are critical to student learning and success. At CCV, coordinators of teaching and learning (CTLs) evaluate pedagogy, teaching performance, and course design, and then provide faculty with the feedback they need to improve their practice. Per the [Faculty Evaluation Policy](#), CTLs formally evaluate new faculty during their first year of teaching and every four years thereafter. CTLs use a common observation and evaluation form based on CCV's Principles of Good Teaching and assess confidential student feedback gathered from digital course evaluation forms. Additionally, CTLs use a common checklist to evaluate online courses and, effective 2021, a rubric to assess and improve online course design.

## **Appraisal**

CCV regularly evaluates the efficacy of its operational and administrative activities. For example, as discussed in Standard Seven, after conducting a demographic and enrollment analysis in 2018, CCV's leadership decided to stop offering on-ground classes at CCV's Springfield location, effective fall 2019. The College does retain CCV-Springfield's physical footprint and continues to offer student support services there several days a week. Despite the absence of on-ground class offerings, in fall 2020, enrollment at CCV-Springfield increased 18 percent with the center serving 131 students.

CCV believes the evaluation of instruction supports [faculty development](#), teaching excellence, and, ultimately, student learning. CTL classroom observations and student feedback on course evaluation forms are components of the teaching evaluation process at the College. Feedback

collected from the course evaluation forms provides aggregate data so faculty can see how student scores for their courses compare to other courses within the program and to CCV courses generally. In 2021, CTLs engaged in professional development focusing on how to conduct high-quality observations and evaluations to improve teaching and learning. In 2022, the College will draft a professional development plan for CTLs, ensuring that the staff who conduct evaluations of teaching are solidly rooted in their understanding of effective pedagogy and instructional design.

At CCV, [PReCIP](#) reviews and program outcome assessment plans establish a cycle of continuous improvement, positioning the College to enact informed plans to address gaps in learning, adjust the curriculum, and align pedagogy to learners' needs. For each CCV program and certificate, academic committees formed a detailed plan to gather learning evidence and assess student achievement. For instance, in fall 2019, the Business and Math Committee evaluated a pilot capstone assignment intended to assess multiple program outcomes. Results showed students had the lowest performance rate on the program outcome considered by the committee to be the most comprehensive of the outcomes, with only 61.8 percent of students exceeding or meeting expectations. An analysis revealed the language on the shared rubric did not parallel the wording on the assignment. As a result, the rubric will be revised to better align with the project assignment. The Information Technology Committee also evaluated outcome assessment pilot assignments in fall 2019. Culminating projects assigned in three program courses were evaluated using a common rubric. The data collected showed encouraging results, as the target outcome of 75 percent of student artifacts to be rated "successful or very successful in overall content development" was exceeded in the three courses. However, the committee noted that "exception handling and functionality consistently received lower rubric scores across courses and assignments" and determined that student attainment of these skills requires further evaluation.

The 2020 General Education PReCIP report highlights the review of writing-based outcomes through sampling of research paper assignments. The 2017 assessment showed only 32 percent of sample papers were determined to meet expectations. These findings resulted in a revision of English Composition essential objectives to focus more explicitly on the writing skills necessary to successfully write a college-level paper. Additionally, the committee developed faculty guidelines for the course and created a new training called Comp Camp, which was offered to faculty in September 2017. The committee assessed student writing again in 2019, with 40 percent of papers meeting expectations. This 8-percentage point increase is encouraging, suggesting the changes to curriculum and faculty support contributed to increased student achievement. In spring 2021, the committee gathered faculty to explore best practices for teaching composition and to identify next steps.

CCV has an established history of using data gathered through the PReCIP evaluation process to inform curriculum adjustments and impact student learning. Further, in recent years, academic committees have developed solid plans to systematically measure student learning through assessing program outcomes. As committees transition from pilot assessments to full implementation of their assessment plans, the College will create a process for reporting the collective results of PReCIP and program outcome assessments more broadly, beyond AC and academic committees.

The strong and systematic evaluation and improvement of instruction, programs, and services is the bedrock of CCV’s efforts to improve student outcomes. A February 2021 analysis of CCV’s strategic student outcome goals shows that the College met its target to grow the three-year completion rate for part-time degree seeking students by 5 percent. The College did not, however, meet its established target to increase student retention for part-time students by 5 percent, nor did it meet its goal related to credit momentum. The percentage of degree students who enrolled in six to eight credits in fall 2019 was 39.6 percent, 7.8 percent short of the 42.9 percent target. The year-one to year-two retention rate for part-time degree students who entered CCV in fall 2019 fell to 36 percent, or -2.8 percent, from the previous three-year average. It is not clear to what degree the pandemic impacted student success, and by extension, CCV’s progress in meeting its student outcome goals. The College plans to analyze progress again in fall 2022.

**Projections**

<b>Action</b>	<b>Responsibility</b>	<b>Timeline</b>
Draft a CTL professional development plan focusing on pedagogy, instructional design, supervision, and crucial conversations (see page 12)	RDs, CTLs	2022-23
Expand access of data, plans, and reports to faculty (see page 9)	PC, IR	2022-23
Create a process for reporting the collective results of PReCIP and program outcome assessments more broadly, beyond AC and academic committees (see page 12)	Academic Dean, AC	2023-24

## Standard 2: Planning and Evaluation

<b>PLANNING</b>		Year approved by governing board	Effective Dates	Website location
<b>Strategic Plans</b>		?	?	?
	Immediately prior Strategic Plan	2010	2010-2020	<a href="https://harveywp.ccv.edu/wpfb-file/strategic_priorities-2020-pdf/">https://harveywp.ccv.edu/wpfb-file/strategic_priorities-2020-pdf/</a>
	Current Strategic Plan	2018	2018-2028	<a href="https://ccv.edu/learn-about-ccv/ccv-strategic-plan-2018-2028/">https://ccv.edu/learn-about-ccv/ccv-strategic-plan-2018-2028/</a>
	Next Strategic Plan	2026		

		Year completed	Effective Dates	Website location
<b>Other institution-wide plans*</b>				
	Master plan			
	Academic plan	2021	2021-2023	<a href="https://harveywp.ccv.edu/wpfb-file/academic-plan-_2021-2023-docx/">https://harveywp.ccv.edu/wpfb-file/academic-plan-_2021-2023-docx/</a>
	Administration and Facilities plan	2021	2022-2023	<a href="https://harveywp.ccv.edu/wpfb-file/administrative-operational-plan-2022-2023-docx/">https://harveywp.ccv.edu/wpfb-file/administrative-operational-plan-2022-2023-docx/</a>
	Technology plan			
	Enrollment plan (Admissions, Financial Aid, & Marketing)	2020	2020-2021	<a href="https://harveywp.ccv.edu/wpfb-file/enrollment-operational-plan-2020-8-13-20_2-docx/">https://harveywp.ccv.edu/wpfb-file/enrollment-operational-plan-2020-8-13-20_2-docx/</a>
	Development plan	2019	2019-21	<a href="https://harveywp.ccv.edu/wpfb-file/development-operational-plan-2019-2021-docx/">https://harveywp.ccv.edu/wpfb-file/development-operational-plan-2019-2021-docx/</a>

<b>Plans for major units (e.g., departments, library)*</b>				
?	Library	2018	2018-23	<a href="https://hartness.vsc.edu/wp-content/uploads/documents/Hartness-Library-Strategic-Priorities-2018-2023-Final.pdf">https://hartness.vsc.edu/wp-content/uploads/documents/Hartness-Library-Strategic-Priorities-2018-2023-Final.pdf</a>
	Student Affairs	2020	2020-2030	<a href="https://harveywp.ccv.edu/wpfb-file/student-affairs-planning-5-year-program-review-2020-2030-docx/">https://harveywp.ccv.edu/wpfb-file/student-affairs-planning-5-year-program-review-2020-2030-docx/</a>

**EVALUATION**

**Website location**

**Academic program review**

Program review system (colleges and departments).  
System last updated:

?	PReCIP <a href="https://www.vsc.edu/wp-content/uploads/2016/10/Policy-101-Program-Review-and-Continuous-Improvement-Process.pdf">https://www.vsc.edu/wp-content/uploads/2016/10/Policy-101-Program-Review-and-Continuous-Improvement-Process.pdf</a>
	Every 5 years

Program review schedule (e.g., every 5 years)

Sample program review reports (name of unit or program)\*

CCV Business (2021)
CCV Health Science (2021)
CCV Accounting (2021)

?	Available in the digital workroom
	Available in the digital workroom
	Available in the digital workroom

**System to review other functions and units**

Program review schedule (every X years or website location of schedule)

Planned: Every 5 years
------------------------

Sample program review reports (name of unit or program)\*



**Other significant institutional studies (Name and web location)\***

Media Preferences Study (Available in the digital workroom)

Date
2020

\*Insert additional rows, as appropriate.

Please enter any explanatory notes in the box below

# Standard Three:

Organization and Governance

## Standard Three: Organization and Governance

### Description

As the only community college and open-access institution in the state, the Community College of Vermont (CCV) provides the primary entry to higher education in Vermont. CCV has no central campus but rather 12 academic centers statewide. CCV's organizational design supports access, a compass point of the College's [mission](#), and faculty and staff surveys illustrate that the College's employees understand how their work contributes to the mission of CCV. The organization's environment supports innovation and informed decision-making, and employees work together across divisions to advance CCV's mission.

CCV is currently one of four institutions in the [Vermont State Colleges System \(VSCS\)](#), comprised of the Community College of Vermont, Vermont Technical College, Castleton University, and Northern Vermont University. All employees of CCV are employed by the VSCS and are subject to [VSCS Policies and Procedures](#). CCV has a manual of [institutional policies and procedures](#) that guide specific aspects of operation outside of those covered in the VSCS policy manual. All policies and procedures are public and available on the employee portal and the College and system public web sites.

### *Governing Board*

The VSCS is a publicly chartered corporation formed by legislative act in 1961. [Vermont State Statute](#) established the purpose, corporation, and power of the VSCS governance system. A [Board of Trustees \(BOT\)](#) governs the corporation of the VSCS, having full authority over administration, system operations, financial affairs, and selection and appointment of officers and employees. The composition of the 15-member board includes the sitting governor of Vermont and 13 members who serve four-year terms: five members appointed by the governor, four appointed by the board, and four from the General Assembly who are elected to serve by the state legislature. Additionally, the VSCS Student Government Association selects one student member to serve a one-year term with eligibility for re-election to a second term.

BOT members accept and fulfill their roles as fiduciaries of the VSCS. Section A of the VSCS Manual of Policies and Procedures describes the board, and its authority is further outlined in the [VSCS Bylaws](#). Trustee responsibilities are further described in the [Trustee Handbook](#). Board members are required to submit an annual conflict of interest form attesting adherence to [VSC Policy 207](#), which defines and describes guidelines to address any actual or potential conflict of interest while in service to the system.

The board is responsible for hiring and evaluating the [chancellor](#), who functions as the chief executive officer for the system. The chancellor represents VSCS interests with the governor, state agencies, and General Assembly. Additionally, in consultation with the chancellor, the board has the full authority to recruit, hire, and retain the college CEOs. The board annually appoints [CCV's president](#), delegating supervision of the president to the chancellor. The chancellor delegates the ongoing management of College operations to CCV's president, and the system bylaws and policies provide a structure to guide the president's decision-making. In recognition of CCV's unique mission within the VSCS, the board provides a wide latitude in decision-making to CCV's president and its [senior leaders](#). Annually, the chancellor conducts a

formal performance evaluation of the president, reviewing the president's self-assessment and goals. The chancellor then presents the board with a copy of the review and written evaluation.

The BOT has five permanent [committees](#) that carry out the work of the board: Education, Personnel, and Student Life (EPSL); Finance and Facilities; Audit; Long-range Planning; and Diversity, Equity, and Inclusion (DEI). Board members are assigned either to the EPSL Committee or to the Finance and Facilities Committee. Three board members are elected to serve on the Audit Committee, which is responsible for risk assessment and management along with regulatory compliance. Additional committees include an Executive Committee and a Nominating Committee.

The VSCS governance structure provides several channels of communication to the BOT. The board complies with [Vermont Open Meeting laws](#), providing advance notice of agendas and the opportunity for public comment during its meetings. Since the onset of the pandemic, board meetings have been conducted virtually, which has provided a new opportunity for constituencies who cannot attend board meetings in-person to observe the proceedings. [Meeting minutes](#) are accessible on the VSCS website.

Systematic collaboration among the four VSCS institutions fosters the exchange of ideas, collaborative problem solving, and synergy among member colleges. Council of Presidents (COP), comprised of the four college presidents and the chancellor, works closely with the board to set policies and procedures for the system. In 2020, COP began meeting several times a week to address the pandemic, declining enrollments, and the system's mounting fiscal challenges. Business Affairs Council (BAC), Council of Academic Officers (CAO), and Student Affairs Council (SAC) assemble the representative deans from each of the institutions to engage in collective thinking about relevant issues, discuss promising practices, and advance shared goals. Additionally, leaders from other functional areas including financial aid, admissions, information technology, and registrarial services meet regularly and collaborate often.

### ***Internal Governance***

CCV's organizational structure positions the College to fulfill its mission and purpose. CCV's 12 [academic centers](#), along with its substantial online offerings and flexible student services, provide Vermonters critical access to the College's programs and services. CCV employs 160 staff, and each region has academic, administrative, and technical staff who support students and the 455 part-time faculty who teach in its academic centers and online.

In 2019, CCV implemented a transformative reorganization. Prior to the reorganization, staff at CCV's 12 centers reported to deans and executive directors. An important aim of restructuring was to streamline academic center administration into one team, fostering a strengthened culture of collaboration, a cohesive College community, and shared best practices across all centers. The 12 academic centers were grouped into a new configuration comprised of three regions. Each of the regions now has a dedicated regional director (RD) of community engagement and academic centers. RDs provide supervisory and administrative oversight to the centers in their region and participate in regional community engagement and partnership cultivation. The staff who serve in the new RD positions report to the dean of academic center administration, also a new role. The RD and dean positions all serve on CCV's senior leadership

team.

The restructuring of the coordinator of academic services (CAS) role impacted the greatest number of CCV staff, shifting the core focus of work for the 40 coordinators who served in this position. Prior to the reorganization, coordinators of academic services had three significant focal areas in their work: students, faculty, and community outreach. However, for some time, staff in the CAS role had expressed concerns that the work had grown well beyond a manageable scope. The reorganization divided the CAS work into two distinct roles, coordinators of student advising (CSA) and coordinators of teaching and learning (CTL), fostering a new level of depth and focus in their work.

[Advising and coaching](#) students is the core function of the CSA role. CSAs help students identify academic, career, and transfer goals; select academic programs and register for classes; and develop the skills needed to meet goals. In CCV's new model, 24 CAS moved into the CSA role, taking on advising loads of approximately 220 degree and non-degree students per coordinator, well below the median of 441 students per advisor in community colleges reported by the [National Academic Advising Association](#).

Under this new organizational structure, all faculty are hired and supervised by 16 CTLs, who are deployed regionally and according to their areas of expertise. This configuration was designed to address a longtime desire among CCV faculty for their hiring coordinator to have more knowledge in their discipline area. CTL responsibilities include course planning; hiring, supervising and evaluating faculty; professional development planning; and managing the administrative responsibilities of the faculty union agreement. On average, CTLs have oversight for 55-65 course sections each semester. In addition to their work with faculty, CTLs participate in curriculum committee work and broader community engagement with employers that fall within their discipline areas, from allied health to environmental science to the arts.

CCV's [Governance Policy](#) designates the president as the chief executive officer of the College and establishes that the president has final decision-making authority concerning affairs of the institution. By organizational design and policy, the president is primarily advised by the three main governance bodies of the college: President's Council, Academic Council, and College Council. Committees such as the Diversity, Equity, and Inclusion Committee; the Faculty Advisory Committee on Technology; and Group Redesign to Advance Colleague and Institutional Effectiveness (GRACIE), include representation from a cross-section of departments and locations. Faculty, staff, and student participation in these groups facilitates broad-based College input and ensures the president and CCV leadership consider a range of relevant perspectives in decision-making.

CCV's [senior leaders](#) sit on President's Council (PC). CCV's president and PC provide leadership consistent with the College's mission and goals, work to foster a high-performing culture, and advance the institution's strategic goals. PC members set the course of the organization, develop the annual budget, and ensure implementation of and adherence to College and VSCS policies and procedures. PC's composition includes the president; the five deans and three RDs; the executive director of human resources, diversity, equity, and inclusion; and a co-chair of College Council. Guests regularly attend these council meetings so that leadership can learn from and consider recommendations by key CCV community members, advisory groups, and

consultative teams from within the College. RDs serve as a primary communication conduit between staff working in academic centers and PC.

College Council (CC) serves as a collective voice for CCV staff, providing recommendations to President's Council and developing and implementing college-wide initiatives with guidance from PC. CC was established in 1985 and was reorganized in 2011 to ensure balance in both geographic representation and representation between academic and administrative staff. CCV's full staff annually elect two co-chairs to CC; each serves as a member of PC and GRACIE in alternating years. CCV's president is an ex-officio member of CC and provides direct communication between staff representatives and PC.

At CCV, Academic Council (AC) is the governing body charged with ensuring the quality and effectiveness of all academic programs. Five academic committees develop, evaluate, and modify programs to improve accessibility and quality. A sixth committee is focused on promoting practices within advising and classroom contexts that support increased student achievement, retention, and credential completion. All academic committees are led by faculty and staff co-chairs and are comprised of faculty and staff members. Chaired by the College's dean of academic affairs, AC's composition includes the faculty and staff co-chairs of the academic committees, a faculty representative on policy, a student representative, the dean of student affairs and strategic initiatives, and other administrators the academic dean appoints for annual membership. The council approves new academic programs brought by its curriculum committees, oversees the integrity of programs and the degree-granting process, and recommends academic policies to PC for approval.

In 2017, CCV's faculty voted in favor of unionizing for representation by the American Federation of Teacher's union (AFT) and CCV United Faculty. In 2018, the College entered into its first [union agreement](#). As part of this agreement, union leadership appoints AC faculty co-chairs and curriculum committee faculty members. Additionally, the union agreement codifies faculty-majority representation on curriculum committees. Both the union agreement and Governance Policy limit the number of non-faculty AC members to 14, ensuring the council serves as a significant forum for faculty on aspects of teaching and learning at CCV.

In addition to the three principal governing bodies, the [Student Advisory and Leadership Council \(SALC\)](#) serves as a forum for the discussion of student-related issues and initiatives. While the dean of student affairs has general responsibility for the student council, a student leader and council advisor work collaboratively to establish the council's agenda and facilitate meetings. SALC is open to all students in the College, and every effort is made to have representation from all academic centers. Whenever possible, the SALC student leader also serves as the AC student representative, serving as a valuable liaison between SALC and AC. Additionally, student membership in the DEI Committee and other College groups ensures that student perspectives inform and help shape some of CCV's most important initiatives.

## **Appraisal**

The VSCS Board of Trustees ensures the quality and integrity of the College. As the governance body of CCV, the BOT engages in decision-making that impacts CCV operations, including reviewing and approving academic programs, approving budgets, establishing tuition rates,

and hiring and evaluating the VSCS chancellor and college presidents. The College ensures the board is regularly apprised of its strategic initiatives. For instance, after the launch of the [2018-2028 Strategic Plan](#), CCV presented to the board an outlined alignment of the College's strategic priorities with the Six Priorities to Support the Mission of the VSCS. In fall 2020, CCV submitted its VSCS Strategic Action Plan, and in June 2021, the president met with board members to review the College's progress in meeting its established goals.

The BOT bylaws commit the board to the values of diversity, equity, and inclusion in the governance and operations of the corporation and its institutions. The Trustee Handbook charges the BOT DEI Committee to identify goals for diversity within the board's membership. Through a process of self-perpetuation, the board has cultivated a membership with a range of skills, gender parity, racial diversity, and inclusion by sexual orientation, age, and geographic representation. In [October 2021](#), the BOT adopted the New England Resource Center for Higher Education definitions of diversity, equity, and inclusion for the VSCS. Furthermore, the BOT approved the motion to support and adopt an anti-racism pledge proposed by the VSCS Student Diversity Task Force.

In 2020, the BOT commissioned an external, independent review of the college system and the board. Additionally, one of the duties of the BOT Executive Committee is to coordinate and facilitate a regular process of board self-evaluation and development. Annually, the board performs an assessment using a self-evaluation instrument. The tool measures members' perceptions of board effectiveness in four broad areas: accountability, transparency, role clarity, and succession. A 2021 gap analysis produced a published action plan noting planned action items, responsible persons, timeline, and progress. Identified action steps include creating a board-level dashboard with metrics to promote data-informed accountability, providing regular development sessions to ensure the board understands its fiduciary and decision-making authority, and making transparency a key success metric.

In response to significant declines in enrollment and escalating fiscal pressures on the system's residential colleges, the BOT engaged in long-range planning and developed a 2019 whitepaper, [Serving Vermont's Students by Securing the Future of the Vermont State Colleges System](#). System leaders then embarked on listening tours and solicited input from constituents as they developed a plan to address VSCS challenges. In April 2020, the chancellor submitted a controversial proposal to the board, recommending the closure of three residential campuses. The proposal sparked intense public outcry, and, ultimately, the board did not endorse the plan.

Following the failed proposal, the state's legislature created the [Select Committee on the Future of Higher Education in Vermont](#) to "assist the State of Vermont in addressing the urgent needs of the Vermont State Colleges." Vermont's legislature appointed CCV President Joyce Judy as committee chair, and to help drive its work, the Select Committee engaged the National Center for Higher Education Management Systems (NCHEMS) as a consultative body. In January 2021, the committee published NCHEMS' [preliminary analysis](#) recommending the consolidation of the system's three residential institutions into a combined entity. NCHEMS' recommendations acknowledge CCV's stable financial solvency and its critical role in Vermont's higher education and workforce ecosystems.

In February 2021, the BOT endorsed a [plan](#) to combine the VSCS residential colleges into a

single entity and to retain CCV as a separately accredited institution. Under the leadership of a new system chancellor, cross-institution working groups and leaders are enacting a five-year [transformation](#) plan. A transformed VSCS organizational model that is fiscally sustainable will ensure CCV is positioned to deliver affordable, accessible, and high-quality education to Vermonters in the decades to come. Over the next four years, CCV's president and VSCS Transformation team members will define and cultivate CCV's role within the new VSCS two-institution organizational structure.

The fourth pillar of CCV's [2018-2028 Strategic Plan](#) calls on the College to increase its organizational capacity and sustainability and to fortify its structure and systems. In response to Pillar IV, PC initiated an 18-month transformative reorganization process. Leadership carefully considered the question of organizational capacity and sustainability by taking a hard look at the staffing model that, by and large, served CCV for nearly 50 years. Several factors prompted College leadership to initiate the work, including an acknowledgement of a challenging higher education landscape requiring different approaches, new systems and processes necessitated by the College's first faculty union agreement, and recognition that successful implementation of the strategic plan requires organizational capacity for change.

The staff role redesign was informed through an inclusive process that included three focused conversations with CAS staff and a proposal from a small task force comprised of four coordinators, one associate academic dean, and two senior leaders. In February 2019, CCV's president announced the restructuring of roles to staff and shared the implementation timeline. The memo indicated the College would assess enrollment trends, student outcomes, and staff and faculty feedback to gauge the success of the reorganization:

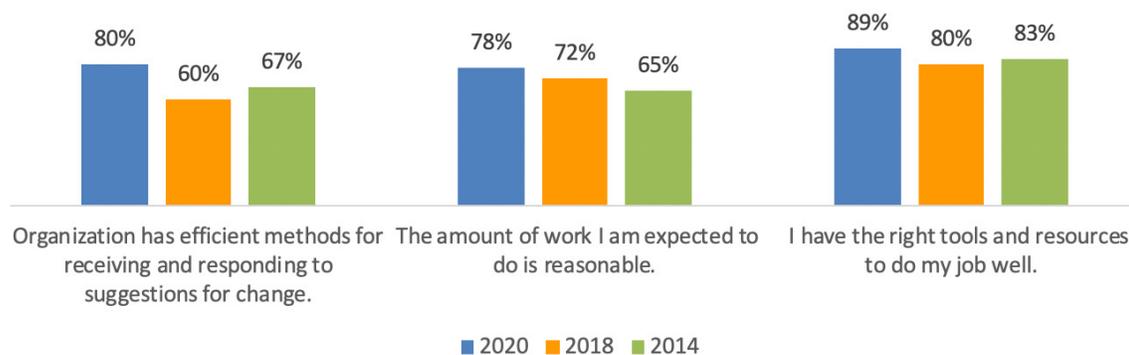
- Enrollment trends will increase as CCV reaches more deeply into communities to build partnerships, meet the needs of employers, and serve more students.
- Student outcomes will improve, including successful transfer, credential completion, and retention.
- Staff will report improved focus and balance, clarity, and efficiencies in their work.
- Faculty will report enhanced support from coordinators and increased professional development opportunities.

In fall 2019, coordinators of academic services transitioned to the new CSA and CTL roles. CSAs began working to integrate newly learned coaching skills into their advising practices; CTLs started forging relationships with faculty in their oversight areas and creating new systems to administer the collective bargaining agreement. In March 2020, the pandemic disrupted the transition as faculty, students, and staff adjusted to the rapid pivot to a 100 percent online learning environment and remote work. Despite the significant disruption COVID caused, in 2020, the College gathered data to conduct an initial assessment of the reorganization. The assessment preliminarily shows the staff role redesign has supported CCV in meeting several of its objectives and signals there is still work to be done in some areas.

- **Enrollment.** Despite a nationwide dip in community college enrollment in 2020, CCV's

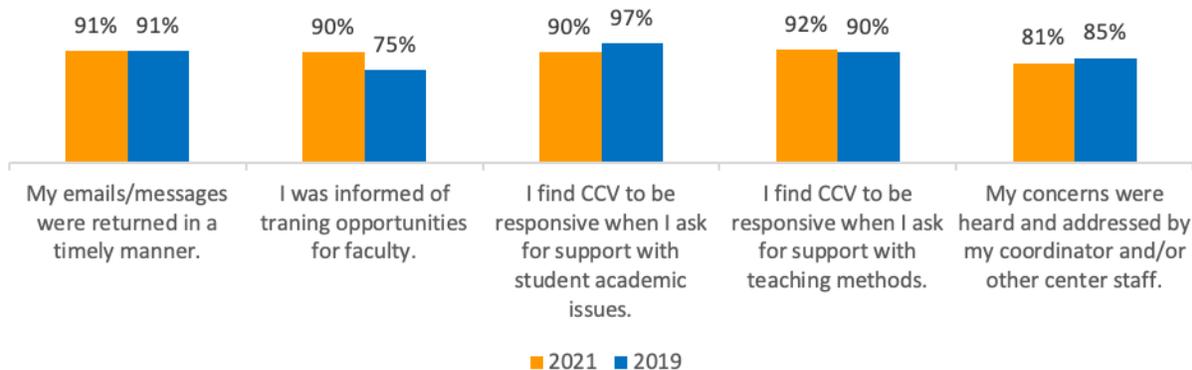
[enrollment](#) remained steady with an unduplicated headcount of 5,102 students, just two fewer students than the fall 2019 unduplicated headcount of 5,104. The reorganization positioned CSAs to serve students who responded to an opportunity to take free classes, and CTLs were able to support faculty and adjust offerings to accommodate increased demand.

- **Student Outcomes.** As discussed in Standards Two and Eight, a February 2021 analysis of CCV’s student outcome goals shows that the College met its target to grow the three-year completion rate for part-time, degree-seeking students by 5 percent. The College did not, however, meet its established target to increase student retention for part-time students by 5 percent, nor did it meet its goal related to credit momentum.
- **Staff feedback.** The 2020 Staff Engagement Survey shows a significant increase in areas reflecting the investment in systematic and structural changes CCV has made through the reorganization.



CCV attributes these gains to the redesigned staff roles. The survey also contained open-ended questions which the CCV IR office analyzed and grouped by theme. On the item, “What was the best change that CCV made this year?” the most frequent responses pertained to remote work, followed by the staff reorganization, and CCV’s response to the pandemic.

- **Faculty feedback.** The 2021 Faculty Survey of College and Academic Center Services reveals mixed results regarding the impact the staff reorganization has had on faculty. Notably, the number of faculty reporting they were informed of training opportunities increased from 75 percent in 2019 to 90 percent in 2021. To address gaps in faculty supervision and support, as indicated in Standard Two, the College will draft a CTL professional development plan focusing on effective supervision, crucial conversations, and evaluation of pedagogy and instructional methodology.



In 2021 and 2022, College leadership continues to assess the impact and efficacy of the staff reorganization.

For several years College Council (CC) has elected to focus on projects that promote work-life balance, wellness, and relationship. PC approved CC’s proposed 30x3 initiative, a program that encourages full-time employees to engage in wellness activities for 30 minutes during the workday, three times a week. Leadership views this popular program as both a value-added benefit and an important investment in staff health. The College absorbs the cost of release time, over \$50,000 annually, so staff can participate in this initiative. In addition to 30x3, in 2019, PC endorsed CC’s proposal for the Employee Health and Wellness Financing Program. This program allows eligible employees to finance the purchase of health and wellness equipment and memberships up to \$1,500 a year through payroll deduction once every fiscal year. Further, in 2020, CC cultivated its peer mentor program for new staff that PC had approved in 2019. Since March 2020, CC has developed a Peer Mentor Guide, and 20 new staff have been mentored by 13 mentors. When asked to reflect on the program, one mentee shared, “[My mentor] was invaluable in guiding me through some perplexing problems and reminding me of protocols and processes for various routine tasks.” CC has grown to play an important role in the College, identifying initiatives that staff value and that enrich the fabric of CCV’s culture.

CCV contracts with vendors to deliver services for which it does not have sufficient in-house capacity. Vendor contracts are all initiated and reviewed through the departments whose budgets are supporting the cost of the contract. The College systematically assesses vendor products, evaluating quality, user-experience, and achievement of goals. For instance, the student affairs office reviews monthly reports from [Tutor.com](https://www.tutor.com), its online tutoring vendor, and retains the ability to review tutoring session transcripts for each interaction with the service.

By design, CCV’s model employs a 100 percent part-time faculty, bringing faculty with expertise, professional field experience, and a love of teaching to CCV’s on-ground and online classrooms. Through participation on AC, faculty play critical roles in course development, program outcome assessment, and professional development related to teaching and learning. A faculty majority on the AC curriculum committees ensures that faculty are involved in the development and review of new course proposals. Additionally, all faculty are encouraged to submit course proposals to the appropriate curriculum committee for review, and all faculty are invited to comment on proposed curriculum changes. Annually, AC, limited by policy to 14 non-faculty

members, determines approved curriculum changes through a majority vote.

CCV affords its faculty considerable [academic freedom](#) in teaching their courses. Faculty retain full responsibility to select and use course materials to meet the AC approved and standardized essential objectives for a course. Faculty also create course descriptions for each class whereby they establish their teaching methodology, grading policy, evaluation criteria, and attendance and participation policies. Furthermore, faculty play an instrumental role in fostering teaching excellence through professional development. For instance, from March 2020 through summer 2021, 55 faculty were involved in developing and presenting over 75 virtual trainings, averaging 20 to 30 active participants at each event. Training topics included course design, active learning in synchronous teaching, and assessment strategies.

The Faculty Advisory Committee on Technology (FACT) is an all-faculty committee reporting to PC. FACT's mission is to improve communication between CCV faculty and staff about the technology resources needed for teaching and learning. FACT's faculty chair facilitates the committee meetings, prepares reports, and presents recommendations to both PC and AC. FACT was formed in 2014, and, to date, PC has adopted and implemented all FACT recommendations. From 2019 to 2021, the group was instrumental in training faculty to use Canvas and Zoom and launching Aviso.

Faculty currently choose their level of participation over and above teaching their classes. CCV actively recruits faculty to take part in many College initiatives beyond AC and FACT, including participating in strategic planning, advancing DEI at the College, and preparing this self-study. In AY2021, five faculty served on the DEI Committee and 16 served on NECHE self-study groups. Many CCV faculty are practitioners in their fields with limited availability to participate in meetings and consume College communications, and yet, CCV recognizes that connecting its part-time faculty to its strategic initiatives is critical. In AY2024, the College will create a plan to increase faculty engagement in the work of improving student outcomes.

In addition to codifying faculty's roles, the [collective bargaining agreement](#) between CCV and CCV United Faculty (UF) provides faculty a formalized process to resolve issues with the College. The dean of academic center administration oversees the faculty contract and serves as the contact person for UF leaders. A group of CCV senior leaders and UF stewards meet regularly; meeting topics have ranged from COVID response planning to student services to implicit bias in student complaints. In 2020, both CCV administration and UF leaders began working to resolve grievances informally, effectively reducing the number of formal grievances. For instance, in AY2019, UF filed 12 formal grievances. In AY2020, seven formal grievances were submitted, and in AY2021, UF forwarded only three grievances and subsequently withdrew one. From March 2021 to August 2021, five grievances were settled informally. The interaction between UF leaders and CCV administration is cordial and collaborative, with both parties working to develop a strong relationship.

CCV administrators regularly engage SALC, soliciting student input to inform policy, shape decisions, and review services. For example, in 2017 SALC students reviewed the [Student Code of Conduct Policy](#), providing valuable feedback as the policy was in development. Student feedback also informed changes in the course evaluation windows and shaped language changes in the Financial Aid Policy. While creating course schedules during the pandemic, CCV

administrators sought input from SALC to inform the structure of the spring and summer 2021 semesters. SALC works to enhance communication between students and the administration, fosters student activism, and provides invaluable perspective and guidance to the College. In 2021, PC approved a SALC proposal to create and publish a SALC Bulletin. The students’ goal for the bulletin, in part, is to “serve as an additional point of contact between CCV and the student body to get feedback and provide vital information.” CCV also works to recruit students to participate in initiatives beyond SALC. For example, in 2017 the College hosted a listening session with students to inform the strategic plan, and in 2020, CCV formed the DEI Committee which holds five seats for student representatives. CCV will continue to work to increase student engagement across the College and include student voices in its most important discussions.

**Projections**

<b>Action</b>	<b>Responsibility</b>	<b>Timeline</b>
Define and cultivate CCV’s role within the new VSCS two-institution organizational structure (see pages 18-19)	President, VSCS Transformation team members	2021-25
Continues the assessment of the staff role redesign to evaluate efficacy and impact (see pages 20-21)	PC	2021-23
Create a two-year plan to engage faculty in improving student outcomes (see page 22)	RDs, CTLs	2023-24
Draft a CTL professional development plan focusing on pedagogy, supervision, and crucial conversations (see page 20)	RDs, CTLs	2021-22

### Standard 3: Organization and Governance (Board and Internal Governance)

Please attach to this form:

- 1) A copy of the institution’s organization chart(s).
- 2) A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.

If there is a “sponsoring entity,” such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.

Name of the sponsoring entity	Vermont State College System
Website location of documentation of relationship	<a href="https://www.vsc.edu/wp-content/uploads/2017/02/VSC-Enabling-Statutes-Title-16-VSA-Chapter-72-%C2%A72170-2186.pdf">https://www.vsc.edu/wp-content/uploads/2017/02/VSC-Enabling-Statutes-Title-16-VSA-Chapter-72-%C2%A72170-2186.pdf</a>

#### Governing Board

Website location	
By-laws	<a href="https://www.vsc.edu/wp-content/uploads/2018/04/VSC-BOT-Bylaws-as-amended-2017-09-28.pdf">https://www.vsc.edu/wp-content/uploads/2018/04/VSC-BOT-Bylaws-as-amended-2017-09-28.pdf</a>
Board members’ names and affiliations	<a href="https://www.vsc.edu/board-of-trustees/members-committees/">https://www.vsc.edu/board-of-trustees/members-committees/</a>

Website location or document name for meeting minutes	
Board committees *	
?	Finance & Facilities Committee
	Long Range Planning Committee
	Audit Committee
	Executive
	Nominating
	Personnel & Student Life Committee

#### Major institutional faculty committees or governance groups\*

Website location or document name for meeting minutes	
Academic Council	<a href="https://teach.ccv.edu/committees/academic-council/">https://teach.ccv.edu/committees/academic-council/</a>
Faculty Advisory Committee on Technology (FACT)	<a href="https://teach.ccv.edu/committees/faculty-advisory-committee-technology/">https://teach.ccv.edu/committees/faculty-advisory-committee-technology/</a>
Advising and Teaching Excellence	<a href="https://teach.ccv.edu/committees/academic-council/developmental-edfirst-semester/">https://teach.ccv.edu/committees/academic-council/developmental-edfirst-semester/</a>

**Major institutional student committees or governance groups\***

Student Advisory and Leadership Council (SALC)
Vermont State College Student Association (VSCSA)
Vermont State College System Student Trustee

<b>Website location or document name for meeting minutes</b>
<a href="https://ccv.edu/resources/current-students/organizations-leadership/">https://ccv.edu/resources/current-students/organizations-leadership/</a>
<a href="https://vscsa.wordpress.com/">https://vscsa.wordpress.com/</a>
<a href="https://www.vsc.edu/board-of-trustees/members-committees/">https://www.vsc.edu/board-of-trustees/members-committees/</a>

**Other major institutional committees or governance groups\***

College Council
GRACIE
Diversity, Equity, and Inclusion Committee

<b>Website location or document name for meeting minutes</b>
<a href="https://harveywp.ccv.edu/committees/college-council/">https://harveywp.ccv.edu/committees/college-council/</a>
<a href="https://harveywp.ccv.edu/committees/gracie/">https://harveywp.ccv.edu/committees/gracie/</a>
<a href="https://harveywp.ccv.edu/committees/diversity-equity-and-inclusion-task-force/">https://harveywp.ccv.edu/committees/diversity-equity-and-inclusion-task-force/</a>

\*Insert additional rows as appropriate.

Please enter any explanatory notes in the box below

**Standard 3: Organization and Governance  
(Locations and Modalities)**

**Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes)**

*(Insert additional rows as appropriate.)*

	Location (City, State/Country)	Date Initiated	Enrollment*		
			2 years prior	1 year prior	Current year <sup>1</sup>
			(FY2020)	(FY 2021)	(FY 2022 )
?					
?	Main campus*				
	<b>CCV academic centers</b>				
	Bennington	1/1/1983	517	522	468
	Brattleboro	1/1/1972	517	534	388
	Middlebury	1/1/1984	386	386	344
	Morrisville	1/1/1980	412	299	252
	Montpelier	1/1/1970	929	1,113	804
	Newport	1/1/1971	1,572	1,570	1,310
	Rutland	1/1/1981	900	822	613
	Springfield	1/1/1974	243	239	191
	St Albans	1/1/1975	936	790	603
	St Johnsbury	1/1/1971	273	308	236
	Upper Valley (White River Junction)	1/1/1983	593	610	518
	Winooski (formerly Burlington)	1/1/1982	2,725	2,577	1,882
?	Other principal campuses				
?	Branch campuses (US)				
?	Other instructional locations (US)				
?	Branch campuses (overseas)				
?	Other instructional locations (overseas)				

**Educational modalities**

**Enrollment\***

	Number of programs	Date First Initiated	2 years prior (FY2020) AY 19-20	1 year prior (FY 2021) AY 20-21	Current year (FY 2022 ) AY 21-22
Distance Learning Programs					
Programs 50-99% on-line	7 to 14		711	784	697
Programs 100% on-line	18 to 27		3197	3274	3221
Correspondence Education					
Low-Residency Programs					
Competency-based Programs					
Dual Enrollment Programs	2	2003	2,351	2,138	1,183
Contractual Arrangements involving the award of credit					

\*Enter the annual unduplicated headcount for each of the years specified below.

Please enter any explanatory notes in the box below

\* CCV has no central campus and delivers courses and programs at academic centers. Online assigned to Newport. Other VSC assigned to CCV home locations.  
Dual Enrollment Program began in 2003, Early College was added in 2013.

# Standard Four:

The Academic Program

## Standard Four: The Academic Program

The academic program fulfills the [mission and vision](#) of the College by providing high-quality, affordable, and accessible degree and certificate programs that support student success and prepare students to contribute meaningfully to the economic and civic vitality of their communities. As outlined in CCV's [strategic plan](#), declines in vital segments of Vermont's population combined with increasing demand for a skilled workforce require flexibility and efficiency in educational programs. Through the work of [Advance Vermont](#), the State has identified a goal to have 70 percent of Vermont's workforce holding a postsecondary credential of value by 2025. As of 2018, only 53 percent of the workforce held a postsecondary credential of value. CCV plays a significant role in helping the State achieve this goal by providing flexible meta-major programming through a variety of accessible formats.

Grounded in national research and recommendations such as [Complete College America's \(CCA\) Pillars of Success](#), CCV's strategic plan outlines a shift toward streamlined program pathways with flexible meta-major degrees based on career clusters, focused stackable certificate programs, and high-value embedded credentials. The plan calls for the adoption of new course formats to provide greater access to programming and strengthened measures to support faculty in the design of rigorous and engaging curriculum. The plan also stresses the importance of assessing program-level learning outcomes and systemic use of assessment findings in faculty professional development and programmatic decision-making.

### Description

CCV offers 12 associate degree programs and 22 certificate programs. Eleven of CCV's degree programs and 18 of its certificate programs may be completed entirely online. The College's largest degree program is the A.A. in liberal studies with 16 percent of fall 2020 degree seeking students. Programs in behavioral science (12%), early childhood education (12%), and business (12%) follow, while undeclared students made up 11 percent of the fall 2020 cohort. Enrollment trends in degree programs have remained relatively stable over the past five years, although the addition of CCV's health science program appears to have decreased the percentage of students enrolled in liberal studies. In fall 2019, when the health science program was first offered, it accounted for 5 percent of degree students. By fall 2020, health science accounted for 11 percent of associate degree students. Technology students have also increased in recent years, going from 2.5 percent of degree students in fall 2019 to 3.4 percent of degree students in fall 2020. Allied health preparation is the largest certificate program, accounting for 47 percent of fall 2020 certificate students. The allied health preparation certificate prepares students for entry into Vermont Technical College's practical nursing program as part of a long-standing partnership between the two colleges. Medical billing & coding (10%), clinical medical assisting (9%), childcare (7%), and bookkeeping (7%) are other popular certificates. Taken together, enrollment trends mirror state workforce opportunities in healthcare, early childhood, and social services.

CCV associate degree programs require 60 credits for [completion](#), at least 15 of which must be earned in residence at CCV. Certificate programs (24-35 credits) are designed to nest within degree programs and provide focused learning that can be completed within two or three full-time semesters for more immediate career impact. Certificate programs require a minimum of

nine credits of CCV course work. Degree and certificate programs together provide a platform for direct entry into the workforce, further education, and continued lifelong learning. Program learning outcomes, degree requirements, and course information are published on the [public website](#) and in the CCV [catalog](#).

A central goal of CCV's mission is to provide access to education for anyone who may benefit. CCV is an open-admissions college using a process of [directed self-placement](#) to assist students in choosing courses that meet their academic skill level. The [Admissions Policy](#) governs entry to the College and outlines the requirements for incoming students, including the completion of [basic skills assessments](#) and the submission of prior college transcripts. The College offers developmental courses in math and English and partners with local community resources such as Vermont Adult Learning to provide students with access to pre-college-level programming in diverse locations around the state. The [Basic Skills Policy](#) requires that students successfully complete 50 percent of their first 12 credits of basic skills course work.

Applicants under the age of 18 are required to meet [additional criteria](#) before enrolling in college-level course work including demonstration of college readiness through basic skills assessments. The College also offers a non-credit Introduction to College and Careers (ICC) course to high school students and others throughout Vermont. This course provides career exploration, introduces college financing, and reinforces the academic skills and habits that lead to success in college; it is highly recommended for any secondary student interested in taking college-level course work. Between fall 2016 and summer 2019, 1,338 students enrolled in ICC across all 14 Vermont counties. Of these, 739 (55%) were first-generation students.

CCV classes are offered across three semesters at 11 academic center locations and through the Center for Online Learning. Enrollment data and past trends are used to plan course offerings with an eye toward ensuring programmatic access across the state, reducing course cancellations, and maintaining sustainable enrollment in alignment with guidance provided by President's Council (PC) and the director of institutional research. Courses are offered in multiple formats whenever possible. [Course schedules](#) are available online through the website and linked through the portal. Planning tools provided through the portal allow students to see core program courses planned for upcoming semesters to assist in making course choices.

Student access to programs relies on an evolving system of course formats intended to overcome the geographical and lifestyle challenges facing students. Over 80 percent of CCV degree students attend part-time and over 80 percent of students work full- or part-time jobs in addition to attending classes. [Course formats](#) have grown to include online, synchronous, hybrid, and Flex courses. In addition, the College offers courses in accelerated formats. Accelerated courses range from seven-week online classes to week-long on-ground classes with substantial pre- and post-course work. All courses follow the policies of the VSCS and CCV, including the College's [Credit Hour Policy](#), regardless of format or delivery location. The Credit Hour Policy requires that courses consist of 15 hours of instruction time per credit, with student out-of-class workload equaling two hours for each hour of direct instruction.

Since its inception, the College has designed courses for maximum interaction between students and faculty. Seminar-style classes provide students with the opportunity to engage in active learning consistent with CCV's principles of good teaching and learning. Even as course

formats have evolved, their design has continued to support engagement. Online courses are consistent with on-ground courses in class size and emphasis on discussion. The College has developed several resources to assist faculty and coordinators of teaching and learning (CTLs) in assuring the quality of academic programming and delivery across all formats. Examples include Best Practices in Online Teaching, Course Design Rubric, and Faculty Guide for Flex Courses. A Canvas site was also created to support synchronous course faculty. In addition, the College has a robust program of faculty professional development detailed in Standard Six.

For well over 20 years, CCV's online courses have provided students with the flexibility to complete course work from any location and to manage their time throughout the week in a way that recognizes competing responsibilities and priorities. The proportion of sections offered in an asynchronous online format has steadily increased from 35 percent of the College's course sections in AY2017 to 44 percent in the pre-pandemic period of AY2020.

In addition to its standard online format, the College has offered several other formats to support student access in a rural state. A variation of online learning consists of hybrid classes, as with some lab science courses, that meet both in-person and online. Only 3 percent of fall 2020 courses were offered in a hybrid format. Since 2016 the College has also offered less than 1 percent of overall courses through telepresence technology, which connects students from dispersed academic centers. As a result of the pandemic, the College began using Zoom to provide synchronous interaction. In fall 2020, 8 percent of all course sections were offered in this new format combining real-time courses with geographical flexibility.

In 2018, the College received a grant to develop flexible, self-paced, online courses leading to digital credentials to meet the needs of the state's working adult population and help them achieve momentum toward a certificate or associate degree. [Flex courses](#) are designed by a faculty member with relevant content expertise and an instructional designer. These courses replace the week-by-week time-bound participation of traditional online courses with modules that may be completed within a timeframe that works best for the student. The course model emphasizes direct faculty-student interaction. Students in Flex courses earn digital credentials through CCV's partnership with [Credly](#), which can be shared through social media platforms to provide immediate recognition of learning. Course work may then be applied to CCV degree programs. The first Flex courses were offered in spring 2020 and the program has grown to include over 25 course offerings in fall 2021. As of May 2021, 129 21<sup>st</sup> Century Skills<sup>®</sup> badges have been awarded through a CCV partnership with [Education Design Lab](#) and 265 digital course badges have been awarded through the Flex program.

In addition to the formats discussed above, [accelerated](#) courses—courses offered in a condensed timeframe—are another CCV strategy to encourage student momentum toward degree completion. Since the fall of 2017, 7 to 8 percent of courses have been offered in accelerated formats. In 2016, Academic Council (AC) developed guidelines for accelerated courses, reinforcing their compliance with CCV's Credit Hour Policy.

Furthermore, CCV has policy mechanisms in place to facilitate degree completion in alignment with institutional academic integrity. [Independent studies](#) and [small group instruction](#) courses are approved by the academic dean's office to ensure timely degree completion when scheduled course offerings are unavailable or fail to gain sufficient enrollment. Requests for

substitutions or waivers of degree requirements are also approved by the academic dean's office to ensure that prior credit or work-based learning experiences are applied to degree programs where appropriate. Waiver requests do not carry college credit but are approved when students would be better served by taking other or more advanced course work.

### *Assuring Academic Quality*

Academic affairs of the College are overseen by Academic Council (AC) and associated academic committees. There are five curriculum committees responsible for programmatic and disciplinary oversight: Arts, Communication and Humanities (ACH); Business and Math; Science and Allied Health (SAH); Social Science and Professions (SSP); and Technology. There is a sixth academic committee related to Advising and Teaching Excellence (ATE). Each committee is led by faculty and staff co-chairs who are also members of AC and each committee is affiliated with a dean or associate dean who provides resources and works on behalf of the committee with partner institutions and organizations. Curriculum committees—comprised primarily of faculty and coordinators of teaching and learning (CTLs)—design and review programs, curriculum content, and program outcome measures in collaboration with advisory committees, additional faculty and staff, community partners, and statewide organizations. Curriculum committees maintain consistency across courses through a system of common essential learning objectives that are [created, reviewed, and updated regularly](#). The ATE committee—comprised primarily of faculty and coordinators of student advising (CSAs)—works in collaboration with the curriculum committees to support student success and retention.

Anyone in the College community may propose a new program; however, the rigorous process is governed by [VSCS Policy 102 Approval of New Degrees and Majors](#). Development begins by convening employers and other stakeholders to determine viability and rationale for program creation. A [standard rubric](#) is used in the preliminary review process to determine whether program development should move forward. If a new program appears promising, the College develops a proposal using the VSCS shared template. Approval requires proposal review by the Council of Presidents (COP); the chancellor; the Education, Personnel, and Student Life committee (EPSL) of the Board of Trustees; and, finally, the full BOT.

Changes to program and/or course curriculum, including the adoption of new courses and the deletion of existing courses, may also be proposed by any faculty or staff. Curriculum committees discuss proposals and may consult with others to ensure the quality, currency, and relevancy of the curricular changes. All changes under consideration are communicated broadly and faculty and staff are invited to provide feedback. After the review period has ended and changes have been approved by AC, they are once again shared with the College community. In the AY2021 Faculty Survey of College and Academic Center Services (Faculty Survey), 77 percent of faculty responded that they were aware of the process for proposing changes or additions to the CCV curriculum and 83 percent of faculty responded that they were aware of the CCV curriculum committees and knew which committee(s) have oversight of the course(s) they teach. The College also informs students in a timely manner, reflecting all changes in the catalog, updating information on the web, and advising students of available options, including the use of waivers or course substitutions.

[VSCS Policy 101 Program Review and Continuous Improvement](#) (PReCIP) requires degree

programs to undergo a comprehensive review every five years. Curriculum committees conduct the review over the course of an academic year working in concert with the associate academic dean (AAD) for the program area to produce a PReCIP report, which includes analysis of enrollment, retention, graduation trends, evaluation of student learning outcome assessment, graduate and student feedback, evaluation of academic resources and support, and continuous improvement plans. PReCIP reports are shared with external reviewers representing degree-related employment sectors and VSCS colleagues from similar programs. Reviewers make recommendations for continuous improvement in a final report, and those recommendations are shared with curriculum committees, the academic dean, the president, and trustees.

In addition to the systematic program review under VSCS Policy 101, curriculum committees ensure the quality and currency of programs through regular meetings with advisory boards. Advisory boards are comprised of industry professionals and may include faculty from both secondary sending institutions and baccalaureate receiving institutions. In the spring of 2019, as part of the College's annual statewide advisory board meeting, over 20 people from industry joined faculty and staff to explore innovative solutions for meeting Vermont's workforce needs. These conversations included a greater emphasis on developing stackable certificates and new apprenticeship options. To help facilitate and bring value to the discussion, Vermont Economic and Labor Market Information Director Mat Barewicz presented on the challenges and opportunities for Vermont's workforce future. This advisory board feedback led to the addition of 15 new certificate programs. In spring 2020, because of the challenges presented by COVID-19, advisory board discussions took place remotely through Zoom. Advisory board feedback from these discussions underscored the need to expand or enhance STEM programming, increase career exploration and work-based learning, and strengthen student skills in entrepreneurship, problem solving, and communication.

CCV curriculum committees and the academic dean's office also actively monitor enrollment trends as part of ongoing analysis of program sustainability. [VSCS Policy 109](#) requires annual review of all associate degree programs with fewer than 20 current students and fewer than five graduates in any of the three preceding years. Reports generated under this policy include enrollment and graduation trends for all certificate and degree programs and are reviewed by the Board of Trustees for potential action. Since 2016, CCV has not had any degree programs that meet the policy definition of low-enrolled. Nevertheless, CCV pays close attention to programs during course planning to ensure adequate course delivery across the state. In fall 2020, the only active degree program below 50 students was professional studies, which shares courses with other robustly enrolled programs.

When a degree program or certificate is archived, the AAD communicates directly with individual students and works with their advisors around how best to support them in program completion. This communication includes a schedule of planned course offerings, particularly those that will eventually be archived, as part of a teach-out plan. Additionally, independent studies, course substitutes, and other strategies are employed to meet students' needs when a program is eliminated so that students may complete successfully.

Coordinators of teaching and learning (CTLs) are responsible for the hiring and supervision of faculty. CTLs hold a master's degree or higher, often in an area of the curriculum they oversee.

Most CTLs also serve on the curricular committees for those areas. CTLs ensure that contractual obligations are met and provide teaching and learning support for faculty throughout the preparation and teaching of classes. CTLs also provide oversight of all courses offered for CCV credit offsite, such as contracted courses or high school and technical center courses. More information on CTLs can be found in Standard Six.

Faculty qualifications are articulated in the [Faculty Hiring Criteria and Conditions of Employment Policy](#), including the requirement for all faculty to hold a master's degree in a field relevant to their teaching assignment. All CCV faculty, regardless of teaching location or modality, must complete the same hiring requirements including participation in the College's faculty orientation, and Introduction to Online Teaching (IOT) for those teaching an online, synchronous, or hybrid course. The [Faculty Evaluation Policy](#) requires that new faculty and faculty in the bargaining unit are regularly evaluated through a process that includes classroom observation, discussion, and final summative evaluation. Faculty are supported through professional development offered by academic committees and the academic dean's office.

#### *Undergraduate Degree Program and General Education and the Major or Concentration*

Each CCV associate degree program requires 60 credits of college-level learning, including 33 credits of [general education](#). All CCV degree programs share two common program outcomes: one that reflects the common [VSCS graduation standards](#) in writing, information literacy, oral communication, and quantitative reasoning, and the other that is related to exploration and preparation for further education and career pursuits.

Degree program design integrity is based on the synergy between program courses and general education learning. Degree progression begins with core general education and introductory program courses, advances through areas of general education inquiry and core program courses, and ends with an integrative general education course shared by all programs and capstone program experiences. The integration of general education curriculum and program courses is reinforced through program checklists and semester maps; the former visually representing requirements for general education and programmatic requirements side-by-side and the latter providing a semester-by-semester recommended sequence of progression.

Core program requirements (CPRs) are designed to provide foundational theoretical knowledge and skills in introductory courses, while encouraging practical application and interdisciplinary learning through subsequent requirements. Nine of CCV's 12 associate degree programs include either a capstone course or a work-based learning experience to apply learning, enhance skill sets, gain professional experience, and make connections within their respective fields. For example, students enrolled in Portfolio & Project Development, a capstone course required in the design and media studies program, complete a professional portfolio. Professional Field Experience (PFE), which includes a minimum placement of 80 hours, is required in five degree and certificate programs. The medical assisting certificates also require internships for completion.

Recent initiatives to increase value and encourage credential attainment have included efforts to embed [industry-recognized credentials](#) into degree and certificate programs. In addition to the Flex [digital credentials](#) and [21st Century Skills Badges](#), credentials have been embedded

into the bookkeeping, clinical medical assisting, and cloud computing certificate programs. In addition, several individual courses including Customer Service, Principles of Manufacturing, and Manufacturing Processes contain embedded credentials.

CCV's general education program significantly exceeds the required 20 credits for an associate degree. [General education requirements](#) are included in the online catalog and are listed in every degree program. CCV's vision of an educated person is articulated in the catalog description of the general education program, namely to develop engaged, self-directed, and collaborative learners who demonstrate core competencies in the graduation standards of effective communication, quantitative reasoning, and information literacy; who recognize and apply strategies of inquiry for the sciences, social sciences, and the arts and humanities; and who embrace the challenge, complexity, and wonder of our interconnected world. Oversight of the general education program is shared by curriculum committees and Academic Council (AC).

CCV's general education program has long been centered on a three-tiered structure of core competencies, areas of inquiry, and culminating integrative approaches. In 2021, the [general education program](#) was modified as part of a system-wide effort to create a shared VSCS general education framework. Work began in 2020 when the BOT charged VSCS faculty with creating a common general education framework that would provide transparency for students and facilitate direct movement within the system. VSCS faculty representatives met throughout AY2021 to identify shared general education characteristics and develop a new framework of seven content "clusters," each with specific outcomes, including outcomes that demonstrate learning in diversity, equity, and inclusion (DEI). In spring 2021, AC voted on and approved the new framework.

CCV also maintains distinct general education requirements, including two common experiences, Dimensions of Self & Society (Dimensions) and Seminar in Educational Inquiry (SEI), which serve as bookends in every CCV degree program. Dimensions is a first-semester seminar required of all degree and certificate students providing students with a strong foundation in critical inquiry, career exploration, and academic culture. This course also introduces students to information literacy skills and the Hartness Library, preparing them for the writing and research courses that are an integral part of their CCV programs. SEI is the integrative capstone of CCV's general education program in which students explore interdisciplinary strategies of investigation, reflect on the knowledge and critical thinking skills they have gained in their educational career, and apply those skills to the holistic examination of ethical and substantive issues, problems, and themes.

Within most areas of the general education program, students have flexibility to choose from a variety of courses. For example, over 28 percent of the credit hours delivered from summer 2019 to spring 2020 were in the arts and humanities, while the social science and science-allied health departments each accounted for 24 percent of the credit hours delivered during that same period. The business and math department accounted for 18 percent and the technology department accounted for the remaining 6 percent of credit hours delivered.

The general education program also reinforces the development of the [VSCS graduation standards](#) in writing, information literacy, oral communication, and quantitative reasoning by embedding these skills in the early core general education competencies and reinforcing them

through later general education course work. The writing, research, and information literacy sequence consists of three courses: English Composition, a research and writing intensive (RWI) course, and SEI, the last of which requires the completion of a research paper component to meet the graduation standards for writing and information literacy.

A recent study of liberal studies graduates reveals that in each category of general education courses (effective writing, oral communication, quantitative reasoning, information literacy, and multidisciplinary analysis) 85 to 95 percent of students rated their preparation as good or excellent. While these indirect measurements indicate significant success with preparing students to be broadly educated citizens, few direct assessments of general education courses exist. Currently a reflective essay has been piloted in SEI; it asks students to discuss how they have integrated the different disciplines in their own educational pathway. As with other common assignments, the essays are graded using a common rubric and collected each semester for later norming.

### ***Transfer Credit***

CCV's [Acceptance of Transfer Credit and Other Forms of External Credit Policy](#) outlines the requirements for applying external learning to CCV degree and certificate programs. Transferred credits must be from a regionally accredited institution or recognized by both the U.S. Department of Education and the Council for Higher Education Accreditation and must be graded at a satisfactory level (C- or better). Additional information in the policy guides acceptance of prior learning credits, credits by examination, military credits, and credits for non-collegiate instruction and training. As outlined in [VSCS Policy 108 Transfer of Credit](#), the system maintains a single course database and a single official transcript format. Credits earned within the VSCS are not considered transfer credits across VSC institutions. CCV's criteria for acceptance of transfer of credit, related policies, and a list of institutions with which the College has articulation agreements and transfer pathways appear on the public website.

### ***Integrity in the Award of Academic Credit***

CCV's [Credit Hour Policy](#) is consistent with NECHE's [Policy on Credits and Degrees](#). In addition, CCV has developed policies and guidelines to ensure that courses in various formats conform to these expectations including the [Independent Study Policy](#), [Small Group Instruction Policy](#), and course format guidelines mentioned previously. CCV's [Evaluation System Policy](#) provides guidance for recording student progress in course work and was modified in 2020 to include a consistent framework for converting numerical grade calculations to letter grades. Additional policies, including the [Attendance Policy](#) and the [Academic Integrity Policy](#), support the integrity of academic credit.

To ensure that a student who registers for an online course is the same student who completes the course and receives academic credit, CCV employs the VSCS secure login system for the portal and learning management system. Activating an account and password on these systems requires new students to verify their identity by supplying the college ID number issued to them when they were accepted for admission and the last four digits of their Social Security number. [VSCS Policy 502 Computing and Telecommunications Conditions of Use](#) forbids sharing one's password, user identity, or address. A violation of this type would also violate CCV's [Academic Integrity Policy](#) and the [Student Code of Conduct Policy and Procedures](#), resulting in a student's

possible dismissal.

The Academic Integrity Policy requires that faculty members submit an academic incident report for any violation that affects a student's final course grade. To support both faculty and students, Hartness Library provides [tutorials](#) related to plagiarism, proper citation, and the use of resources to support student awareness and understanding of academic integrity. Additionally, faculty can utilize lockdown browser and anti-plagiarism tools (e.g., TurnItIn) in their Canvas courses to further support academic integrity.

Student academic progress is governed by three key policies: [Academic Standing Policy](#), [Academic Forgiveness Policy](#), and [Satisfactory Academic Progress Policy](#). Students suspended or dismissed from the College may appeal to the academic dean for early readmission or readmission after dismissal. The Academic Forgiveness Policy was modified in 2020 to include two options: Amelioration and Fresh Start. The revision of the policy enables students in a variety of situations to mitigate the impact of unsuccessful semesters.

The [Courses Offered in Collaboration with Other Organizations](#) Policy governs credit-bearing courses offered through partnerships with employers, statewide organizations, and secondary institutions. These courses must be approved by the academic dean and taught by qualified faculty and must maintain the academic standards for credit award. Faculty hiring and course supervision are the responsibility of an appropriate CTL, and courses must follow college policies and stated learning objectives. Additionally, the College employs a director of secondary initiatives who oversees all agreements and works closely with the academic dean and CTLs to provide oversight of credit-bearing courses in high schools and technical centers. Articulation agreements with all Vermont technical centers are updated and renewed each year and include information on the opportunities for students to earn college credit while in high school. Agreements also include updated courses available for concurrent enrollment and any curricular changes or technology improvements for the year. All faculty for CCV courses in secondary institutions or for credit-bearing courses offsite must meet faculty hiring criteria as reflected in the [Faculty Hiring Criteria and Conditions for Employment Policy](#). In addition, faculty are required to attend Great Beginnings (GB), CCV's orientation for new faculty, and Introduction to Online Teaching (IOT) if teaching any portion of their course online. CCV's memorandum of understanding with secondary institutions also requires that faculty use Canvas course shells to post an introduction and syllabus, record grades, and provide mid-term and final evaluations through the CCV evaluation system.

There are several ways for students at CCV to acquire college credit for prior learning through the independent [VSCS Office of Prior Learning Assessment \(PLA\)](#), including portfolio assessment, course challenge, and credit by examination. The PLA office also offers Education and Training Evaluation Service (ETES) to evaluate credit awards for community-based workplace training. As part of the course challenge process, faculty evaluate student learning against CCV course essential objectives to ensure consistency in content and evaluation for credit earned. Course challenge credit is recorded on the VSCS transcript. Students earning credit through the Office of Prior Learning Assessment portfolio assessments receive an official transcript outlining credit equivalencies. In AY2020, CCV faculty made up 50 percent or more of the faculty involved in portfolio assessments with other VSCS faculty accounting for an additional 39-47 percent.

Most students pursuing PLA do so through portfolio courses. There are two options for PLA through portfolio assessment: a one-credit Focused Portfolio Development course with a maximum credit award of 16 credits and a three-credit Assessment of Prior Learning course with no limit on the credits awarded. The focused portfolio course has a 12-credit average award with a successful credit request rate of 90 percent. The average award for the full portfolio course is 30 credits with a 75 percent success rate for credit requests. Average enrollment for PLA portfolio courses is 60 in the fall and spring semesters, with some outlying semesters approaching 100 students. Credits are most often awarded in the following disciplines: business/accounting, education, allied health, human services, information technology, and criminal justice. Students from all prior learning assessment programs make up 4 to 10 percent of CCV's graduating class each year. Credits earned through PLA also extend beyond a student's CCV program and are valuable for baccalaureate degree completion.

The number of students participating in the course challenge process has remained relatively stable in the past five years, increasing from 23 in 2016 to 33 in 2020. Success rates for the same period range from 82 to 96 percent. The majority of those who were unsuccessful withdrew or failed to complete work rather than turning in work that failed to meet the standard.

## **Appraisal**

Efforts to meet CCV's mission of providing access to education for all those who may benefit begins with ensuring that the institution offers programs and credentials of high value to Vermonters and delivering courses in formats and frequencies that align with student needs.

Between fall 2012 and fall 2021, CCV archived ten associate degree programs, added two programs, and transitioned four others resulting in a net change from 20 programs in 2012 to 12 programs in 2021. This shift was a purposeful effort to incorporate research and best practices for student success using a meta-major model. Between 2015 and 2016, AC members spent time reading and discussing the [Guided Pathways](#) concept and how it might be implemented at CCV. An important goal was to facilitate programmatic exploration and degree completion. As a result, the College began developing degree programs that were focused on career clusters and provided students with both structure and choice. The first program to incorporate the meta-major approach was introduced in 2017. The [design & media studies](#) degree merged graphic design, media communications, and visual arts into a single meta-major. The degree has since grown to accommodate digital media production course work. In 2018, the [information technology](#) degree combined aspects of computer systems management and networking into a meta-major.

In 2019 human services and criminal justice were combined into the [behavioral science](#) meta-major. This shift was implemented following discussions with both Academic Council and the program advisory board, and the direction was further confirmed by 2019 graduate surveys indicating employment in a range of occupations under the broader behavioral science umbrella. The advising and program planning [materials](#) for this degree program include sample degree plans and recommended courses for students interested in pursuing human services, criminal justice, psychology, and substance use disorders. The degree program is also the foundation for ten distinct 2+2 pathways to baccalaureate programs.

The flexibility of this and other meta-major degrees also meets the demands of career paths within Vermont, which often require generalization rather than specialization due to the rural nature of the state. Members of CCV's program advisory boards have frequently confirmed the need for students to be educated broadly. In particular, the advisory board for the arts, communication and humanities committee has emphasized the need for flexibility and versatility so that students can successfully navigate the changing field of creative media and the arts in Vermont.

The trend to consolidate the number of associate degree programs offered into meta-majors has been accompanied by the creation of short-term certificate programs to meet immediate workforce needs. Connected to its efforts to “create clearer, more educationally coherent pathways to credentials that in turn prepare students for success in the workforce and further education in fields of economic importance to their regions”—as recommended by Thomas Bailey, Shanna Smith Jagers, and Davis Jenkins in their book, [Redesigning America's Community Colleges](#)—the College has also created a number of stackable certificate programs, such as afterschool and youth work, clinical medical assisting, cybersecurity fundamentals, funeral director, graphic design, and pharmacy technician. Since 2016, CCV has added 16 certificate programs. The percentage of CCV certificate students as a proportion of all degree seeking students increased from 9.8 percent in 2015 to 15.5 percent in 2020.

The development of new certificate programs is often a result of advisory board or community identified needs. For example, the [funeral director](#) certificate was created in 2019 in partnership with the Vermont State Office of Professional Regulation and the Vermont Funeral Directors Association as part of an alternate pathway to licensure. The [pharmacy technician](#) certificate is an outgrowth of CCV workforce education efforts with employers in Vermont and the Vermont Department of Labor. Both certificates can be nested into existing degree programs, the former in [professional studies](#) and the latter in [health science](#), and demonstrate progress made on priorities one and two of the College's strategic plan.

The strategic plan also includes a goal to increase embedded industry-recognized credentials (IRCs) in the curriculum. While many CCV courses and programs prepare students to obtain industry-recognized credentials, it is difficult to track completion after graduation, so the College has had to rely on self-reporting from students. In addition, the cost of attainment and a lack of awareness about the value of credentials in the workplace are barriers, thus the strategic plan places a priority on embedding industry-recognized credentials in the curriculum. Initial efforts to embed and support credential attainment have focused on business, technology, and healthcare, including IRCs in customer service, [bookkeeping](#), medical assisting, and [manufacturing](#). Between 2017 and 2020, IRC attainment has ranged from a high of 697 in 2018 to a low of 152 in 2020. IRCs earned in grant-supported manufacturing course work peaked in 2018, comprising 64 percent of total IRCs that year. In 2018, there were 12 distinct credentials, while in 2020 there were 14 distinct credentials reflecting the expansion of embedded credentials in curriculum.

Access to programming 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. Pre-pandemic trends toward online learning have greatly accelerated over the past 18 months and have been accompanied by new synchronous delivery over Zoom, which addresses student desire for real-time interaction while eliminating geographical barriers. The introduction of the Flex format in spring 2020 coincided with the onset of the pandemic. For some, this format provided additional flexibility to deal with even greater uncertainty; for others, unexpected events complicated their ability to stay on track and finish successfully in a self-paced format.

Ongoing improvement efforts for alternate formats include increased student supports and faculty professional development. For example, a student success module has been added to Flex courses which provides tips and research related to learning strategies and effective time management. The completion of this module and an accompanying quiz is required before beginning the class. Throughout 2020, the academic deans also worked with staff in the marketing & communications and workforce offices to better define [course formats](#). An outgrowth of this work was a redesign of the [credential information](#) on the website. The College now has a section of the public website devoted to credential and training information including the digital credentials available through Flex learning.

From an institutional perspective, the almost exclusive focus on online formats during the pandemic led to a significant decrease in course cancellations, likely the result of offering fewer but more accessible overall sections. The College target for AY2020 was a cancellation rate of 15 percent, down from a three-term average of 17 and 18 percent for fall and spring, respectively. Cancellation rates decreased to 14 percent in fall 2019 and 15 percent in spring 2020. The cancellation rate for fall 2020 was ten percent. The return to centers and center-based classes may pose a challenge for CCV in balancing access to in-person instruction with the efficiency gained by formats that pool students virtually from multiple locations. As the College moves beyond the pandemic, CCV will need to focus on course success rates by format to ensure they are contributing positively to student momentum.

Dual and concurrent enrollment is another of the College's initiatives to increase both access and success of students. Each academic year, the College offers over 100 concurrent enrollment courses in Vermont's technical centers and high schools. In AY2016, the total number was 135, while the following four years ranged from 114 to 125 annually. The pandemic negatively impacted delivery in AY2021, reducing the number of courses to 93. High-quality opportunities such as these increase access and affordability. In AY2021, dual and concurrent enrollment opportunities saved Vermont students and their families over \$900,000 in total.

From fall 2016 through summer 2019, nearly 4,000 students participated in Dual Enrollment at CCV, either through concurrent course work at their high school/technical center or by taking courses while still enrolled in secondary education. Fifty-six percent of technical center students participating in concurrent enrollment during this period were first-generation college students. Furthermore, early engagement demonstrates clear dividends. Data from AY2017 indicate that 73 percent of technical center students were enrolled in a postsecondary degree program within 16 months of high school graduation—evidence of a strong program developed over more than a decade of commitment by both CCV and partner secondary institutions and facilitated by State legislation through [Act 77](#).

In addition to the pathways to CCV created for high school students, the College has invested considerable energy in collaborating with four-year colleges across Vermont and New England to develop 2+2 [transfer pathways](#) that identify for students the specific courses they should take at CCV and partner schools to complete their bachelor's degrees as efficiently and affordably as possible. Currently the College has 67 [direct admissions](#) 2+2 pathways within the VSCS and another 65 pathways with other colleges and universities within Vermont and regionally, including the [University of Vermont \(UVM\)](#). Of these pathways, 97 make use of flexible degree programs such as liberal studies, STEM studies, behavioral science, design & media studies, information technology, and health science. More structured degrees such as accounting, environmental science, early childhood, and business account for 35 of these pathways.

Despite the numerous direct admissions pathways that exist within the VSCS, few students are enrolled within them; as of March 2021, there are only 19 students in the VSCS direct admissions program, and 16 of these students are following a pathway to Castleton University (CU), which may be a result of the strong regional relationship between CCV-Rutland and CU that predates the direct admissions program. Maintenance of transfer pathways and timely publication of updated pathways continues to be a challenge for our partnerships within the VSCS, which has experienced major organizational changes over the past five years. Once CU, Northern Vermont University, and Vermont Technical College have consolidated their programs, it will be important for the new institution and CCV to focus on direct admissions programs through marketing and administrative efforts to ensure that students are fully aware of options that exist within the system.

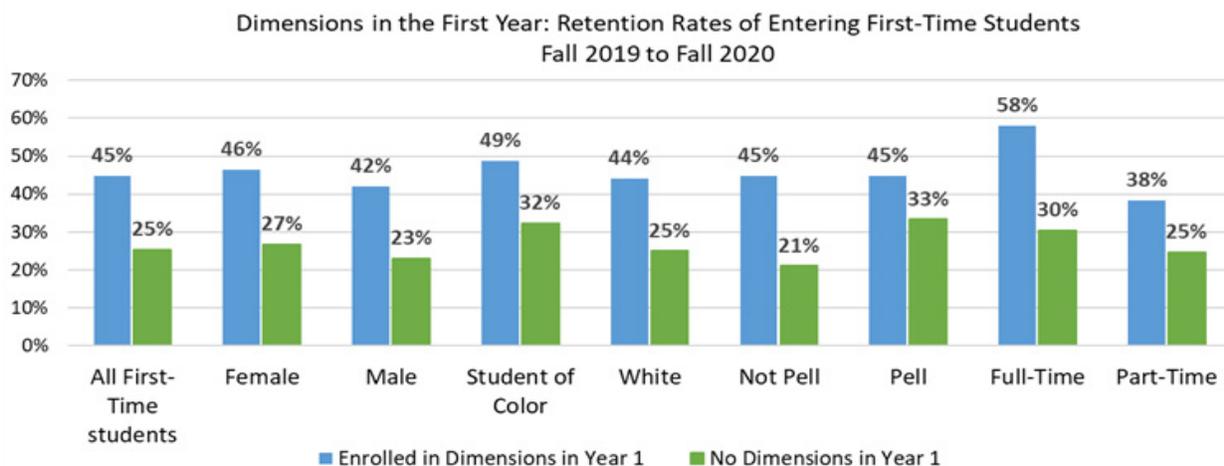
CCV's pathway relationship with UVM has developed over the past two years to include regular institutional check-ins. This partnership is still in its early stages, yet the UVM pathway program attracted over 40 inquiries in the first year. Enthusiasm for transfer pathways to UVM is encouraging given the evidence for successful CCV to UVM transfer. A 2019 study found that between 9-12 percent of UVM transfer students from 2015-2019 had prior CCV credits. Of those students, the mean GPA after two semesters was above a 3.0 and one-year retention rates were at or over 75 percent. Furthermore, 70 percent of students who entered UVM in fall 2015 were able to complete their degree within two years. Articulated 2+2 pathways should increase that percentage even further in the future.

One successful example of transfer within the VSCS is the CCV to Vermont Technical College (VTC) nursing bridge. On average, across nearly a decade (fall 2011 to fall 2019), students with substantial nursing preparation course work taken at CCV (students earning the allied health preparation certificate or taking all four nursing prerequisite courses) make up over half of VTC's practical nursing (PN) students; in some years, these students make up 61 percent of the PN class. Students with supplementary nursing preparation course work taken at CCV (one, two, or three prerequisite courses) constitute on average one third of the PN class. Taken together, the CCV-VTC bridge supports educational opportunity for an average of 88 percent of the PN class. A recent study of the success rates of CCV students after transfer to VTC indicated that course success rates in VTC's practical nursing first-term core course (NUR-1111) were above 90 percent for both CCV and non-CCV students. The first-term average GPA for all populations in the study was above 3.0, demonstrating success for CCV students in the VTC nursing program comparable to their PN student peers.

The CCV to VTC nursing bridge also illustrates student patterns of movement within the system that impact CCV’s overall retention and graduation rates. Through one lens, the students using this bridge are successful in attaining their desired goal; however, through the narrow lens of retention and credential completion at CCV, many of these students would be considered unsuccessful for failing to attain a CCV credential. Student success at UVM and VTC provides valuable evidence of CCV educational effectiveness in helping students achieve their goals.

In alignment with priorities identified in CCV’s strategic plan, the College has implemented several strategies under all four of [Complete College America’s \(CCA\) Pillars of Success](#). The meta-major, as discussed previously, is one of the strategies under the [Structure](#) pillar to assure success through degree design. Another is the requirement of a first-year seminar to foster academic and career goals. The Dimensions of Self and Society course (formerly Dimensions of Learning) has been a mainstay of a CCV education for over 35 years. The course became a graduation requirement in 2008 but was not consistently taken by students in the first year despite evidence that students who took the course early had increased retention rates. Data from AY2015 shows that 46 percent of new students who enrolled in Dimensions that fall had persisted to the following fall semester, compared to 31 percent of students who did not take the course. The phenomenon was referred to within CCV as the “Dimensions Effect” and precipitated a college-wide initiative with coordinators to enroll students in their first year. Since that time, data has continued to support increased retention for students who take Dimensions in their first semester (see chart 4.1).

Chart 4.1 Dimensions Retention Data



While the College has made progress in its efforts to enroll first-time full-time students in Dimensions during their first year, it has not done so among first-time part-time students. In 2019, 86 percent of first-time full-time students enrolled in Dimensions during their first year, compared to 74 percent in 2015. However, only 66 percent of first-time part-time students in 2019 were enrolled in the course during their first year, compared to 68 percent in 2015. The College will need to redouble its communication efforts with advisors around the benefits of the course to achieve its persistence goals for part-time students.

The second of CCA's pillars of success is [Momentum](#). In 2019, curriculum committees began providing semester maps modeled on a 15-credit semester for each degree and certificate program to increase student awareness about the most effective path for completion of a program. Semester maps were made available on the CCV website in April 2020 with the release of the AY2021 catalog. In the year that followed (April 1-March 31), these maps were viewed over 9,000 times.

In addition to semester maps, course schedules are planned in two-year cycles to ensure availability of necessary courses. However, the part-time status of most CCV students complicates their following a uniform path. Retention for CCV's overwhelmingly part-time population lags significantly behind that of full-time students. The three-year average fall-to-fall retention rate for new degree seeking students from 2017-2019 was 36 percent for first-time part-time students versus 54 percent for first-time full-time students. The disparity between full-time and part-time transfer students in the cohort was slightly less with 36 percent for part-time and 41 percent retention for full-time transfer students. The use of accelerated and non-traditional formats is seen as one strategy to maintain momentum through focused engagement with course work for those who struggle with transportation and family and work commitments.

At CCV, increasing student success also relies on a robust process of outcome assessment and continuous improvement. The VSCS PReCIP program reports are produced every five years and reviewed by multiple entities including the academic dean, the CCV president, the VSCS chief academic officer, and the VSCS Board of Trustees. Feedback on program reviews is provided by the above entities as well as third-party reviewers engaged by the chancellor's office. In AY2020, the VSCS engaged Dr. Mamta Saxena, director of academic assessment at Northeastern University, as part of its efforts to develop a "PReCIP 2.0" process for the system. The revised process includes clear guidelines for what should be included in the review. System-wide PReCIP reports are archived in a VSCS portal repository. Highlights from the reports are often shared at Academic Council and among curriculum committees. However, given the distributed nature of CCV academic centers and 100 percent part-time faculty, the College also began making the PReCIP reports available through the [Teach@CCV](#) website.

CCV's progress on program outcome assessment implementation has steadily increased over the past five years. Curriculum committees designed curricular maps for all programs, demonstrating the relationship between program-level outcomes and learning objectives in specific courses to ensure students attain a smooth progression of skills. Currently committees assess program outcomes through common assignments/rubrics, standardized tests, certifications, or supervisor evaluations of internships. Every curriculum committee has piloted assessment for at least one learning outcome in each program. For example, the Business and Math committee has included a common assignment in the capstone business course. Students develop a written strategic plan for starting a new business. Each of the 13 sections of the assignment have been mapped to degree program outcomes and, when combined, they evaluate five of the seven business program outcomes. The assignment is available to instructors through a module in Canvas Commons with all the necessary pages, assignments, rubric, and files. In the AY2021 Faculty Survey, 73 percent of faculty respondents indicated that they consider the results of outcome assessments when they plan for teaching their classes. To

further increase awareness of program outcome assessment, curriculum co-chairs collaborated to create a video [Program Outcome Assessment 101](#), that was featured in a professional development webinar in June 2020.

Career exploration and academic and career alignment are both a strategy for success under CCA's [Purpose](#) pillar, and a priority under CCV's strategic plan. In 2018 Academic Council began collaborating on the assessment of a career exploration outcome that was common to all programs. The three-tiered approach includes an exploratory assignment, targeted interviewing and shadowing activities, and a completed résumé.

The exploratory assignment was first piloted in the Dimensions course in spring 2019. Students use Focus2, a web-based self-assessment program, to identify potential careers within their concentration or major. Once a career has been chosen, the student reflects on how the skills, values, and conditions required in the field match their personality and strengths. The assignment culminates in the creation of career and educational goals and is available for download from Canvas Commons. Although the assignment has been downloaded over 50 times, it is still unclear how thoroughly it has been implemented into first-year courses. In fall 2020, 11 out of 40 instructors agreed to use it, but only five submitted completed rubrics. In spring 2021, only six out of 25 faculty said they would include it in their class.

Introductory courses in degree programs also contain a learning objective related to career exploration, often focusing on job shadowing or informational interviewing. To support these learning objectives, CCV career services staff maintain MOUs with over 40 organizations around Vermont. The agreements range from priority job interviews to offers for internships, job shadows, mock interviews, and informational interviews.

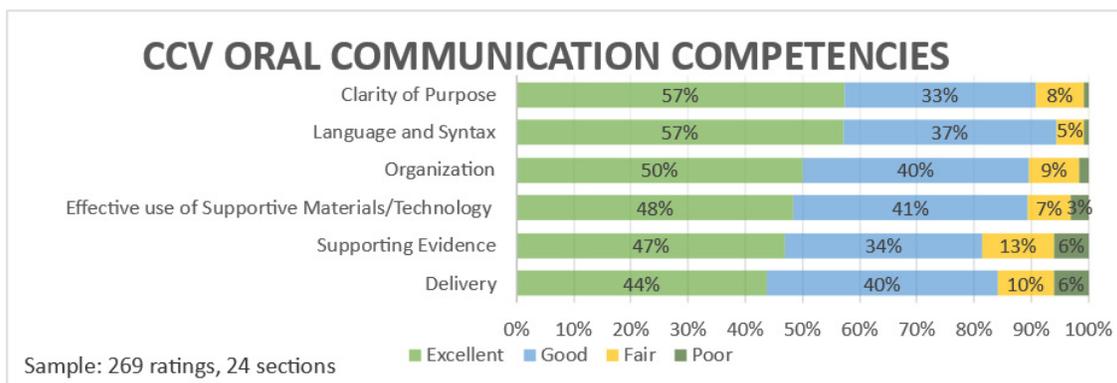
The third tier of the strategy is to provide students with the supports necessary to have a professional résumé upon graduation. To that end CCV career services staff have created a résumé workshop that is used by work-based learning classes and is open to any student. The workshop was launched in spring 2019 and transitioned to Canvas in fall 2019. Since that time, 319 students have enrolled in the workshop. Most enrollments come through work-based learning classes. However, only 43 of the résumés have progressed through the entire feedback process and been approved by career services staff. A pilot project to connect the résumé workshop to the capstone SEI class was conducted in spring 2020 with only limited success. Some SEI faculty expressed concerns that the required résumé workshop overwhelmed students who were focused on other writing and information literacy components of the class.

Another direct measure for the shared career outcome consists of supervisor feedback from the Professional Field Experience (PFE) course. Even students who request a waiver must include current supervisory feedback utilizing a standard rubric. Supervisor feedback for those students in the course or waived from it between 2016 and 2020 indicate that 98 percent of students are meeting or exceeding expectations regarding ethical conduct, legal responsibilities, communication skills, and presentation and professional conduct. Indirect assessment measures for the shared career outcome include alumni surveys. In a recent survey of 2015-2019 liberal studies graduates, over 90 percent of respondents felt CCV had provided them with good or excellent preparation for continuing their studies while 87 percent said they had good or excellent preparation for their current job.

CCV degree programs also share a common learning outcome that encompasses the VSCS graduation standards in writing, information literacy, oral communication, and quantitative reasoning. While these standards are identified in the VSCS [General Education](#) policy, they are systematically assessed at the institutional level. At CCV three of the four standards consist of specific activities embedded in general education courses, while the quantitative reasoning graduation standard is met through an external assessment. The writing and information literacy standards are assessed through the completion of a research paper in the SEI capstone course. Assessment takes place every three years, during which a random sample of anonymous papers are reviewed by faculty using a standard rubric. Results from these sessions inform changes to curriculum and faculty development opportunities. For example, a recent review identified skill deficits in research techniques and writing styles. The Arts, Communication, and Humanities committee collaborated with Hartness librarians to enhance resources for both students and faculty in the [Online Writing Center](#).

The oral communication graduation standard is met through successful completion of an oral presentation assignment embedded in all communication courses. Out of the 269 assignment rubrics collected from summer 2018 through fall 2019, over 80 percent of students scored good or excellent in each of the rubric categories (see Figure 4.2.).

Figure 4.2. Summary Data from CCV Oral Communication Rubric Summer 2018-Fall 2019



Future efforts will focus on ensuring widespread use of the CCV oral communication rubric and increasing submission rates of rubric data from faculty. From fall 2018 through spring 2020, rubric data was collected for only 14 percent of students enrolled in communication courses. The rubric has been created as a Canvas Commons element and the structure within Canvas for linking rubrics to outcomes may facilitate this work in the future. In addition, the committee plans to collect a sample of student presentation artifacts from fall 2021 through summer 2022 to assess independently.

The fourth VSCS graduation standard, quantitative reasoning, is met through a WorkKeys<sup>®</sup> [applied math assessment](#) that is embedded in CCV’s most popular math course or taken separately by students choosing alternate math courses. Proficiency rates from fall 2018 to fall 2019 ranged from a low of 70 percent to a high of 91 percent with an average pass rate of 78 percent (see Table 4.3).

Table 4.3 QRA Proficiency by student type and course mode: Fall 2018-Fall 2019

Degree/MAT-1030 Mode	Pass #	No Pass #	Pass %	No Pass %	Total
Degree w/QRA score	482	135	<b>78%</b>	22%	617
OnGround	402	125	<b>76%</b>	24%	527
Online	80	10	<b>89%</b>	11%	90
NonDegree w/QRA score	160	51	<b>76%</b>	24%	211
OnGround	108	46	<b>70%</b>	30%	154
Online	52	5	<b>91%</b>	9%	57
Total	642	186	<b>78%</b>	22%	828

The College has made significant progress in its efforts toward program assessment, including the assessment of shared outcomes on career exploration and graduation standards, but it has required considerable energy on the part of curriculum committees. The College as well as the VSC system will need to consider how best to utilize its infrastructure to adequately enable the regular collection and storage of student artifacts, particularly for those measures that use common assignments and rubrics. The relatively recent move to Canvas (fall 2019) may allow for the development of a more efficient system to address these issues, especially if the College is able to make use of Canvas architecture to embed common assignments and rubrics.

Ensuring student awareness of program outcomes and effectively communicating consistent programmatic information is also an area for improvement. The College has begun using the Canvas learning management system to provide a platform for programmatic messaging to current students. The creation of program-focused Canvas course shells in which students access information, announcements, and resources specific to their desired career field should serve to standardize program-related communication and create greater opportunities for students to develop relationships with one another based on programmatic affiliation across academic centers. This could be particularly powerful for students from small academic centers. Additionally, a redesign of the portal system, which is currently in process, will aid the visibility of program outcomes.

### Projections

Action	Responsibility	Time-line
Develop greater program affiliation and engagement of students through the development of program-related Canvas course shells (see page 41)	Academic Dean	2021-22
Concentrate outcome assessment efforts on career exploration and the development of the new general education program (see pages 39-41)	Academic Dean	2022-24
Collaborate with the new VSCS consolidated institution to review the direct admissions program, simplify the process, and update pathways (see page 39)	Academic Dean	2023-24

Integrate additional training and support for coordinators of student advising (CSA) on promising initiatives (see page 37)	Dean of Students and Strategic Initiatives	2023-24
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**Standard 4: The Academic Program**  
**(Summary - Degree-Seeking Enrollment and Degrees)**

**Fall 2021 data**

**Fall Enrollment\* by location and modality, as of Census Date**

<b>Degree Level/ Location &amp; Modality</b>	<b>Associate's</b>	<b>Bachelor's</b>	<b>Master's</b>	<b>Clinical doctorates (e.g., Pharm.D., DPT, DNP)</b>	<b>Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)</b>	<b>M.D., J.D., DDS</b>	<b>Ph.D.</b>	<b>Total Degree-Seeking</b>
Main Campus FT	534							534
Main Campus PT	2,173							2,173
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT								0
Other Locations PT								0
Overseas Locations FT								0
Overseas Locations FT								0
Distance education FT								0
Distance education PT								0
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0

<b>Unduplicated Headcount Total</b>	2,707	0	0	0	0	0	0	2,707
<b>Total FTE</b>	1,572.75							1,572.75
<b>Enter FTE definition:</b>	credits/12 18873/12							
<b>Degrees Awarded, Most Recent Year</b>	420	20su,- 20fa,21sp						420

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

\* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

**Standard 4: The Academic Program**  
**(Summary - Non-degree seeking Enrollment and Awards)**

**Fall 2021 data**

**Fall Enrollment\* by location and modality, as of Census Date**

<b>Degree Level/ Location &amp; Modality</b>	<b>Title IV-Eligible Certificates: Students Seeking Certificates</b>	<b>Non-Matriculated Students</b>	<b>Visiting Students</b>	<b>Total Non- degree-Seeking</b>	<b>Total degree-seeking (from previous page)</b>	<b>Grand total</b>
Main Campus FT	91	176		267		267
Main Campus PT	719	2,294		3,013		3,013
Other Principal Campus FT				0		0
Other Principal Campus PT				0		0
Branch campuses FT				0		0
Branch campuses PT				0		0
Other Locations FT				0		0
Other Locations PT				0		0
Overseas Locations FT				0		0
Overseas Locations FT				0		0
Distance education FT				0		0
Distance education PT				0		0
Correspondence FT				0		0
Correspondence PT				0		0
Low-Residency FT				0		0
Low-Residency PT				0		0
<b>Unduplicated Headcount Total</b>	<b>810</b>	<b>2,470</b>	<b>0</b>	<b>3,280</b>		<b>3,280</b>

<b>Total FTE</b>	424.25	864.25		1,289		1,288.50
<b>Enter FTE definition:</b>	credits/12 5091/12	credits/12 10371/12				
<b>Certificates Awarded, Most Recent Year</b>	91	20su,20fa,21sp				

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category “low-residency programs.”
- 3) Please refer to form 3.2, “Locations and Modalities,” for definitions of locations and instructional modalities.

\* For programs not taught in the fall, report an analogous term’s enrollment as of its Census Date.

Please enter any explanatory notes in the box below

Nonmatric includes high school students (including EC) and other VSC

**Standard 4: The Academic Program  
(Headcount by UNDERGRADUATE Major)**

?

For Fall Term, as of Census Date

Number of credits*	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(Fall 2018)	(Fall 2019)	(Fall 2020)	(Fall 2021)	(Fall 2022)

Certificate (add more rows as needed)

Administrative Medical Assisting	30	-	2	10	18	18
Afterschool & Youth Work	24	-	-	1	4	5
Allied Health Prep	32-34	285	259	227	284	290
Bookkeeping	29	13	21	32	113	115
Childcare	24	27	22	34	64	65
Community Health	30	-	-	-	4	5
Clinical Medical Assisting	30-35	-	18	42	50	51
Cloud Computing	28	-	-	-	1	3
Cybersecurity Fundamentals	26	-	-	7	16	16
Digital Media Production	27.00	-	4	11	13	13
Entrepreneurship	24-25	-	-	-	9	10
Essential Workplace Skills	24	4	11	10	3	3
Funeral Director	29	-	3	13	19	19
Graphic Design	27	-	3	17	68	69
Health Information Specialist	30	2	1	-	-	-
Human Resource Manager	29	-	-	-	10	11
IT Service Desk Specialist	25	-	-	3	28	29
Medical Billing & Coding	30	39	36	49	74	75
Multimedia Communications	30	-	-	5	2	2
Pharmacy Technician	24	-	-	6	6	7
STEM Studies	30-33	6	4	2	2	2
Studio Art	27	-	6	7	15	15
Substance Abuse Services	27	17	6	-	-	-
Web Site Design	24	7	6	11	7	8
<b>Total</b>		<b>400</b>	<b>402</b>	<b>487</b>	<b>810</b>	<b>831</b>

Associate (add more rows as needed)

Accounting	60	124	104	98	114	116
Administrative Management	60	67	34	12	5	5
Behavioral Science	60	0	174	305	384	392



### Standard 4: The Academic Program (Headcount by GRADUATE Major)

**?** For Fall Term, as of Census Date

Number of credits*	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(Fall 2 )	(Fall 2 )	(Fall 2 )	(Fall 2 )	(Fall 2 )

**Master's (add more rows as needed)**

<b>?</b>						
Total		0	0	0	0	0

**Doctorate (add more rows as needed)**

<b>?</b>						
Total		0	0	0	0	0

**First Professional (add more rows as needed)**

<b>?</b>						
Total		0	0	0	0	0

**Other; specify (add more rows as needed)**

<b>?</b>						
Total		0	0	0	0	0

Total Graduate 0 0 0 0 0

\* Enter here the number of credits students must complete in order to earn the credential (e.g., 36 credits in an M.B.A.)

Please enter any explanatory notes in the box below

**Standard 4: The Academic Program  
(Credit Hours Generated and Information Literacy)**

**Credits in 12-month period**

**Credit Hours Generated By Department or Comparable Academic Unit**

?	<b>3 Years Prior</b>	<b>2 Years Prior</b>	<b>1 Year Prior</b>	<b>Current Year<sup>1</sup></b>	<b>Next Year Forward (goal)</b>
?	<b>(FY2019)</b>	<b>(FY 2020)</b>	<b>(FY 2021)</b>	<b>(FY 2022)</b>	

**Undergraduate (add more rows as needed)**

	<u>SU,FA,SP</u>	<u>19-20</u>	<u>20-21</u>	<u>21-22</u>		
?	Arts/Communications/Humanities	22,102	20,595	19,269	12,618	
	Business/Math	14,747	13,436	12,602	7,685	
	Science/Allied Health	18,041	17,935	18,396	11,154	
	Social Science/Professions	17,750	17,683	17,328	9,929	
	Technology	5,395	4,799	4,984	3,181	
	Total	78,035	74,448	72,579	44,567	0

**Graduate (add more rows as needed)**

	Total	0	0	0	0

**Information Literacy Sessions**

Main campus

Sessions embedded in a class

Free-standing sessions

Branch/other locations

Sessions embedded in a class

Free-standing sessions

Online sessions

**URL of Information Literacy Reports:**

Please enter any explanatory notes in the box below

# Standard Five:

Students

## **Standard Five: Students**

The [Community College of Vermont \(CCV\)](#) is the second-largest institution of higher education in Vermont, serving approximately 10,000 students each year. Geography features prominently in CCV's enrollment. As the only open-admissions institution in the state, the College offers student services and classes at 12 academic centers throughout the state and online.

Additionally, the College has worked to forge strategic partnerships with Vermont's high schools, technical centers, community organizations, and employers to meet students where they are in their communities, expanding access to CCV's services and educational offerings. On average, 96 percent of CCV's students are residents of Vermont, 70 percent are female, and 55 percent are first-generation college students. In fall 2020, the average age of a CCV student was 26, three years younger than in fall 2013. Just over half of the College's students are degree seeking, a percentage that has decreased as more students are dually enrolled, nondegree high school students. The percentage of students self-identified as members of minority racial or ethnic groups has been increasing over time, from ten percent in fall 2011 to 13 percent in fall 2020. As the only community college in a state where 94% of the [population](#) is white, CCV's enrollment reflects its surrounding communities.

Vermont has the highest poverty rate in New England among young adults 18-34 years old. This economic reality influences CCV's 88 percent part-time enrollment. On the 2021 CCSSE, 66 percent of the survey respondents enrolled part-time reported the reason they are not full-time is due to home, family, and job responsibilities. CCV offers the lowest [tuition](#) in Vermont, and 69 percent of the College's students graduate with zero debt. However, even as the most affordable college in the state, students rely on financial aid. In fall 2020, 45 percent of degree seeking students received Pell grants.

CCV is a comprehensive organization, well-positioned to serve its students of all ages and backgrounds. The College offers a range of [academic degree programs](#), certificates, [credentials](#), and trainings. Additionally, flexible options including multiple [course delivery formats](#), [apprenticeships](#), [competency-based learning pathways](#), and [prior learning assessment](#) (PLA) help students access their education in the manner that best fits with their lives and meets their needs. The College provides a range of student [services](#) in its academic centers, remotely, and online, helping students meet their educational goals.

### ***Admissions***

#### **Description**

CCV's [admissions process](#) is consistent with its mission to support and challenge "all students in meeting their educational goals through an abiding commitment to access, affordability, and student success." By design, the admissions process is streamlined and simple, aiming to onboard students who can benefit from CCV's educational offerings. SAT or ACT scores are not required, nor are essays or letters of reference. There is no application cost, and admission is rolling. Prospective students can apply at any time during the academic year and have the option to enroll at multiple entry points throughout the semester. CCV's [application](#) features prominently on the public website, with links to access the application and contact an advisor on nearly every webpage.

Applicants who inquire at CCV are invited to a New Student Advising Appointment, during which they learn about the application process, financial aid, required skills assessments, and the College services available to support student success. Once the application is submitted, prospective students complete Next Gen Accuplacer skills assessments for reading, writing, and math. Applicants may request to waive the required assessments by providing SAT/ACT scores or college transcripts. Prospective students then meet with a coordinator of student advising (CSA) to participate in a [directed self-placement](#) (DSP) conversation.

Initiated in November 2013, DSP engages students in self-reflection about their college readiness and provides them with the necessary information to determine the best starting point in their academic courses. Students work with an advisor to review their Accuplacer assessment scores and explore course expectations. Additionally, students complete the [Course Selection Survey](#), assessing their attitudes, behaviors, and commitments that impact academic success. After considering these multiple measures, the advisor recommends [reading](#), [writing](#), and [math](#) courses to the student. DSP, however, empowers students with the agency to incorporate information about their own goals and skills with guidance from their advisors to make informed choices about their courses.

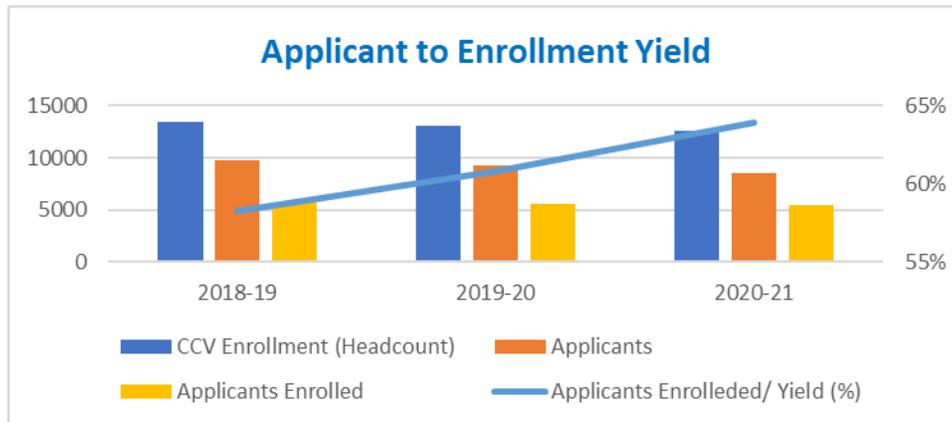
In the fall of 2020, CCV began using Slate, a customer relationship management (CRM) tool, to administer the full admissions process. Slate increases simplicity for students and staff, uses data analysis to improve relationships with prospective students, and supports personalized recruitment possibilities. Further, Slate supports automation, provides robust tracking of applicant interactions, and allows strategic assignment of recruitment tasks. CCV's optimization of Slate has allowed the College to streamline administrative tasks, creating efficiencies. The College also utilizes Slate to manage the flow and review of Early College applications and maintain high school guidance counselor directories.

Like its neighbors in the northeast, Vermont is on the edge of a [demographic](#) cliff and has felt the impact of a shrinking high school population. Pre-pandemic, working age Vermonters were largely in the workforce, as the state was boasting record unemployment lows. These demographic forces are reflected in CCV's enrollment trends. CCV's enrollment has declined 6 percent in three years, from a headcount (duplicated) of 13,449 students in AY2019 to 12,636 in AY2021. CCV course placements saw a similar trajectory, a 7 percent decline, from 24,929 to 23,303 in the same three-year timeframe. (A course placement is defined as one enrollment in one three-credit-hour course.)

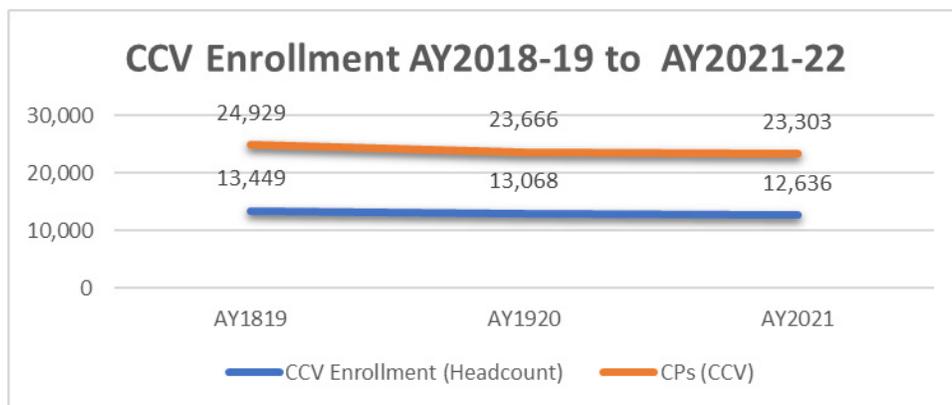
## **Appraisal**

CCV developed the AY2021 Enrollment Management Plan (EMP), integrating the operational goals and strategies for admissions, financial aid, marketing and communications, and secondary education initiatives into a cohesive approach. Admissions goals focused largely on implementation of the new CRM tool and the continued refinement of admissions processes. As described above, Slate creates efficiencies, as evidenced by the increase in staff who reported they have the tools and resources to do their jobs well (89%), a 9-percentage point increase from 2018 to 2020. Additionally, this integrated plan challenged the marketing and communications team to increase outreach to populations as identified through institutional data, create strategic communications that deepen engagement and connection with CCV's

audiences, and adopt a data-driven approach to marketing. Notably, CCV’s enrollment yield did increase 7 percentage points from 2018 to 2021, even as applications declined.

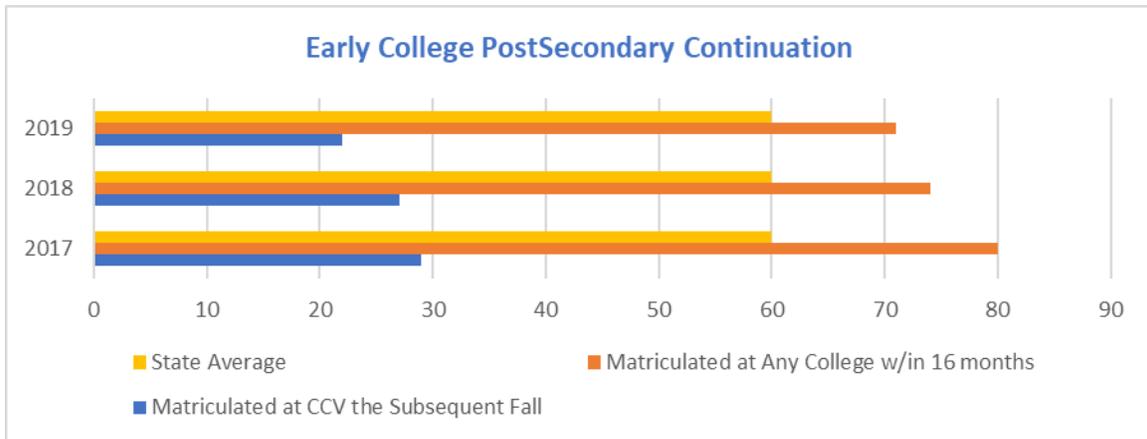


CCV’s enrollment, as measured by both headcount and course placements (CPs), has been gradually declining since its enrollment peak in 2010. However, CCV is cautiously optimistic that the rate of deceleration is beginning to slow. Further, preliminary numbers show growth for fall 2021, with enrollment numbers exceeding both fall 2020 and fall 2019. The College attributes the flattening of the enrollment trendline to a confluence of both external and internal factors, the enacted strategies described throughout this self-study chiefly among them.

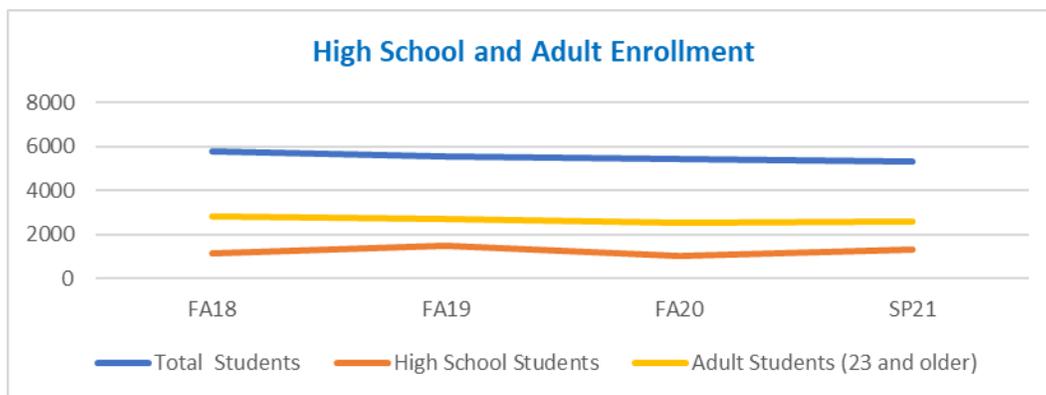


The number of high school graduates in the northeast started to decline in 2010 and is projected to decline by an additional 6 percent over the next decade. In Vermont, the number of high school graduates is projected to decline even more, by 9 percent over the next decade. Vermont’s low college enrollment rate compounds the demographic effect. According to [NCHEMS](#), in 2018, 55 percent of the state’s high school graduates enrolled in college, 9 percentage points lower than the national average. In response to Vermont’s low degree attainment rate, in 2013, the legislature passed [Act 77](#). The legislation allows high school students to enroll in college courses, tuition-free, while still in high school. This funding from the State, coupled with strategic relationship-building with high schools, has resulted in a robust high school student population at the College. By spring 2021, CCV’s dually enrolled (DE) and Early College (EC) high school population (1,341 students) had increased 14 percent from 1,172

students in fall 2018. Data show that CCV DE and EC students are more likely to continue to postsecondary education within 16 months at a rate consistently higher than the state average of 60 percent.



Vermont has established a postsecondary attainment goal to grow the number of working-age Vermonters with a credential of value to 70 percent by 2025. To meet the goal, 65,000 more Vermont residents must possess a credential in the next six years. In April 2019, CCV formed an Adult Student Task Force to identify strategies to recruit and enroll the working-age Vermonters eligible to earn a postsecondary credential. The task force assessed the College’s work with adult students, scanned the landscape for best practices, and developed a plan outlining an approach to recruit and support adult students in credential attainment. Enrollment for adults aged 23 and over stabilized in AY2021 and slightly increased from fall 2020 to spring 2021. The task force will continue assessing its efforts to attract and retain adult students.



Consistent with its mission of access, the College began working in close partnership with the Vermont Department of Corrections (DoC) to offer courses to Vermonters who are incarcerated. Since 2017, CCV’s ReSet Program has provided 12 in-person classes serving 100 students at the Northern State Correctional Facility. Students also received academic coaching and career preparation advising. The courses were funded by the McClure Foundation and State grants. This project allowed CCV and DoC to begin addressing the barriers to offering college classes in Vermont’s correctional facilities, including the routine movement of the corrections population

among facilities, restrictions on internet access, and space limitations for classroom use. CCV's primary goals were to learn what it would take to overcome these barriers and expand access to CCV programs to additional Vermont correctional facilities. In 2020, CCV was designated as a Second Chance Pell school by the U.S. Department of Education; however, the pandemic has prevented the launch of its new status as a Second Chance college.

When developing the DSP process, the College's goal was to utilize multiple measures, both quantitative and qualitative, to assess a student's readiness to take college-level math, reading, and writing courses. Additionally, DSP engages students in meaningful self-reflection and decision-making about their education at the outset of their academic journey. Data analyzed in 2015 showed that the DSP process enacted in 2013 was causing "no harm." In other words, successful course completion rates (earned grade of C- or better) for gateway math and English courses were not impacted by DSP. A follow-up analysis in 2020 reinforces the 2015 findings. In fall 2019, math courses had a 79 percent successful completion rate, 7 percentage points higher than in 2013, before DSP. Eighty-two percent of students successfully completed their English courses in fall 2019, also a 7 percent increase from 2013.

### *Student Services and Co-Curricular Activities*

#### **Description**

From orientation through graduation, students have access to personalized services designed to help them identify career aspirations, align career and academic plans, and achieve academic goals. As the College continues to evolve and address the changing needs of the student population, CCV has restructured and identified centralized tools and standardized processes to bring consistency to the quality of the student experience. Relationships have always been, and continue to be, central to advising and student services, as each student is assigned a financial aid counselor and academic advisor early in their first semester at CCV.

CCV's [financial aid office](#) exists to ensure cost is not a barrier to CCV students, supporting the College's mission of access, success, and affordability. Financial aid counselors (FACs) strive to provide exceptional customer service through effective grant and loan counseling. CCV does not auto-package loans. Rather, students work with FACs to determine the amount a student needs to cover tuition, fees, books, and other qualified expenses. FACs support students through the application process and offer personalized and detailed loan counseling. Additionally, FACs conduct outreach to all students who withdraw to provide additional exit counseling.

The College has adequate systems in place to ensure aid is awarded consistently, accurately, and in accordance with federal and state regulations. CCV's [Financial Aid Policy](#) is readily accessible on the public website and in the [Student Handbook](#). Additionally, CCV provides access to a [tuition calculator](#) and a [net price calculator](#) on its tuition and fees webpage. Required student financial assistance disclosures are published on the [Consumer Information](#) webpage. All CCV financial aid scholarships are awarded in agreement with both the spirit and letter of these policies, and the financial aid team distributes aid equitably for the benefit of all students.

Every CCV student works with an assigned [coordinator of student advising](#) (CSA). Prior to the 2019 strategic reorganization described in Standard Three, coordinators of academic services advised students. After registration ended and classes were underway, coordinators of academic

services had to shift gears to focus on course planning and faculty evaluation. The CSA role emerged from the staff role redesign, creating a specialized student advising position focused wholly on helping students meet their academic goals and by extension, improving student outcomes. CSAs are full-time, master's level professionals. Currently, CCV's 24 CSAs advise an average of 220 degree and non-degree students. CSAs also work in the broader community with student-related partners, including high schools, technical centers, agencies, and other organizations.

CCV provides specialized programming for first-generation and low-income students, veteran and military connected students, and high school students. These programs recognize the unique barriers that require special consideration for these student populations, ensuring more equal opportunity for success. For instance, CCV's federally funded [TRIO Program](#) serves 225 first-generation and low-income students in five academic centers. CCV's TRIO students receive tutoring, academic advising, intensive success coaching, and enhanced career and financial aid counseling. CCV's [Veteran and Military Services \(MCS\) Program](#) serves approximately 200 students each semester. MCS helps with the administrative processes necessary to receive educational benefits, arranges academic support, connects students to career counseling, and provides assistive technology to those students who need it. In summer 2021, the College held its first induction ceremony for SALUTE, a national honor society for veteran scholars. In spring 2021, 52 percent of CCV's veteran students met SALUTE's 3.0 GPA requirement.

As described above, [high school students](#) represent a significant portion of CCV's student population. Dually enrolled (DE) and Early College (EC) students have access to the same resources as all CCV students. For most high school students, enrolling in CCV classes brings high stakes, as success in their CCV course work likely impacts their high school completion. In recognition of the critical nature of the DE and EC student experience, the College automatically enrolls these students in CCV's interactive High School Advising Guide. Dedicated staff members monitor and respond to student questions, provide support if needed, and direct students to helpful resources. CSAs have access to the Guide so they can see any questions their advisees raise. Additionally, CSAs partner with high school guidance counselors to provide critical wrap-around services, supporting the success of DE and EC students enrolled at CCV.

At least one CSA in each region is designated as an accessibility coordinator, providing coaching and accessibility services to students with disability-related barriers. CCV has an established [interactive process](#) for students with disabilities to request academic accommodations. Accessibility coordinators partner with students to consider students' strengths, challenges, documentation, course requirements, and the reasonability of requests. This information is the basis of an accommodation plan that students may then share with their faculty. In a typical semester, approximately 175 students receive accommodations.

In spring 2020, CCV launched Aviso, a powerful tool intended to empower advisors, engage students, and boost retention. Aviso consolidates and streamlines information systems, facilitates student communication and record-keeping, and utilizes CCV data to provide real-time risk analysis. Aviso is shared across the VSCS and provides a robust alert system, issuing automated academic alerts based on data in Canvas Gradebook. Also, faculty can quickly and easily issue alerts when there are academic or other concerns impacting students, enabling

advisors to provide just-in-time supports. In fall 2020, 131 faculty issued 1,001 alerts to flag concerns about a student in their class. Thirty-three percent of the issued alerts related to attendance, 30 percent to lack of participation, and 23 percent to missing assignments. Academic Council's Advising and Teaching Excellence Committee (ATE) works to identify and support CCV's goals to optimize the Aviso tool. In 2022 ATE will continue work to increase the number of faculty submitting Aviso alerts and decrease the average duration of open alerts.

CCV provides tutoring and academic mentoring to support learning and to help students develop into more confident and independent learners. Students can access online learning services 24/7 through [Tutor.com](#), and drop-in [academic mentoring](#) is available at CCV's three largest academic centers. In addition, students can request tutoring-by-appointment at centers where drop-in services are not available. Learning support services are promoted on the public website, in new student orientation, on every class's Canvas site, and through email communication with students each semester.

CCV actively seeks student voices in its most important discussions, providing opportunities to participate in College and Vermont State Colleges System (VSCS) [governance](#). Students serving as representatives on Academic Council and the VSCS Board of Trustees have full voting rights. Further, CCV's Diversity, Equity, and Inclusion Committee holds five student seats. As discussed in Standard Three, the [Student Advisory and Leadership Council \(SALC\)](#) serves as a forum for the discussion of student-related issues and initiatives. SALC is open to all students in the College, and every effort is made to have representation from all academic centers. Additionally, CCV's Phi Theta Kappa chapter offers students additional opportunities to engage with peers and cultivate leadership skills. CCV's chapter of this national honor society maintains nearly 270 active members. All CCV student leaders are encouraged to satisfy the requirements and apply to earn a [CCV leadership credential](#). To earn the leadership credential, students must demonstrate 80 hours of participation in leadership activities and submit a [reflective portfolio](#) that addresses identified [learning outcomes](#). As of spring 2021, 11 students have earned a leadership credential since its 2016 implementation.

The student affairs office oversees reports related to concerning or disruptive behavior, harassment, and CCV policy violations. Additionally, the associate dean of students serves as the College's Title IX Coordinator and the ADA Compliance Officer/504 Coordinator. Any community member may [report a concern](#) via the public website. Additionally, a link to the reporting forms resides at the top of the faculty portal. Information about how to report a concern is also emailed to faculty and students each semester.

In 2017, the College formed a College Intervention Team (CIT). The purpose of the group is to identify and coordinate services for students, faculty, or staff exhibiting any troubling behaviors, including pronounced mental illness, repeated incidents of substance abuse, and serious disruptive conduct. The team seeks to intervene when there are lesser but still troubling behaviors to prevent a downward spiral that could result in a self-destructive act or harm to others. The team created a [CIT Challenging Situation Rubric](#) to serve as a guide when someone encounters or witnesses challenging behavior. The rubric is published on CCV's safety and security webpages. The core CIT meets monthly to review any situations in process and to assess identified students of concern. In AY2021, the team conducted two threat assessments

using a protocol that is an ANSI-Approved National Standard and recommended by the American Association of State Colleges and Universities, NASPA: Student Affairs Administrators in Higher Education, and numerous state task forces on campus safety.

CCV recognizes that wellness and access to basic needs are critical for students to learn and thrive. CCV has a long-standing partnership with United Way's Working Bridges program to provide students free, confidential consultation and referral to community resources. Two [CCV Working Bridges coordinators](#) connect students to services addressing food scarcity, housing insecurity, transportation, mental health, and other critical life issues students face. To support wellness, in spring 2019, CCV began offering students the [Campus Well](#) digital magazine, a weekly wellness magazine featuring articles on physical and mental health, nutrition, relationships, finances, equity, and sexual culture. From spring 2019 through spring 2021, CCV's *Campus Well* articles accumulated 8,700 views. In 2020, CCV received a grant from The Hope Center to administer the [#RealCollege Survey](#). CCV administered the survey to better understand students' access to basic needs and utilization of public and College support services. Survey invitations were sent by email to 4,401 students and 997 participated, a 23 percent response rate.

CCV complies with state and federal notification requirements. CCV maintains a [Policies](#) webpage, and federal notifications are clearly stated and easily accessible on the Consumer Information webpage housed on the public website. The Consumer Information webpage organizes CCV's policies and procedures by category: academic information, admissions, financial aid, general institutional information, health and safety, and Title IX. Additionally, policies related to students' rights and responsibilities, student conduct, grievance procedures, FERPA, financial and other related policies are readily available in the [Student Handbook](#) which is also accessible on the [public website](#). Each semester CCV's student affairs office sends a message to students, faculty, and staff containing links to the Student Handbook, the Consumer Information page, and the Policies webpage.

## **Appraisal**

CCV's data show that new student orientations (NSOs) position students for success at the College. In fall 2017, 52 percent of CCV's new students attended either an on-ground or online orientation. Students who attended the orientation were retained at a rate 11 percentage points higher than their peers in the new degree cohort. Student participation in center NSOs, however, steadily declined from peak attendance in 2015 when NSO attendance was highest. In response, in 2019, the College contracted with an instructional designer to revamp the online orientation, using [Quality Matters](#) to inform design. Effective fall 2020, all new students are automatically enrolled in the redesigned [online NSO](#). This self-paced program orients students to college preparation, academic success strategies, CCV resources and policies, and student life activities. The orientation is extended, allowing students the opportunity to access information as needed throughout their first semester. Since the NSO covers "the nuts and bolts" for new students, academic centers provide local orientations focused on building social connections and program affinity. In 2020 and 2021, centers collaborated to offer virtual NSOs using Zoom. Attendance was so strong that centers will likely continue to offer NSOs in this format. CCV will assess the impact of its revamped NSO approach in 2023-24.

Career learning at CCV is holistic and multifaceted, designed to help students explore careers and identify goals. CCV's [career services team](#) provides students and alumni an array of career development [tools](#), [resources](#), and [services](#), including career exploration, job fairs, résumé review, and job search preparation. The career services team, comprised of a director and 1.5 FTE career coordinators, utilizes technology to serve students across the state. In AY2020-21, the team served 730 students, including assessing résumés using a custom-developed rubric for 375 students. Research is clear that “students don’t do optional” and few students proactively seek assistance with career planning. The College’s response is to integrate career learning into the student experience. For instance, in fall 2020, a career coordinator was embedded in 14 classes and worked with students on career learning assignments such as informational interviews and career exploration. Furthermore, career services builds capacity for career learning by hosting an extensive resource library. As of June 2021, [career services](#) developed 18 resources developed to help faculty weave career-focused activities into curriculum. Faculty have downloaded the materials from Canvas Commons nearly 125 times.

There is more work to be done, however. A range of research stresses the importance of enabling new students to engage in activities helping them choose a program of study. On the 2021 CCSSE survey, the mean scores for survey respondents indicating the College contributed to developing clear career goals and learning about career opportunities lagged behind the comparison group. In fall 2021, the College launched a redesign of its website, which organizes credentials, certificates, and degrees into [broad fields of interest](#), facilitating exploration of opportunities within career fields. In 2022, CCV will begin to focus on increasing the number of students who complete academic plans with their advisors. In addition, a new grant-supported career learning manager will work to create program-aligned events fostering out-of-class career learning and networking.

Following the reorganization, CCV partnered with [InsideTrack](#) to help shape the new CSA role. CCV’s two-year partnership with InsideTrack included robust group training, individualized quality development, and change management consultation. Additionally, in 2020, the College invested in certifying five CCV staff as trainers to support the long-term sustainability of the College’s new coaching program.

CSAs find that taking a holistic approach feels appropriate for providing the best student support. Almost all participants have expressed appreciation for the coaching method and a desire to incorporate the techniques into their student interactions. When [asked](#) how the training and support impacted their work, 100 percent of CSA respondents [indicated](#) the training had either a somewhat positive (56%) or very positive (44%) impact on their work. CCV’s certified coach trainers ensure the CSA team will have opportunities to maintain momentum of learning. The coach training team used InsideTrack’s evaluative feedback to develop the 2021-22 CSA Professional Development Plan.

In 2019, CCV transitioned from eTutoring to [Tutor.com](#) to provide 24/7 online tutoring services to its students. Tutor.com tutors are trained professionals vetted through a rigorous screening process with subject exams, mock tutoring sessions, mentor review, and third-party background checks. Tutoring sessions are regularly observed and transcripts are reviewed to assess quality of service. Utilization of the service averages at 11 percent of the overall student population.

CCV students who use Tutor.com are more likely to be degree seeking, female, older, BIPOC or international, and have a higher GPA than students who do not use Tutor.com. In fact, for every population segment, average GPA is higher among Tutor.com users than non-users. Additionally, success rates are notably higher in key courses among Tutor.com users, as compared to non-users. Furthermore, CCV's Tutor.com users report high satisfaction with service. In fall 2020, 98 percent indicated they were happy CCV offers the service, and 95 percent reported Tutor.com is helping them improve their grades.

The data indicate that only 4 percent of CCV's aged 17 and under high school population utilizes Tutor.com. However, as described above, the College provides this segment intensive services to support successful course completion. As discussed in Standard Eight, high school students successfully complete their classes at a rate that consistently exceeds the average for all CCV courses. For instance, in 2020, 93 percent of high school students successfully completed their CCV courses, 17 percentage points higher than the overall successful course completion rate for the College.

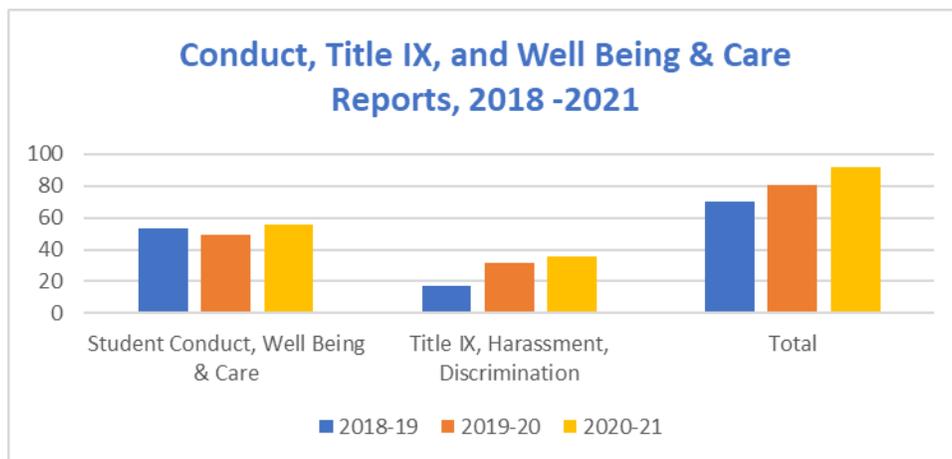
Priority nine of the [strategic plan](#) challenges CCV to ensure the College's processes meet the evolving needs of students. CCV's financial aid office (FAO) instituted several procedural changes in support of this priority. In AY2019, the FAO simplified the enrollment process by eliminating its institutional application, as nearly every data field is collected from the student on other forms. This change has reduced the average processing time of financial aid applicants by three weeks, awarded nearly twice as many students a Pell Grant by August 1 than in previous years, and eliminated more than 3,000 sheets of paper a year. Additionally, in 2019, the [Satisfactory Academic Progress \(SAP\) Policy](#) was revised. The deadline for [appeal applications](#) was removed so that students had a longer window to complete the application, including the reflective activity asking students to identify strengths that have supported their academic success and to identify habits that students would like to foster. Following the removal of the deadline, appeal applications increased to 132 in 2019 and 137 in 2020. In 2023 FAO will assess completion rates for students who re-enroll after an approved SAP appeal.

CCV's financial aid office has achieved significant results in mitigating debt for students. The default rate for the 2016 cohort was 16.2 percent, hovering slightly above the national two-year public borrower default rate of 15.9 percent. Notably, the percentage of students who graduate with debt has decreased from 41 percent in 2016 to 31 percent in 2020. In 2020, only 23 percent of students' debt was acquired at CCV. In this same time period, FACs increased their focus on providing personalized counseling, and the amount of aid disbursed through microgrants increased from \$139,112 in FY2016 to \$210,797 in FY2020. CCSSE data illustrates student satisfaction with financial aid services has grown, increasing from 83 percent in 2013 to 90 percent in 2017. The FAO attributes the gains in student satisfaction to the increased focus on personalized FA counseling, changes in SAP and FA procedures, and increased distribution of microgrants, including Life Gap grants.

In fall 2020, CCV administered the Real College Survey for the first time. The results confirmed the enormity of student need. The data suggests that life's unexpected twists – a sick child, an empty pantry, a broken-down car – derail students from their academic progress. According to the survey, 61 percent of respondents had experienced some form of basic needs insecurity

within 30 days of completing the survey. In 2020, the Life Gap grants awarded to recipients averaged \$270, with 47 percent of the awards supporting student technology needs for taking online courses and 35 percent supporting housing, food, child care, and healthcare needs. Despite CCV’s best efforts to ensure students are aware of available supports, 51 percent did not apply for aid because they did not know how. The data reveals the imperative of raising student awareness and connection to available financial supports. In 2021 and 2022, CCV will partner with Vermont Foodbank to build a small team of student ambassadors to provide peer-to-peer advocacy and outreach, to reduce stigma, and to encourage students to access available help.

A small cross-functional team meets annually to review the ways in which the College communicates its ethical standards and policies relating to student rights and responsibilities, including federal notification requirements. Additionally, the dean of strategic initiatives and student affairs and the associate dean of students regularly review policies related to student safety, rights, and responsibilities.



Notably, in 2019, President’s Council approved a new [Student Code of Conduct Policy](#), effectively retiring the previous policy that had addressed behavioral issues. Visibility of the reporting forms, clarity provided by the Student Code of Conduct Policy, and familiarity with conduct case management have contributed to the gradual increase of reports submitted since 2018.

In 2017, the student affairs office published a guide to support faculty and staff in addressing a variety of student issues. A 2021 faculty survey indicates that, overall, faculty are satisfied with the level of support provided for student conduct, with only 3 percent of respondents indicating that they have not found CCV to be responsive when they’ve asked for support with student behavioral issues. On the same survey, 20 percent of faculty indicated they would like training on classroom management, indicating professional development on how to manage student behavior in the classroom would be appreciated.

The student affairs office uses a variety of evidence to establish programmatic objectives, create plans, and assess progress. To ensure the work of the office advances the College’s mission and strategic outlook, initiatives are linked to the strategic plan and institutional goals. Student programs such as TRIO, Career Services, and Veteran and Military Services are funded with grant dollars, requiring the submission of annual outcome assessment reports. Additionally,

the student affairs team regularly and systematically evaluates the student services, tools, and programs for which it has oversight.

Service/Initiative	Calendar and Evidence
Advising Services	Biannual review of advising caseload distribution; review of training assessments; biannual review of retention/persistence by center; review of KPIs, TBD
Tutor.com	Monthly review of usage & satisfaction reports; annual review of impact on academic achievement
Learning Centers	Biannual review of budget, usage, and ROI
Aviso	Biannual review of progress toward objectives, faculty use, CSA response
Wellness/CIT	Quarterly review of Working Bridges reports; biannual review of <i>Campus Well</i> engagement; monthly assessment of students of concern
Conduct Office	Biannual review of types and volume of reports; annual review of related policies and processes

In 2019 the student affairs team developed a student affairs program review process. The pandemic interrupted the reviews scheduled in 2020 and 2021, and the cyclical process will begin in earnest in AY2023. Additionally, in 2022, the director of student advising will work with the dean of strategic initiatives and student affairs, regional directors, and CSA team to identify key performance indicators to assess advising services and their impact on student outcomes.

## Projections

Action	Responsibility	Timeline
Identify key performance indicators and metrics to assess advising services and the impact on student outcomes (see page 54)	Student Affairs, RDs, CSAs	2022-23
Explore establishing the ReSET program as a NECHE pilot project (see pages 46-47)	Student Affairs	2022-23
Create program-aligned events fostering out-of-class career learning and networking (see page 51)	Career Learning Manager, CTLs, CSAs	2022-24
Assess the impact of the redesigned NSOs (see page 50)	Student Affairs	2023-24
Increase the number of students who complete academic plans (see page 51)	Student Affairs, RDs, CSAs	2023-24

**Standard 5: Students  
(Admissions, Fall Term)**

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

?

Credit Seeking Students Only -  
Including Continuing Education

	3 Years Prior (FY 2018)	2 Years Prior (FY 2019)	1 Year Prior (FY 2020)	Current Year (FY 2021)	Goal (specify year) (FY 2022)	
<b>Freshmen - Undergraduate</b>	?	FA17	FA18	FA19	FA20	FA21
Completed Applications	?	1,236	1,148	1,133	1,162	1,305
Applications Accepted	?	824	810	755	1,118	1,262
Applicants Enrolled	?	634	588	570	727	821
% Accepted of Applied		66.7%	70.6%	66.6%	96.2%	96.7%
% Enrolled of Accepted		76.9%	72.6%	75.5%	65.0%	65.1%
Percent Change Year over Year						
Completed Applications		na	-7.1%	-1.3%	2.6%	12.3%
Applications Accepted		na	-1.7%	-6.8%	48.1%	12.9%
Applicants Enrolled		na	-7.3%	-3.1%	27.5%	12.9%
Average of statistical indicator of aptitude of enrollees: (define below)	?					
Accuplacer Original		156	154	149	140	139
Accuplacer New		n/a	n/a	503	494	498
<b>Transfers - Undergraduate</b>	?					
Completed Applications		812	739	748	704	1,161
Applications Accepted		524	487	490	458	734
Applications Enrolled		408	367	368	328	565
% Accepted of Applied		64.5%	65.9%	65.5%	65.1%	63.2%
% Enrolled of Accepted		77.9%	75.4%	75.1%	71.6%	77.0%
<b>Master's Degree</b>	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
<b>First Professional Degree</b>	?					
Completed Applications						
Applications Accepted						

Applications Enrolled

--	--	--	--	--	--

% Accepted of Applied

-	-	-	-	-	-
---	---	---	---	---	---

% Enrolled of Accepted

-	-	-	-	-	-
---	---	---	---	---	---

**Doctoral Degree**



Completed Applications

--	--	--	--	--	--

Applications Accepted

--	--	--	--	--	--

Applications Enrolled

--	--	--	--	--	--

% Accepted of Applied

-	-	-	-	-	-
---	---	---	---	---	---

% Enrolled of Accepted

-	-	-	-	-	-
---	---	---	---	---	---

Please enter any explanatory notes in the box below

Ave of FRE Accu ENG Combo score (for all that have scores) - Per Gisele, our fiscal years: 19FA is in FY20, 18FA is in FY19, 17FA is in FY18, etc. - Students with old Accuplacer scores: FA17 455, FA18 432, FA19 115 FA20 86 FA21 100 - Students with new Accuplacer scores: FA19 314 FA20 93 FA21 98

## Standard 5: Students (Enrollment, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

?

Credit-Seeking Students Only -  
Including Continuing Education

		3 Years Prior (FY 2018)	2 Years Prior (FY 2019)	1 Year Prior (FY 2020)	Current Year (FY 2021)	Goal (specify year) (FY 2022)
		FA 17	FA 18	FA 19	FA 20	FA 21
<b>UNDERGRADUATE</b>		?				
First Year	Full-Time Headcount	565	524	522	557	576
	Part-Time Headcount	3,441	2,992	2,853	2,988	3,126
	Total Headcount	4,006	3,516	3,375	3,545	3,702
	Total FTE	1,871	1,781	1,721	1,807	1,915
Second Year	Full-Time Headcount	270	244	224	245	225
	Part-Time Headcount	1,727	1,609	1,505	1,311	1,613
	Total Headcount	1,997	1,853	1,729	1,556	1,838
	Total FTE	1,040	970	903	838	946
Third Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Fourth Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Unclassified	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
<b>Total Undergraduate Students</b>						
	Full-Time Headcount	835	768	746	802	801
	Part-Time Headcount	5,168	4,601	4,358	4,299	4,739
	Total Headcount	6,003	5,369	5,104	5,101	5,540
	Total FTE	2,911	2,751	2,624	2,645	2,861
	% Change FTE Undergraduate	na	-5.5%	-4.6%	0.8%	8.2%
<b>GRADUATE</b>		?				

Full-Time Headcount	?					
Part-Time Headcount	?					
Total Headcount		0	0	0	0	
Total FTE	?					
% Change FTE Graduate		na	-	-	-	
<b>GRAND TOTAL</b>						
Grand Total Headcount		6,003	5,369	5,104	5,101	5,540
Grand Total FTE		2,911	2,751	2,624	2,645	2,861
% Change Grand Total FTE		na	-5.5%	-4.6%	0.8%	8.2%

Please enter any explanatory notes in the box below

First Year - Less than 30 credits; Second Year - 30 credits or more. FTE total active credits/12

## Standard 5: Students (Financial Aid, Debt, Developmental Courses)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

? Where does the institution describe the students it seeks to serve?

<https://ccv.edu/admissions>

? Three-year Cohort Default Rate

? Three-year Loan repayment rate

(from College Scorecard)

	(FY 2015)	(FY 2016)	(FY 2017)
	16.3	16.2	18.4
	11.1	9.9	10.2

3 Years Prior	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
(FY 2 )	(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)

? Student Financial Aid

Total Federal Aid	\$9,879,619	\$9,403,463	\$8,595,424	\$3,495,122	\$8,032,000
Grants	\$6,459,355	\$5,945,209	\$5,795,809	\$2,820,910	\$5,600,000
Loans	\$3,318,146	\$3,356,136	\$2,796,031	\$654,384	\$2,300,000
Work Study	\$102,118	\$102,118	\$3,584	\$19,828	\$132,000
Total State Aid	\$2,424,598	\$2,464,802	\$2,543,711	\$2,559,400	\$2,500,000
Total Institutional Aid	\$750,659	\$1,472,580	\$1,470,128	\$1,401,298	\$1,875,000
Grants	\$750,659	\$1,472,580	\$1,470,128	\$1,401,298	\$1,875,000
Loans	\$0	\$0	\$0	\$0	\$0
Total Private Aid	\$502,493	\$469,079	\$269,087	\$102,044	\$260,000
Grants	\$223,160	\$190,962	\$76,702	\$56,120	\$150,000
Loans	\$279,333	\$278,117	\$192,385	\$45,924	\$110,000

### Student Debt

Percent of students graduating with debt (include all students who graduated in this calculation)

Undergraduates	34%	31%	37%	n/a	30%
Graduates					
First professional students					

For students with debt:

Average amount of debt for students leaving the institution with a degree

Undergraduates	\$10,699	\$12,272	\$13,040	n/a	\$10,400
Graduates					

First professional students					
Average amount of debt for students leaving the institution without a degree					
Undergraduates	\$5,080	\$10,414	\$12,269	n/a	\$4,750
Graduate Students					
First professional students					
	<b>0% FA18</b>	<b>FA19</b>	<b>FA20</b>	<b>FA21</b>	

**Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)**

English as a Second/Other Language	5%	6%	5%	4%	5%
English (reading, writing, communication skills)	3%	2%	2%	0%	0%
Math	7%	7%	7%	1%	4%
Other					

Please enter any explanatory notes in the box below

## Standard 5: Students (Student Diversity)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell eligibility), provide information on student admissions and enrollment below. Use current year data.

Undergraduate Admissions information	3 Years Prior	Completed Applications	Applicants Accepted	Applicants Enrolled		
<b>? Category of Students (e.g., male/female); add more rows as needed</b>						
Female		881	849	556		
Male		413	403	262		
Hispanic		67	65	37		
Non Hispanic		1,204	1,167	771		
American/Alaska Native		40	38	24		
Asian		44	42	28		
Black/African American		88	83	51		
Hawaiian/Pacific Islander		13	12	4		
White		1,175	1,141	752		
First Generation		900	864	552		
Graduate Admissions information	3 Years Prior	Completed Applications	Applicants Accepted	Applicants Enrolled		
<b>? Category of Students (e.g., male/female); add more rows as needed</b>						
Undergraduate Enrollment information	3 Years Prior	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (specify year)
<b>? Category of Students (e.g., male/female); add more rows as needed</b>						
Female		520	3,697	4,217	2,009	
Male		280	1,400	1,680	834	
Hispanic		33	190	223	108	
Non Hispanic		749	4,758	5,507	2,667	
American/Alaska Native		58	169	227	103	
Asian		49	169	218	120	
Black/African American		47	273	320	156	

Hawaiian/Pacific Islander		5	20	25	13	
White		713	4,664	5,377	2,587	
First Generation		456	2,857	3,313	1,641	
Pell eligibility		309	1,309	1,618	981	
<b>Graduate Enrollment information</b>	<b>3 Years Prior</b>	<b>Full-time Students</b>	<b>Part-time Students</b>	<b>Total Headcount</b>	<b>FTE</b>	<b>Headcount Goal (specify year)</b>
<b>? Category of Students (e.g., male/female); add more rows as needed</b>						
				0		
				0		

Please enter any explanatory notes in the box below

FTE = credits/12

# Standard Six:

Teaching, Learning and Scholarship

## **Standard Six: Teaching, Learning and Scholarship**

### **Description**

Throughout its history, CCV has relied on 100 percent part-time faculty to support students in meeting their educational goals. In the beginning, by bringing higher education opportunities directly into communities across the state, CCV was able to connect a rural population of first-generation students with talented professionals from the same geographic area. Small interactive classes further reinforced those connections. Today, with an assortment of course formats available, faculty and students can connect well beyond their local communities. However, the CCV experience—one that emphasizes active learning and collaboration—remains largely the same. To maximize interaction among students and faculty, CCV classes are capped at 20, and the class size average remains small (14).

### ***Faculty and Academic Staff***

The Vermont State Colleges System (VSCS) oversees and informs policies and procedures related to hiring, qualifications, and employment for all CCV staff and faculty ([VSC Personnel Policies, Staff Hiring Practices, Faculty Hiring Criteria and Conditions of Employment Policy](#)). CCV employees are provided with a contract that states the nature and terms of their appointment. New staff and faculty are also assigned required employee trainings by the human resources office. Over the last five years, CCV has employed an average of 712 faculty each year. From 2017-2020, the number of faculty declined by 17.8 percent, primarily the result of decreased enrollment. Through restructuring, retirements, and reappointments, the number of academic staff also declined 19 percent between 2018 and 2020.

In 2017, CCV's faculty voted in favor of unionizing for representation by the American Federation of Teachers (AFT) and CCV United Faculty (UF). The College entered into its first [collective bargaining agreement](#) in 2018. The hiring criteria and conditions of employment are outlined in [policy](#) as well as the CCV UF Agreement, which includes provisions on academic freedom, discipline, grievances, working conditions, assignments, and evaluations. The agreement also establishes three distinct pay grades based on credit hours taught. In AY2020 faculty compensation ranged from \$1,359 to \$1,405 per credit—or \$4,077 to \$4,215 for a standard three-credit course. According to the AAUP annual [faculty compensation study](#) released every spring, the average part-time faculty's pay for a three-credit course at associate degree level institutions (without ranks) is \$2,611. By comparison, CCV's faculty compensation is 56 to 61 percent higher.

CCV faculty are required to hold a master's degree or higher in the fields they teach. Because the College also recognizes the experience and expertise that professionals—particularly those in emerging fields—can bring to the classroom, faculty without graduate degrees may receive approval from the academic dean who reviews candidates' alternative credentials and/or professional experiences. In AY2020, 92 percent of CCV faculty held a master's degree or higher. In addition, the majority of faculty have institutional longevity. In fall 2019, 78 percent of CCV faculty had five or more years of experience teaching at the College, and more than a quarter of faculty (29%) had taught at CCV for 15 or more years.

New faculty must complete Great Beginnings: An Orientation to Teaching and Learning. Among

other things, CCV's orientation introduces faculty to its Principles of Good Teaching and Learning, which are drawn from Chickering and Gamson's [Seven Principles for Good Practice in Undergraduate Education](#) and provide the framework by which all faculty are evaluated. Other critical information is available through CCV's portal, where faculty access policies and procedures, build their course syllabi, order textbooks, access their Canvas courses, complete their evaluations of students, view course feedback, and link to [Teach@CCV](#), an interactive community and resource site. According to the 2021 Faculty Survey of College and Academic Center Services (Faculty Survey), 94 percent of faculty reported that they understood their contractual obligations upon hire.

CCV's [Academic Freedom Policy](#) supports the free exchange of ideas in the classroom and a respectful environment for all. To that end, the College expects faculty to uphold norms of civil discourse and standards of scholarly integrity. The policy further states that in oral or written statements made outside the scope of their employment, faculty have the same rights to freedom of expression as other citizens, but they may not claim to represent CCV or the VSCS without clear authorization to do so. To ensure curricular consistency across academic centers, the College has defined standard learning objectives for every course, and in some cases—such as capstone courses—has identified standard assessments to evaluate learning at the programmatic level. Faculty agree to teach the objectives of the course and to abide by all policies and procedures, but are free to determine the specific approach, methods, and content, including texts and other resource materials, to do so. With the exception of course syllabi, considered by CCV to be in the public domain, course materials are assumed to be the intellectual property of the faculty members who developed them. VSCS [policy](#) outlines faculty rights and responsibilities under copyright law.

For a 30-day period every January and July, the College opens its Teaching Availability form so faculty can indicate their preferences for fall and spring/summer course assignments. In addition to identifying specific courses, time/location, and format, faculty may include updated information on their professional experience, trainings, and credentials. Faculty are assigned courses by semester based on the criteria established in the CCV UF Agreement including qualifications, teaching experience, work performance, availability, seniority, and diversity considerations. Faculty in the bargaining unit with more than 60 credit hours are guaranteed at least one course offer each spring and fall semester. CCV staff may also submit a teaching availability form for consideration of an assignment; however, before offering any course assignment to a staff member, coordinators of teaching and learning (CTLs) must obtain approval from the academic dean's office per [policy](#). In fall 2020, 53 staff members were approved to teach a course, which represented 4 percent of the sections offered.

To be considered for an online or synchronous assignment, faculty are required to complete Introduction to Online Teaching (IOT), a six-week asynchronous class taught by online faculty. The training introduces theories of online learning and effective instruction. Faculty learn how to design courses that deepen student learning and engagement while building a collaborative online community. Since 2004, 813 faculty have successfully completed IOT. Of that total, 213 faculty have completed it since May of 2020 when, in response to the pandemic, the College increased both its online course offerings and its trainings. In 2020 and 2021 CCV also designed and offered faculty trainings on synchronous courses, which are offered through a combination

of online and regularly scheduled Zoom sessions.

In addition to teaching, faculty from across the state serve on a variety of college-wide committees, including a Faculty Advisory Committee on Technology (FACT). In AY2021 the College also developed a Diversity, Equity, and Inclusion (DEI) Task Force that has since become a standing committee. The DEI committee has a faculty co-chair and includes students, faculty, and staff as members. The College invests considerable funds on an annual basis to support its committee work, providing stipends to faculty and staff chairs as well as all student and faculty members. For AY2022 a total of \$105,000 was budgeted for this purpose. The College also budgets an additional \$15,000 a year to support faculty webinars, trainings, and other events developed by academic committees and/or the academic dean's office.

Academic Council (AC) is charged with ensuring the quality and effectiveness of CCV's academic programs. Five curriculum committees develop, revise, and evaluate programs to ensure they result in desired student learning outcomes. The Advising and Teaching Excellence (ATE) committee is not responsible for curriculum but promotes advising and teaching practices that improve student outcomes. These six academic committees are led by faculty and staff co-chairs and are comprised of faculty and staff members. In AY2022, 21 staff and 34 faculty serve on one of these committees. For more than a decade, the College has included faculty as co-chairs and members of its academic committees; however, the selection of faculty members is now determined by the union, which organizes an election when an open committee position is contested. Additionally, the union agreement codifies faculty-majority representation on academic committees.

Academic committee co-chairs also serve on Academic Council, which is chaired by the dean of academic affairs and includes, among others, a student representative, the dean of student affairs and strategic initiatives, the director of online teaching and learning, and a faculty representative on policy matters. Council members approve changes to curriculum, including the development of new programs; oversee the integrity of programs and the degree-granting process; and recommend academic policies to President's Council (PC) for approval. The president is empowered to approve all College policies in consultation with PC and in accordance with the [Policy on Policy](#). Final approval of all curricular changes resides with the dean of academic affairs per the [Curriculum Development Policy](#).

For more than 20 years, the [Hartness Library](#) has served the students, faculty, and staff of CCV and Vermont Technical College (VTC). Library resources include a robust [website](#) and an extensive physical and online collection that includes over 42,000 volumes, over 200,000 eBooks, and over 100 research databases. Fully 90 percent of the library's information sources are available to students wherever they have internet access. The website includes easy to use single search functions, interactive tutorials, research guidance, and subject-specific resources for students and faculty. CCV librarians serve as academic program liaisons to assist faculty with their needs. In 2006 the Library developed the [Embedded Librarian program](#), which allows faculty to request a librarian participate in an online discussion forum of their courses. Through this program, CCV librarians provide course-specific assistance to students seeking help with research projects. To manage demand for this popular program, the Hartness Library also created [resource guides](#) that can be integrated into every Canvas course shell. This has helped

librarians focus their most intensive support on research-based courses. In 2020, four CCV librarians were embedded in 55 classes and, with support from VTC colleagues, answered 2,349 questions. Librarians also provide real-time help through email and live chat, which is available 40+ hours per week during the semester. In the 2021 Faculty Survey, 93 percent of respondents reported that they were able to access Hartness Library materials and assistance when needed.

As described in Standard Three, the Board of Trustees endorsed a [plan](#) in 2021 to combine the VSCS residential colleges into a single entity and to retain CCV as a singly accredited institution. Under the leadership of a new system chancellor, cross-institution working groups and leaders are enacting a [Transformation Plan](#). As part of its [goals](#), the VSCS has begun work to create a single virtual library services program that will more effectively and efficiently serve students, faculty, and staff across the entire system. A new director of VSCS libraries was hired in July 2021, and a VSCS libraries transformation sub-team was created in summer 2021 to support the next steps in the transformation process.

CCV's faculty development program emphasizes effective teaching, including topics related to instructional design, academic technology, student engagement, critical skill building, and assessment and evaluation. The College provides faculty and staff with opportunities to create active, reflective, and responsive learning environments, as described in the [Faculty Development](#) and [Staff Professional Development](#) policies. In the last two years, CCV has shifted away from in-person development and training events that require physical travel in favor of short virtual offerings. Overall between March and December 2020, 47 webinars were offered and recorded with a total of 1313 participants. Many of these events were led by CCV faculty and academic staff. From March 2020 to May 2021, 46 faculty were involved in developing and presenting 57 different webinars. Most webinars are recorded and available online for later viewing. CCV also makes it possible for faculty to attend a colleague's [course](#) for the purpose of personal and professional development.

The College provides funding to support faculty attendance at regional or national conferences, workshops, and courses. As detailed in the CCV UF Agreement, the College annually sets aside \$120 per bargaining unit member for this purpose. Individual faculty may apply for funding to reimburse travel or other expenses for professional development events that enhance their ability to support student success and strengthen the overall learning experience for students. Faculty apply for the funds directly to the dean of academic affairs, who provides to AC a detailed monthly report of requests, approvals, and denials. The College also recognizes teaching excellence among its faculty on an annual basis when it solicits nominations from students, faculty, and staff. Most nominations (95-98%) are submitted by students. In 2020, the College received 125 nominations representing over 75 different faculty. Each year Academic Council selects one to three final recipients who are featured in [CCV Now](#) and receive a \$250 honorarium. In addition, the dean of academic affairs sends a letter of recognition to all faculty who are nominated for the award.

CCV utilizes a broad range of evaluative tools to improve teaching and instructional effectiveness. In addition to the resources and trainings described above, the College utilizes a process that integrates course feedback from students and classroom observation by CTLs. Faculty may submit a self-reflection along with professional development goals and may also

respond to their evaluation with written comments. In 2018 [policy changes](#) made in connection with the first CCV UF Agreement further outlined expectations for faculty evaluation. New faculty are observed and evaluated in their first year in the course(s) they teach, and bargaining unit faculty are evaluated every four years. Faculty are evaluated on the Principles of Good Teaching and Learning as well as expectations related to professionalism and the academic and administrative responsibilities outlined in the workload article of the CCV UF Agreement.

New academic staff are evaluated within six months of hire and on a regular basis thereafter by their direct supervisor. Staff are evaluated on 14 performance criteria including work quality, communication, interpersonal skills, adaptability, and teamwork. As part of the evaluative process, staff submit a self-evaluation and work with their supervisor to develop goals that will support their own professional development and the overall mission of the College.

### ***Teaching and Learning***

CCV is responsive to the changing needs of Vermonters and the communities where they reside. The College maintains an extensive course [catalog](#). The [process](#) for developing, submitting, evaluating, and adopting new courses involves input from faculty, staff, curriculum committees, Academic Council, VSCS partners, and other members of the CCV community. New courses on current topics may be approved as “special topics” by the dean of academic affairs but must go through the annual review process to become part of the curriculum.

CCV prioritizes the continuous improvement of its programs. As discussed in Standards Four and Eight, the VSCS requires a [periodic review](#) of all degree programs, cycling through curriculum areas each year. Curriculum committees also facilitate regular program outcome assessment work to inform curricular and program effectiveness. The work of curriculum committees includes the annual review and development of course descriptions and learning objectives so that course content is current and consistent across the College. Librarians liaise with curriculum committees to ensure that library resources and services are developed to support student learning needs. Program curriculum is informed by regular program outcome assessment and an advisory board of professionals by discipline across the state. Advisory boards meet annually with committees to provide feedback on curriculum and programs and discuss current trends in specific industries and employer needs.

CCV utilizes student feedback to enhance the overall quality of teaching and learning. To collect feedback, the College solicits end-of-semester course evaluations from students through Explorance Blue, an online platform adopted by the VSCS in 2015. Students are asked to provide feedback on the extent to which their instructors provided clear expectations, were knowledgeable and enthusiastic about the subject, created diverse and challenging assignments, provided timely and relevant feedback, encouraged meaningful interaction between students, and used classroom technology and texts in an effective manner. Faculty can include additional questions to help them assess their own efforts to experiment with and improve instruction. In fall 2019, 29 percent of students completed an end-of-semester course evaluation. The evaluations are compiled and shared with faculty after the semester has ended and grades have been submitted. Feedback data includes a comparison to other sections of the same course and within the broader discipline. This provides faculty with additional information by which to assess their own effectiveness. In the 2021 Faculty Survey, 78 percent of faculty

reported that they are encouraged to collect information about their effectiveness and make changes as a result.

The College has a long history of providing online learning and has leveraged that expertise in developing other innovative modalities. Throughout AY2021 CCV expanded its course delivery options to better meet the preferences and needs of students. In recent years more than a third of CCV course sections have been offered online. In fall of 2019, 36 percent of classes were offered online, and 47 percent of total enrollment came from those courses. Since March 2020 the majority of course offerings have been offered online. To ensure that students have other options to support their needs, four additional [modalities](#) were offered in fall 2020 and spring 2021, including accelerated (4%), synchronous (7-10%), hybrid (3-5%), and [Flex](#) (1-2%).

The College has also been proactive in helping faculty learn and experiment with high-impact teaching practices, especially the use of academic technology. In 2019 the College shifted its oversight of developmental English and math course work from a stand-alone group to the relevant curricular committees and created the Advising and Teaching Excellence committee (ATE), one of the six academic committees within the framework of Academic Council. The ATE committee focuses on identifying and advancing evidence-based practices linked to improved student outcomes, such as successful course completion, persistence to credential, and positive program outcomes. The committee serves as the bridge for CCV's support services, curriculum, and instructional practices as they relate to student achievement and completion. For example, in AY2021 the ATE committee held monthly community-building forums for staff and faculty on the use of Aviso, a tool to facilitate efficient communication between faculty, students, and advisors. Used throughout the VSCS, Aviso allows faculty to issue academic alerts, record classroom attendance, access student information, and communicate with student advisors. On the 2021 Faculty Survey, 86 percent of faculty respondents indicated they know how to use Aviso to share their concerns.

CCV is not a research institution; however, the College encourages faculty in their scholarly and creative pursuits and provides financial support through its faculty professional development fund. In AY2021, for example, faculty were awarded funds for graduate course work in applied mythology, museum studies, and environmental public health. Other faculty were awarded funds to become certified in instructional design. Some faculty use the funds to present at professional conferences and symposia. Faculty and students also have opportunities to share their work and accomplishments through academic center blogs, [CCV Now](#), and collaborations with other institutions. For example, CCV has partnered with the UVM Center for Research on Vermont to support and showcase student journalism. Faculty can update CTLs on their achievements through the teaching availability form, which is used in the course assignment process, and can share their teaching philosophy, accomplishments, and experiences with prospective students through the syllabus template, a tool that was recently revised for this purpose. When CCV faculty or scholars from other institutions want to do research that involves CCV students, faculty, or staff, the College has a [policy](#) and guidelines for requesting approval from Academic Council, which serves as CCV's Institutional Review Board. The process requires advance approval, written consent, and ethical research protocols.

## Appraisal

In its strategic plan, the College has identified a priority to “recruit, hire and retain diverse and exceptional staff and faculty.” CCV signed on to the [Vermont Equal Pay](#) compact which reaffirms its commitment to a diverse workforce and closing the gender wage gap. While there is still much work to be done, the College has made gains in recruiting staff applicants, interviewees, and new hires from underrepresented groups. Between 2018 and 2020, as outlined in Standard Seven, the percentage of new staff hires from racially and ethnically diverse groups exceeded the percentage of Vermont’s minority population.

The College’s priorities related to diversity are especially important as the CCV student body still reflects greater racial diversity than its faculty and staff. In fall 2020, 12.7 percent of CCV students were BIPOC (Black, Indigenous, People of Color) while only 4 percent of faculty and staff identified as such. However, the information on employees was largely incomplete. Until December 2020, there wasn’t a way for employees to self-report information on their race and ethnicity in Ultipro, the VSCS online payroll and benefits administration platform, or a way for the College to view that information. In March 2021 all employees were encouraged to review and update their self-reported diversity information and sent directions for doing so.

To further support the College’s diversity goals, President Judy announced the creation of the Diversity, Equity, and Inclusion (DEI) Task Force in 2020 and charged members to collaborate with other committees to identify equity initiatives within the College. AC and its committees implemented changes to strengthen curriculum, worked with the VSCS general education group to develop a new system-wide framework that integrates DEI learning outcomes, and presented faculty development opportunities on discussing race in the classroom, decolonizing syllabi, and incorporating racial equity assignments in CCV’s first-year seminar. The Hartness Library Book Club ran a racial justice series throughout the year for faculty, students, and staff. President’s Council implemented a diversity, equity, and inclusion review process for all policies and approved the creation of a new senior leadership position to oversee human resources and serve as CCV’s chief diversity officer. The executive director for human resources and diversity, equity, and inclusion was hired in October 2021.

The restructuring of the academic coordinator role has allowed for greater focus on faculty and student support, and there is some early evidence that these changes have had a positive impact. For example, in the 2020 Employee Engagement Survey, there was a significant increase in areas reflecting the College’s investment in systematic and structural change over the past two years, including a 6-percentage point increase in staff reporting that work expectations are “reasonable” and a 9-percentage point increase in staff reporting that they have the “right tools and resources” to do the job. Faculty feedback is less definitive. In the 2021 Faculty Survey, 84 percent of faculty respondents indicated that they have a positive, respectful working relationship with their coordinator as compared to 85 percent in the 2019 survey. Also, fewer faculty in the more recent survey (81%) reported that their concerns were heard and addressed by their coordinator or another staff member than in 2019 (85%). When asked specifically about the level of support they experience as a result of the reorganization, 23 percent of faculty reported greater support and 13 percent reported less support. Many respondents (43%) reported no change.

An important goal of the College reorganization was to increase the capacity of CTLs to conduct a timely and thoughtful evaluation of faculty. Faculty are formally [evaluated](#) once during their first four years as bargaining unit members and once every four years thereafter. Faculty enter the bargaining unit whenever they meet the conditions outlined in the CCV UF Agreement. In addition, some faculty teach intermittently. As a result, it can be challenging in any given semester to track where individual faculty are in the timeline. To simplify the process, the College has framed expectations for the total number of evaluations completed. CTLs are expected to complete 140 evaluations per year or 560 evaluations per four-year period. This breaks down annually to 10 evaluations per CTL.

As illustrated in Table 6.1, the College has steadily increased the number of evaluations completed after the fall 2019 reorganization. Spring 2020 evaluations were lower, but that can largely be attributed to the impact of the COVID-19 pandemic and the necessity for all CTLs to increase their support of faculty in transitioning to an online environment.

Table 6.1. Evaluations completed by semester from Fall 2018-Summer 2021

Semester	Completed Evaluations
Fall 2018	35
Spring 2019	19
Summer 2019	8
Total Period Fall 2018-Summer 2019	
	62
Fall 2019	63
Spring 2020	5
Summer 2020	29
Total Period Fall 2019-Summer 2020	
	97
Fall 2020	54
Spring 2021	64
Summer 2021	27
Total Period Fall 2020-Summer 2021	
	145

Although steady progress has been made, the College will need to increase its efforts in AY2022. In fall 2021, there were 339 bargaining unit faculty teaching, 63 percent of whom had an evaluation that was completed in 2018 or after. The remaining 124 faculty (37%) must be evaluated by summer 2022 to meet the expectations outlined in policy. To support these efforts, the academic dean’s office monitors the process on a semester basis and works directly with CTLs to track their progress. The College has also offered three CTL trainings on evaluation between fall 2019 and spring 2021. Going forward, it will be important, as outlined in Standard Three, to create a detailed training and development plan for CTLs that continues to address the critical responsibilities of this role.

Cultivating teaching and learning excellence is a strategic priority for CCV that is achieved in part through a strong faculty professional development program. Given the challenges of supporting part-time faculty distributed throughout the state, the College has often utilized technology. Since 2001 the College has delivered its mandatory faculty orientation, Great Beginnings, both

on-ground and online. Almost a decade ago, the College developed Friday Mornings at CCV, a program of weekly development and training webinars for staff and faculty. Over time, the College recognized that there were too many offerings to be constrained to once a week and broadened its approach.

In spring 2020 when CCV's on-ground classes shifted to online, the College immediately developed technology resources, such as webinars for faculty to interact with and learn from each other, created a Canvas support task force made up of faculty and academic staff, and set up a series of drop-in Zoom and Canvas clinics. The College offered its first online course in 1996, and five years later began providing all faculty with an online course shell and training. Since 2018 CCV faculty have included essential materials, including their gradebook, in the learning management system for each course being taught in any format. Even before the pandemic, CCV faculty were among the strongest users of academic technology within the system. In fall 2019, in courses with five or more students enrolled, 87 percent of CCV faculty used the gradebook in Canvas compared to 61 percent of VSCS faculty. In the 2021 Faculty Survey, 55 percent of respondents reported that they attended a CCV webinar or drop-in session on technology in the past year. When asked to identify the technologies they use in their teaching, less than 1 percent of respondents reported that they do not use any technologies at all.

In a 2020 Canvas Student Survey, 90 percent of CCV student respondents reported that the majority of their courses were well-organized with a clear sequence of assignments. To support faculty in their efforts, the College has invested time and resources in instructional design. For example, all courses in the Flex format are co-built with instructional designers and faculty subject matter experts. In AY2021 a group of faculty and staff developed a Course Design Rubric and Checklist to be piloted as a self-assessment tool to improve online course structure and accessibility. The College's continued emphasis on instructional design will better support new online faculty and ensure a consistent student experience in Canvas for both online and on-ground courses.

In addition to the many resources, tools, and webinars available during the pandemic, the College worked to improve communication around professional development. The academic dean's office implemented monthly messages that highlighted all upcoming academic trainings and other virtual events. This communication strategy has proven to be particularly effective. Ninety percent of the faculty responding to the 2021 Faculty Survey reported they were informed of training opportunities as compared to 75 percent in 2019. In addition, only 9 percent of faculty in the 2021 Survey reported not participating in any professional development opportunities over the course of the year. To assess the quality and relevance of these opportunities, the College implemented a standard feedback and evaluation form in January 2021 for use in every webinar or training. Between January and September, 90 percent of the participants who completed the form indicated they were highly satisfied with the webinar/training they attended, and 81 percent reported that they were highly likely to use what they learned in their work.

For more than a decade the College has provided an opportunity for faculty to request individual funding to attend national and regional conferences, workshops, and courses.

However, only a small fraction of eligible faculty submit requests. Between September 2018 and August 2019, the College received 35 requests to use \$32,881 from a fund that contained almost twice that amount (\$62,640). In the following year, there were 34 requests for a total of \$27,590; one was withdrawn and two were denied. The abundance and variety of professional development opportunities available for faculty and academic staff within CCV and the VSCS may make external options less desirable. In addition, the CCV UF agreement limits professional development funds to individual requests by bargaining unit members.

In service to its commitment to student access and success, the College has been proactive in the creation of innovative [course formats](#) that meet student needs both in scheduling and in learning preferences. Additionally, as outlined in Standard Four, alternative 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. Even before the pandemic, more than a third of CCV courses were offered online each year. With the total shift to online courses in spring 2020, the College quickly ramped up its efforts to provide real-time interaction between students and faculty through synchronous delivery of courses over Zoom. The introduction of the Flex format also provided students with additional flexibility.

To support faculty and student success with these formats, the College developed an array of resources and development opportunities. For example, faculty teaching a synchronous course were required to complete Introduction to Online Teaching, if they hadn't already completed it, and in the weeks before the semester began, the College offered multiple trainings, drop-in sessions, and regular chat support. In a fall 2020 mid-semester survey of faculty and students in synchronous courses, most indicated that they felt prepared for the experience. Additionally, 86 percent of faculty indicated that they would teach again in the format. Students were less sure at the time; only 45 percent of students reported that they would take another synchronous course. The College has continued to offer synchronous courses and provide focused opportunities for faculty development. Even with on-ground options available for students in fall 2021, the College offered 66 synchronous courses and ran 55 with an average enrollment of 14.7, illustrating the format's appeal for some students.

For almost a decade, the College has taken actions to reduce the cost of textbooks. In AY2013 CCV highlighted pilot courses created by faculty to showcase the use of open educational resources (OER) and library-licensed materials. Curriculum committees included low-cost/no-cost textbook options in their recommended texts lists for faculty. CCV's [bookstore](#), eCampus, made textbook prices more transparent for faculty at the time of adoption, and expanded the options for used and rental materials as well as some OER textbooks. The College's efforts over time illustrate progress. For example, a review of CCV textbook adoptions in fall 2019 confirmed that 42 percent of textbooks adopted through eCampus were less than \$50 and 25 percent of faculty chose "no textbook required." In AY2021 in alignment with the strategic plan, the College hired a reference and teaching resources librarian to promote OER as an alternative to high-cost instructional materials. Over 300 students responded to a 2020 CCV Student Textbook Survey, 60 percent of whom reported that it was difficult to pay for required texts. In addition, 34 percent of students admitted difficulty completing assignments in the first weeks of the semester because they were unable to obtain their textbook(s) at all or in time. In response to these findings, Academic Council has focused on promoting [First Day Readiness](#) strategies for

faculty, including activities that do not require textbooks, but will continue to broaden its efforts to support the use of no-cost/low-cost course materials since [research](#) shows that OER adoption has a profound impact on improving grades for all students but particularly for Pell recipient students, part-time students, and populations historically underserved by higher education.

### Projections

Action	Responsibility	Timeline
Expand upon current strategies to recruit, track, and assess faculty participation in training and development opportunities, particularly in CCV-sponsored events, to increase utilization of existing opportunities (see pages 62-64)	Academic Dean	2021-23
Draft a Coordinator of Teaching and Learning (CTL) professional development plan focusing on pedagogy, supervision, evaluation, and crucial conversations (see pages 61-62)	RDs, Dean of Academic Centers, Academic Dean	2022-23
Continue to develop faculty and CTL expertise in instructional design and implement the use of a course design rubric to promote teaching and learning excellence (see page 64)	RDs, Academic Dean	2022-23
Strengthen efforts to reduce textbook costs and increase student success through support of open educational resources and no-cost/low-cost course materials (see pages 64-65)	AC, Academic Dean	2023-24

**Standard 6: Teaching, Learning, and Scholarship  
(Faculty by Category and Rank; Academic Staff by Category, Fall Term)**

3 Years Prior	2 Years Prior	1 Year Prior	Current Year
(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022 )

**? Number of Faculty by category**

Full-time				
Part-time	707	627	431	445
Adjunct				
Clinical				
Research				
Visiting				
Other; specify below:				
<b>Total</b>	<b>707</b>	<b>627</b>	<b>431</b>	<b>445</b>

**Percentage of Courses taught by full-time faculty**

n/a	n/a	n/a	n/a
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**? Number of Faculty by rank, if applicable**

Professor				
Associate				
Assistant				
Instructor				
Other; specify below:				
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**? Number of Academic Staff by category**

---

Librarians	4	4	4	3
Advisors	45	39	38	36
Instructional Designers				
Other; specify below:				
Total	49	43	42	39

Please enter any explanatory notes in the box below

By design, CCV employs 100% part-time faculty; they share a common faculty rank.

Academic Advisors = Coordinators of Teaching and Learning or Coordinators of Student Advising

FY = AY (Sept through Aug, i.e., FY19 = Fall 2018, Spring and Summer 2019). Faculty number includes staff who teach.

**Standard 6: Teaching, Learning, and Scholarship  
(Highest Degrees, Fall Term)**



3 Years Prior	2 Years Prior	1 Year Prior	Current Year
(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022 )

**Highest Degree Earned: Doctorate**

Faculty				
Professor				
Associate				
Assistant				
Instructor	123	103	78	82
No rank				
Other				
<b>Total</b>	<b>123</b>	<b>103</b>	<b>78</b>	<b>82</b>

<b>Academic Staff</b>	Librarians				
	Advisors				
	Inst. Designers				
	Other; specify*				

**Highest Degree Earned: Master's**

Faculty				
Professor				
Associate				
Assistant				
Instructor	499	453	320	329
No rank				
Other				
<b>Total</b>	<b>499</b>	<b>453</b>	<b>320</b>	<b>329</b>

<b>Academic Staff</b>	Librarians	4	4	4	3
	Advisors	45	39	38	36
	Inst. Designers				
	Other; specify*				

**Highest Degree Earned: Bachelor's**

Faculty				
Professor				
Associate				
Assistant				
Instructor	59	51	33	34
No rank				
Other				
<b>Total</b>	<b>59</b>	<b>51</b>	<b>33</b>	<b>34</b>

<b>Academic Staff</b>	Librarians				
	Advisors				
	Inst. Designers				
	Other; specify*				

**Highest Degree Earned: Professional License**

<b>Faculty</b>	Professor				
	Associate				
	Assistant				
	Instructor				
	No rank				
	Other				
	Total		0	0	0

<b>Academic Staff</b>	Librarians				
	Advisors				
	Inst. Designers				
	Other; specify*				

\* Please insert additional rows as needed

**Standard 6: Teaching, Learning, and Scholarship**  
**(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)**

3 Years Prior		2 Years Prior		1 Year Prior		Current Year	
(FY 2019)		(FY 2020)		(FY 2021)		(FY 2022)	
FT	PT	FT	PT	FT	PT	FT	PT

**? Number of Faculty Appointed**

Professor  
 Associate  
 Assistant  
 Instructor  
 No rank  
 Other

Total	0	0	0	0	0	0	0

**? Number of Faculty in Tenured Positions**

Professor  
 Associate  
 Assistant  
 Instructor  
 No rank  
 Other

Total	0	0	0	0	0	0	0

**? Number of Faculty Departing**

Professor  
 Associate  
 Assistant  
 Instructor  
 No rank  
 Other

Total	0	0	0	0	0	0	0

**? Number of Faculty Retiring**

Professor  
 Associate  
 Assistant  
 Instructor  
 No rank  
 Other


Total

0 0 0 0 0 0 0 0

**Fall Teaching Load, in credit hours**

Professor	Maximum							
	Median							
Associate	Maximum							
	Median							
Assistant	Maximum							
	Median							
Instructor	Maximum							
	Median							
No rank	Maximum							
	Median							
Other	Maximum							
	Median							

Explanation of teaching load if not measured in credit hours

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**Standard 6: Teaching, Learning, and Scholarship**  
**(Number of Faculty by Department or Comparable Unit, Fall Term)**

3 Years Prior		2 Years Prior		1 Year Prior		Current Year	
(FY 2019 )		(FY 2020)		(FY 2021)		(FY 2022)	
FT	PT	FT	PT	FT	PT	FT	PT

**Number of Faculty by Department (or comparable academic unit); insert additional rows as needed**

Accounting		11		9		5		7
Academic Support		9		7		6		6
Allied Health Sciences		29		22		17		17
Anthropology		3		0		1		1
Art		39		34		26		30
Biology		47		42		30		32
Business		63		51		32		38
Community Education		2		1		0		0
Computer Information Systems		41		34		30		26
Communication		39		40		27		32
Computer Science		11		11		7		7
Criminal Justice		17		11		8		8
Developmental Skills		13		9		8		5
Early Childhood Education		6		3		3		3
Education		29		25		17		15
English		66		60		44		39
Foreign Languages		7		6		3		3
Geography		1		1		1		1
History		15		11		10		9
Human Services		4		6		3		3
Humanities		55		54		41		43
Interdisciplinary Studies		24		20		11		10
Liberal Studies		2		2		0		0
Massage		1		1		1		1
Mathematics		48		44		24		26
Performing Arts		6		4		2		1
Political Science		4		5		4		3
Psychology		38		37		29		32
Science		50		45		28		36

Sign Language		5		2		1		3
Sociology		29		24		17		16
Student Services		0		0		0		0
Technical Studies		1		1		0		0
Workforce Education		8		9		3		3
Total		0 723		0 631		0 439		0 456

Please enter any explanatory notes in the box below

If faculty teach in more than one department or area, they are counted by multiple departments or areas.

## Standard 6: Teaching, Learning, and Scholarship (Faculty and Academic Staff Diversity)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, other), provide information on faculty and academic staff below. Use current year data.

Faculty	3 Years Prior	Full-time	Part-time	Total Headcount	Headcount Goal (FY2023)
<b>? Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed</b>					
Male			172	172	172
Female			254	254	254
American Indian or Alaska Native			1	1	1
Asian			4	4	4
Black or African American			4	4	4
Hispanic or Latino			3	3	3
Native Hawaiian or Other Pacific Islander			0	0	0
White			212	212	212
Two or more races			n/a	n/a	n/a
Some other race			n/a	n/a	n/a
Race / Ethnicity Unknown			202	202	202*
Non-Resident			0	0	0
Academic Staff	3 Years Prior	Full-time	Part-time	Total Headcount	Headcount Goal (FY2023)
<b>? Category of Academic Staff (e.g., male/female, ethnicity categories); add more rows as needed</b>					
Male		44	1	45	45
Female		108	4	112	112
				0	0
American Indian or Alaska Native		1		1	1
Asian		1		1	1
Black or African American		2		2	2
Hispanic or Latino		2		2	2
Native Hawaiian or Other Pacific Islander		0		0	0
White		123	2	125	125
Two or more races		1		1	1
Some other race				0	0
Race / Ethnicity Unknown		22	3	25	25*
Non-Resident					
Please enter any explanatory notes in the box below					
*Headcount goal for FY2023 is to retain the same or similar sized workforce while reducing the number of race/ethnicity unknowns. As positions turnover, CCV will seek to diversify its workforce population.					

# Standard Seven:

Institutional Resources

## **Standard Seven: Institutional Resources**

The Community College of Vermont (CCV) maintains high standards in its management of institutional resources – human, financial, technological, physical, and informational – enabling the College to meet its mission of providing Vermonters affordable, accessible higher education and supporting students in achieving their educational goals. Despite historically low state funding, a shrinking high school population, and a rapidly evolving and increasingly competitive higher education landscape, CCV remains financially solvent. For CCV, the projected annual expenses of 12 physical [locations](#), a thriving online learning program, 160 staff members, 455 part-time faculty, and 10,000 students enrolled annually must come into balance with revenues from tuition, state appropriation, and various gifts and grants. CCV successfully balances the need to adequately fund the operating budget while strategically allocating funds to advance the College’s strategic initiatives.

### *Human Resources*

#### **Description**

CCV staff are governed by the [VSCS Non-Bargaining Unit Personnel Handbook](#). In 2017, CCV’s faculty voted in favor of unionizing for representation by the American Federation of Teachers Union (AFT) and CCV United Faculty (UF). In 2018, the College entered into its first union [agreement](#) which governs CCV’s faculty. In addition, the Vermont State Colleges System (VSCS) Board of Trustees maintains [policies and procedures](#) that extend to all system employees and students. All College and VSCS policies are available on the institutional public websites. CCV’s [Policy on Policy](#) ensures that human resources policies are reviewed at least once every ten years and updated, as necessary, and the College’s [Complaint Resolution Policy](#) and the UF agreement detail the processes and procedures related to grievances and complaints regarding staff and faculty.

Staff compensation and salary information is shared with applicants before the interview process. President’s Council establishes annual pay increases which are applied at the start of the new fiscal year. Every spring each staff member receives a letter of reappointment indicating the employee’s position and compensation. The College’s internal websites house benefits information, policy and handbook links, job descriptions, and other related human resource documents. Each semester, teaching faculty are provided a contract which specifies compensation and outlines workload expectations established in the collective bargaining agreement.

Evaluations and professional development support CCV’s commitment to continuous learning and improvement. According to the [Faculty Evaluation Policy](#), coordinators of teaching and learning formally evaluate new faculty during their first year of teaching and every four years thereafter. To support faculty’s ongoing development, CCV offers trainings regularly. For instance, the College presented more than 130 faculty trainings from 2019 to spring 2021. The live or recorded trainings have been accessed more than 2,500 times. In the same timeframe, the College offered more than 150 trainings for staff working in a range of roles including financial aid counselors, academic staff, administrative staff, and supervisors. New staff members at the College undergo a six-month probationary period, after which they complete a self-evaluation, and their supervisors complete a formal evaluation. Following the probationary

assessment, staff participate in the evaluation process regularly.

## **Appraisal**

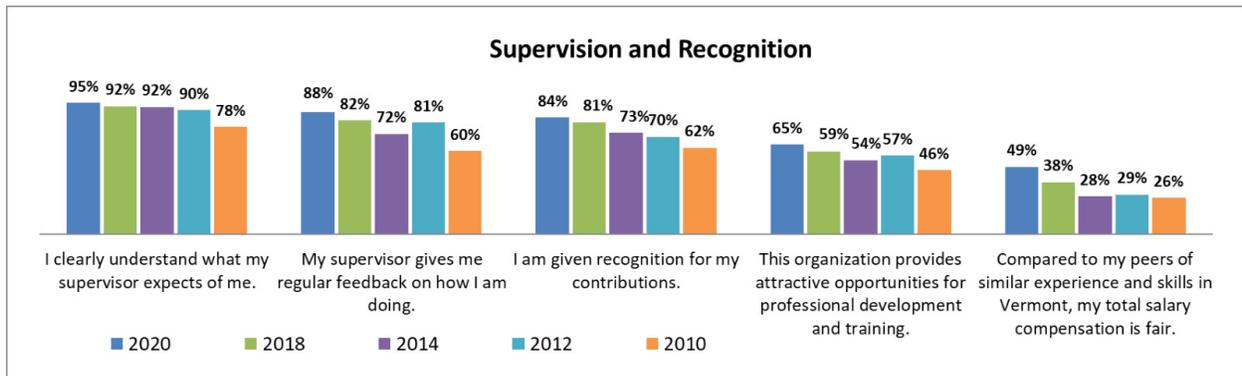
CCV [posts](#) detailed descriptions of positions, hiring standards, and information regarding job requirements on its public website. Additionally, CCV's human resources department provides a guide to ensure hiring managers consistently follow a recruitment and selection process that supports the organization's goal to increase the diversity of its workforce. The organization hires well qualified and appropriately credentialed employees to teach and work at the College. Most of the College's senior leaders, directors, coordinators of teaching and learning and coordinators of student advising hold a master's degree or higher. Likewise, all CCV librarians possess a master of library science degree. Further, 100 percent of CCV's financial aid counselors hold bachelor's degrees, and one also holds a master's degree.

CCV provides its full-time employees a substantial benefits package, making job offers attractive in a labor market that has grown increasingly competitive. Employee compensation has been a top priority in the College's budget planning for several years, as senior leadership has worked to make salaries as equitable and competitive as possible. For example, for FY22, President's Council agreed that staff at the lower end of the salary scale would receive a minimum increase of \$1,500, with all other staff receiving a 3 percent raise. The 2020 Employee Engagement Survey indicates the College has made steady progress with these efforts, as 49 percent of staff reported their total salary compensation is fair when compared to their peers with similar experience and skills in Vermont – an 11-percentage point increase from 2018 and a 21-percentage point increase from 2014. Additionally, the same survey shows that 94 percent of CCV's staff report they enjoy working in their roles. This high staff morale is reflected in the College's 90 percent (2018-2020 three-year-average) staff retention rate.

Like staff, CCV's 100 percent part-time faculty have a high retention rate, with approximately 78 percent of the faculty teaching at the College for five-plus years and 50 percent having ten or more years' experience teaching CCV courses. Faculty by and large have high morale, with 89 percent of faculty reporting they are satisfied or very satisfied with their CCV experience, on the survey administered in spring 2021. However, the number of faculty reporting they are dissatisfied or very dissatisfied increased from 3 percent in 2019 to 8 percent in 2021.

Pillar IV of CCV's [2018-2028 Strategic Plan](#) challenges the College to carefully consider the question of organizational capacity and sustainability. CCV's leadership responded to the challenge by assessing the staffing model that had been in place for 50 years and initiating a staffing redesign that is described in Standard Three. The reorganization resulted in streamlined supervision and more equitable workload distribution among staff working in academic centers. The College's 24 coordinators of student advising (CSAs) have an average student caseload of 220 students, more than 200 fewer students than the [National Academic Advising Association](#) median of 441 students per advisor. The financial aid counselor (FAC)-to-student ratio is also strong at 2.3 FACs per 1,000 aid applicants, considerably better than the national two-year college average ratio of 1.5 to 1,000 cited by the [National Association of Student Financial Aid Administrators](#). On the 2020 Employee Engagement Survey, 78 percent of staff reported that the amount of work they are expected to do is reasonable, a 6-percentage point increase from 2018. Additionally, the survey shows gains to each question relating to supervision, illustrating

the positive impact the reorganization had on supervisory relationships at the College.



Following the reorganization, PC invested in professional development to position staff for success in their new roles. From 2018 to 2021, the College invested \$126,000 in training and capacity building for CSAs. When [asked](#) how the training and support impacted their work, 100 percent of CSA respondents [indicated](#) the training had a somewhat positive or very positive impact on their work. From 2019 to 2020, CCV also invested an additional \$18,000 into training for supervisors. Professional development for the new regional directors and director of financial aid involved a three-month training and one-to-one consultation with a leadership expert. As a result of this support, supervisors reported “understanding the role motivation plays in supervision, awareness of how communication styles impact supervisory relationships, and possessing greater ability to initiate crucial conversations.” Additionally, eight staff at the director level were grouped as a learning cohort and participated in an eight-week leadership and supervisory course. As a result of the course, supervisors cultivated a range of skills, including managing in a virtual environment, giving constructive feedback, and planning and conducting a difficult conversation.

Per the [collective bargaining agreement](#), the budget for faculty training and development is determined by the number of bargaining unit faculty; the College allocates \$120 for each bargaining unit (BU) member to the budget. In addition, as described in Standard Six, the College budgets an additional \$15,000 annually to support CCV-sponsored activities such as in-house trainings developed by curriculum committees and other events. Additionally, faculty professional development and training is an important outcome of participation on College committees. In FY22 a total of \$105,000 was budgeted to support committees, providing stipends to faculty and staff chairs as well as all student and faculty members.

As mentioned above, the College presented more than 130 faculty trainings from 2019 to spring 2021. In January 2020, the College began asking all professional development participants to complete a standard feedback and evaluation form after each training. As of summer 2021, over 100 survey respondents had completed these evaluations, with 81 percent reporting they are highly likely to use what was learned in their work and 90 percent indicating they are highly satisfied with the training. Further, on the 2021 Faculty Survey of College and Academic Services (Faculty Survey), 90 percent of faculty reported they were aware of training opportunities, a 15-percentage point increase from 2019.

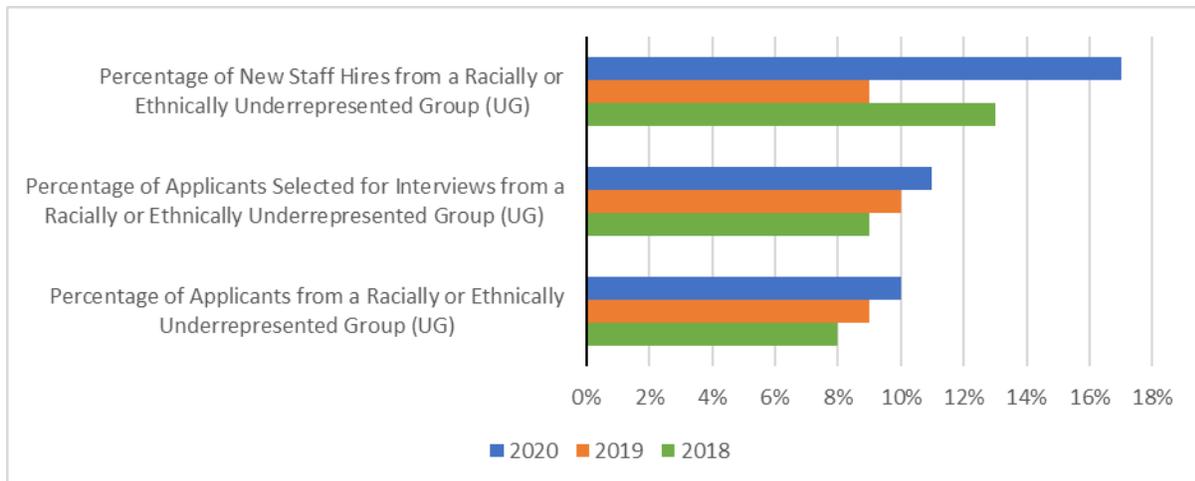
To support its goals related to diversity, equity, and inclusion (DEI), the College hosted an all-

staff, full-day training focused on Culturally Responsive Practices in Higher Education. After the fall 2019 training, nearly 60 percent of staff indicated they were likely or extremely likely to use what they had learned in their work. Staff respondents also suggested that CCV would benefit from additional assessment and goal setting related to DEI. To that end, in 2020, President Judy announced the formation of a CCV-wide [Diversity, Equity, and Inclusion Task Force](#), specifying that the work of the group “must be sustainable, effective, and influential at all levels of the institution.” In 2021, the DEI task force was reclassified as a committee.

CCV groups and committees have been tasked with identifying at least one goal, strategy, or initiative to advance equity within the college, and the DEI Committee has been asked to coordinate and support these goals. Accomplishments included developing a framework to apply a DEI lens when creating and updating policies and creating a new senior leadership position to oversee human resources and serve as CCV’s chief diversity officer. In summer 2021, CCV posted this new position to support the College’s diversity goals. In October 2021, the selected candidate began work as CCV’s [first executive director of human resources, diversity, equity, and inclusion](#). Over the next two years, CCV will create a plan to integrate practices that support diversity, equity, and inclusion across all divisions within the College.

Vermont has long held the title of the second whitest-state in the nation. According to [2019 census data](#), 93 percent of Vermont’s population is white, with only 7 percent of the state’s population represented by a racial or ethnic minority population. CCV’s staff, too, is mostly comprised of people from non-minority groups. While there is still much work to be done so that CCV’s workforce can more accurately reflect the communities it serves, particularly in the northwest region of the state, the College has made gains in the number of staff applicants, interviewees, and new hires from ethnically and racially underrepresented groups.

In fiscal years 2018, 2019, and 2020, the percentage of nonwhite applicants for staff positions exceeded the percentage of the state’s nonwhite population. The percentage of racial and ethnic minority applicants selected for interviews surpassed the percentage of minority applicants for each year. Additionally, in fiscal years 2018, 2019, and 2020, the percentage of new staff hires from racially and ethnically diverse groups (13%, 9%, and 17% respectively) exceeded the percentage of Vermont’s nonwhite population (7%). The percentage of nonwhite staff hires for two of the three years also matches or exceeds the College’s student-of-color population of 13 percent.



\*UG = Black, African American, Hispanic or Latino, Asian, Native American, Pacific Islander, or Two or More Races

\*Vermont nonwhite population = 7 percent

\*CCV's student-of-color population = 13 percent

CCV's high staff retention and low staff turnover means that diversification of its workforce will likely be incremental and happen over time. However, the College is steadily progressing toward this critical goal. In 2021, the VSCS asked all employees to indicate their race and ethnicity in UltiPro, the system's new HR technology program. CCV will determine the diversity of its faculty once data collection is complete.

## *Financial Resources*

### **Description**

CCV's financial resources are sufficient to sustain its educational objectives. Strategic planning and a conservative approach to budgeting have resulted in financial stability and the ability to pursue opportunities that support the institution's long-term sustainability. All [Vermont State Colleges System \(VSCS\) business and financial policies](#), which govern CCV's budgeting, contracts, grants, capital construction, fundraising, and other financial matters, are available on the VSCS public website. Financial policies of both the VSCS and CCV are in place to ensure controlled and efficient use of limited resources. [Financial statements](#), [enrollment data](#), and related information about the VSCS and its member colleges can also be found online.

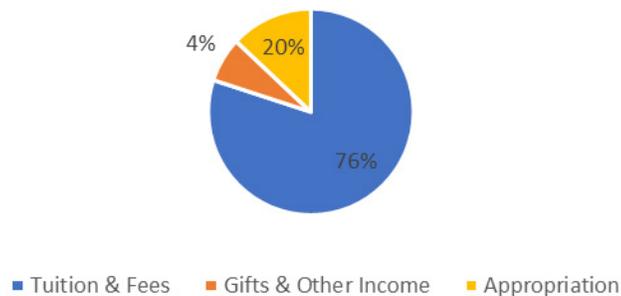
The College's skilled, experienced staff manage business and financial operations with integrity, and they are accustomed to working with systems, processes, and policies that control and protect College financial resources. CCV [business office employees](#) generally have formal education in accounting-related programs and work experience in financial or higher education fields. Additionally, the business office staff, as well as staff across the College who deal with resource allocation, follow a series of internal procedures to maintain a high level of financial control, integrity, and responsiveness.

CCV's accounting and financial reporting is prepared in accordance with generally accepted accounting principles, as prescribed by the [Governmental Accounting Standards Board \(GASB\)](#). Additionally, CCV adopts and follows procedures consistent with federal and state regulations in the acquisition, management, and administration of funds that are received through grants

awarded to the organization. These principles are interpreted by senior management and translated into procedural action throughout the College by office personnel.

[VSCS Policy 403 Annual Operating Budget](#) establishes that all state operating appropriations shall be divided among the VSCS institutions based on the allocation formula outlined in the policy, after deductions as required by law and additional amounts up to 3 percent at the discretion of the chancellor. Under the policy, CCV retains all student tuition and fees it generates, and during each year, student tuition and fees available to the College will be as actually generated, whether below or above budgeted levels. CCV assumes the responsibility for addressing the financial impacts from under-realized student enrollments. As the VSCS changes its structure as part of the VSCS transformation efforts described in Standard Three, Policy 403 will be modified; it is unclear whether the system transformation efforts will result in changes to CCV's portion of state funding.

### FY 21 Unrestricted Revenue Sources



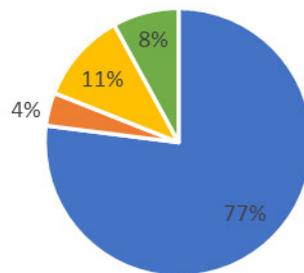
[Tuition](#) levels are set annually by the VSCS Board of Trustees (BOT) and are charged on a per credit basis for credit-bearing courses. CCV does not charge students multiple fees each semester. Rather, to provide a more transparent cost structure to students, the College rolls costs into its tuition. The exception is a nonrefundable \$100 administrative fee charged to all students who register each semester, some course-specific fees, and special fees for independent study, field experiences, and graduation. Fee levels are set annually by the president of the College in accordance with VSCS guidelines. CCV reserves the right to establish all fees for noncredit training, special offerings, or contracted courses.

Although philanthropic gifts to the College represent a small portion of total revenue, CCV's [development efforts](#) have continued to expand and mature. As a member of the VSCS, CCV's gift solicitation, acceptance, recognition, stewardship, and investment activities function within the policies and procedures of the VSCS. CCV's small development team stewards and cultivates relationships with donor-partners and runs two to three fundraising campaigns per year. The College gratefully accepts [contributions](#) that will advance its educational mission. Current fundraising priorities include gifts to support just-in-time grants for urgent student needs and scholarships to incentivize enrollment and student retention.

In 2019, in accordance with Pillar IV of the strategic plan, the dean of administration led efforts to implement a bottom-up budget planning process. The budget building process commences

in January, when the chancellor’s office provides initial assumptions on which to base the College’s annual budget, and culminates in late May, when the BOT approves the budget. To ensure appropriate and representative input, deans and directors work with their teams to build budgets and prepare to bring expectations and requests from the areas they supervise to PC. As it deliberates on the annual budget, PC’s challenge is to make sure that all spending supports instructional excellence and quality services, maintains affordability for students, and reflects the College’s strategic priorities.

### FY21 Budget Distribution



■ Faculty & Staff Salaries ■ Instructional Technology ■ Facilities ■ Other, incl. Administrative Costs, OC

All expenses support the College’s mission, primarily through the major expenditure categories of instruction, student financial support, institutional support, and academic support. Instruction, the largest expenditure for CCV, includes faculty salaries and instructional supplies and equipment. In line with most educational institutions, personnel expenses account for nearly 80 percent of overall operating expenses.

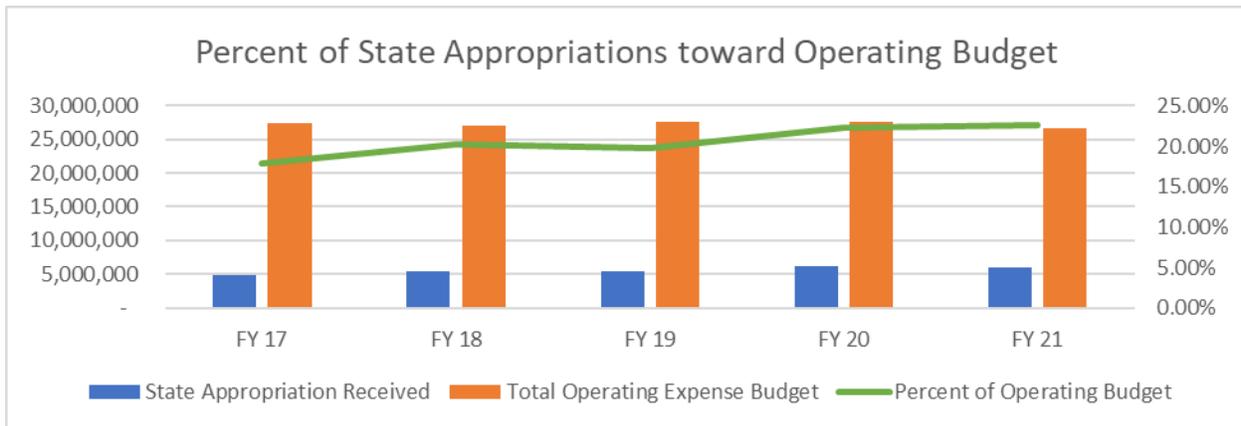
CCV maintains a healthy fiscal condition, having met both the strategic reserve and contingency reserve required by the VSCS Board of Trustees. CCV employs reporting systems to keep the College community as well as the VSCS office of the chancellor (OC) and BOT informed and involved in budget monitoring. The College conducts monthly, quarterly, and annual financial reviews to verify the accuracy of financial information and to ensure that internal controls are in place. Additionally, CCV delivers monthly reports to deans, directors, and grant managers to monitor its budget activity.

At year end, CCV ensures that the requirements of the reserves are met. Also, CCV has made provisions in a property reserve that positions the College to manage any unexpected capital expenses. This process adheres to guidelines set forth by the BOT Audit and Risk Management Committee.

### Appraisal

By statute, the Vermont State Colleges System is to be supported “in whole or substantial part” by the State of Vermont. In FY21, the appropriations provided by the Vermont General Assembly equated to approximately 22 percent of CCV’s operating budget. Lobbying efforts by the VSCS have resulted in a 23 percent increase in appropriations since 2017, yet even with this

increased funding, Vermont ranks 49<sup>th</sup> out of 50 for state spending on higher education.



Given Vermont’s low state funding, CCV is a tuition-dependent institution. This dynamic makes CCV’s mission to maintain affordability for students especially challenging. Large increases in tuition and additional student fees have not been utilized as a funding mechanism to cover operation costs. In FY22, the College’s tuition rate remains level, and in prior years, CCV’s tuition increase averaged around 3 percent. CCV offers the lowest tuition in Vermont, and 69 percent of its students graduate with zero debt. CCV tuition rates are closely indexed with the financial aid eligibility of students with an Estimated Family Contribution of zero, such that those students receive full coverage of tuition and fees from Pell grants. Pressure to reduce or eliminate even modest tuition increases have certainly challenged the College to keep expenses in line with revenue.

In response to the current Vermont demographics and an enrollment trend analysis, for the past five years, CCV has developed a budget plan assuming a 5 percent decline in enrollment, enabling the College to meet its budget expectations. Furthermore, CCV employs a class size average (CSA) model, providing necessary cost controls that enable the College to manage expenses in response to enrollment and to maintain a balanced budget. Under the CSA model, each semester CCV cancels low-enrolled sections as necessary, so that the College maintains at least a 12.5 CSA in the fifth week of the semester. The College strongly prefers a minimum enrollment of eight students per section. Per the collective bargaining agreement, faculty receive a cancellation payment of 7.5 percent of the amount that was to be paid for a course in the event that the class is cancelled within the first 30 days prior to the first class meeting.

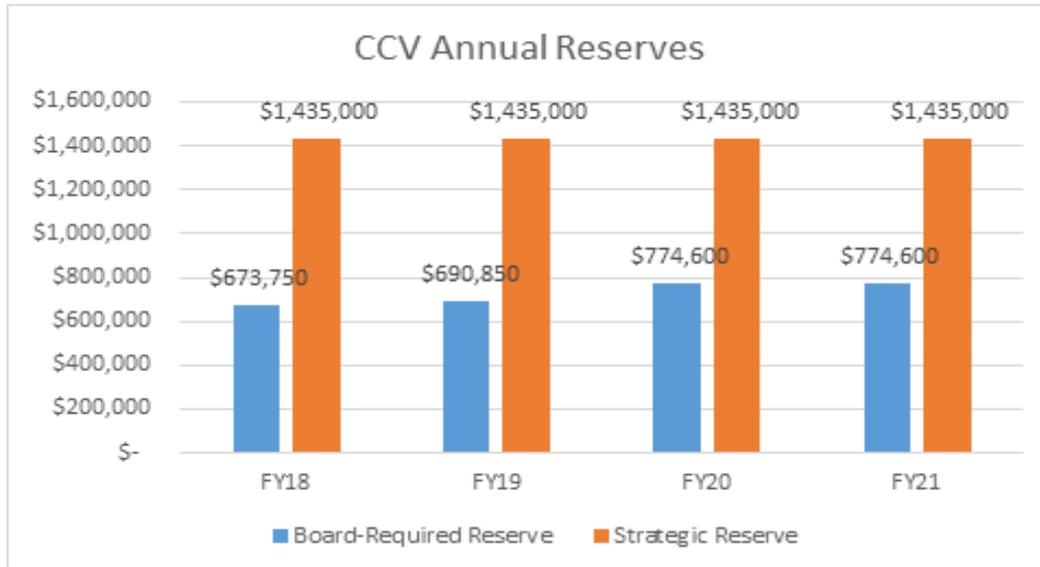
In addition to practicing strategic resource allocation and continually controlling costs, the College leverages philanthropic contributions to support CCV’s mission of affordability. For instance, in FY20, CCV awarded 1,047 micro-grants from the College’s [Life Gap Fund](#) to 839 students. The fund is supported entirely with donations. The College awarded \$210,798 in FY20, with the average award totaling \$201. Most recently, a generous donor-partner agreed to pay the tuition for one CCV class for each Vermont 2020 high school graduate, as a way to counter the disappointments these young people endured as their last months of high school were overtaken by the pandemic. As a result, in fall 2020, CCV awarded \$634,940 in [scholarships](#) to students who took advantage of this gift. The Vermont legislature replicated this [initiative](#) for 2021 high school graduates, expanding the program to include all four Vermont State Colleges.

CCV fundraising is primarily focused on student scholarships, aid, and grants restricted to use on programs that directly impact students or enhance the College's support services. CCV only pursues funding opportunities that align with the organization's mission and strategic priorities. Major donations from private donors and foundations comprise, on average, 88 percent of CCV's philanthropic support. Grants from major donors support the College's work with high school students, veterans, and first-generation college students. Additionally, philanthropic grants are strategically leveraged to develop and pilot innovative programs and student success reform efforts. A recent example includes gifts totaling \$380,000 to develop, launch, and support CCV's Flex program. Additionally, in spring 2021, CCV was awarded \$300,000 (\$100,000 annually over three years) to operationalize career learning essential objectives and to weave guided pathways into an integrated student experience.

CCV's major donors have become true partners in the College's work to improve student retention, credential attainment, and job readiness. The [McClure Foundation](#) alone has donated \$2.924 million since its first collaboration with CCV in 2008. In 2020, CCV garnered major gifts totaling \$259,799 in direct response to its [50<sup>th</sup> Anniversary campaign](#). In FY20, CCV increased donations in terms of both total dollar amount and new donors. A total of 232 donors contributed gifts to the College in FY20, an increase of 58 donors from the prior year. Impressively, CCV gained 12 new donors who made gifts exceeding \$5,000 in FY20.

CCV's budget management processes reflect its commitment to planning and fiscal discipline. Managers conduct monthly reviews of their budgets and communicate with their supervisors and the dean of administration regarding variances. Monthly reviews allow managers to adjust spending if necessary to meet the year-end budget. The dean of administration reviews revenue projections and variances throughout the year and advises the president and PC if the College is not on pace to meet its budget targets. In the case of an identified shortfall, PC would either utilize carryforward funds to avoid any sharp corrections or, if needed, identify areas of savings within their budgetary areas to mitigate the shortfall. Quarterly budget-to-actual reports are provided to the president and subsequently to the VSCS BOT Finance Committee for review and to satisfy financial deadlines and policy requirements.

The ability to exercise agility in its budget management has resulted in the organization strategically avoiding budget deficits for the past decade without compromising the tenets of the College's mission: access, student success, and affordability. CCV consistently meets its budget, and the College has met or exceeded positive financial reserve requirements. The VSCS BOT requires CCV to set aside 5 percent of the equivalent of its annual budget and encourages the organization to set aside an additional 2.5 percent to be held in reserve to help navigate an unexpected crisis. CCV has strategically planned for emergencies and unforeseen circumstances by building the reserve funds and maintaining a balance averaging nearly double the board required reserve. In FY 2021, that reserve is \$1.435 million, \$660,400 more than the \$774,600 required. CCV currently has two primary reserves, a plant fund, and a carry-forward fund, effectively insuring the College's long-term financial security. CCV has not used any of its reserve balances to meet the bottom line of its budget; the College lives within its annual budget. This approach ensures the organization maintains its reserves and operates annually to meet its mission.



Careful budget management has resulted in CCV consistently ending each fiscal year in the positive, with revenues exceeding expenses. When this happens, the College requests authorization from the VSCS BOT to use unrestricted net assets in excess of the required reserves. In recent years, CCV has funded one-time initiatives from carry-forward funds to advance the strategic plan (SP). For instance, priority seven in the SP challenges the College to increase CCV’s visibility and brand recognition with a focus on external messaging, media, and web presence. To support this effort, in 2021, CCV allocated carry-forward funds to invest in a website redesign. Strategic one-time investments have allowed the College to avoid applying pressure to the operations budget.

The generally accepted measure of financial control and management is the audit process and the reports and findings generated by external auditors. CCV’s financial statements, like those of the other VSCS institutions, are audited and consolidated into the financial statements of the VSCS (see Appendix C). As part of the annual audit, the VSCS conducts an audit of federal funds, in accordance with OMB circular A-133. The BOT Audit Committee meets regularly to review these audits, and it meets with auditors at least once a year to ensure that CCV is meeting financial management regulations. CCV has accumulated a lengthy track record of clean financial audits and strict adherence to financial regulations, consistently maintaining unqualified opinions with few findings (see Appendix C).

PC regularly evaluates enrollment, revenue, and expense trend analyses to form a long-term budget outlook. Like most public institutions, CCV’s budget planning has relied on the state budget development process. The State of Vermont does not, however, operate under a multi-year budget, so state appropriations are determined on a year-to-year basis. The uncertainty of annual appropriations complicates multi-year financial planning, making the development of an accurate long-term budget plan difficult.

CCV is financially solvent. The College has a long history of consistently meeting its budget. Yet the College does not take its good financial health for granted, especially in a volatile landscape. CCV will continue to work assiduously to attain strong enrollment, improve student outcomes,

and maintain its long-term history of holding balanced budgets and healthy reserves.

### *Information, Physical, and Technological Resources*

#### **Description**

CCV's strong fiscal health has positioned the College to appropriately fund and support its information, physical, and technological resources. The organization works to promote resources to optimize the student experience and utilize technologies to increase efficiency and support student outcomes.

CCV's physical structure reflects its [mission](#) to provide Vermonters with access to higher education. By design, the College has 12 [academic centers](#) statewide, situated within 25 miles of 95 percent of Vermonters. CCV has no main campus; however, the centrally located Montpelier academic center houses many of the administrative functions of the College. CCV-Winooski, located in the most populous county in the state, also houses a significant share of staff members with statewide responsibilities. The academic centers are appropriately scaled to meet the needs of the communities they serve. For instance, the Winooski academic center is a 66,000-square-foot, stand-alone building serving 2,000 students each semester, with more than 25 academic staff members, 12 staff in state-wide roles, and 100 faculty. Fifty minutes down the road, CCV-Middlebury occupies 4,000 square feet in a leased space, supporting 200 students and housing three academic center staff and three staff with state-wide roles.

In total, CCV's physical locations occupy 197,753 square feet of space. The organization's three owned spaces, Montpelier, Winooski, and Upper Valley, account for 102,000 square feet, representing 52 percent of the College's square footage. CCV's owned buildings are in locations where multipurpose use is a potential option in the future. CCV is a tenant in nine locations, eight of which are leased spaces, totaling 95,753 square feet. The College currently operates without a lease in the Howard Dean Education Center in Springfield, the only center where CCV does not have a formal lease agreement. Rather, payments are made on a reimbursement of expense basis.

CCV's academic centers vary in size, but they share many general features. An academic center typically includes general classrooms; classrooms configured for art, science, and computer applications instruction; staff offices; and work and lounge spaces for faculty and staff. Additionally, each of CCV's academic centers offers students access to computer labs and study areas, providing open and friendly spaces for studying, one-on-one or group assistance, and study groups. Each center also houses a [Learning Center](#), providing either drop-in or by-appointment tutoring services.

CCV recognized remote library access as the model to best serve students over twenty years ago. Since 2001, CCV has partnered with Vermont Technical College to offer [Hartness Library](#). The Hartness Library houses a print collection of over 42,000 volumes, over 200,000 eBooks, and over 100 research databases providing access to thousands of academic journals, magazines, and newspapers. This successful collaboration with VTC, a sister institution to CCV within the VSCS, serves the students, faculty, and staff of the two colleges and allows both to pool resources, translating to significant savings. Fully 90 percent of the library's information resources are available to students wherever they have access to the internet. The budget

allocation to library represents 5 percent of instructional costs, including materials, salaries and benefits, and operational expenses. As part of the VSCS [transformation](#) efforts, plans are underway to combine and consolidate library services for the entire system.

The College utilizes technology to store, distribute, and access administrative and educational content, training, and resources to its dispersed constituencies of students, faculty, and staff. CCV's community relies on an enterprise portal to access most of the information relevant to their roles. The College's [public website](#) primarily serves as an information resource for prospective students and the general public, and it also provides the CCV community with useful academic and administrative information.

CCV's [IT team](#) (CCVIT) of ten is adequately staffed and positioned to meet the needs of the organization during a typical operational cycle. However, the team has been particularly busy managing the additional computing needs imposed by the pandemic and the shift to remote working and learning. CCVIT is recognized as a leader within the VSCS, with its three team leaders chairing or participating on over 20 system-wide technology committees, work groups, or projects. CCVIT manages a robust and reliable network infrastructure and other technology to support the learning of students.

CCV's current network infrastructure supports nearly 100 percent Wi-Fi coverage at all CCV locations. Each academic center houses a computer lab as well as student workstations and printers for student use. Staff computing entails a mix of mobile laptops, fixed office workstations, and a Virtual Desktop Infrastructure (VDI) supporting both onsite and remote computers. The College currently works on a four-year replacement rotation for academic computers and budgets for this rotation annually. This cycle has enabled the budget to sustain a rotation covering more computers and laptops by changing machines in fewer locations each year. To support a longer life expectancy, College specifications include purchasing higher-end units that have more memory, greater processing speed, and larger drive space to operate effectively with annual software upgrades and major operating systems upgrades.

The classroom technology in CCV's classrooms varies depending on the needs and date of installation. The most common classroom installation includes a fixed projector and room speakers along with a lectern containing a PC and audio and visual management. The newest installations feature large touchscreen LCD panels and lecterns. To support expanded access to academic programs, seven centers are equipped with telepresence classrooms, including three "telepresence lite" spaces. Other technologies such as VDI and Zoom support the reach of enabled classrooms and facilitate synchronous online course expansion.

As Vermont's largest provider of undergraduate online courses, CCV needs a learning management system to deliver high-quality courses and provide remote access to materials for all classes. In 2019, the VSCS transitioned from Moodle to [Canvas](#) based on its user-friendly interface and flexible learning tools that integrate a variety of communication and information resources. The ubiquitous use of devices establishes their importance in students' lives for communicating and accessing education and services. Consequently, Canvas, the public website, and other key student-facing applications are mobile-friendly. Additionally, the College maintains a range of communication tools to keep students and faculty informed and to respond to questions and needs promptly. This array of tools includes a website chat service;

Signal Vine, a texting platform; and Maxient, a Title IX and wellness reporting tool.

Enabling a large number of users and variety of devices to access the network, along with the increasing use of CCV's public web resources, requires a highly functional and reliable network that is also protected from security threats. IT staff at all VSCS institutions and the office of the chancellor work in close concert to ensure the security and integrity of information systems. The VSCS cybersecurity team provides support to all system colleges, including CCV. IT leaders from the colleges and members of the VSCS IT Council meet regularly to make IT policy and procedure recommendations to the VSCS Council of Presidents and BOT. Other key responsibilities of this group are to develop standards for network security, data security, and computer hardware protection measures. VSCS institutions share the applications and the costs for network intrusion programs, network vulnerability testing services, and employee data security training programs. CCV's data security team is responsible for investigating any incidents of actual or suspected security breach, and IT Council will provide support as needed, following prescribed VSCS reporting steps established in 2006.

As a member of the VSCS, CCV is subject to [VSCS Policy 502, Computing and Telecommunications Technology Conditions of Use](#), which defines and prohibits inappropriate and illegal use of College information technology resources. In compliance with requirements of the Higher Education Opportunity Act, CCV notifies students of the policy in the [Student Handbook](#) and the College's [Consumer Information](#) webpage.

## **Appraisal**

The collaborative Hartness Library serves CCV students well and is heavily utilized. The library website garnered 155,000 page views in 2020, plus 25,000 views of its [Subject and Instruction Guides](#). Also, Canvas-integrated guides acquired over 37,000 views. The instructional design librarian creates instructional videos and maintains playlists for students and faculty in the library's [YouTube channel](#), which received over 92,000 views in 2020. Additionally, the videos are integrated into guides, Canvas pages, and the library website.

CCV librarians provide high-quality research assistance to students through chat, email, text messaging, phone, and the Embedded Librarian program. In the 2020 Librarian Interaction Survey, 95 percent of respondents strongly agreed that the librarian helped them find what they were looking for, 75 percent said the librarian helped them improve their research skills, 90 percent said they were more confident about using the library after communicating with the librarian, and 98 percent said they planned to contact a librarian again if they need help. There were no "disagree" responses. The remaining responses were "neutral" or "not applicable," which may indicate interactions that were not about research assistance.

The [collaboration](#) between CCV and VTC allows both colleges to have access to a much wider range of academic [databases](#) than either institution would be able to afford on its own. The combined FY2021 budget for Hartness Library totaled \$843,700. The library benefits from community college pricing, making the databases much more accessible on a modest budget. Librarians use database usage statistics and interlibrary loan statistics to make informed collection development decisions.

Technology is the backbone supporting CCV's model. In 2021, the current network

infrastructure, shared by all CCV users, underwent an upgrade to provide a more robust and common core for all CCV operations. In recent years, the College invested \$90,000 in classroom technology that supports expanded instructional access, having installed telepresence classrooms in three academic centers. In summer 2021, the Montpelier academic center received an additional telepresence installation, with installation costs totaling \$35,000. Further, CCV recently invested \$16,000 in microphone system upgrades for existing telepresence classrooms. These investments ensure the technology supports a high-quality classroom experience for all instructional delivery modalities. In 2023, the College will establish a three-year IT plan to support all class offerings and classroom technology, including scheduled upgrade processes, projected technology and licensing needs, and total predicted costs.

The rapid expansion of [synchronous online course offerings](#) raises equity issues of access for low-income students who can't afford devices with cameras and rural students without access to reliable internet services. The College is exploring how to provide students the necessary equipment so they can access the Zoom class sessions. The College has also created a list of technology and internet [resources](#) for low-income students and provides a link to Vermont public Wi-Fi hotspots on its website.

In 2019, CCV transitioned from a hosted phone service to a self-managed installation. The conversion required an upfront investment of \$150,000; however, the College will save \$4,700 a month on its telephone costs. The accrued annual savings will pay for the upfront costs in just over two and half years and will save CCV over \$100,000 by 2024. The conversion offers the additional advantage of bringing CCV onto the same phone service as the other VSCS institutions, effectively eliminating long-distance charges for calls made within the system and allowing for resource sharing among system IT teams.

CCV relies on and effectively uses technology to plan, administer, and evaluate its programs and services. Integrated with the portal/LMS environment are applications that address specific needs of CCV constituencies. The College effectively uses [Slate](#) to streamline admissions and enrollment management processes. Web Services and [Self Service](#), the web interface with the Colleague student information system, appears within the portal, providing secure access to a range of information and applications. For example, students use Self Service to register for classes, run degree audits, access student accounts, and view grades. Faculty use Web Services to sign contracts and enter grades. Applications developed by CCV allow faculty to create online syllabi and submit midterm and final evaluations of students.

In 2019, CCV launched [Aviso](#), a versatile student engagement and retention tool. A technology solution used throughout the VSCS, Aviso allows faculty to issue academic alerts, record classroom attendance, access student information, and communicate with student advisors. On the 2021 Faculty Survey, two years after Aviso's launch, 86 percent of faculty respondents indicated they are aware of Aviso, and 66 percent reported using Aviso to issue an academic alert. Sixty-nine percent of faculty indicated Aviso is easy to use, suggesting the College would benefit from additional faculty training on how to use this new tool. On the same survey, faculty were asked which technologies they use to teach their classes. The most frequently cited resources include Canvas (93%), audio or video conferencing technology such as Zoom (66%), and Hartness Library embedded content (55%). Less than 1 percent of faculty (only one

respondent) indicated they do not utilize any technology resources when teaching.

The College does not have an updated formal disaster recovery plan in place. The VSCS institutions, including CCV, will work collaboratively with the chancellor's office IT staff to create a comprehensive disaster recovery plan by the end of 2022. In the event of a technology related crisis, CCV would utilize the existing Incident Response Team to identify recovery efforts. CCV's data backup and redundant systems are co-located with the VSCS. CCV-Winooski plays a significant role in the VSCS plan by hosting a redundant set of VSCS servers and a second ISP connection to the Internet that can be used by member institutions if the primary center is damaged or offline. CCV's data storage system provides completely automated backups from its 12 academic centers, over Ethernet, to CCV's Winooski and Montpelier data centers each night. The data then replicate between those data centers, providing two physical locations for offsite storage.

The VSCS remains vigilant about data security. The system regularly reviews its data security and operational policies, maintains data inventory questionnaires, and regularly provides required cybersecurity trainings to all employees. All new employees are required to complete data security training, and in 2019, the VSCS cybersecurity team released online training modules that all employees were required to complete. In the last two years, CCV had fewer than six cybersecurity incidents of interest. Only one incident required further action. The primary concern has been users responding to phishing attempts, resulting in account locks and password resets. To mitigate the risks posed by phishing scams, the system conducts monthly vulnerability scan reviews with VSCS cybersecurity team and CCVIT. Additionally, as part of its educational programming, the system provides regular phishing tests. This testing program entails the cybersecurity team creating and sending "fake" fraudulent emails to help train employees to identify bad actors. Educational resources are provided to those employees who respond to any fraudulent messages.

The VSCS has added additional measures to help protect the computing environment. Any VSCS email containing secure data is automatically detected and blocked, protecting against the transmission of sensitive data. If a message contains banking information, credit card information, or a social security number, the sender receives an automated message informing them the message was blocked because it contains sensitive information. Additionally, the cybersecurity team receives anomaly reports flagging suspicious emails such as those originating from accounts with multiple international access points.

Protecting the [safety and security](#) of students, faculty, and staff is a high priority for the College. CCV's Safety Committee meets regularly and is tasked with recommending and reviewing safety policies and procedures for all College locations. All CCV centers are required to perform emergency evacuation drills on a regular basis, and center staff have received training on appropriate response to [emergency situations](#). Academic centers also conduct intruder alerts each semester, employing a system for notifying building occupants of an emergency. The system generates audio warnings that alert faculty and staff to take appropriate steps to safeguard the community in the event of imminent danger. The College also uses Rave Alert, a mass notification system enabling CCV to reliably and quickly send text and email communications about emergencies, weather event procedures, and other appropriate

messages. Additionally, CCV is investing in standardizing building security, upgrading security camera and storage systems, and installing new entry card readers on its owned buildings. The [Winooski](#), [Montpelier](#), and [St. Albans](#) academic centers now share software for security cameras and door access, allowing those needing access to multiple locations to use a single electronic key card. Additionally, access can be monitored and managed from a single application. These upgrades represent a significant investment in safety, with the security systems costing nearly \$100,000 per center. Once the work on its owned spaces is complete, the College plans to work with landlords to provide upgrades for its rented and leased properties.

CCV has made progress in facility expense projections by purchasing or entering long-term shared leases. Recently, CCV moved its [St. Albans](#) academic center from an owned location to a newly constructed, rented facility. The new downtown site is more accessible to students, and the central location elevates CCV's visibility in the community. Furthermore, the space is strategically shared with community partners, Northwestern Medical Center and Vermont Technical College, and will host an eatery where students can gather to eat if they choose.

The strategic plan challenges the College to assess and realign the utilization of space and services to achieve efficacy and optimization. A significant example is a 2018 evaluation of the [Springfield](#) academic center, located in rural southeastern Vermont. Senior leadership's evaluation involved a review of Vermont demographic trends, revealing nearly 24 percent of Springfield's population lives below the poverty line, higher than the national average of 13 percent. Additionally, the town's population experienced steady decline for many years. CCV's enrollment data showed that in fall 2018, CCV-Springfield served 111 students who enrolled in 214 course placements (CPs). Springfield students primarily enrolled in classes online and in neighboring centers. In total, the Springfield academic center hosted six on-ground sections and accounted for 46 CPs, or .4 percent of overall course placements that semester. The fall 2018 class size average in Springfield was 7.6 students in each section.

The enrollment and demographic analysis informed leadership's decision to suspend offering in-person classes in CCV-Springfield, effective fall 2019. Leadership decided to retain CCV's physical footprint in this community, providing students critical access to technology and advising and financial aid services, both in the center and remotely. In fall 2020, enrollment at CCV-Springfield increased 18 percent with the center serving 131 students. CCV-Springfield's ability to increase enrollment absent on-ground class offerings demonstrates that the concept of access, a core tenet of CCV's mission, has evolved.

Prior to the pandemic, over 40 percent of CCV's classes were delivered online. Enrollment in the College's academic centers had begun to shift as CCV has offered students varied, flexible, online course [delivery options](#). It is not clear to what degree the pandemic accelerated the enrollment trends the College had begun to experience before COVID. In AY2022, CCV's president will appoint a working group to draft a five-year plan proposing an organizational physical design in alignment with its mission, strategies, programs, and delivery plans. The group will share its proposal with PC for consideration.

The College will continue to explore what access to CCV means for Vermonters – both today, tomorrow, and five years down the road. Additionally, the College will continue to evolve its physical, technological, and informational resources to meet students' needs and support them

in meeting their education and career goals.

## Projections

Action	Responsibility	Timeline
Create a plan to integrate practices that support diversity, equity, and inclusion across all divisions within the College (see page 69)	PC; Executive Director of Human Resources, Diversity, Equity, and Inclusion	2022-24
Create an updated and robust Disaster Recovery Plan (see pages 79-80)	CCVIT, OCIT, VSCS IT Teams	2021-22
Draft a five-year plan proposing an organizational physical design in alignment with its mission, strategies, programs, and delivery plans (see page 81)	Appointed Working Group, PC	2021-22
Establish a three-year IT plan to support all class offerings and classroom technology, including scheduled upgrade processes, projected technology and licensing needs, and total predicted costs (see page 79)	Dean of Administration, CCVIT	2022-23

**Standard 7: Institutional Resources**  
**(Headcount of Employees by Occupational Category)**

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.

If your institution does not submit IPEDS, visit this link for information about how to complete this form: [https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package\\_1\\_43.pdf](https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf)

	3 Years			2 Years			1 Year			Current Year		
	Prior			Prior			Prior			Current Year		
	(FY 2018)			(FY 2019)			(FY 2020)			(FY 2021)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	0	608	608	0	520	520	0	489	489	0	378	378
Research Staff	0	0	0	0	0	0	0	0	0	0	0	0
Public Service Staff	0	0	0	0	0	0	0	0	0	0	0	0
Librarians	3	0	3	3	0	3	4	0	4	4	0	4
Library Technicians	0	0	0	0	0	0	0	0	0	0	0	0
Archivists, Curators, Museum staff	0	0	0	0	0	0	0	0	0	0	0	0
Student and Academic Affairs	17	14	31	17	10	27	14	5	19	47	13	60
Management Occupations	80	4	84	77	4	81	73	1	74	36	0	36
Business and Financial Operations	2	0	2	2	0	2	1	1	2	10	0	10
Computer, Engineering and Science	6	0	6	6	0	6	6	0	6	4	0	4
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	5	1	6	5	0	5	5	0	5	1	1	2
Healthcare Practitioners and Technical	0	0	0	0	0	0	0	0	0	0	3	3
Service Occupations	0	0	0	0	0	0	0	0	0	0	0	0
Sales and Related Occupations	0	0	0	0	0	0	0	0	0	0	0	0
Office and Administrative Support	46	12	58	44	13	57	42	8	50	49	6	55
Natural Resources, Con- struction, Maintenance	0	0	0	0	0	0	0	0	0	0	0	0
Production, Transportation, Material Moving	0	0	0	0	0	0	0	0	0	0	0	0

Total	159	639	798	154	547	701	145	504	649	151	401	552
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Please enter any explanatory notes in the box below

Source: 4 most recent IPEDS Human Resources Survey data

**Standard 7: Institutional Resources**  
**(Statement of Financial Position/Statement of Net Assets)**

Fiscal Year ends - month & day: (06 / 30)	2 Years Prior ( FY 2019 )	1 Year Prior ( FY 2020 )	Most Recent Year ( FY 2021 )	Percent Change 2 yrs-1 yr prior 1 yr-most recent	
<b>ASSETS (in 000s)</b>					
? Cash and Short Term Investments				-	-
? Cash held by State Treasurer				-	-
? Deposits held by State Treasurer				-	-
? Accounts Receivable, Net	\$764	\$1,597	\$677	109.0%	-57.6%
? Contributions Receivable, Net				-	-
? Inventory and Prepaid Expenses				-	-
? Long-Term Investments				-	-
? Loans to Students				-	-
? Funds held under bond agreement				-	-
? Property, plants, and equipment, net	\$24,108	\$23,366	\$21,813	-3.1%	-6.6%
? Other Assets	\$13,083	\$13,448	\$20,650	2.8%	53.6%
<b>Total Assets</b>	<b>\$37,955</b>	<b>\$38,411</b>	<b>\$43,140</b>	1.2%	12.3%
<b>LIABILITIES (in 000s)</b>					
? Accounts payable and accrued liabilities				-	-
? Deferred revenue & refundable advances	\$2,890	\$3,081	\$2,927	6.6%	-5.0%
? Due to state				-	-
? Due to affiliates				-	-
? Annuity and life income obligations				-	-
? Amounts held on behalf of others				-	-
? Long-term investments				-	-
? Refundable government advances				-	-
? Other long-term liabilities				-	-
<b>Total Liabilities</b>	<b>\$2,890</b>	<b>\$3,081</b>	<b>\$2,927</b>	6.6%	-5.0%
<b>NET ASSETS (in 000s)</b>					
Unrestricted net assets					
Institutional	\$32,284	\$32,458	\$36,556	0.5%	12.6%
? Foundation				-	-
<b>Total</b>	<b>\$32,284</b>	<b>\$32,458</b>	<b>\$36,556</b>	0.5%	12.6%
Temporarily restricted net assets					
Institutional	\$1,214	\$1,135	\$1,743	-6.5%	53.6%

<b>?</b>	Foundation				-	-
	<b>Total</b>	<b>\$1,214</b>	<b>\$1,135</b>	<b>\$1,743</b>	-6.5%	53.6%
	Permanently restricted net assets					
	Institutional	<b>\$1,567</b>	<b>\$1,736</b>	<b>\$1,914</b>	10.8%	10.3%
<b>?</b>	Foundation				-	-
	<b>Total</b>	<b>\$1,567</b>	<b>\$1,736</b>	<b>\$1,914</b>	10.8%	10.3%
	<b>Total Net Assets</b>	<b>\$35,065</b>	<b>\$35,329</b>	<b>\$40,213</b>	0.8%	13.8%
	<b>TOTAL LIABILITIES and NET ASSETS</b>	<b>\$37,955</b>	<b>\$38,410</b>	<b>\$43,140</b>	1.2%	12.3%

Please enter any explanatory notes in the box below

**Standard 7: Institutional Resources  
(Statement of Revenues and Expenses)**

Fiscal Year ends - month& day: ( 06/30 )		3 Years Prior (FY 2018)	2 Years Prior (FY 2019 )	Most Recently Completed Year (FY 2020)	Current Year (FY 2021)	Next Year Forward (FY 2022)
<b>OPERATING REVENUES (in 000s)</b>						
?	Tuition and fees	\$23,484	\$23,011	\$22,505	\$22,972	\$22,269
?	Room and board					
?	Less: Financial aid	-\$5,396	-\$5,012	-\$6,049	-\$6,815	-\$6,554
	Net student fees	\$18,088	\$17,999	\$16,456	\$16,157	\$15,715
?	Government grants and contracts	\$2,839	\$3,062	\$4,108	\$7,936	\$9,587
?	Private gifts, grants and contracts	\$180	\$444	\$458	\$1,397	\$413
?	Other auxiliary enterprises					
	Endowment income used in operations					
?	Other revenue (specify): Sales and Services	\$20	\$33	\$28	\$25	\$13
	Other revenue (specify):	\$71	\$66	\$56	\$1,023	\$50
	Net assets released from restrictions					
	<b>Total Operating Revenues</b>	<b>\$21,198</b>	<b>\$21,604</b>	<b>\$21,106</b>	<b>\$26,538</b>	<b>\$25,778</b>
<b>OPERATING EXPENSES (in 000s)</b>						
?	Instruction	\$8,573	\$8,628	\$8,391	\$8,448	\$8,565
?	Research					\$3
?	Public Service	\$1,154	\$1,547	\$1,506	\$1,879	\$3,034
?	Academic Support	\$9,887	\$11,155	\$10,839	\$9,148	\$10,163
?	Student Services	\$1,574	\$1,725	\$2,066	\$2,032	\$2,536
?	Institutional Support	\$6,292	\$6,341	\$6,467	\$5,941	\$6,310
	Fundraising and alumni relations					
?	Operation, maintenance of plant (if not allocated)	\$2,881	\$1,360	\$1,210	\$3,660	\$3,700
?	Scholarships and fellowships (cash refunded by public institution)	\$1,863	\$1,934	\$1,916	\$2,347	\$3,055
?	Auxiliary enterprises					
?	Depreciation (if not allocated)	\$883	\$878	\$855	\$824	\$800
?	Other expenses (specify):					
	Other expenses (specify):					
	<b>Total operating expenditures</b>	<b>\$33,107</b>	<b>\$33,568</b>	<b>\$33,250</b>	<b>\$34,279</b>	<b>\$38,166</b>
	<b>Change in net assets from operations</b>	<b>-\$11,909</b>	<b>-\$11,964</b>	<b>-\$12,144</b>	<b>-\$7,741</b>	<b>-\$12,388</b>
<b>NON OPERATING REVENUES (in 000s)</b>						

?	State appropriations (net)	\$5,465	\$5,465	\$6,119	\$6,020	\$6,811
?	Investment return	\$225	\$147	\$82	\$751	\$17
?	Interest expense (public institutions)					
	Gifts, bequests and contributions not used in operations	\$138	\$113	\$139	\$176	\$145
?	Other (specify): Prior Year Adjustment	-\$1				
	Other (specify): Gain/Loss - Sale of Assets			-\$5	\$54	\$0
	Other (specify): Non-Operating Federal Grants	\$6,119	\$5,846	\$5,903	\$5,445	\$5,447
	<b>Net non-operating revenues</b>	<b>\$11,946</b>	<b>\$11,571</b>	<b>\$12,238</b>	<b>\$12,446</b>	<b>\$12,420</b>
	<b>Income before other revenues, expenses, gains, or losses</b>	<b>\$37</b>	<b>-\$393</b>	<b>\$94</b>	<b>\$4,705</b>	<b>\$32</b>
?	Capital appropriations (public institutions)					
?	Other (specify): Additions to Non-Expendable Assets	\$39	\$40	\$167	\$178	\$98
	<b>TOTAL INCREASE/DECREASE IN NET ASSETS</b>	<b>\$76</b>	<b>-\$353</b>	<b>\$261</b>	<b>\$4,883</b>	<b>\$130</b>

**Standard 7: Institutional Resources  
(Statement of Debt)**

FISCAL YEAR ENDS month & day (06 /30)		3 Years Prior (FY 2018)	2 Years Prior (FY 2019)	Most Recently Completed Year (FY 2020)	Current Year (FY 2021)	Next Year Forward (FY 2022)
	<b>Long-term Debt</b>					
	Beginning balance	\$21,914	\$21,595	\$21,249	\$20,896	\$20,827
		\$0	\$0	\$0	\$0	\$0
	? Reductions	(\$319)	(\$346)	(\$353)	(\$69)	(\$733)
	Ending balance	<b>\$21,595</b>	<b>\$21,249</b>	<b>\$20,896</b>	<b>\$20,827</b>	<b>\$20,094</b>
	Interest paid during fiscal year	\$958	\$1,061	\$966	\$964	\$928
	Current Portion					
	<b>Bond Rating</b>	S&P A - stable	S&P A - Negative	S&P BBB+ Negative		
	<b>Debt Service Coverage</b> Operating Income / (Annual Interest + Current Portion of Debt)					
	<b>Debt to Net Assets Ratio</b> Long-tem Debt / Total Net Assets					
	<b>Debt to Assets Ratio</b> Long-term Debt / Total Assets					

**Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met. If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the institution). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified.**

Debt and other figures included herein are from the audited financial statements of the Vermont State College system. OPEB expense/liability due to GASB 75 is excluded from Operating Income and Total Net Assets.

**Line(s) of Credit: List the institutions line(s) of credit and their uses.**

None open.

**Future borrowing plans (please describe).**

No new debt.

**Standard 7: Institutional Resources  
(Supplemental Data)**

FISCAL YEAR ENDS month & day (06/30)		3 Years Prior (FY 2018)	2 Years Prior (FY 2019 )	Most Recently Completed Year (FY 2020)	Current Year (FY 2021)	Next Year Forward (FY 2022)
<b>NET ASSETS</b>						
	Net assets beginning of year	\$35,342	\$35,419	\$35,066	\$35,329	\$40,212
	Total increase/decrease in net assets	\$77	(\$353)	\$263	\$4,883	\$130
	Net assets end of year	<b>\$35,419</b>	<b>\$35,066</b>	<b>\$35,329</b>	<b>\$40,212</b>	<b>\$40,342</b>
<b>FINANCIAL AID</b>						
	Source of funds					
	Unrestricted institutional	\$688	\$605	\$880	\$745	\$644
	Federal, state and private grants	\$6,557	\$6,449	\$7,166	\$8,427	\$8,884
	Restricted funds	\$75	\$35	\$42	\$30	\$35
	Total	<b>\$7,320</b>	<b>\$7,089</b>	<b>\$8,088</b>	<b>\$9,202</b>	<b>\$9,563</b>
	% Discount of tuition and fees	23.0%	21.8%	26.9%	29.7%	29.4%
?	% Unrestricted discount	2.9%	2.6%	3.9%	3.2%	2.9%
	Net Tuition Revenue per FTE	\$6,430	\$6,536	\$6,269	\$6,106	\$6,859
?	<b>FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE</b>					
<b>Please indicate your institution's endowment spending policy:</b>						
VSC Policy 430 - Endowment and Investment Spending Policy - The annual withdrawal and spending shall be the lesser of 5% of the current market value or 5% of the average market value over the last three years, provided there are earnings to support such withdrawals.						
<b>Please enter any explanatory notes in the box below.</b>						

**Standard 7: Institutional Resources  
(Liquidity)**

FISCAL YEAR ENDS month & day ( / )	3 Years Prior (FY 2018)	2 Years Prior (FY 2019)	Most Recently Completed Year (FY 2020)	Current Year (FY 2021)	Next Year Forward (FY 2022)
<b>CASH FLOW</b>					
Cash and Cash Equivalents beginning of year	\$0	\$0	\$0	\$0	\$0
Cash Flow from Operating Activities					
Cash Flow from Investing Activities					
Cash Flow from Financing Activities					
Cash and Cash Equivalents end of year	\$0	\$0	\$0	\$0	\$0
<b>LIQUIDITY RATIOS</b>					
Current Assets	\$13,627	\$13,848	\$15,045	\$21,327	\$21,761
Current Liabilities	\$3,147	\$2,890	\$3,081	\$2,927	\$2,900
Current Ratio	4.33	4.79	4.88	7.29	7.50
Days Cash on Hand ((Cash and Cash Equivalents / [Operating Expenses + Depreciation and other noncash expenses]) / 365)	0.00	0.00	0.00	0.00	0.00
<b>Please enter any explanatory notes in the box below that may impact the institution's cash flow.</b>					
CCV is a component of the Vermont State Colleges System. Most assets and liabilities, including cash, are held at the System level.					
<b>Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations? If so, please describe and indicate when approvals (if required) were obtained from the state's authority.</b>					
No.					
<b>Please enter any explanatory notes in the box below.</b>					

**Standard 7: Institutional Resources  
(Information Resources)**

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022 )	(FY 2023)

**Total Expenditures**

Materials	\$238,000	\$277,000	\$255,400	\$272,500	\$280,675
Salaries & wages (permanent staff)	\$153,225	\$166,000	\$184,758	\$133,078	\$190,078
Salaries & wages (student employees)	\$0	\$0	\$0	\$0	\$0
Other operating expenses	\$20,000	\$35,000	\$20,000	\$20,500	\$21,115

**Expenditures/FTE student**

Materials	\$90	\$108	\$103	\$119	\$110
Salaries & wages (permanent staff)	\$58	\$65	\$74	\$58	\$74
Salaries & wages (student employees)	\$0	\$0	\$0	\$0	\$0
Other operating expenses	\$8	\$14	\$8	\$9	\$8

**Collections**

Percent available physically	10%	10%	10%	10%	10%
Percent available electronically	90%	90%	90%	90%	90%
Number of digital repositories	0	0	0	0	0

**Personnel (FTE)**

Librarians - main campus	5	5	5	1	3
Librarians - branch /other locations	4	4	4	3	4
Other library personnel - main campus	3	3	3	3	3
Other library personnel - branch/other locations	0	0	0	0	0

**Availability/attendance**

? Hours of operation/week main campus	80	80	80	57	80
Hours of operation/week branch/other locations	52	52	52	52	52

**? Consortia/Partnerships**

Vermont Consortium of Academic Libraries
WALDO - Westchester Academic Library Directors Association
Vermont Department of Libraries - Vermont Online Library
National Network of Libraries of Medicine Affiliate

**URL of most recent library annual report:**

<https://tinyurl.com/y5x2ggc5>

Please enter any explanatory notes in the box below

Main Campus refers to the 2 VTC physical libraries -Randolph Center and Williston. Number of Librarians includes Library Director and Faculty Librarian. "Branch/Other" refers to the CCV-based librarians, including the Library Director. Hours of Operation are 80 hours per week at Main Randolph Center campus library. "Branch/other" hours refer to CCV Librarian-staffed distance service hours, including evening chat reference service. [Annual Report URL: <https://tinyurl.com/y5x2ggc5> ]

**Standard 7: Institutional Resources  
(Technological Resources)**

				?
3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)

**? Course management system**

Moodle	Canvas			
--------	--------	--	--	--

Number of classes using the system

2,102	2,004	1,924	1723 (partial)	
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**Bandwidth**

On-campus network

Varies by CCV Location (range: 50Mb to 300Mb) See <i>Bandwidth by CCV Academic Center</i> available in the digital workroom				
--	--	--	--	--

Off-campus access

**? commodity internet (Mbps)**  
**? high-performance networks (Mbps)**

4Gb	4Gb	4Gb	4Gb	6Gb
802.11 A/B/G/N in 2.4 and 5hz Captive portal and RADIUS SSIDs	802.11 A/B/G/N in 2.4 and 5hz Captive portal and RADIUS SSIDs	SAME	SAME	802.11 AC added

**? Wireless protocol(s)**

Continue to upgrade centers to include AC

**Typical classroom technology**

Main campus

Projector (or LCD Panel), PC and speakers. The make and model of all vary by location and installation date.
--

Branch/other locations

Projector (or LCD Panel), PC and speakers. The make and model of all vary by location and installation date.
--

**Software systems and versions**

Versions as of 12/14/2020

Students

Ellucian Colleague 5.15.0.14
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Finances

Ellucian Colleague 5.15.0.14
------------------------------

Human Resources

Ellucian Colleague/ UltiPro
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Advancement	E-Tapestry
Library	Koha (via VTC)
Website Management	Wordpress on local servers (Version 5.5 or higher)
Portfolio Management	
Interactive Video Conferencing	Zoom (installed client 5.2 or higher)
Digital Object Management	Yuja

**Website locations of technology policies/plans**

Integrity and security of data	<a href="https://www.vsc.edu/wp-content/uploads/2016/10/VSC-Data-Security-Practices.pdf">https://www.vsc.edu/wp-content/uploads/2016/10/VSC-Data-Security-Practices.pdf</a>
Privacy of individuals	<a href="https://www.vsc.edu/wp-content/uploads/2018/12/635-1-VSC-Web-Privacy-Statement.pdf">https://www.vsc.edu/wp-content/uploads/2018/12/635-1-VSC-Web-Privacy-Statement.pdf</a>
Appropriate use	<a href="https://www.vsc.edu/wp-content/uploads/2018/12/600-1-VSC-Acceptable-Use-Policy.pdf">https://www.vsc.edu/wp-content/uploads/2018/12/600-1-VSC-Acceptable-Use-Policy.pdf</a>
Disaster and recovery plan	<a href="https://www.vsc.edu/wp-content/uploads/2016/10/VSC-Crisis-Management-Teams.pdf">https://www.vsc.edu/wp-content/uploads/2016/10/VSC-Crisis-Management-Teams.pdf</a>
Technology replacement	pending

Please enter any explanatory notes in the box below

CCV has 12 learning locations. Their classroom technology varies depending on needs and date of installation. The most common installation is a lectern containing a PC, audio and video management. This lectern will control and connect to a fixed projector and in room speakers. The lectern will provide for personal devices to be connected to the projector and speakers. Newest location will have large touch screen LCD panels and lectern. All VSC security policies can be found here: <https://www.vsc.edu/board-of-trustees/policies-procedures/data-security-operational-policies/>

Center	3 Years til now Bandwidth	Future	LAN
CCV/VTC-Brattleboro	80Mb	100Mb	1Gb
CCV-Winooski	300Mb	400Mb	1Gb
CCV-Montpelier	120Mb	120Mb	1Gb
CCV-Bennington	80Mb	100Mb	1Gb
CCV-Middlebury	80Mb	100Mb	1Gb
CCV-Newport	50Mb	100Mb	1Gb
CCV-Rutland	150Mb	200Mb	1Gb
CCV-Springfield	50Mb	100Mb	1Gb
CCV-St. Albans	50Mb	100Mb	1Gb
CCV-St. Johnsbury	50Mb	100Mb	1Gb
CCV-Upper Valley	80Mb	100Mb	1Gb

**Standard 7: Institutional Resources**

**(Physical Resources)**

<b>Campus location</b>	<b>Serviceable Buildings</b>	<b>Assignable Square Feet (000)</b>
Main campus	12	198
Other U.S. locations		
International locations		

	<b>3 Years Prior</b>	<b>2 Years Prior</b>	<b>1 Year Prior</b>	<b>Current Year</b>	<b>Next Year Forward (goal)</b>
	<b>(FY 2018)</b>	<b>(FY 2019)</b>	<b>(FY 2020)</b>	<b>(FY 2021)</b>	<b>(FY 2022)</b>

**Revenue (\$000)**

Capital appropriations (public institutions)	150,000	150,000	150,000	150,000	150,000
Operating budget					
Gifts and grants					
Debt					
<b>Total</b>	<b>150,000</b>	<b>150,000</b>	<b>150,000</b>	<b>150,000</b>	<b>150,000</b>

**Expenditures (\$000)**

New Construction					
Renovations, maintenance and equipment	87,947	183,738	135,212	143,967	
Technology	5,210	50,207	75,381	101,766	
<b>Total</b>	<b>93,157</b>	<b>233,945</b>	<b>210,593</b>	<b>245,733</b>	<b>0</b>

<b>Assignable square feet (000)</b>	<b>Main campus</b>	<b>Off-campus</b>	<b>Total</b>
Classroom	54,847		54,847
Laboratory	19,054		19,054
Office	22,888		22,888
Study	7,543		7,543
Special	10,754		10,754
General	47,683		47,683
Support	5,291		5,291
Residential	0		0
Other	29,693		29,693

**Major new buildings, past 10 years (add rows as needed)**

Building name	Purpose(s)	Assignable Square Feet (000)	Cost (000)	Year
None				

**New buildings, planned for next 5 years (add rows as needed)**

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
None				

**Major Renovations, past 10 years (add rows as needed)**

The list below includes renovations costing \$XXX or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
None				

**Renovations planned for next 5 years (add rows as needed)**

The list below includes renovations costing \$XXX or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
None				

Please enter any explanatory notes in the box below

CCV has no main campus - it has 12 academic centers.

# Standard Eight:

Educational Effectiveness

## Standard Eight: Educational Effectiveness

### Description

The Community College of Vermont works diligently to ensure consistency and sufficiency of academic outcomes through assessing student learning across all modalities, locations, and student groups. The College is guided by its [2018-2028 Strategic Plan](#) which has teaching and learning excellence as one of four central pillars. Across 50 years of history as Vermont's single open-admissions college, CCV's [mission and vision](#) have articulated a commitment to support and challenge all students in meeting their educational goals. Recent years have brought a sharpened focus on making data-informed appraisals of student success to address achievement gaps and increase organizational capacity and sustainability.

CCV was a member of [Achieving the Dream](#) (ATD) from 2009 to 2013 and served as a Leader College from 2011 to 2013. Four years of participating in the ATD consortium underscored the value of building and sustaining a culture of evidence and using student success measures to evaluate educational effectiveness. In fall 2020, President's Council (PC) identified four high-level metrics to gauge progress toward the implementation of the strategic plan. Three of the metrics focus on part-time students because this is where the expected benefit is the greatest. More than 80 percent of CCV degree students attend part time and experience lower rates of credit momentum, retention, and credential completion.

CCV works to ensure students achieve expected levels of proficiency in courses and in the programs in which they are enrolled. This work is overseen by the academic dean's office and planned and monitored by five curriculum committees. Each committee oversees several degree and certificate programs. In AY2019, as outlined in the strategic plan and inspired by [Guided Pathways](#) principles, curriculum committees designed program maps that demonstrate the relationship between program level outcomes and essential learning objectives (EOs) in specific courses and enable students to attain a smooth progression of skills. All certificate and degree program outcomes are posted on CCV's [website](#) as is CCV's conception of what it means to be an educated person, which is embodied in the purpose of [general education](#).

The VSCS [Program Review and Continuous Improvement Process](#) (PReCIP) discussed in Standards Two and Four provides a rotating five-year framework to assess student learning at the program and course levels as well as to inform programmatic decisions and adjustments for continuous improvement. The VSCS updated the PReCIP process in 2019, placing greater emphasis on program level student learning outcomes, assessments, and continuous improvement processes. Course-level assessments are key formative assessments of learning within program review and include common assignments and rubrics, standardized tests, certifications, and supervisor evaluations of internships. CCV's progress on program outcome assessment implementation has steadily increased over the past five years. In fall 2018, academic committees revamped the program assessment process, conducted an audit using a common tool, and created an assessment plan for each of the degrees and certificates associated with their respective committees.

Although CCV has experience with several direct assessments of learning outcomes—such as the external assessment of writing from core research and writing courses as well as the

external panel review of students' portfolios within the design and media studies program—curriculum committees are still working to implement direct measures of student learning into outcome assessment. As of spring 2021, modality variety has been incorporated into the student artifact selection process, but the collection and storage of student artifacts, particularly for common assignments and rubrics, requires additional consideration. These efforts—along with the use of a shared assessment report template that was recently adopted by Academic Council—support best practices promoted by the [National Institute for Learning Outcomes Assessment](#) (NILOA).

Broad learning outcomes at the institutional level include the [VCSC Graduation Standards](#) in information literacy, college writing, oral communication, and quantitative reasoning. Competency in these areas provides assurance that VSCS graduates have essential skills for success in the workplace and in their personal lives. Proficiency at CCV is assessed through a blend of course assignments using a common rubric and a third-party [Quantitative Reasoning](#) exam. Because career exploration and academic and career alignment are both a strategy for success under Complete College America's [Purpose](#) pillar and a priority under CCV's Strategic Plan, all programs include a career exploration outcome. CCV's approach to career exploration, as outlined in Standard Four, includes an exploratory assignment in the first-year seminar, interviewing and shadowing activities in introductory courses, and a completed résumé in the capstone course. Another direct measure for the shared career outcome consists of supervisor feedback from the [Professional Field Experience](#) (PFE) course required in five degree and certificate programs. Even students who request a PFE waiver must include current supervisory feedback utilizing the course rubric.

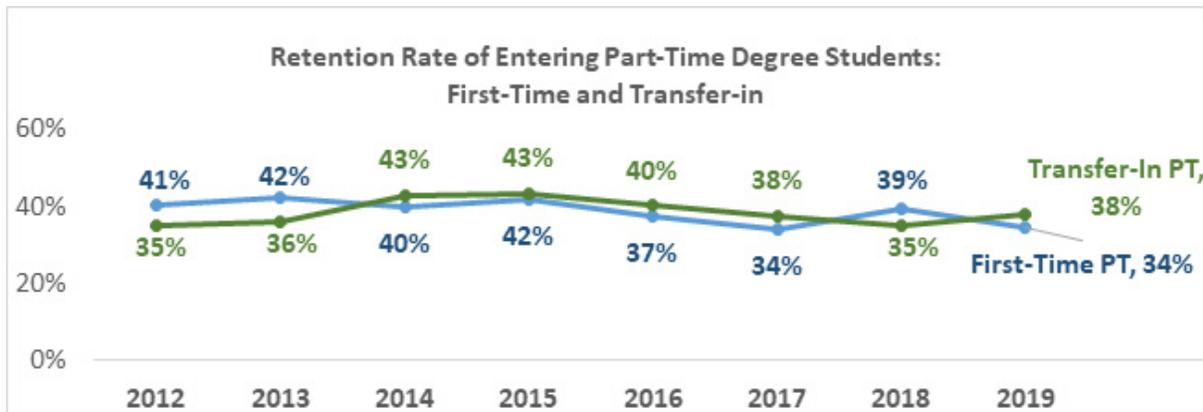
The College regularly seeks student and other stakeholder input. Student engagement and satisfaction is gauged through the Community College Survey of Student Engagement (CCSSE) first administered in spring 2008 and on a three-year cycle thereafter. CCV surveys entering students on a recurrent basis, most recently in fall 2021. The College also administers focused student surveys that inform decisions and planning such as a textbook survey to gauge students' experiences with open educational resources, an advising survey for recently graduated high school students, and an alternative schedule survey that explored preferences about modalities and course length. Moreover, CCV participated in the 2019 [#RealCollege survey](#) to better understand and respond to the non-academic factors that interfere with educational participation and achievement. According to the survey, 61 percent of respondents had experienced some form of basic needs insecurity (such as food and housing) within the prior 30 days.

## **Appraisal**

When CCV joined Achieving the Dream in 2009, the College began to track entering cohorts of degree-seeking students and focused on early supports, such as new student advising, orientation, and first-year seminar. These changes brought promising pockets of improvements in leading indicators, including a bump up in first-year retention for participants. While facets of practice were strengthened—orientation attendance rates, for example, rose from 33 percent in fall 2013 to 59 percent in fall 2018, and enrollment in the first-year seminar increased from 59 percent of first-time fall 2010 cohort students to 72 percent of first-time fall 2019 students—these efforts failed to deliver significant positive retention results to scale. As a result, the

College has continued to see overall first year to second year retention rates of +/- 40 percent for entering degree students. While first-time full-time student retention rates are consistently over 50 percent, Figure 8.1 illustrates the lagging rates for first-time part-time and transfer-in part time students, the two largest segments of CCV's entering degree students. For this reason, PC has focused on retention of part-time degree students within its set of strategic implementation target measures.

Figure 8.1 Entering Part-Time Cohort Year 1 to Year 2 retention



The College has also sought to learn more about the students in entering cohorts who do not return to CCV after their first year. CCV periodically conducts surveys of degree students who have not re-enrolled within four terms to learn why and to encourage a path to re-entry. Partly because the response rate for surveys is low, the College also sends “milestone” letters to non-registered degree students one month before registration ends, affirming the progress they have made thus far and reminding them of the value in continuing.

An analysis of National Student Clearinghouse records indicated that 12 percent of degree students who entered CCV in 2015 had—one year later—transferred to another college, one percent had earned a credential at CCV or another college; and the largest segment of all, 45 percent, had no record of postsecondary enrollment. A review of course success patterns among and between persisting (retained, transferred, or credentialed) and non-persisting (no postsecondary enrollment record) students revealed that the most significant factor—above sex, age, economic disadvantage, or “undeclared” program status—was a high rate of unsuccessful course work in the first term, inclusive of D, F and W grades. Compared to students without D, F, or W grades in their first term, students with a single unsuccessful course experience were three times less likely to re-enroll the subsequent fall, and those with two or more unsuccessful course experiences were six times less likely to re-enroll.

These results were reviewed at the time by AC, PC, and the Student Success and Retention committee and pointed to the need for a greater capacity to monitor and respond in real time to student needs. Buttressing this study, the Faculty Committee for Student Success recommended in 2016 a coordinated alert system to help address obstacles that might lead to students “drifting away.” Together, these insights helped inform the College’s current strategic plan and its investment in a college-wide alert system. The focus on student success was further reinforced in 2019 through the redesign of CCV staff roles.

## *Educational Effectiveness Measures*

### **Course Success**

CCV monitors and disaggregates course level completion and success for enrolled student populations, instructional modalities, and locations. Results are posted regularly in the staff and faculty intranet and reviewed by academic deans, curriculum committees, and the director of secondary programs. Chart 8.2 illustrates the high-level course success rates by major student groups.

Chart 8.2 Course Success by Major Student Segments

Student Group	Course Group	2017-18	2018-19	2019-20	2020-21	Average
All Students	All Courses	80%	81%	79%	73%	78%
	College Math	79%	79%	76%	72%	77%
	College English	78%	78%	77%	76%	77%
	Pre-College Math	72%	76%	67%	80%	74%
	Pre-College English	47%	49%	71%	67%	59%
Student Group	Course Group	2017-18	2018-19	2019-20	2020-21	Average
Degree/ Certificate	All Courses	80%	79%	76%	71%	77%
	College Math	75%	76%	73%	65%	72%
	College English	77%	76%	75%	71%	75%
Nondegree	All Courses	81%	84%	83%	75%	81%
	College Math	80%	79%	80%	81%	80%
	College English	75%	79%	80%	70%	76%
High School	All Courses	84%	85%	86%	82%	84%
	College Math	85%	87%	81%	80%	83%
	College English	81%	85%	85%	87%	85%

Course success is defined as C- or higher in all courses or P grade in pre-college course

High school students consistently outperform degree and nondegree students in overall course success rates. This may be the result of intensive efforts by both secondary schools and CCV to prepare students for the transition. For example, CCV offers its Introduction to College and Careers course (ICC) free to all secondary students but focuses on 9<sup>th</sup> and 10<sup>th</sup> graders, particularly students with barriers to postsecondary education.

Persistent low course success rates in developmental courses prompted a 2019 shift in oversight of pre-college math and English course work from a stand-alone developmental skills group to the relevant curricular committees to maximize vertical curriculum alignment and assessment. Across this transition, pre-college English course success has increased roughly 20 percentage points. Although the pre-college math results are less even, they remain within 7 percentage points of the starting point.

Another action informed in part by course success review was the 2019 adoption of [Tutor.com](#),

an online tutoring support service that complements the support provided in CCV Learning and Career Centers. On end-of session surveys, 95 percent of student users report that the service helps them to improve their grades and be more confident about their schoolwork. As described in Standard Five, use of the online tutoring service is positively associated with success rates in gateway courses. CCV has therefore taken steps to increase its visibility among students; the service is introduced in orientation, a single sign-on link is pre-loaded in every Canvas course shell, and faculty are encouraged to embed its usage in their assignments. Roughly ten percent of students utilize the service per term.

### Pathway Progression

For students enrolled in degree or certificate programs, the College extends monitoring beyond course completion to include “milestones” positively associated with longer term measures of educational success. Charts 8.3, 8.4, and 8.5 depict the percentage of entering degree students who have successfully completed their college math, college English, and both college math and English requirements by the end of their first year at CCV. (See Standard Four for data on CCV’s first-year seminar and its impact on student persistence). While there is a small degree of fluctuation associated with sex, race and ethnicity, and Pell-status, the largest gap in achieving the three milestones is connected to enrollment status.

Chart 8.3 Successful College Math Completion

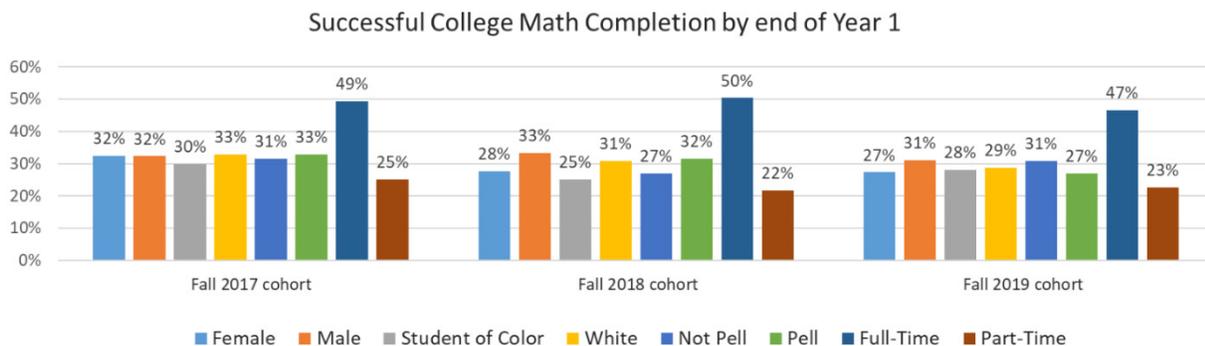
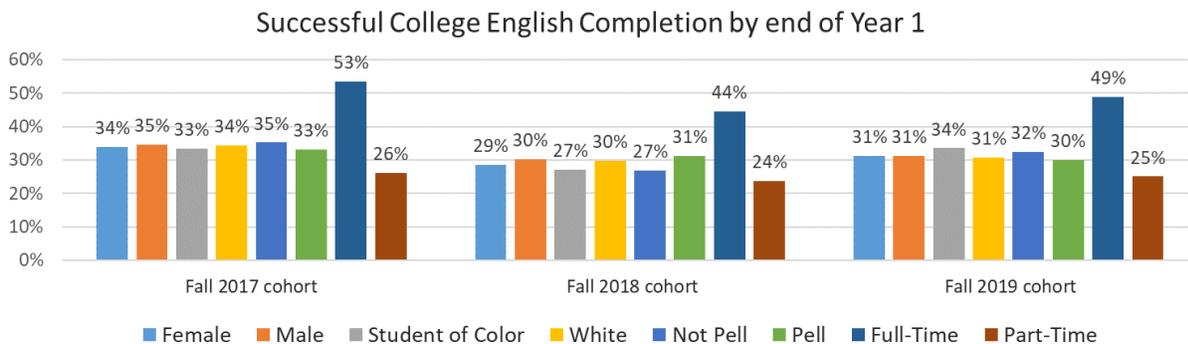


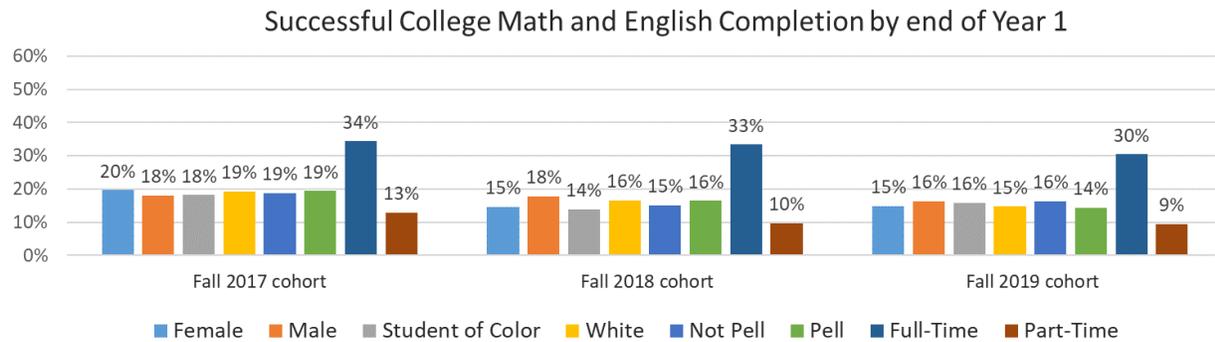
Chart 8.4 Successful College English Completion



For the individual gateway courses, full-time students reach the milestone at roughly twice the

rate of part-time students. For the combined English and math course metric (Chart 8.5), the differential is even larger—with milestone achievement by full-time students roughly three times greater compared to part-time students.

Chart 8.5 Successful College Math and English Completion



Such stark differences in milestone course completion between full- and part-time students is concerning since it is also associated with timely degree completion. For this reason, PC included credit momentum within its set of strategic plan implementation target measures.

### Retention

CCV’s retention rates have remained relatively flat overall with an average 18-percentage point gap between entering first-time full-time students and first-time part-time students, as seen in Table 8.6. Females are retained at an average of five percentage points higher than males, and Pell Grant recipients are retained at an average of seven percentage points higher than students who do not receive Pell Grant funds. The population of students who have experienced an increased retention rate over three years (2017-2019) are adult learners 25 years of age and up. This positive trend may be the result of the College’s focus, outlined in other Standards, to consolidate degree programs into [meta-majors](#), create short-term stackable [certificate](#) programs, and develop [competency-based pathways](#).

The stark gap in retention by GPA—an average of 30 percentage points difference between students with a GPA below 2.0 and those whose GPA is 2.0 or higher—echoes the earlier finding that unsuccessful course work in the first semester has a significant impact on whether students return after their first year.

Table 8.6 First Year Retention Data

<b>First Year Retention Rates</b>	2017 Cohort (Return Fall 2018)	2018 Cohort (Return Fall 2019)	2019 Cohort (Return Fall 2020)
All entering cohort students	40%	41%	40%
First-Time Full-Time students	54%	55%	53%
First-Time Part-Time students	35%	40%	34%
Transfer-in Full-Time students	38%	36%	54%
Transfer-in Part-Time students	38%	35%	38%

Male	38%	36%	38%
Female	41%	44%	42%
Student of Color	40%	48%	42%
White Student	40%	40%	40%
Age 18 to 24	40%	41%	38%
Age 25+	39%	43%	44%
Pell Grant recipient	43%	45%	44%
Not Pell Grant recipient	37%	37%	37%
Term1 GPA below 2.0	18%	17%	21%
Term1 GPA 2.0 or higher	48%	51%	48%

### Credential Completion

It is not surprising, given the first-year retention data outlined above, that students who enroll full-time in their first semester are also more likely to complete a degree or certificate in three years than those who enroll part-time; however, as Table 8.7 illustrates, the gap between full- and part-time students who achieve this threshold has widened. There are smaller fluctuating gaps in other student categories, though a significant disparity persists between students whose first-term GPA is above or below 2.0.

Table 8.7 Graduation within 3 Years

<b>Graduation from CCV within 3 years</b>	2015 Cohort (2018 Graduation)	2016 Cohort (2019 Graduation)	2017 Cohort (2020 Graduation)
All entering cohort students	13%	12%	14%
First-Time Full-Time students	22%	16%	25%
First-Time Part-Time students	4%	5%	6%
Transfer-in Full-Time students	26%	32%	23%
Transfer-in Part-Time students	20%	18%	16%
Male	13%	10%	12%
Female	13%	14%	15%
Student of Color	10%	9%	14%
White Student	14%	13%	14%
Age 18 to 24	11%	12%	14%
Age 25+	15%	13%	13%
Pell Grant recipient	12%	11%	13%
Not Pell Grant recipient	14%	14%	14%
Term1 GPA below 2.0	2%	1%	3%
Term1 GPA 2.0 or higher	18%	18%	18%

The College utilizes data from the National Student Clearinghouse to track student enrollment and degree attainment beyond CCV. The six-year graduation rate for students who started at

CCV in 2014 and completed a degree anywhere in 2020 (Table 8.8) ranges from 22 percent for first-time part-time students to 53 percent for full-time students who transferred with credit to CCV. One value of this student success measure is that it reveals the important contribution that CCV makes in helping students to earn the credential they seek. Notably, the gap associated with first-term GPA is still significant though less than in the chart above; the six-year credential rate for students with first-term GPAs of 2.0 or higher is four times that of students who earned less than a 2.0 in their first term. This suggests that with a greater window of time, students who struggle in their first semester may recover to complete their degree.

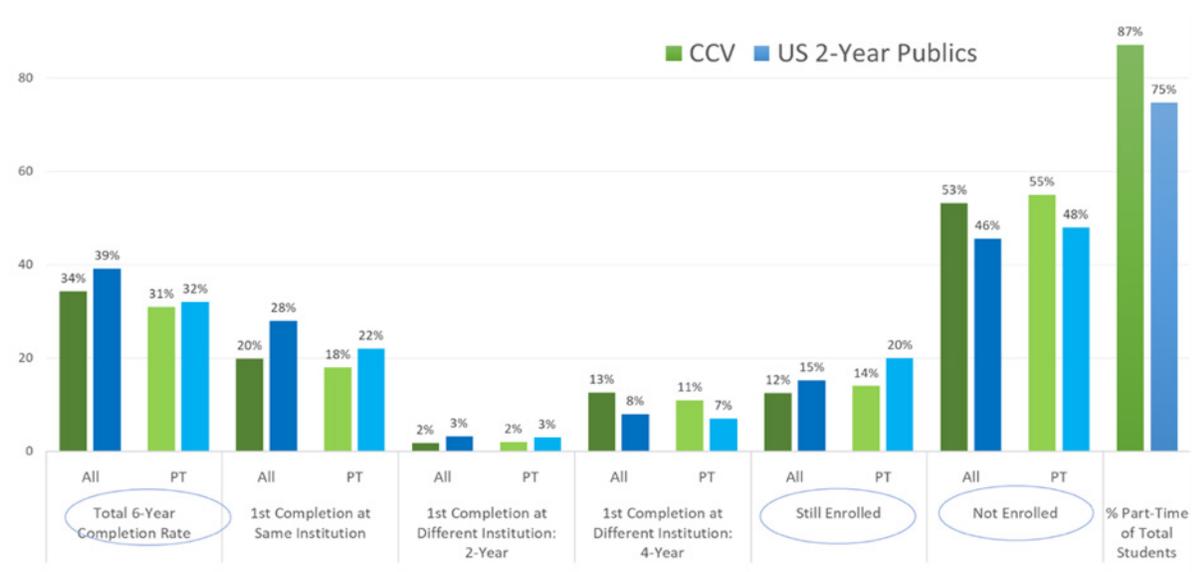
Table 8.8 Degree Completion within 6 Years

<b>Degree completion at CCV or other college within 6 years</b>	2012 Cohort (2018 Graduation)	2013 Cohort (2019 Graduation)	2014 Cohort (2020 Graduation)
All entering cohort students	31%	33%	32%
First-Time Full-Time students	46%	37%	45%
First-Time Part-Time students	19%	23%	22%
Transfer-in Full-Time students	48%	53%	53%
Transfer-in Part-Time students	43%	47%	40%
Male	25%	28%	31%
Female	35%	36%	33%
Student of Color	29%	37%	30%
White Student	32%	32%	32%
Age 18 to 24	37%	33%	33%
Age 25+	29%	32%	30%
Pell Grant recipient	26%	28%	28%
Not Pell Grant recipient	38%	39%	37%
Term1 GPA below 2.0	10%	7%	10%
Term1 GPA 2.0 or higher	42%	45%	42%

As Vermont’s only community college, CCV benefits from inclusion in the National Student Clearinghouse Signature Reports for six-year outcomes of students entering two-year public colleges. As a result, the College can compare its six-year persistence and completion rates to other US two-year public colleges. Chart 8.9 reveals a five percentage point difference in total six-year completion rates for all students (first set of bars). However, when viewed through the lens of part-time degree students who make up 87 percent of CCV’s student body, the total six-year completion rates of CCV and its US two-year peer institutions are on par (CCV: 31%, US: 32%). The second and fourth set of bars underscore the College’s role as both a place to earn a credential and transition to a four-year institution. The fifth and sixth set of bars draw attention to the important work ahead for the College. While one in eight CCV students is actively pursuing a degree at the six years point, just over half have no degree and/or are not enrolled anywhere.

Chart 8.9 National 6-Year Persistence and Completion Data

**6-Year Persistence & Completion** All Students and Part-Time Students: CCV/Vermont& US 2-Year Publics



Source: National Student Clearinghouse, Signature Completion reports, Average 2011-2013 Fall Cohorts

To address the issues that contribute to students dropping out of higher education altogether, the College has invested resources to support students early on in their educational careers. For example, the College redesigned its online orientation and began auto-enrolling new students in 2020. That same year, CCV launched Aviso, an alert system intended to provide students with timely and focused feedback on course behaviors before they impact a student’s success. In fall 2020, as outlined in Standard Five, 86 percent of alerts issued to students focused on absences, lack of participation, or missing assignments. CCV also partnered with ReUp coaches in 2020 to contact adults who stopped out before completing a degree. Over the course of the year, ReUp coaches helped 324 adult students re-enroll at CCV.

**Other Measures of Graduates’ Success**

CCV surveys graduates and certificate earners to understand the impact that completing a CCV credential has had on them personally and professionally and to ask for feedback to improve CCV’s programs and processes for the benefit of current and future students. An initial survey takes place within six to nine months of completion and for the 2016-2021 period there was an average annual response rate of 50 percent. A second survey is integrated into the PReCIP program review, which takes place every five years, and is intended to gauge longer term impacts. Across multiple years (2016-2021) of surveying, 98 percent of graduates believe that CCV is passionate about the long-term success of its students and are confident that the knowledge and skills they’ve gained will contribute substantially to their future endeavors.

In addition to surveys, the College evaluates how CCV graduates and certificate earners do academically in their first term after transferring to a VSCS four-year institution. As Table 8.10

reveals, CCV graduates’ academic performance is consistently strong as measured by first-term GPA of 3.0 or higher in each of the past three years.

Table 8.10 Average first-term GPA of CCV graduates and certificate earners who subsequently enroll at a four-year institution within the VSCS

Vermont State Colleges	2018-19	2019-20	2020-21
Castleton University	3.4	3.4	3.1
Northern Vermont University	3.3	3.2	3.3
Vermont Technical College	3.0	3.4	3.2

Source: VSCS Colleague Database (March 2021)

Additionally, the University of Vermont Institutional Research Office conducted an analysis in 2019 of how CCV students with substantial course work do in their second term at the university and reported an average first year GPA of 3.1 and an average one-year retention rate of 85 percent, surpassing the expectations for satisfactory academic progress.

### Assessment of Student Learning and Program Outcome Attainment

Curriculum committees have worked diligently to engage faculty in program outcome assessment—including the creation of a [Program Outcome Assessment 101 video](#) in 2020—but need to increase their efforts going forward. According to the 2021 Faculty Survey of College and Academic Center Services, most faculty understand that course-level objectives (EOs) reflect the knowledge and skill development expected of all students (96%) and enable the College to assess program outcomes (90%). However, when it comes to integrating the results of outcome assessments into the planning for or teaching of their classes, only 73 percent of faculty respondents agree.

As discussed in Standard Five, the student affairs team regularly and systematically evaluates the student services, tools, and programs for which it has oversight. Initiatives are linked to the strategic plan and institutional goals. In 2019 the team developed a student affairs program review process that articulates outcomes for areas such as advising and coaching, learning support services, student leadership and engagement, and student health and wellness.

### Institutional Effectiveness: Strategic Plan Metrics

In May 2021, President Joyce Judy announced the results of PC’s strategic plan metrics from the previous fall. The College fell short of its goals of increasing retention by five percent for entering part-time students and increasing by five percent the share of students enrolled in 9 to 11 credits. Student retention and credit momentum may have been adversely impacted by the disruptions and uncertainties of the global pandemic. However, the College was successful in increasing by five percent the three-year graduation rate of part time students. CCV’s shift to an academic model that focuses on [Guided Pathways](#), as described in Standard Four, is designed to help students complete their programs more efficiently. Additional time and data are needed to determine if the increase is part of an upward trend. Finally, the College reduced course cancellation to 15 percent or less, a consequence in part of streamlined course offerings and a revised enrollment projection process. While the results of the strategic plan metrics are

not uniformly positive, they offer promise that efforts in these areas may finally help CCV break through its retention plateau.

### Projections

Action	Responsibility	Timeline
Identify key performance indicators and metrics to assess advising services and the impact on student outcomes (see pages 85-86)	Student Affairs, RDs, CSAs	2022-23
Create an Assessment Task Force to strengthen the college-wide culture of evidence and practice of gleaning meaning and use from information we already have (see page 92)	Director of Institutional Research	2022-23
Assess the impact of the Aviso alert system and new student orientation on student outcomes (see pages 85-86)	Student Affairs	2023-24
Develop a plan for the collection, storage, retrieval, and sharing of student artifacts utilized in the assessment of course and program outcomes (see page 92)	Academic Dean, Associate Academic Deans	2023-24

**Standard 8: Educational Effectiveness  
(Undergraduate Retention and Graduation Rates)**

Student Success Measures/ Prior Performance and Goals		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
		(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)
<b>IPEDS <u>Retention</u> Data</b>						
	Associate degree students	53%	49%	52%	43%	46%
	Bachelors degree students	n/a	n/a	n/a	n/a	n/a
<b>?</b>	<b>IPEDS <u>Graduation</u> Data (150% of time)</b>					
	Associate degree students	22%	15%	24%	28%	28%
	Bachelors degree students	n/a	n/a	n/a	n/a	n/a
<b>?</b>	<b>IPEDS <u>Outcomes Measures</u> Data</b>					
	<b>First-time, full time students</b>					
	Awarded a degree within six years	20%	26%	26%	25%	26%
	Awarded a degree within eight years	22%	28%	28%	27%	28%
	Not awarded within eight years but still enrolled	2%	1%	3%	1%	2%
	<b>First-time, part-time students</b>					
	Awarded a degree within six years	13%	14%	13%	12%	14%
	Awarded a degree within eight years	14%	16%	15%	15%	17%
	Not awarded within eight years but still enrolled	4%	3%	3%	2%	3%
	<b>Non-first-time, full-time students</b>					
	Awarded a degree within six years	28%	24%	23%	35%	30%
	Awarded a degree within eight years	29%	25%	24%	37%	32%
	Not awarded within eight years but still enrolled	3%	3%	0%	1%	1%
	<b>Non-first-time, part-time students</b>					
	Awarded a degree within six years	21%	16%	19%	19%	20%
	Awarded a degree within eight years	23%	17%	20%	19%	20%
	Not awarded within eight years but still enrolled	2%	2%	2%	1%	2%
<b>?</b>	<b>Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)</b>					
1						
2						
<b>?</b>	<b>Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)</b>					
1						
2						
	<b>Definition and Methodology Explanations</b>					
1						
2						

**Standard 8: Educational Effectiveness**  
**(Student Success and Progress Rates and Other Measures of Student Success)**

Category of Student/Outcome Measure	Bachelor Cohort Entering		Associate Cohort Entering	
	6 years ago	4 years ago	6 years ago	4 years ago
<b>First-time, Full-time Students</b>				
Degree from original institution	n/a	n/a	29%	29%
Not graduated, still enrolled at original institution	n/a	n/a	2%	4%
Degree from a different institution	n/a	n/a	17%	11%
Transferred to a different institution	n/a	n/a	13%	15%
Not graduated, never transferred, no longer enrolled	n/a	n/a	38%	41%
<b>First-time, Part-time Students</b>				
Degree from original institution	n/a	n/a	12%	8%
Not graduated, still enrolled at original institution	n/a	n/a	6%	8%
Degree from a different institution	n/a	n/a	8%	6%
Transferred to a different institution	n/a	n/a	13%	17%
Not graduated, never transferred, no longer enrolled	n/a	n/a	61%	61%
<b>Non-first-time, Full-time Students</b>				
Degree from original institution	n/a	n/a	28%	28%
Not graduated, still enrolled at original institution	n/a	n/a	1%	5%
Degree from a different institution	n/a	n/a	21%	15%
Transferred to a different institution	n/a	n/a	14%	22%
Not graduated, never transferred, no longer enrolled	n/a	n/a	36%	30%
<b>Non-first-time, Part-time Students</b>				
Degree from original institution	n/a	n/a	26%	16%
Not graduated, still enrolled at original institution	n/a	n/a	2%	5%
Degree from a different institution	n/a	n/a	17%	12%
Transferred to a different institution	n/a	n/a	15%	15%
Not graduated, never transferred, no longer enrolled	n/a	n/a	40%	51%

Measures of Student Achievement and Success/Institutional Performance and Goals					
	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2 )	(FY2 )	(FY 2 )	(FY 2 )	(FY 2 )

**Success of students pursuing higher degrees**

(add more rows as needed; add definitions/methodology in #1 below)

1					
2					
3					
4					

**Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)**

1					
2					
3					
4					

**Definition and Methodology Explanations**

1	
2	

**Standard 8: Educational Effectiveness  
(Licensure Passage and Job Placement Rates and  
Completion and Placement Rates for Short-Term Vocational Training Programs)**

	3-Years Prior	2 Years Prior	1 Year Prior	Most Recent Year
	(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)

**? State Licensure Examination Passage Rates**

	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1								
2								
3								
4								
5								

**? National Licensure Passage Rates**

Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
CPT- Safety (MSSC)	58	57	38	36	45	43	15	15
CPT- Quality (MSSC)	47	39	31	30	35	31	21	20
CPT - Manufacturing (MSSC)	41	38	22	19	27	26	18	18
CPT - Maintenance (MSSC)	34	29	17	13	23	20	14	13
Medical Assisting CMA (AAMA)	3	2	-	-	-	-	-	-
Medical Assisting RMA (RMA)	7	6	5	5	-	-	-	-
Medical Assisting CCMA (NHA)	-	-	4	4	-	-	4	4
Bookkeeping (NACPB)	52	41	11	11	-	-	1	1
Accounting (NACPB)	54	25	3	2	-	-	4	3
Payroll (NACPB)	52	41	-	-	-	-	1	1
QuickBooks (NACPB)	52	32	2	1	-	-	5	5
ACRE	19	19	12	9	9	9	19	17
OSHA - 10 hour	11	7	8	1	-	-	n/a	n/a
Customer Service (NCSA)	25	21	7	5	42	33	n/a	n/a
Certified Cloud Practitioner (AWS)					1	1	1	1

**? Job Placement Rates**

Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1									
2									
3									

4									
5									

\* Check this box if the program reported is subject to "gainful employment" requirements.

Web location of gainful employment report (if applicable)

**Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid**

3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
(FY 2 )	(FY2 )	(FY 2 )	(FY 2 )	(FY 2 )

**? Completion Rates**

1					
2					
3					
4					
5					

**? Placement Rates**

1					
2					
3					
4					
5					

Please enter any explanatory notes in the box below

# Standard Nine:

Integrity, Transparency, and Public Disclosure

## **Standard Nine: Integrity, Transparency, and Public Disclosure**

The Community College of Vermont (CCV) upholds the principles of integrity, transparency, and public disclosure in the implementation of its mission to support and challenge all students in meeting their educational goals. Integrity is articulated as one of CCV's core values, which set the standards for all members of the College community. CCV promotes institutional and individual responsibility, honest and ethical conduct, fairness, and transparency. In addition, through its public disclosure efforts, the College strives to present its commitment to mission, as well as open discovery of its administrative and academic structure, functions, and performance.

### **Description**

#### *Integrity*

As a member of the [Vermont State Colleges System \(VSCS\)](#), CCV is governed by the VSCS Board of Trustees. CCV operates with autonomy within the VSCS and carries out its operations through the governance structure described in Standard Three. CCV observes the spirit and the letter of applicable legal requirements and derives its degree-granting authority from the VSCS Board of Trustees (BOT). The VSCS BOT maintains [policies and procedures](#) that extend to all system employees and students. A clear statement regarding deference to VSCS policies is published on the CCV [Policies & Procedures page](#) of CCV's public website. Staff adhere to the [VSCS Non-Bargaining Unit Personnel Handbook](#). Faculty are bound to the terms of the [collective bargaining agreement](#).

CCV systematically supports the integrity for all members of its community. The CCV [Code of Ethics](#) describes the College's commitment to maintaining a positive, healthy, and respectful environment, and its expectation that all members of the community will contribute to this effort. This Code of Ethics, alongside the CCV [mission, vision, and values](#), guides the creation of CCV policies. CCV's [Policy on Policy](#) ensures that all policies, including human resources policies, are reviewed at least once every ten years and updated, as necessary.

CCV policies addressing [Conflict of Interest](#); [Research by or about CCV Students, Faculty, or Staff](#); [Governance](#); and [Academic Integrity](#) uphold high standards for truthfulness, clarity, and fairness. The [Student Code of Conduct](#) establishes expectations for student behavior and outlines the adjudication process for any conduct issues. CCV's [Academic Freedom](#) policy endorses freedom of inquiry and the free exchange of ideas in the classroom, and it also charges faculty with "upholding norms of civil discourse, standards of scholarly integrity, and aspirations of truth and justice." Additionally, the collective bargaining agreement includes expectations for maintaining integrity in the classroom. Students' rights and responsibilities related to freedom of inquiry and exchange of ideas are also outlined in the Student Code of Conduct.

CCV adheres to non-discrimination through the CCV [Disability Accommodation Policy](#) and complies with Title IX through VSCS [Policy 311](#) (Non-Discrimination and Prevention of Harassment and Related Unprofessional Conduct) and [311-A](#) (Sexual Misconduct, Domestic Violence, Dating Violence, Sexual Assault, and Stalking). In support of this work, key staff are identified for Title IX and ADA student support. Students, staff, and faculty are provided with information on policies 311, 311-A, and 316 (Protection of Minors and Mandatory Reporting of Child Abuse and Neglect) each fall and spring semester. Additionally, students are offered

education on sexual assault at least once per year, in compliance with Title IX and the Violence Against Women Act. The VSCS provides regular training for Title IX/equity coordinators, deputy coordinators, investigators, and 311-A contacts.

The [Policies and Procedures](#) webpage provides an alphabetized, hyperlinked directory of all CCV policies. Specific policies can all be located within two clicks of the home page or using the search function. As described in Standard Five, the [Consumer Information](#) webpage organizes CCV's policies and procedures by category: academic information, admissions, financial aid, general institutional information, health and safety, and Title IX. Additionally, policies related to students' rights and responsibilities, student conduct, grievance procedures, FERPA, financial and other related policies are readily available online in the [Student Handbook](#).

CCV believes that all members of its community are entitled to the right to notice, to be heard, and to due process. Standards to ensure the fair resolution of grievances are addressed in the CCV [Complaint Resolution Policy](#) and the VSCS [Complaint Procedure](#). The Complaint Resolution Policy details informal and formal processes for resolving academic and administrative complaints. The collective bargaining agreement details the processes and procedure related to grievances and complaints by and about faculty. Additionally, CCV provides a link to the VSCS Whistleblower Hotline on its [Safety and Security](#) public webpage. The hotline is managed by an independent corporation and is intended to provide an anonymous and confidential method to report suspected serious misconduct or breach of VSCS policies.

### *Transparency*

At the core of CCV's pursuit of integrity is a commitment to transparency in its communications with a diverse audience. Included in CCV's [non-discrimination statement](#) is the affirmation that "CCV will engage in efforts to recruit, admit, and support students and to recruit, employ, and support employees in order to achieve the diversity which advances the educational mission." This commitment guides efforts to make CCV's public website content and digital and print materials as transparent and accessible as possible.

The public website hosts information designed and presented to help prospective and current students make informed decisions along every step of their CCV journey, from early stages of inquiry to life as a CCV student to graduation. The website includes information about [how to apply to CCV](#) and [how to pay](#) for college; [facts and figures](#) about students and classes; and information about [academic programs](#), [workforce offerings](#), and [student outcomes](#). Additionally, prospective employees can learn about job opportunities on the [Employment at CCV](#) page. Information on the public website is corroborated and enhanced by digital and print materials designed to speak to multiple audiences, from prospective students to donors.

Course descriptions provide thorough information to students to consider as they select classes and prepare for a new semester. Faculty describe their attendance policy, evaluation and grading criteria, and policy regarding late assignment submissions. Each course description also contains standardized information about academic honesty and accessibility services for students with disabilities. Students can access course descriptions through the [online course schedule](#), and each course's Canvas site contains a link to the course description on the syllabus page.

## *Public Disclosure*

CCV's success in promoting integrity and transparency depends on the active and ongoing public disclosure of information about the College and its programs. The public website is CCV's most current and accurate source of information. It describes characteristics of CCV's [student population](#) and provides a directory of its faculty, administrators, and directors. [Faculty](#) lists are updated each semester and include degrees held and institutions granting them. The [Administration & Directors](#) page references CCV's affiliation with the Vermont State Colleges System and its governance by the Board of Trustees, including a link to the VSCS web page that lists board members. The website also provides data about [student achievement](#) and institutional performance, as well as the institution's [accreditation](#) status, [policies and procedures](#), and relationship with NECHE.

Webpages for CCV's academic centers and the Center for Online Learning provide services, updates, and information specific to each [location](#). The College does not publish program information or modality of instruction on individual location pages; rather, modality and location of course offerings are provided in the online course schedule.

CCV's [catalog](#), available on the public website, serves as the primary source of information about the academic program. The College no longer provides a printed catalog, but the digital publication is integrated into the public website such that prospective and current students can access pertinent information about admissions; tuition, fees, and financial aid; programs; faculty; locations; and academic resources and support services in one public location. Given its integration into the public website, the catalog is readily supplemented by information provided elsewhere on the site, including CCV's mission, vision, and values statements, and the policies and procedures that codify the obligations and responsibilities of both students and the institution.

The catalog articulates goals for students' education, including program outcomes, key information and advice, career preparation information, job outlook, and transfer options for each associate degree program. Further, the catalog provides program outcomes for each certificate. The marketing and communications office publishes official catalog information as provided by the academic services team, and continually reviews and updates print and digital content to ensure that it remains consistent with catalog content and with other publicly available information about resources and opportunities at the College. The catalog is housed in Acalog, which preserves information about academic offerings on an annual basis and ensures that this information is searchable, retainable, and printable. Archived digital catalogs are available on the catalog home page dating back to 2011, with printable PDF versions available for academic years 2008-2011. Archived catalogs for years prior to 2008 are available by request to the academic affairs office.

Information about student outcomes, including graduation, retention, and transfer rates is provided on CCV's [Facts & Figures](#) webpage. This page links directly to and is validated by the [National Center for Education Statistics](#). The Facts & Figures page also links directly to the [U.S. Department of Education College Scorecard](#), which provides information related to cost, earnings of graduates by field of study, average loan amount, and loan default rate. Additionally, CCV celebrates the achievements of students, alumni, and faculty in its online

news magazine, [CCV Now](#), on social media, in marketing materials, and in its annual reports and other publications.

## **Appraisal**

With a statewide structure that fosters open communication, the College remains adaptive and responsive in meeting its mission as it relates to honesty, transparency, and integrity. Transparency is cultivated throughout the College by senior leadership. In keeping with the College's mission of access, the president maintains an open-door policy with staff and faculty. As such, she is available for inquiries and feedback to employees across the College. The president provides regular virtual updates to keep staff and faculty informed of major initiatives, changes, and planning. Additionally, in the non-COVID environment, the president also hosts regular in-person listening tours at each academic center.

College leadership and governance plays a major role in promoting institutional integrity. CCV has a long history and cultural practice of open and inclusive communication where issues of integrity can be considered. The College is governed by the President's Council, Academic Council, and College Council. Together with the Student Advisory and Leadership Council, these groups set standards for transparency, honesty, inclusivity, and fairness that encourages all members of the College community to understand and assume responsibility in the pursuit of integrity.

Accessibility of web content is a major priority for CCV. As part of a Vermont Agency of Education civil rights audit in 2019, the marketing and communications team reviewed and adopted practices for digital content, including closed captioning on videos and alt tags on images. In addition, in 2021, CCV underwent a public website redesign. The new website increased clarity for students—a primary goal after the spring 2021 Media Preferences survey revealed that just over half of current students agreed or strongly agreed that the CCV website was easy to navigate. Further, this process improved transparency through a focus on search engine optimization (SEO), as well as auditing and testing for 508 compliance. Members of the marketing and academic teams solicited feedback from advisors and incorporated their input into the redesign of academic program pages in 2021. Additionally, in 2019, a cross-departmental team that meets annually to assess the website and published materials determined that searchability of information about student outcomes needed to be improved. As a result, in 2021 the Student Outcomes webpage was created during the website redesign, and the web pages were modified to make this information easier to find. In AY2023, CCV will enhance its financial aid web pages to emphasize access and affordability by clarifying that financial assistance opportunities extend to both degree and non-degree students

CCV's efforts to foster an inclusive and supportive environment for people of diverse characteristics and backgrounds have been progressing. In 2017, staff members formed the REaL (Racial, Ethnic, and Linguistic) Team, an expansion of work that began in 2010 to support the growing needs of students who are multilingual learners. This group worked on programming and training to support students, staff, and faculty primarily at CCV-Winooski, the College's most diverse center. In 2019, Staff Development Day focused on Culturally Responsive Practice in Higher Education. Feedback results indicated that nearly 60% of survey respondents were likely or extremely likely to use what they had learned in their work. Survey results also

indicated that staff felt the College community could benefit from continued training.

In August 2020, CCV's president convened a [Diversity, Equity, and Inclusion \(DEI\) Task Force](#), which was reclassified as a committee in 2021. In spring 2021, the College took a major step to invest in DEI by establishing a new senior leadership position, the [executive director of human resources, diversity, equity, and inclusion](#). In fall 2020, President's Council underwent a self-evaluation adapted from the [New England Resource Center for Higher Education](#). The survey asked PC to evaluate policymaking, coordination of institutional efforts, hiring and retention, allocation of resources, and special initiatives as they relate to advancing the College's DEI goals. Results indicate that CCV is in Stage 1 (Emerging) or Stage 2 (Developing) for most categories.

The pursuit of integrity is strengthened by a [Policy on Policy](#) mandate that all policies be reviewed every 10 years. In 2021, CCV revised the Policy on Policy to include a process ensuring new and revised policies are examined "for their impact on individuals and/or communities and their role in perpetuating or dismantling barriers." President's Council, in collaboration with the Diversity, Equity, and Inclusion Committee, developed an equity lens to assess the impact of the design and implementation of policies on individuals or groups that have been historically underserved and to identify and potentially reduce or eliminate barriers.

In keeping with its mission to provide greater access to higher education, the College is responsive to requests for information and makes itself available for feedback. The [Contact Us](#) form, linked on each web page, currently sees roughly seven submissions per day, and CCV staff typically respond to inquiries within one business day. In addition, in 2020, the College began providing a live chat service available at various hours six days a week. Staff aim to respond to chat requests within 60 seconds and field requests related to financial aid, academic programs, and common transactions such as transcript requests. Additionally, the [Student Handbook](#), previously a print publication, transitioned to a digital format in AY2022. The online handbook enhances transparency by providing access to up-to-date resource, policy, and procedure information on the website.

In addition to maintaining the integrity of information presented on the public website, the College ensures that print and digital publications are complete, accurate, accessible, and current. Production of publications is a rigorous process that involves multiple stakeholders, extensive editing, and evaluation for consistency with other College communications. Publications are reviewed before the start of each fall term, though not all are updated annually. The accuracy of digital materials could be improved by implementing formal review procedures. Print and digital promotional materials are effective in communicating information about College offerings. According to the Media Preferences survey, more than 76% of current students indicated that CCV makes its offerings known in their community to a good, very good, or exceptional extent.

The College does not currently disclose job placement rates. While the catalog links to general labor market information on the [Vermont Department of Labor](#) website, there are currently no systems in place that allow CCV to acquire placement data or information about graduates in specific fields from the Vermont Department of Labor. The College conducts surveys of graduates, the results of which are aggregated and reported on the Facts & Figures

page, but response rates are typically low. Data about job placement rates may be difficult to isolate because more than 80% of CCV students are working part- or full-time jobs before graduating. Public disclosure about student outcomes could be improved by partnering with the Department of Labor to develop a system for acquiring information about job placement rates.

The College’s core values are clearly outlined and embedded in CCV’s work at every level of the organization, and open communication and a commitment to transparency support standards of integrity. The College’s relationship with NECHE is honest and forthright, and complies with Commission Standards, policies, requirements for affiliation, and requests. CCV’s follow-through on recommendations from the Commission is reflected in its ongoing work and in participation from every level of the organization. President’s Council integrates NECHE recommendations into institutional goals, decision-making, and departmental work, which includes a focus on increasing retention and graduation rates; efforts to increase affordability; and diversity, equity, and inclusion initiatives.

**Projections**

<b>Action</b>	<b>Responsibility</b>	<b>Timeline</b>
Develop and implement a consistent procedure by which the College regularly evaluates and updates digital materials (see page 99)	Marketing & Communications	2022-23
Pursue a Memorandum of Understanding with the Department of Labor, as applicable, to research and publicize accurate job placement rates for CCV graduates (see pages 99-100)	Academic Dean, President, Associate Dean of Workforce Development	2023-24
Enhance CCV’s financial aid web pages to emphasize access and affordability by clarifying that financial assistance opportunities extend to both degree and non-degree students (see page 98)	Financial Aid, Marketing & Communications	2022-23

**Standard 9: Integrity, Transparency, and Public Disclosure  
(Integrity)**

<b>? Policies</b>	<b>Last Updated ?</b>	<b>Website location where policy is posted</b>	<b>Responsible Office or Committee</b>
Academic honesty	3/18/2021	<a href="https://docs.ccv.edu/CCVPolicyFiles/Academic_Integrity_CCV_Policy.pdf">https://docs.ccv.edu/CCVPolicyFiles/Academic_Integrity_CCV_Policy.pdf</a>	Academic Dean
Intellectual property rights	5/26/2016	<a href="https://ccv.edu/learn-about-ccv/policies-procedures/">https://ccv.edu/learn-about-ccv/policies-procedures/</a>	Library Director /Academic Dean
Conflict of interest	4/7/2011	<a href="http://docs.ccv.edu/CCVPolicyFiles/Conflict_of_Interest_CCV_Policy.pdf">http://docs.ccv.edu/CCVPolicyFiles/Conflict_of_Interest_CCV_Policy.pdf</a>	President’s Council
Privacy rights	6/20/2019	<a href="https://ccv.edu/learn-about-ccv/policies-procedures/">https://ccv.edu/learn-about-ccv/policies-procedures/</a>	HR/Registrar
Fairness for students	7/1/2020	<a href="https://ccv.edu/learn-about-ccv/policies-procedures/">https://ccv.edu/learn-about-ccv/policies-procedures/</a>	President’s Council
Fairness for faculty	7/1/2019	<a href="https://ccv.edu/learn-about-ccv/policies-procedures/">https://ccv.edu/learn-about-ccv/policies-procedures/</a>	President’s Council
Fairness for staff	7/1/2019	<a href="https://ccv.edu/learn-about-ccv/policies-procedures/">https://ccv.edu/learn-about-ccv/policies-procedures/</a>	President’s Council
Academic freedom	6/17/2021	<a href="http://docs.ccv.edu/CCVPolicyFiles/Academic_Freedom_CCV_Policy.pdf">http://docs.ccv.edu/CCVPolicyFiles/Academic_Freedom_CCV_Policy.pdf</a>	Academic Dean
Research	10/7/2021	<a href="http://docs.ccv.edu/CCVPolicyFiles/Research_by_or_About_CCV_Students_Faculty_or_Staff_CCV_Policy.pdf">http://docs.ccv.edu/CCVPolicyFiles/Research_by_or_About_CCV_Students_Faculty_or_Staff_CCV_Policy.pdf</a>	President’s Council
Title IX	8/12/2020	<a href="https://ccv.edu/learn-about-ccv/policies-procedures/consumer-information/">https://ccv.edu/learn-about-ccv/policies-procedures/consumer-information/</a>	Dean of Students/CCV Equity
Other; specify			

**Non-discrimination policies**

Recruitment and admissions	8/12/2020	<a href="https://www.vsc.edu/wp-content/uploads/2020/08/Policy-311-Revised-for-08-12-20-1-1.pdf">https://www.vsc.edu/wp-content/uploads/2020/08/Policy-311-Revised-for-08-12-20-1-1.pdf</a>	Chancellor
Employment	8/12/2020	<a href="https://www.vsc.edu/wp-content/uploads/2020/08/Policy-311-Revised-for-08-12-20-1-1.pdf">https://www.vsc.edu/wp-content/uploads/2020/08/Policy-311-Revised-for-08-12-20-1-1.pdf</a>	Chancellor

Evaluation	8/12/2020	<a href="https://www.vsc.edu/wp-content/uploads/2020/08/Policy-311-Revised-for-08-12-20-1-1.pdf">https://www.vsc.edu/wp-content/uploads/2020/08/Policy-311-Revised-for-08-12-20-1-1.pdf</a>	Chancellor
Disciplinary action	8/12/2020	<a href="https://www.vsc.edu/wp-content/uploads/2020/08/Policy-311-Revised-for-08-12-20-1-1.pdf">https://www.vsc.edu/wp-content/uploads/2020/08/Policy-311-Revised-for-08-12-20-1-1.pdf</a>	Chancellor
Advancement	8/12/2020	<a href="https://www.vsc.edu/wp-content/uploads/2020/08/Policy-311-Revised-for-08-12-20-1-1.pdf">https://www.vsc.edu/wp-content/uploads/2020/08/Policy-311-Revised-for-08-12-20-1-1.pdf</a>	Chancellor
Other; specify			

**Resolution of grievances**

Students	7/1/2019	<a href="https://docs.ccv.edu/CCVPolicyFiles/Complaint_Resolution_CCV_Policy.pdf">https://docs.ccv.edu/CCVPolicyFiles/Complaint_Resolution_CCV_Policy.pdf</a>	Dean of Students
Faculty	7/1/2019	<a href="https://docs.ccv.edu/CCVPolicyFiles/Complaint_Resolution_CCV_Policy.pdf">https://docs.ccv.edu/CCVPolicyFiles/Complaint_Resolution_CCV_Policy.pdf</a>	Academic Dean
Staff	7/1/2019	<a href="https://www.vsc.edu/wp-content/uploads/2017/05/Non-Union-Employees-Personnel-Handbook.pdf">https://www.vsc.edu/wp-content/uploads/2017/05/Non-Union-Employees-Personnel-Handbook.pdf</a>	Human Resources Director
Other; specify			

?	Other	Last Updated	Website location or Publication	Responsible Office or Committee

Please enter any explanatory notes in the box below

**Standard 9: Integrity, Transparency, and Public Disclosure  
(Transparency)**

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	<a href="https://ccv.edu/admissions/request-more-information/">https://ccv.edu/admissions/request-more-information/</a>
Notice of availability of publications and of audited financial statement or fair summary	<a href="https://ccv.edu/find/media-inquiries/">https://ccv.edu/find/media-inquiries/</a> ; <a href="https://www.vsc.edu/vsc-financial-statements-2012-2017/">https://www.vsc.edu/vsc-financial-statements-2012-2017/</a>
Processes for admissions	<a href="https://ccv.edu/admissions/apply-to-ccv/">https://ccv.edu/admissions/apply-to-ccv/</a>
Processes for employment	<a href="https://ccv.edu/about/employment/">https://ccv.edu/about/employment/</a>
Processes for grading	<a href="https://ccv.edu/academics/classes/grading-attendance-academic-standing/">https://ccv.edu/academics/classes/grading-attendance-academic-standing/</a>
Processes for assessment	<a href="https://docs.ccv.edu/CCVPolicyFiles/Evaluation_System_CCV_Policy.pdf">https://docs.ccv.edu/CCVPolicyFiles/Evaluation_System_CCV_Policy.pdf</a>
Processes for student discipline	<a href="https://docs.ccv.edu/CCVPolicyFiles/Student_Code%20of_Conduct_and_Procedures_CCV_Policy.pdf">https://docs.ccv.edu/CCVPolicyFiles/Student_Code%20of_Conduct_and_Procedures_CCV_Policy.pdf</a>
Processes for consideration of complaints and appeals	<a href="https://docs.ccv.edu/CCVPolicyFiles/Complaint_Resolution_CCV_Policy.pdf">https://docs.ccv.edu/CCVPolicyFiles/Complaint_Resolution_CCV_Policy.pdf</a>

List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.	
Statement/Promise	Website location and/or publication where valid documentation can be found
Learning outcomes, including transfer rates and student progress	<a href="https://ccv.edu/about/facts-figures/">https://ccv.edu/about/facts-figures/</a>
Retention, graduation, and degree completion rates	<a href="https://ccv.edu/about/student-outcomes/">https://ccv.edu/about/student-outcomes/</a>
Program outcomes, career option and job outlook information, and transfer options	<a href="https://catalog.ccv.edu/index.php?catoid=12">https://catalog.ccv.edu/index.php?catoid=12</a>
Achievements of students, graduates, and faculty	<a href="https://ccv.edu/ccv-now/">https://ccv.edu/ccv-now/</a>

Date of last review of:	
Print publications	
Digital publications	

Please enter any explanatory notes in the box below

**Standard 9: Integrity, Transparency, and Public Disclosure  
(Public Disclosure)**

Information	Website location	Searchable	# clicks
Institutional catalog	<a href="https://catalog.ccv.edu/">https://catalog.ccv.edu/</a>	y	2
Obligations and responsibilities of students and the institution	<a href="https://ccv.edu/about/policies/consumer-information/">https://ccv.edu/about/policies/consumer-information/</a>	n	3
Information on admission and attendance	<a href="https://ccv.edu/admissions/apply-to-ccv/">https://ccv.edu/admissions/apply-to-ccv/</a>	y	2
Institutional mission and objectives	<a href="https://ccv.edu/about/learn-about-ccv/">https://ccv.edu/about/learn-about-ccv/</a>	y	2
Expected educational outcomes	<a href="https://ccv.edu/about/student-outcomes/">https://ccv.edu/about/student-outcomes/</a>	y	2
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	<a href="https://ccv.edu/about/learn-about-ccv/">https://ccv.edu/about/learn-about-ccv/</a>	y	2
Requirements, procedures and policies re: admissions	<a href="https://ccv.edu/admissions/apply-to-ccv/">https://ccv.edu/admissions/apply-to-ccv/</a>	y	2
Requirements, procedures and policies re: transfer credit	<a href="https://ccv.edu/academics/transfer-from-ccv/">https://ccv.edu/academics/transfer-from-ccv/</a>	y	2
A list of institutions with which the institution has an articulation agreement	<a href="https://ccv.edu/academics/transfer-from-ccv/transfer-pathways-agreements/">https://ccv.edu/academics/transfer-from-ccv/transfer-pathways-agreements/</a>	y	3
Student fees, charges and refund policies	<a href="https://ccv.edu/financial/tuition/">https://ccv.edu/financial/tuition/</a>	y	2
Rules and regulations for student conduct	<a href="https://ccv.edu/about/policies/">https://ccv.edu/about/policies/</a>	y	2
Procedures for student appeals and complaints	<a href="https://ccv.edu/about/policies/">https://ccv.edu/about/policies/</a>	y	2
Other information re: attending or withdrawing from the institution	<a href="https://ccv.edu/academics/classes/drop-a-class/">https://ccv.edu/academics/classes/drop-a-class/</a>	y	3
Academic programs	<a href="https://ccv.edu/academics/programs/">https://ccv.edu/academics/programs/</a>	y	2
Courses currently offered	<a href="https://andromeda.ccv.vsc.edu/Learn/Grid/SiteList.cfm">https://andromeda.ccv.vsc.edu/Learn/Grid/SiteList.cfm</a>	y	2
Other available educational opportunities	<a href="https://ccv.edu/academics/">https://ccv.edu/academics/</a>	n	1
Other academic policies and procedures	<a href="https://ccv.edu/about/policies/">https://ccv.edu/about/policies/</a>	y	2
Requirements for degrees and other forms of academic recognition	<a href="https://catalog.ccv.edu/">https://catalog.ccv.edu/</a>	y	2
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	<a href="https://ccv.edu/find/faculty/">https://ccv.edu/find/faculty/</a>	y	2
Names and positions of administrative officers	<a href="https://ccv.edu/find/administrative-offices/">https://ccv.edu/find/administrative-offices/</a>	y	2
Names, principal affiliations of governing board members	<a href="https://ccv.edu/about/administration-directors/">https://ccv.edu/about/administration-directors/</a>	y	2
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	<a href="https://ccv.edu/find/locations/">https://ccv.edu/find/locations/</a>	y	2
Programs, courses, services, and personnel not available in any given academic year.	n/a	n/a	n/a
Size and characteristics of the student body	<a href="https://ccv.edu/about/facts-figures/">https://ccv.edu/about/facts-figures/</a>	y	2

Description of the campus setting	<a href="https://ccv.edu/find/locations/">https://ccv.edu/find/locations/</a>	y	2
Availability of academic and other support services	<a href="https://ccv.edu/academics/academic-support-services/">https://ccv.edu/academics/academic-support-services/</a>	y	2
Range of co-curricular and non-academic opportunities available to students	<a href="https://ccv.edu/resources/current-students/organizations-leadership/">https://ccv.edu/resources/current-students/organizations-leadership/</a>	n	3
Institutional learning and physical resources from which a student can reasonably be expected to benefit	<a href="https://hartness.vsc.edu/">https://hartness.vsc.edu/</a>	y	2
Institutional goals for students' education	<a href="https://catalog.ccv.edu/">https://catalog.ccv.edu/</a>	y	2
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	<a href="https://ccv.edu/about/student-outcomes/">https://ccv.edu/about/student-outcomes/</a>	y	2
Total cost of education and net price, including availability of financial aid and typical length of study	<a href="https://ccv.edu/financial/tuition/">https://ccv.edu/financial/tuition/</a>	y	2
Expected amount of student debt upon graduation and loan payment rates	<a href="https://ccv.edu/financial/tuition/">https://ccv.edu/financial/tuition/</a>	y	2
Statement about accreditation	<a href="https://ccv.edu/about/learn-about-ccv/">https://ccv.edu/about/learn-about-ccv/</a>	y	2

# Appendix A:

Affirmation of Compliance with Federal  
Requirements of Title IV



**AFFIRMATION OF COMPLIANCE WITH  
 FEDERAL REGULATIONS RELATING TO TITLE IV**

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

- 1. Credit Transfer Policies.** The institution’s policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (NECHE Policy 95. See also *Standards for Accreditation* 4.29-4.32 and 9.18.)

URL	<a href="https://ccv.edu/about/policies/">https://ccv.edu/about/policies/</a>
Print Publications	Student Handbook ( <a href="https://ccv.edu/resources/current-students/">ccv.edu/resources/current-students/</a> )
Self-study/Fifth-year Report Page Reference	Page 31

- 2. Student Complaints.** “Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered.” (*Standards for Accreditation* 5.18, 9.8, and 9.18.)

URL	<a href="https://ccv.edu/about/policies/">https://ccv.edu/about/policies/</a>
Print Publications	Student Handbook ( <a href="https://ccv.edu/resources/current-students/">ccv.edu/resources/current-students/</a> )
Self-study/Fifth-year Report Page Reference	Page 96

- 3. Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (NECHE Policy 95. See also *Standards for Accreditation* 4.48.)

Method(s) used for verification	VSCS secure login system for the portal and learning management system; VSC Policy 502 Computing and Telecommunications Conditions of Use
Self-study/Fifth-year Report Page Reference	Page 31

- 4. FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment:** The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (NECHE Policy 77.)

URL	<a href="https://ccv.edu/">https://ccv.edu/</a> , <a href="https://ccv.edu/ccv-now/">https://ccv.edu/ccv-now/</a>
Print Publications	<i>Seven Days</i>
Self-study Page Reference	Page xxi

The undersigned affirms that Community College of Vermont (institution name) meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: *byu Jug*

Date: *1/25/2022*

*March, 2016, June 2020, August 2021*

# Appendix B:

**E-Series Forms on Student Achievement  
and Success**

**E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT**  
**OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS**

CATEGORY	(1) Where are the learning outcomes for this level/program published?  Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence?  What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
At the institutional level:	In addition to graduation standards within general education program, the institution-wide learning outcome, “ <i>explore pathways for educational and career development in the student’s field of study</i> ” is embedded in every degree program.  Academic Catalog: <a href="http://catalog.ccv.edu">http://catalog.ccv.edu</a>	<ul style="list-style-type: none"> <li>Assessment activities in the first semester seminar and introductory program courses linked to the learning outcome “<i>explore pathways for educational and career development in the student’s field of study</i>”.</li> <li>Surveys: <ul style="list-style-type: none"> <li>Capstone Course survey</li> <li>Recent Graduate survey</li> <li>Program review survey of graduates within 5 years as part</li> </ul> </li> </ul>	Curriculum committees as defined by VSC Policy 101.	<ul style="list-style-type: none"> <li>Detailed program advising guides developed to highlight career pathways.</li> <li>Semester maps created for all programs and related certificate programs to highlight course sequencing and support program planning and completion.</li> <li>Web-based career services developed.</li> <li>Resume writing workshop developed and used by work-based learning courses.</li> <li>Developed Canvas program sites for students by career focus area in 2021-22. Sites feature regular monthly faculty-led events and engage students in</li> </ul>	
		of VSC Policy 101 process		exploring career and transfer pathways. Anticipate building student participation and expanding content and events over the next year.	
For general education if an undergraduate institution:	Academic Catalog: <a href="http://catalog.ccv.edu">http://catalog.ccv.edu</a>	<ul style="list-style-type: none"> <li>Capstone course final paper evaluated with standard rubric for the <i>writing</i> and <i>information literacy</i> standards; final papers in all three levels of writing courses evaluated on a rotating basis.</li> <li>Oral presentation assignment embedded in communication courses and assessed by instructors using a standard rubric for the <i>oral communication</i> standard.</li> <li>WorkKeys® assessment for <i>quantitative reasoning</i> standard.</li> <li>Survey of students near degree</li> </ul>	Curriculum committee as defined by VSC Policy 101; faculty teams assess capstone papers.	<ul style="list-style-type: none"> <li>Ongoing professional development and norming sessions for writing faculty.</li> <li>Development of college-wide oral communication rubric and professional development workshops.</li> <li>Developed Canvas Quantitative Reasoning Practice resource site for students to practice and prepare for the WorkKeys Applied Math assessment. Connected site to all Applied Math Concepts Canvas courses to support math faculty and student success and completion of standard.</li> </ul>	PReCIP AY 2019-20 Component AY 2021-22

		completion and graduates from previous 5 years as part of VSC Policy 101 process.			
List each degree program:  Accounting (A.S.)	Academic Catalog: <a href="http://catalog.ccv.edu">http://catalog.ccv.edu</a>	<ul style="list-style-type: none"> <li>Survey of students near degree completion and graduates from previous 5 years as part of VSC Policy 101 process.</li> <li>Common assignment and rubric for Intermediate Accounting II ACC-2202.</li> <li>Results from completion of NACPB certification exams in Accounting, Computerized Accounting, and Payroll.</li> </ul>	Curriculum committee as defined by VSC Policy 101; Advisory committee.	<ul style="list-style-type: none"> <li>Developed Bookkeeping certificate program based on student survey data and industry needs.</li> <li>Updated assessment rubric in ACC-2202.</li> <li>Anticipated changes include reinforcing student skill and knowledge of adjusting journal entries based on ongoing assessment.</li> <li>Added elective credit to program to better align with Bookkeeping and Entrepreneurship certificate programs and small business skills.</li> <li>Embedded NACPB Exams in Intermediate Accounting I ACC-2201, Payroll Accounting ACC-1030 and Computerized Accounting ACC-1010.</li> <li>Added career exploration essential objective to Financial Accounting ACC-2121 and developing assessment rubric.</li> </ul>	PRECIP AY 2020-21 Component AY 2020-21
Behavioral Science (A.S.)	Academic Catalog: <a href="http://catalog.ccv.edu">http://catalog.ccv.edu</a>	<ul style="list-style-type: none"> <li>Common assignment and rubric for intro level PSY-1010, and upper level SWK-2070 courses.</li> <li>Common career exploration assignment and rubric in intro level courses, CRJ-1010.</li> <li>Supervisor feedback in the Professional Field Experience course and for students requesting to waive Professional Field Experience.</li> <li>Survey of students near degree completion and graduates from previous 5 years as part of VSC Policy 101 process.</li> </ul>	Curriculum committee as defined by VSC Policy 101; Advisory committee.	<ul style="list-style-type: none"> <li>Combined CRJ/HMS/SUD programs into single BHS meta-major.</li> <li>Prerequisite added to SWK-2070.</li> <li>Identified need to embed assessment in ANT-1010 and SOC-1010 in addition to PSY-1010.</li> <li>Updated assessment rubric for PSY-1010.</li> </ul>	PRECIP AY 2018-19 Component AY 2021-22
Business (A.S.)	Academic Catalog: <a href="http://catalog.ccv.edu">http://catalog.ccv.edu</a>	<ul style="list-style-type: none"> <li>Common assignment and rubric embedded in capstone, BUS-2740.</li> <li>Survey of students near degree completion and</li> </ul>	Curriculum committee as defined by VSC Policy 101; Advisory committee.	<ul style="list-style-type: none"> <li>Program outcomes updated to be more distinct and measurable.</li> <li>Created new curriculum and certificate programs in entrepreneurship and human resource management based on student survey data.</li> </ul>	PRECIP AY 2020-21 Component AY 2020-21

January 2022

		graduates from previous 5 years as part of VSC Policy 101 process.		<ul style="list-style-type: none"> <li>• Common assignment and assessment rubric updated in capstone course.</li> <li>• Anticipated changes include adding resume completion as a requirement in capstone course.</li> <li>• Developing career exploration and development assessment rubric for BUS-1010 and ACC-2121.</li> </ul>	
Design & Media Studies (A.A.)	Academic Catalog: <a href="http://catalog.ccv.edu">http://catalog.ccv.edu</a>	<ul style="list-style-type: none"> <li>• Common assignment and rubric embedded in Intro to Visual Communication, COM-1045.</li> <li>• External review of student portfolio embedded in capstone course, ART-2170.</li> <li>• Survey of students near degree completion and graduates from previous 5 years as part of VSC Policy 101 process.</li> </ul>	Curriculum committee as defined by VSC Policy 101; External Panel; Advisory committee.	<ul style="list-style-type: none"> <li>• Addition of digital media production courses to degree options.</li> <li>• Creation of certificate programs stackable within the degree.</li> <li>• Modification of degree tracks to a list of approved DMS electives for greater flexibility.</li> </ul>	PreCIP AY 2017-18 Component AY 2021-22
Early Childhood Education (A.A.)	Academic Catalog: <a href="http://catalog.ccv.edu">http://catalog.ccv.edu</a>	<ul style="list-style-type: none"> <li>• Common assignment and rubric embedded in</li> </ul>	Curriculum committee as defined by VSC Policy	<ul style="list-style-type: none"> <li>• Deleted EDU-2042 course requirement for ECE AA.</li> <li>• Added COM-1015 requirement to ECE AA.</li> </ul>	PreCIP AY 2016-17 Component AY2021-22

January 2022

		<p>upper level course, EDU-2045.</p> <ul style="list-style-type: none"> <li>• Supervisor feedback in the Professional Field Experience course and for students requesting to waive Professional Field Experience.</li> <li>• Survey of students near degree completion and graduates from previous 5 years as part of VSC Policy 101 process.</li> </ul>	101; Advisory committee.	<ul style="list-style-type: none"> <li>• Updated content and title of EDU-1270.</li> <li>• Recommended new Early Childhood Education Administrator CT for FA22.</li> </ul>	
Environmental Science (A.S.)	Academic Catalog: <a href="http://catalog.ccv.edu">http://catalog.ccv.edu</a>	<ul style="list-style-type: none"> <li>• Common assignments and rubric embedded in Introductory course, ENV-1010.</li> <li>• Lab reports assigned within lab science courses are assessed using a common rubric.</li> <li>• Survey of students near degree completion and graduates from previous 5 years as part of VSC Policy 101 process.</li> </ul>	Curriculum committee as defined by VSC Policy 101; Advisory committee.	<ul style="list-style-type: none"> <li>• Curricular changes to require BIO-1211 and emphasize ecology, sustainability, and increase sociocultural awareness.</li> </ul>	PreCIP AY 2016-17 Component AY 2021-22

Health Science (A.S.)	Academic Catalog: <a href="http://catalog.ccv.edu">http://catalog.ccv.edu</a>	<ul style="list-style-type: none"> <li>• Common assignment and rubric embedded in BIO-1140.</li> <li>• Survey of students near degree completion and graduates from previous 5 years as part of VSC Policy 101 process.</li> </ul>	Curriculum committee as defined by VSC Policy 101; Advisory committee.	<ul style="list-style-type: none"> <li>• Addition of Principles of Public Health course to program core.</li> <li>• Revised common assignment to include case study analysis.</li> </ul>	PreCIP AY 2020-21
Information Technology (A.S.)	Academic Catalog: <a href="http://catalog.ccv.edu">http://catalog.ccv.edu</a>	<ul style="list-style-type: none"> <li>• Common assignments and rubric to evaluate a single program outcome across 10 core program requirement courses.</li> <li>• Culminating project evaluated using a common rubric to evaluate a program outcome related to network solutions within the upper level course, CIS-2120.</li> <li>• Survey of students near degree completion and graduates from previous 5 years as</li> </ul>	Curriculum committee as defined by VSC Policy 101; Advisory committee.	<ul style="list-style-type: none"> <li>• Revised program from Computer Science to IT meta-major with focus areas.</li> <li>• Updated curriculum in CIS and core IT courses to align with industry recognized credentials, CompTIA, AWS, and MS Office certifications.</li> <li>• Embedded CompTIA exam in CIS-1100 and creating test prep self-paced curriculum to support certification completion.</li> <li>• Revised prerequisites on core courses to better support course sequencing.</li> <li>• Added additional curriculum and focus areas in program, Python programming and cloud</li> </ul>	PreCIP AY 2016-17 Component AY 2021-22
		<ul style="list-style-type: none"> <li>part of VSC Policy 101 process.</li> <li>• Developed common assignment and rubric to evaluate program outcome in CIS-1350.</li> </ul>		<ul style="list-style-type: none"> <li>computing, to better meet student and industry needs.</li> <li>• Added career exploration essential objective to CIS-1100 and developing common rubric for assessment.</li> <li>• Anticipated changes include further revision of web development curriculum to align with industry trends.</li> </ul>	
Liberal Studies (A.A.)	Academic Catalog: <a href="http://catalog.ccv.edu">http://catalog.ccv.edu</a>	<ul style="list-style-type: none"> <li>• Common reflection assignment in capstone course.</li> <li>• Survey of students near degree completion and graduates from previous 5 years as part of VSC Policy 101 process.</li> <li>• Also see General Education measures.</li> </ul>	Curriculum committee as defined by VSC Policy 101; Advisory committee.	<ul style="list-style-type: none"> <li>• Program curriculum revised to align with general education changes as part of VSCS general education program.</li> </ul>	PreCIP AY 2019-20
Liberal Studies with Specialization in Global Studies (A.A.)	Academic Catalog: <a href="http://catalog.ccv.edu">http://catalog.ccv.edu</a>	<ul style="list-style-type: none"> <li>• Common assignment embedded in SOC-2010.</li> <li>• Survey of students near degree completion and graduates from previous 5 years as</li> </ul>	Curriculum committee as defined by VSC Policy 101; Advisory committee.	<ul style="list-style-type: none"> <li>• Planned revision of rubric based on pilot in SOC-2010.</li> </ul>	PreCIP AY 2019-20

		part of VSC Policy 101 process. <ul style="list-style-type: none"> <li>Also see General Education measures.</li> </ul>			
Professional Studies (A.S.)	Academic Catalog: <a href="http://catalog.ccv.edu">http://catalog.ccv.edu</a>	<ul style="list-style-type: none"> <li>Supervisor feedback in Professional Field Experience (PFE) course.</li> <li>Survey of students near degree completion and graduates from previous 5 years as part of VSC Policy 101 process.</li> </ul>	Curriculum committee as defined by VSC Policy 101; Advisory committee.	<ul style="list-style-type: none"> <li>Revised program from Administrative Management to Professional Studies (PFS) for a more focused and flexible business program supporting students in entering the workforce and transfer.</li> <li>Added PFE as a course requirement to support applied learning and student workplace experience based on student surveys.</li> <li>Added resume workshop completion as a requirement in Professional Field Experience course.</li> <li>Developing career exploration and development assessment rubric for BUS-1010.</li> <li>Created new curriculum in non-profit management and grant writing, and certificates in entrepreneurship and human resource management based on student survey data.</li> </ul>	PRECIP AY 2020-21

January 2022

				<ul style="list-style-type: none"> <li>Increased PFS electives to include INT and MEC courses to improve flexibility of program.</li> </ul>	
STEM Studies (A.S.)	Academic Catalog: <a href="http://catalog.ccv.edu">http://catalog.ccv.edu</a>	<ul style="list-style-type: none"> <li>Lab reports assigned within lab science courses are assessed using a common rubric.</li> <li>Survey of students near degree completion and graduates from previous 5 years as part of VSC Policy 101 process.</li> </ul>	Curriculum committee as defined by VSC Policy 101; Advisory committee.	<ul style="list-style-type: none"> <li>Ongoing revision of laboratory essential objectives to encourage inquiry-based learning.</li> <li>Revise rubric to include Claim, Evidence Reasoning (CER) to be used on other types of science communication and to address the PO.</li> </ul>	PRECIP AY 2016-17 Component AY 2019-20

Institutions selecting E1a should also include E1b.

**Note:** Please see the Statement on Student Achievement and Success Data Forms (available on the CIHE website: <https://cihe.neasc.org>) for more information about completing these forms.

# Appendix C:

Most Recent Audited Financial  
Statements, including Auditor's  
Management Letter

# **VERMONT STATE COLLEGES**

**(a Component Unit of the State of Vermont)**

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## **FINANCIAL STATEMENTS AND MANAGEMENT'S DISCUSSION AND ANALYSIS**

**JUNE 30, 2021 and 2020**

**VERMONT STATE COLLEGES**  
**(a Component Unit of the State of Vermont)**

**Financial Statements and  
Management's Discussion and Analysis**

**June 30, 2021 and 2020**

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## INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of  
Vermont State Colleges  
Montpelier, Vermont

### **Report on the Financial Statements**

We have audited the accompanying financial statements of the Vermont State Colleges (a component unit of the State of Vermont) (the "Colleges"), which comprise the statements of net position as of June 30, 2021 and 2020, the related statements of revenues, expenses and changes in net position, and cash flows for the years then ended, and the related notes to the financial statements, which collectively comprise the Colleges' basic financial statements as listed in the table of contents.

### **Management's Responsibility for the Financial Statements**

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### **Auditors' Responsibility**

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

**Opinion**

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Vermont State Colleges at June 30, 2021 and 2020 and the results of their respective changes in financial position and their cash flows for the years then ended, in conformity with accounting principles generally accepted in the United States of America.

**Required Supplementary Information**

Accounting principles generally accepted in the United States of America require that management's discussion and analysis on pages 3-21 and the schedule of changes in Total OPEB liability page 63, and their respective notes on pages 64-65. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

**Other Reporting Required by *Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated October 25, 2021, on our consideration of Vermont State Colleges' internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grants. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the College's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be read in conjunction with this report in considering the results of our audits.

**Certified Public Accountants  
Braintree, Massachusetts**

October 25, 2021

# VERMONT STATE COLLEGES (a Component Unit of the State of Vermont)

## Management's Discussion and Analysis (Unaudited)

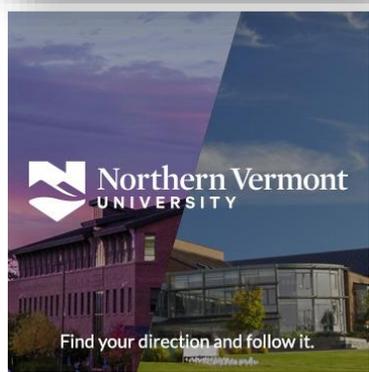
June 30, 2021 and 2020

### Introduction

The management of the Vermont State Colleges System (VSCS) has prepared the following unaudited Management's Discussion and Analysis (MD&A), required supplemental information according to the Governmental Accounting Standards Board (GASB). The intent is to contribute to the reader's understanding of the accompanying financial statements and notes. As this MD&A contains highly summarized information, tables and graphs, it should be read in conjunction with the accompanying financial statements and notes.

### Vermont State College System

The Vermont State College System is comprised of four public colleges including Community College of Vermont (CCV), Castleton University (CU), Northern Vermont University (NVU), and Vermont Technical College (VTC). The member institutions are united in the common purpose of providing affordable, high quality, student-centered, and accessible education, fully integrating professional, liberal arts, and career study, consistent with student aspirations and regional and state needs.



# VERMONT STATE COLLEGES

(a Component Unit of the State of Vermont)

## Management's Discussion and Analysis (Unaudited)

June 30, 2021 and 2020

### Significant Events Affecting These Financial Statements

Events that affect these statements during the past five years include:

- The pandemic that began in January 2020 touched the Vermont State Colleges System for the first time in March 2020 at which time the VSCS shuttered all face-to-face programs, closed their residence halls to all but those with housing insecurity issues, and conducted all classes remotely. Three of four institutions reopened in Fall 2020 in fully remote or largely remote learning modalities. In Spring 2021, three of four institutions returned to primarily face-to-face instruction. With the exception of Community College of Vermont, all institutions saw lower than prior year enrollment. The result was lower than normal revenue from student tuition, fees, room, and board for both FY2020 and FY2021.
- Pandemic relief in the form of the Higher Education Relief (HEERF) and Coronavirus Relief (CRF) helped the VSCS to conclude fiscal years 2021 and 2020 in a positive position; however, the ongoing pandemic, coupled with the demographics of the Northeast as well as Vermont continues to be a concern.
- For FY2021, the State of Vermont authorized \$28.8 million in one-time bridge funding for the Vermont State Colleges. Considered an additional State Appropriation, these funds were authorized to provide the VSCS with additional funding to assist the System with expected revenue loss due to the pandemic.
- A workforce development program for those negatively impacted by the pandemic was created by the State of Vermont and funded by Coronavirus Relief Funds. This program improved tuition revenue by approximately \$1 million in FY2021.
- Enrollment trends continue to be a concern for institutions of Higher Education. Nationally, enrollments have declined consistently since 2011. Although a national issue, these challenges to the industry are hitting New England and Vermont especially hard. There are declining numbers of traditional college students and increased competition among colleges for those students. Student preferences and attitudes toward higher education are changing. Historically, Vermont has ranked in the bottom two states supporting higher education. However, recent investments in response to the pandemic and transformation of the Vermont State Colleges has made significant improvements in this arena.
- The other post-employment benefits accrual has a liability of \$238 million, an increase of \$44 million for FY2021. This accrual is not being pre-funded, but paid when incurred during retirement periods. These programs were closed in 2012 (all staff groups) and 2015 (faculty groups) for all newly hired employees, therefore the liability will reduce over time.

# VERMONT STATE COLLEGES (a Component Unit of the State of Vermont)

## Management's Discussion and Analysis (Unaudited)

June 30, 2021 and 2020

- In FY2020, the System refinanced its 2010B bonds with the issuance of its 2020A bond series. The 2020A bonds are fixed rate, publicly traded, and were issued through the Vermont Municipal Bond Bank under the VSCS Program Resolution, as general obligations of the Bond Bank, secured by a pledge of the 2020 VSCS Bond and the amounts required to be paid by the VSCS to the Bond Bank pursuant to a loan agreement for principal and interest on the 2020 bonds. Additionally, the bonds are secured by appropriations to the VSCS, which may be directed by the State Treasurer to pay principal and interest on the bonds in the event of a default of such payments on the part of the VSCS. In addition to the 2020 bonds, the VSCS debt includes fixed rate, publicly traded general obligation bonds issued in 2013 and 2017.

### **Using the Financial Statements**

The following discussion and analysis provides an overview of the financial statements and activities of the Vermont State Colleges System (VSCS) for the year ended June 30, 2021 and selected comparative information. Since this MD&A is designed to focus on current activities, resulting changes and currently known facts, please read in conjunction with the financial statements and notes that follow this section.

These financial statements have been prepared in accordance with GASB (Government Accounting Standards Board) principles. In June 1999, GASB released Statement No. 34, *Basic Financial Statements and Management's Discussion and Analysis*. Changes in Statement No. 34 compared to prior GASB pronouncements require a comprehensive consolidated look at the entity as a whole, as well as capitalization and depreciation of assets. In November 1999, GASB issued Statement No. 35, *Basic Financial Statements and Management's Discussion and Analysis for Public Colleges and Universities*. This essentially applies Statement No. 34 to public colleges and universities. Previously, the financial statements focused on the individual fund groups rather than VSCS as a whole.

A brief explanation of each financial statement required by the GASB reporting model follows:

### ***Financial Statements***

The Vermont State College System's financial statements include three primary components:

- Statements of Net Position
- Statements of Revenues, Expenses and Changes in Net Position
- Statements of Cash Flow

# VERMONT STATE COLLEGES (a Component Unit of the State of Vermont)

## Management's Discussion and Analysis (Unaudited)

June 30, 2021 and 2020

### **STATEMENT OF NET POSITION**

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The Statement of Net Position presents the financial position of VSCS at a point in time - June 30, and includes all assets, liabilities, and the net position of the System. Net position represents the residual interest in the System's assets after liabilities are deducted. The change in net position is an indicator of whether the overall financial condition has improved or deteriorated during the year. Table 1 on the next page shows the condensed Statement of Net Position for the past five years.

Assets are items of economic value owed or controlled by an institution. They include capital assets like land, buildings and equipment, cash and investments, and amounts owed to us by students or others. Total assets are categorized as either current or noncurrent.

Current assets are available to satisfy current liabilities, which are those amounts expected to be payable within the next fiscal year. The major components of current assets are cash and accounts receivable, which are primarily funds due to the VSCS by students and granting agencies.

Total assets (including deferred outflows) of \$357 million as of the end of the current fiscal year increased by \$81 million or 29.7% from prior year, the increase was primarily in cash due to the receipt of \$28.8 million one-time bridge funds from the State of Vermont, Higher Education Emergency Relief Funding, and in deferred outflows related to other post-employment benefits (OPEB). Over the 5 years, total assets have increased by \$90 million: an increase of \$67 million in current assets and investments combined with the \$40 million increase in deferred outflows, net of \$24 million reduction in capital assets.

Noncurrent assets consist primarily of endowment and other investments, in addition to capital assets. Investments were \$55 million at June 30, 2021, \$7 million higher than the prior year. Capital Assets continue to decline at relatively the same rate indicating that investments in capital have primarily been at the same level each year and continue to be less than depreciation on an annual basis.

Liabilities are obligations owed by the institutions. They include funds owed to others such as vendors, employees, taxing agencies, and bondholders. Liabilities are classified as current and long-term. Current liabilities are those that due during the next fiscal year.

Current liabilities of \$33 million include primarily accounts payable, unearned revenue and principal amounts due on long-term debt related to the next fiscal year. Over this five-year period, current liabilities have been varied dependent upon the timing of deferred revenue and accounts payable transactions. This was especially true for FY2021.

Noncurrent liabilities increased by \$39 million to \$360 million during FY2021. This increase relates to the actuarial increase in other post-employment benefits.

# VERMONT STATE COLLEGES

## (a Component Unit of the State of Vermont)

### Management's Discussion and Analysis (Unaudited)

**June 30, 2021 and 2020**

**TABLE 1: Condensed Statement of Net Position as of June 30**

(\$ in millions)

	2021	% change	2020	% change	2019	% change	2018	% change	2017
Current Assets	96	100%	48	45%	33	-6%	35	21%	29
Noncurrent Assets									
Investments	55	15%	48	0%	48	4%	46	0%	46
Capital assets, net	145	-4%	151	-4%	157	-4%	163	-4%	169
Other	4	0%	4	-33%	6	0%	6	0%	6
Deferred outflows/inflows	57	128%	25	0%	25	-11%	28	65%	17
<b>Total Assets and Def'd outflows/inflows</b>	<b>357</b>	<b>29%</b>	<b>276</b>	<b>3%</b>	<b>269</b>	<b>-3%</b>	<b>278</b>	<b>4%</b>	<b>267</b>
Current liabilities	33	22%	27	13%	24	-14%	28	22%	23
Non current liabilities									
Post employ'm't benefit oblig	238	23%	194	3%	189	1%	188	9%	172
Bonds and Notes payable	114	-3%	118	-1%	119	-2%	121	-3%	125
Other	4	0%	4	-33%	6	-14%	7	17%	6
Deferred outflows/inflows	4	100%	5	100%	5	100%	0		0
<b>Total Liabilities</b>	<b>393</b>	<b>13%</b>	<b>348</b>	<b>1%</b>	<b>343</b>	<b>0%</b>	<b>344</b>	<b>6%</b>	<b>326</b>
Net investment in cap'l assets	41	-11%	46	5%	44	-10%	49	-11%	55
Restricted									
Nonexpendable	21	11%	19	0%	19	6%	18	-5%	19
Expendable	20	54%	13	0%	13	8%	12	9%	11
Unrestricted	-118	-21%	-150	0%	-150	3%	-145	1%	-144
<b>Total Net Position</b>	<b>-36</b>	<b>-50%</b>	<b>-72</b>	<b>-3%</b>	<b>-74</b>	<b>12%</b>	<b>-66</b>	<b>12%</b>	<b>-59</b>
<b>Total Liabilities and Net Position</b>	<b>357</b>	<b>29%</b>	<b>276</b>	<b>3%</b>	<b>269</b>	<b>-3%</b>	<b>278</b>	<b>4%</b>	<b>267</b>

Table 1: Condensed Statement of Net Position as of June 30

Net position is equal to the total assets minus the total liabilities, and represents the residual value of the institution at a point in time for the VSCS as of the financial statements issued each June 30.

Net investment in capital assets represents the historic cost of the System's capital assets reduced by total accumulated depreciation, plus the outstanding principal balances on debt used for the acquisition, construction, or improvement of those assets.

Total net position over the five years reported here has improved \$23 million from -59 million in FY2017 to -36 million in FY2021. This improvement is due in large part to one-time bridge funding from the State of Vermont, as well as Higher Education Relief and Coronavirus Relief funds starting in FY2020.

Net investment in capital assets decreased by \$5 million from June 30, 2020 to June 30, 2021 due to depreciation, offset partially by reduction in outstanding debt related to capital assets. Net investment in capital assets have steadily decreased over the five-year period reported here.

# VERMONT STATE COLLEGES (a Component Unit of the State of Vermont)

## Management's Discussion and Analysis (Unaudited)

June 30, 2021 and 2020

The restricted nonexpendable portion of the Net Position represents the permanent endowment funds for the system. These are donations to the colleges that cannot be spent without permission of the donor. These are invested; and the earnings are used based on VSCS Board Policy and the instructions of the donor. Most of the earnings on our endowment funds are designated for student scholarships. The increase of \$2 million over 5 years is due to gifts received for endowments during this period.

The restricted expendable portion of Net Position includes unexpended restricted gifts and grants, and unexpended endowment appreciation, subject to externally imposed conditions on their use. There was a \$7 million increase from June 30, 2020 to June 30, 2021. Over the 5-year period, expendable net assets have increased by \$9 million, as earnings have outpaced the 5% spending on endowments permitted by Board policy.

The unrestricted portion of the Net Position is largely affected by general operations, but the most significant impact to date has been the full recognition of future OPEB obligations, which are unfunded. These obligations will erode over time and have a corresponding improvement to unrestricted net position.

### ***Capital Assets and Debt Administration***

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The System's facilities are critical to accomplishing the mission of the System as they provide the physical framework and environment for education, research, cultural programs, and residential life. However, due to fiscal constraints the VSCS has not been able to invest in its facilities consistent with the decrease in capital assets and consistent with depreciation. This is something the VSCS will be addressing as it completes its system-wide transformation between FY2021 and FY2026. Table 2 below provides detail from the past 5 years related to the Capital Assets held by the System.

Construction in Progress reflects amounts paid for buildings or other assets that were not completed at year-end. When completed and placed in service, the total cost is moved to the appropriate capital asset category. Depreciation of that asset begins the month after it is placed in service. Construction in Progress has remained fairly steady, however, receipt of a Department of Defense Contract for construction of an Advanced Manufacturing Center on the Vermont Technical College campus at Randolph was in progress at the end of FY2021. Building and Improvements remained relatively constant from FY2019 to FY2021 reflecting limited funding for capital improvements. Infrastructure includes water & sewer systems, heating & electrical systems, telecommunication systems, and roads. The increase in infrastructure over the five-year period is due to projects on the campuses as well as enhanced communications systems for the entire System. Table 2 on the next page also includes related information (depreciation expense and outstanding principal on construction loans).

# VERMONT STATE COLLEGES

## (a Component Unit of the State of Vermont)

### Management's Discussion and Analysis (Unaudited)

**June 30, 2021 and 2020**

**Table 2: Capital Assets as of June 30**

(\$ in millions)

	2021	% Change	2020	% Change	2019	% Change	2018	% Change	2017
Land	9	0%	9	0%	9	0%	9	0%	9
Construction in progress	5	67%	3	50%	2	100%	1	0%	1
Infrastructure	42	2%	41	0%	41	3%	40	3%	39
Buildings and improvements	261	0%	262	0%	261	1%	259	1%	257
Leasehold improvements	4	0%	4	0%	4	0%	4	0%	4
Equipment	38	3%	37	3%	36	0%	36	6%	34
<b>Total Capital Assets</b>	<b>359</b>	<b>1%</b>	<b>356</b>	<b>1%</b>	<b>353</b>	<b>1%</b>	<b>349</b>	<b>1%</b>	<b>344</b>
<b>Accumulated Depreciation</b>	<b>-214</b>	<b>4%</b>	<b>-205</b>	<b>5%</b>	<b>-196</b>	<b>5%</b>	<b>-186</b>	<b>6%</b>	<b>-176</b>
<b>Capital Assets, Net</b>	<b>145</b>	<b>-4%</b>	<b>151</b>	<b>-4%</b>	<b>157</b>	<b>-4%</b>	<b>163</b>	<b>-3%</b>	<b>168</b>
Related information									
Depreciation Expense	10	0%	10	0%	10	0%	10	0%	10
Outstanding Principal, Related Loans	118	-2%	120	-1%	121	-3%	125	-3%	129

Table 2: Capital Assets as of June 30

As noted in this table, depreciation continues to outpace the sum of building improvements, infrastructure, and construction in progress.

### **Statement of Revenues, Expenses, and Changes in Net Position**

The Statement of Revenues, Expenses, and Changes in Net Position reports total operating revenues, operating expenses, non-operating revenues and expenses, and other changes in net position, showing the total change in net position for the fiscal year. Table 3 on the next page shows the Condensed Statements of Revenues, Expenses, and Changes in Net Position for the past five fiscal years.

#### **Operating and Non-operating Revenue**

Accounting rules require that our audited financials include operating revenues, operating expenses and non-operating revenues and expenses. The following sections provide an analysis of the total operating and non-operating revenues and expenses. In a normal year, the VSCS's primary source of revenue is from student tuition and fees. However, receipt of a one-time bridge appropriation plus Higher Education Emergency Relief and Coronavirus Relief funds, shifted the proportion of total operating and non-operating income attributable to net student revenues to 38%. As shown on Table 3, both Non Capital Appropriations and Federal Grants & Contracts increased \$43 million in FY2021.

# VERMONT STATE COLLEGES

## (a Component Unit of the State of Vermont)

### Management's Discussion and Analysis (Unaudited)

**June 30, 2021 and 2020**

**Table 3: Condensed Statements of Revenues, Expenses, and Changes in Net Position**

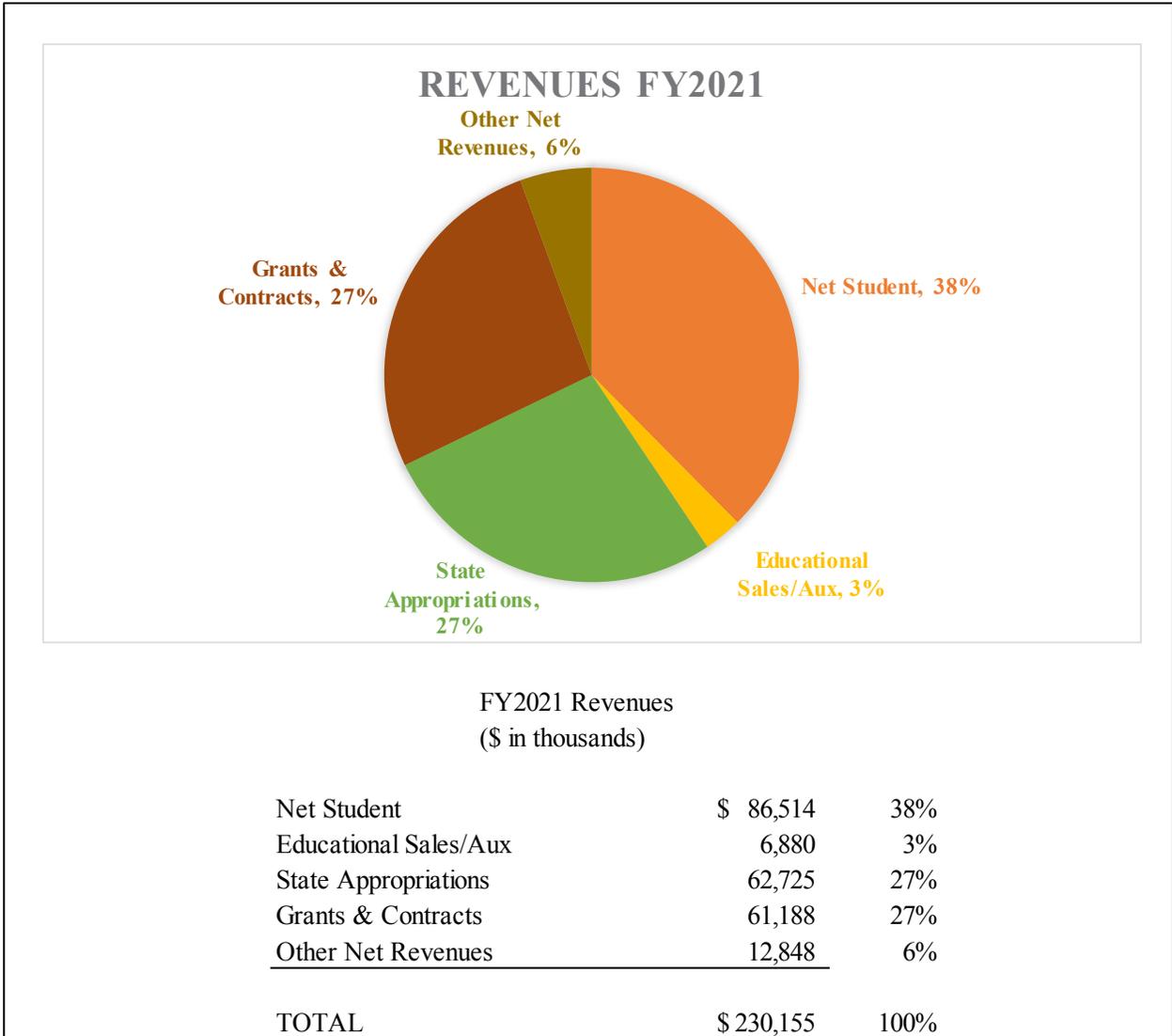
	(\$ in millions)									
	<u>2021</u>	<u>% Change</u>	<u>2020</u>	<u>% Change</u>	<u>2019</u>	<u>% Change</u>	<u>2018</u>	<u>% Change</u>	<u>2017</u>	
Net Student Revenues	87	-13%	100	-7%	107	-1%	108	-4%	112	
Grants and contracts	18	13%	16	0%	16	7%	15	7%	14	
Other Operating Revenues	8	33%	6	-14%	7	0%	7	0%	7	
Operating Revenues	113	-7%	122	-6%	130	0%	130	-2%	133	
Operating Expenses	189	3%	183	-2%	186	0%	186	1%	184	
Operating Loss	-76	25%	-61	9%	-56	0%	-56	10%	-51	
Nonoperating Revenues (Expenses)										
Non Capital Appropriations	61	85%	33	10%	30	0%	30	11%	27	
Federal Grants & Contracts	43	54%	28	75%	16	0%	16	0%	16	
Gifts currently expendable	3	50%	2	0%	2	-33%	3	50%	2	
Investment Income & Interest	7	600%	1	-50%	2	0%	2	-33%	3	
Interest Expense	-5	0%	-5	0%	-5	0%	-5	0%	-5	
Other nonoperating revenues	0	0%	0	0%	0	0%	0	0%	0	
Net Nonoperating Revenues	109	85%	59	31%	45	-2%	46	7%	43	
Total Change before other Revenues	33	-1750%	-2	-82%	-11	10%	-10	25%	-8	
Other Changes in Net Position										
Capital Appropriation	2	0%	2	-33%	3	0%	3	50%	2	
Capital gifts and grants	0	0%	0	0%	0	0%	0	0%	0	
Endowment gifts	1	0%	1	0%	0	0%	0	-100%	1	
Change in Net Position	36	3500%	1	-114%	-7	0%	-7	40%	-5	

*Table 3: Condensed Statements of Revenues, Expenses, and Changes in Net Position*

**VERMONT STATE COLLEGES**  
**(a Component Unit of the State of Vermont)**

**Management’s Discussion and Analysis (Unaudited)**

**June 30, 2021 and 2020**



*Chart 1: Revenues FY2021*

**VERMONT STATE COLLEGES**  
**(a Component Unit of the State of Vermont)**

**Management's Discussion and Analysis (Unaudited)**

**June 30, 2021 and 2020**

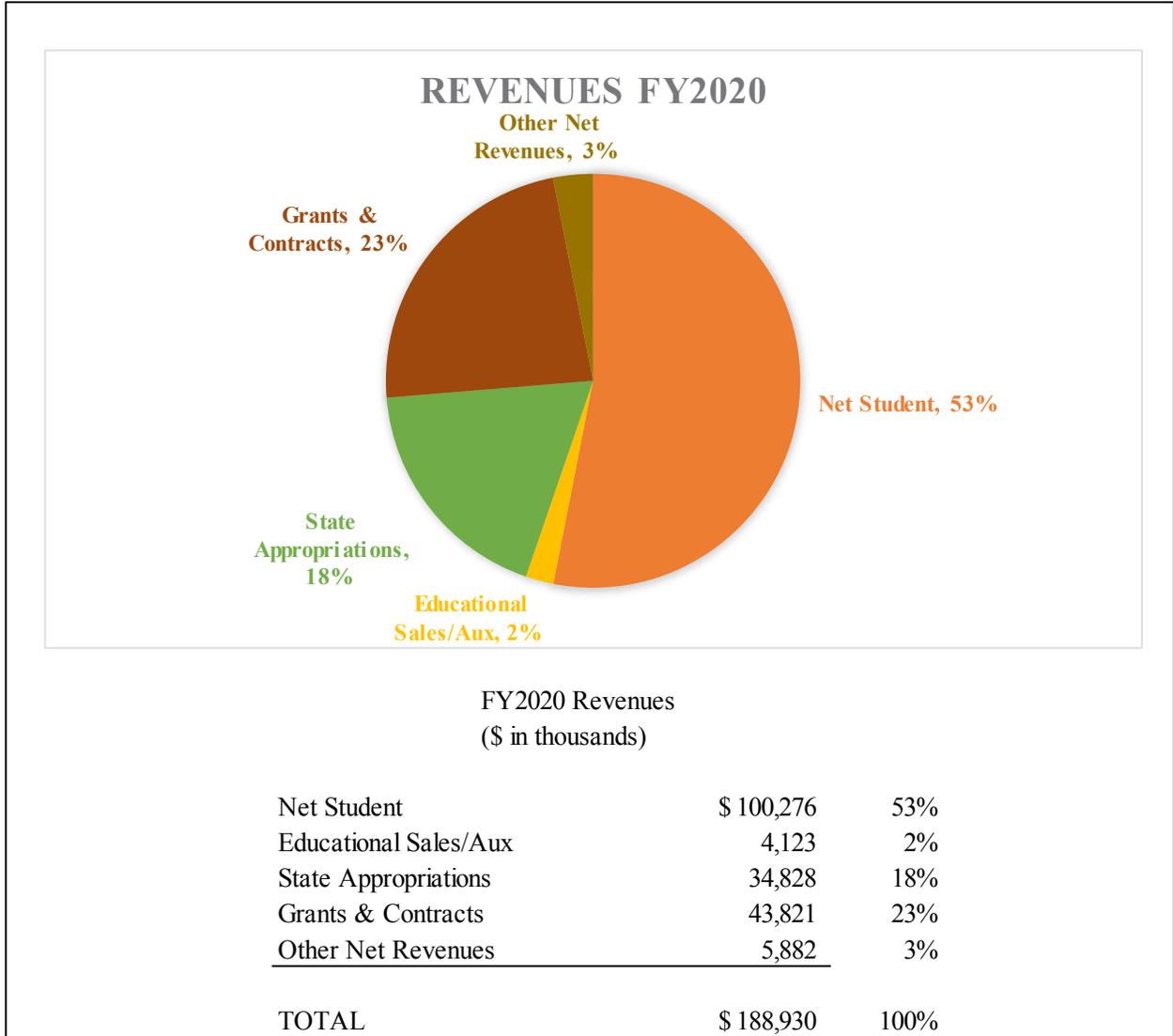


Chart 2: Revenues FY2020

# VERMONT STATE COLLEGES (a Component Unit of the State of Vermont)

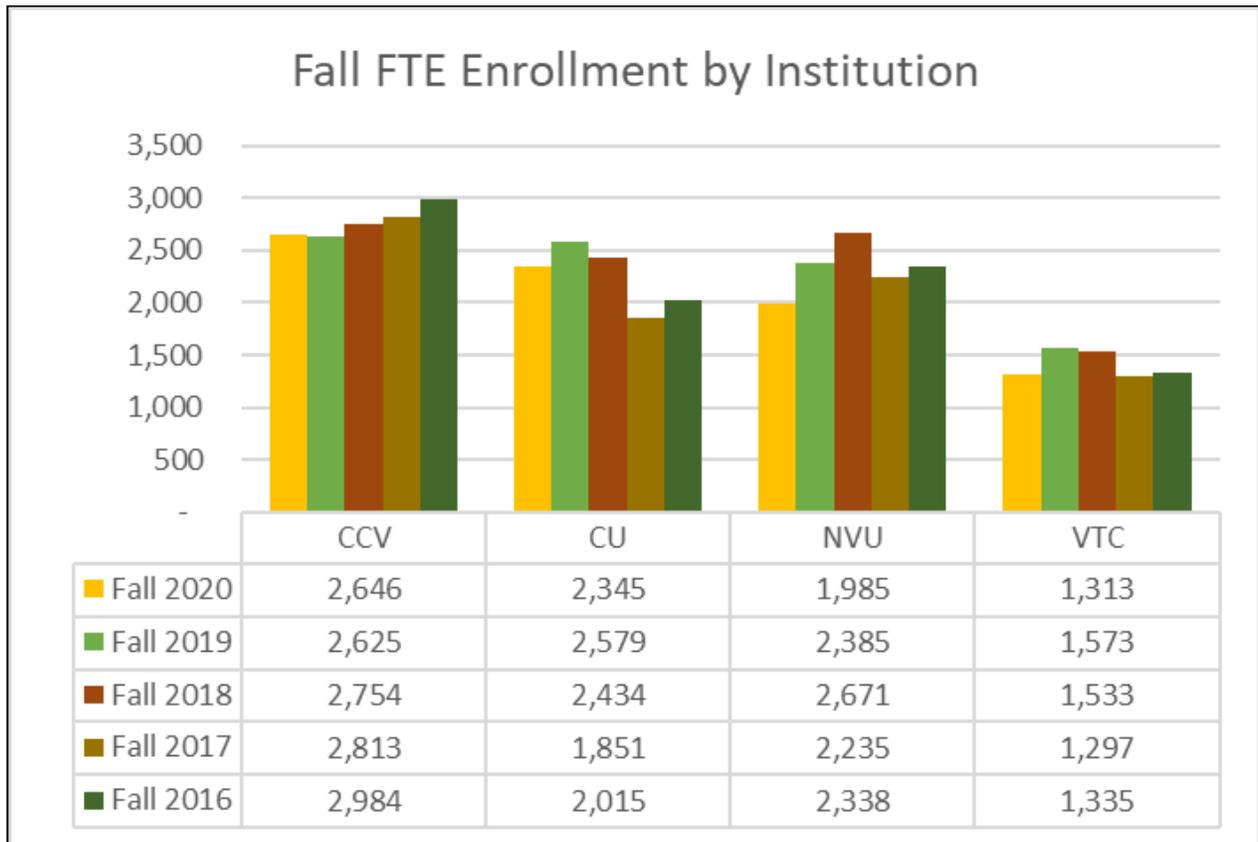
## Management’s Discussion and Analysis (Unaudited)

**June 30, 2021 and 2020**

### Tuition and Fee Revenue

Net Tuition and fees includes tuition and fees plus residence and dining fees less scholarship allowances. The charts below shows the trend for enrollments and corresponding Tuition and Fee Revenues from FY2017 through FY2021. For the System, student-based revenue has been declining during this five-year period, despite increases in tuition rates for all years. Enrollments, in a time of decreasing high school graduates in the state, coupled with pandemic effects, have created a challenge for the colleges/universities in our system.

Chart 3 displays Full Time Equivalent (FTE) enrollment. The FTE is a reasonable proxy for revenue and reflects the average full-time participation of students. This charts show a general steady decline in enrollment for CCV together with significant volatility for Castleton University, Northern Vermont University, and Vermont Technical College. The volatility at these institutions was exacerbated by the pandemic, while Community College of Vermont held steady with its enrollments due to a pilot program with a local funding agency.



*Chart 3: Fall FTE Enrollment by Institution*

\*Please note that the method used for calculating FTE for the VSCS changed for Fall 2018 and restatement of prior years is not feasible, so with exception of CCV, the comparative nature of this chart is somewhat lost for Fall 2018 as compared to prior years.

# VERMONT STATE COLLEGES

## (a Component Unit of the State of Vermont)

### Management’s Discussion and Analysis (Unaudited)

**June 30, 2021 and 2020**

Chart 4 displays Net Tuition and Fees for each college during the five-year period. It is notable that CCV has by far the largest number of students – both FTE and Headcount, but their net tuition is consistently outpaced by the Universities. CCV, as a community college has the lowest tuition cost and charges for courses on a per credit basis, while the residential schools charge a higher tuition rate and on a semester basis.

Over the last five years, enrollment (headcount) has declined across all institutions with the most significant declines occurring at NVU and CCV. Net tuition and fees revenue by institution declined at three of four institutions between FY17 and FY21 with net revenue down between 10% and 33%. NVU’s net tuition and fees had been in steady decline until FY2019 at which time enrollments at the NVU-Lyndon campus dipped and greater emphasis was placed on discounting to boost enrollment. CCV, like NVU, experienced a large drop in net tuition and fees between FY2019 and FY2020. With the exception of CCV, net tuition and fee revenue was down in FY2021 due to the pandemic.

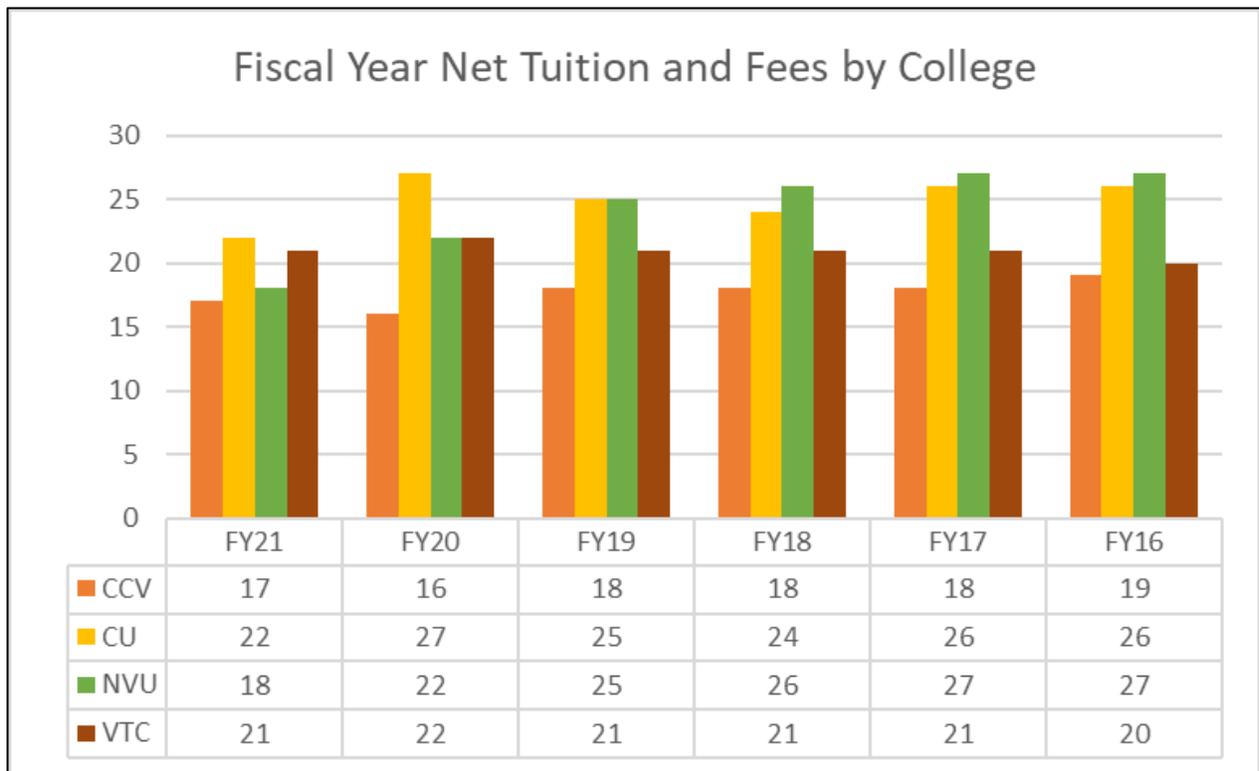


Chart 4: Fiscal year Net Tuition and Fees by Institution

# VERMONT STATE COLLEGES

## (a Component Unit of the State of Vermont)

### Management's Discussion and Analysis (Unaudited)

**June 30, 2021 and 2020**

#### Operating and Non-operating Expenses

Table 4, below, shows the total Operating and Non-Operating Expenses for the past 5 years and the charts provide a quick view of the percent of expenses by type for FY2021 and FY2020.

The largest percentage of VSCS expenses are for salary and benefits. Over time, these expenses have declined due to staff reductions compounded with a reduction in TIAA employer contribution for all employees beginning in FY2018. Positive trends in health care over the past couple of years have resulted in far less related expense; however, annual accruals related to post-employment benefits are also included in this salary and benefit expense category and have caused fluctuations in the recognized amounts.

Overall expenses have increased over the five years reported driven largely by an increase in scholarship aid. Additionally, supplies and services were notably higher due to required pandemic related spending on supplies, services, and technology. Notably, student aid has increased as the VSCS institutions respond to the national trend towards aggressive discounting as a strategic and necessary response to the current competitive environment.

	2021	% Change	2020	% Change	2019	% Change	2018	% Change	2017
<u>Operating</u>									
Salaries & Benefits	119	0%	119	-2%	121	-1%	122	1%	121
Utilities	5	-17%	6	-14%	7	17%	6	20%	5
Supplies and Svcs	41	11%	37	-8%	40	0%	40	-2%	41
Depreciation	10	0%	10	0%	10	0%	10	0%	10
Student Aid	13	30%	10	25%	8	14%	7	0%	7
<b>Total Operating</b>	<b>188</b>	<b>3%</b>	<b>182</b>	<b>-2%</b>	<b>186</b>	<b>1%</b>	<b>185</b>	<b>1%</b>	<b>184</b>
<u>Nonoperating</u>									
Interest on Debt	5	0%	5	0%	5	-17%	6	20%	5
<b>TOTAL Expenses</b>	<b>193</b>	<b>3%</b>	<b>187</b>	<b>-2%</b>	<b>191</b>	<b>0%</b>	<b>191</b>	<b>1%</b>	<b>189</b>

*Table 4: Total Operating and Non-Operating Expenses for Years Ended June 30*

# VERMONT STATE COLLEGES

## (a Component Unit of the State of Vermont)

### Management’s Discussion and Analysis (Unaudited)

**June 30, 2021 and 2020**

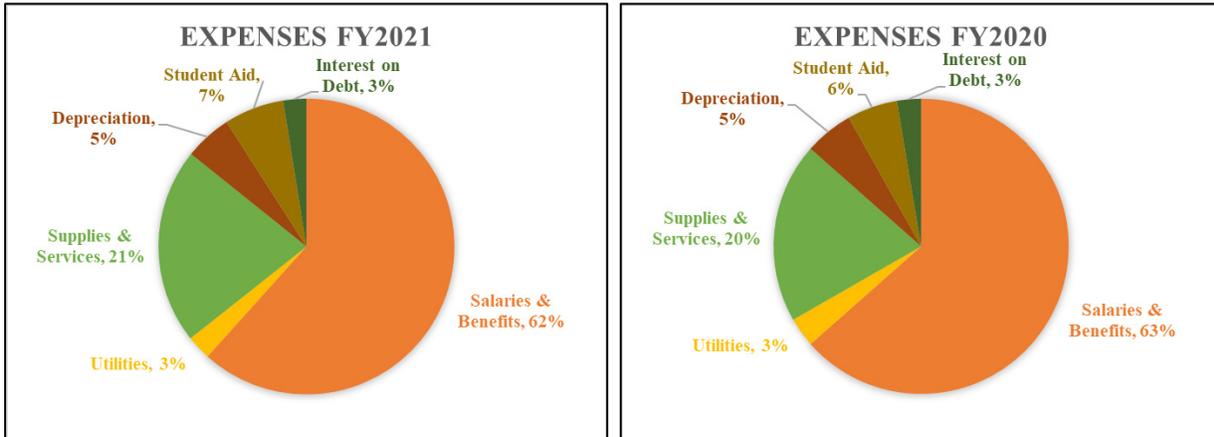


Chart 4: Expenses FY2021 and FY2020 by Major Category

### Student Financial Aid

Student financial aid awards are made from a variety of sources including federal, state, private, and system funds. Aid received from third parties is recognized as grants and contracts revenue, and aid funded with endowments are recognized at the initial gift value and adjusted by investment income on the Statements of Revenues, Expenses, and Changes in Net Position while the distribution of aid from all sources is shown as one of two components:

- Scholarship Allowances – financial aid retained by the System to cover students’ tuition, fees, and on-campus housing and meals. These amounts are reported as a direct offset to operating revenues.
- Scholarships and Fellowships Expense – financial aid refunded to students to cover off-campus living costs, books, and other personal living expenses. These amounts are reported as operating expense.

<b>Student Financial Aid Trends for Past Five Years</b>					
(\$ in millions)					
	FY21	FY20	FY19	FY18	FY17
Scholarship Allowances (included in revenue)	31	32	29	27	25
Scholarship Expenses (included in expenses)	13	10	8	7	7
<b>Total Student Aid</b>	<b>44</b>	<b>42</b>	<b>37</b>	<b>34</b>	<b>32</b>

Table 5: Student Financial Aid Trends for Past Five Years

# VERMONT STATE COLLEGES (a Component Unit of the State of Vermont)

## Management's Discussion and Analysis (Unaudited)

June 30, 2021 and 2020

### ***Statement of Cash Flow***

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The Statement of Cash Flows shows inflows and outflows of cash excluding both revenue and expense that is accrued to comply with accounting rules. The Condensed Statement of Cash Flows for the VSCS is in Table 6.

#### **Cash flows from operating activities**

Cash flows from operating activities on the Statement of Cash Flows will always be different from the net operating income or loss on the Statement of Revenues, Expenses, and Changes in Net Position (SRECNP) because of the inclusion of noncash items, such as depreciation expenses on the SRECNP. Also, the SRECNP is prepared on the accrual basis of accounting, meaning that it shows both revenues earned and expenses incurred even if cash has not yet exchanged hands. The primary cash receipts from operating activities consist of tuition and fees, grants and contracts, and auxiliary income from housing and food service operations. Cash outlays include payment of wages and benefits; operating expenses such as utilities, supplies, insurance and repairs; and scholarships awarded to students. Cash flow from operations increased significantly due to significant increases in Operating Grants (CARES, HEERF, CRF).

Consistent with accounting standards, cash flows from state operating appropriations and federal PELL grant revenue are included in noncapital financing activities, even though they provide funding for operating activities. The bottom section of Table 6 shows that with these revenue sources added to the operating cash flows, the result is positive cash flows in all years.

#### **Cash flows from noncapital financing activities**

In normal years, there are two primary sources of noncapital financing: state appropriations and non-operating federal grants that fund PELL student grants. Accounting standards require that we reflect these sources of revenue as non-operating, even though each of the colleges depends on them to continue the current level of operations. While this value remained relatively stable between FY2017 and FY2019 large increases were seen in FY2020 and FY2021 due to receipt of federal funding in the form of CARES act, Higher Education Emergency Relief and Coronavirus relief funds. These monies increased the non-operating federal grants line from \$28 million to \$43 million at the end of FY2021.

#### **Cash flows from capital and related financial activities**

Cash flows from capital and related financing activities include all capital plant funds and related long-term debt activities (excluding depreciation and amortization of bond premiums, since these are non-cash transactions), as well as capital gifts, grants, and appropriations. This has remained relatively consistent over the 5-year period presented herein with the exception of both FY2019 and FY2020 as old Bond Series were refinanced at the close of FY2018 and in January of 2020,

# VERMONT STATE COLLEGES

## (a Component Unit of the State of Vermont)

### Management's Discussion and Analysis (Unaudited)

**June 30, 2021 and 2020**

so there was a smaller amount paid on deposit with the bond trustee in both fiscal years, it is expected that this value will remain constant for several more years.

#### **Cash flows from investing activities**

Purchase or sale of investments and income earned on investments are included in cash flows from investing activities. An item on the cash flow statement belongs in the investing activities section if it results from any purchases or sales and gains (or losses) from investments in financial markets and operating subsidiaries. In FY2021 there were minimal cash changes due to investing activities.

<u>Cash flows from:</u>	2021	% Change	2020	% Change	2019	2018	2017
Operating	-50	6%	-47	9%	-43	-34	-35
Non capital financing	107	62%	66	38%	48	49	45
Capital and related financing	-6	0%	-6	-25%	-8	-10	-10
Investing	0	-100%	1	-200%	-1	2	0
Net increase (decrease)	52	247%	15	-475%	-4	7	0
Cash, Beginning of Year	29	107%	14	-22%	18	11	11
Cash, End of Year	81	179%	29	107%	14	18	11
<b>Operating cash flows if noncapital appropriations and non-operating grants were included</b>							
Operating	-50	6%	-47	9%	-43	-34	-35
Non capital appropriations	61		33		30	30	27
Non operating grants	43		28		16	16	16
Operating cash flows with non-operating additions	54	286%	14	367%	3	12	8

*Table 6: Condensed Statement of Cash Flows*

#### **Economic Factors That Will Affect the Future**

##### ***Pandemic Impacts***

The worldwide pandemic of the novel coronavirus COVID-19 hit the higher education sector especially hard. In March of 2020 all VSCS institutions, like much of the higher education market, closed its residence halls and moved to remote instruction. This teaching modality persisted through the summer 2020 term, and disrupted summer camps and conferences. Three of four institutions remained in a fully remote fashion through the fall semester, with minimal on campus activities at Castleton University, Vermont Technical College, and Community College of

# **VERMONT STATE COLLEGES**

## **(a Component Unit of the State of Vermont)**

### **Management's Discussion and Analysis (Unaudited)**

**June 30, 2021 and 2020**

Vermont. In Spring 2021, all three residential communities returned to face-to-face instruction, though enrollment drops persisted.

Due to the pandemic, admissions recruiting activities were largely virtual throughout much of FY2021. This, coupled with smaller incoming classes in Fall 2020, will likely have lingering revenue implications for the next three to four years. As of the writing of this Management Discussion and Analysis, all four VSCS communities have returned to face-to-face instruction with full residential activities.

Several pilot scholarship programs, launched by State of Vermont, are likely to have a positive impact on student revenue for FY2022 and beyond. These scholarships, funded in part by the American Rescue Plan Act, focus attention on critical occupations, degree completers, and Vermonters transferring from out-of-state institution to return home to complete their education. The results from these pilots will be used to assess how what works to acquire and retain students in critical programs.

#### ***Structural Difficulties***

Consistent with national trends, Vermont continues to experience a demographic decline in the overall number of graduating high school students. This is expected to last for the foreseeable future and likely result in permanently lower enrollments going forward. In fact, the number of births in Vermont in 2015 was the lowest since before the Civil War and continues to shrink. Additionally, free college initiatives in neighboring states and online education are increasing the competitive landscape and forcing aggressive discounting strategies to ensure VSCS enrollments. All the institutions have adopted programs and implemented strategies to better recruit in this shrinking market.

In August 2019, the VSCS Office of the Chancellor published a white paper titled "Serving Vermont's Students by Securing the Future of the Vermont State Colleges System." The intent was to set the foundation for consideration of concrete, strategic actions that the Vermont State College System could take to secure its mission in an increasingly challenging and rapidly changing higher education environment. The paper highlighted the demographic challenges facing Vermont, New England, and the Northeast, as well as pointed to challenges with respect to the structure and nature of the VSCS.

In late March/early April 2020, the combined effects of the pandemic and the VSCS's structural issues became clear. In response, the former Chancellor proposed shuttering the residential campuses of Northern Vermont University and the Randolph Center location of Vermont Technical College. The proposal was intended to alter the structure and shape of the Vermont State Colleges System to stabilize the system in response to the demographic challenges facing the region. Due to considerable public and legislative outcry, the proposal was withdrawn by the former Chancellor before being placed for a vote.

# VERMONT STATE COLLEGES (a Component Unit of the State of Vermont)

## Management's Discussion and Analysis (Unaudited)

June 30, 2021 and 2020

### *Legislative Evaluation and Support*

At the request of the Vermont Legislature, two separate financial evaluations of the Vermont State Colleges were undertaken in May 2020. The first, conducted by Vermont State Treasurer Beth Pearce,<sup>1</sup> evaluated the financial health of the VSCS to determine the extent of the VSCS's demographic and funding challenges. The second evaluation, organized by the Joint Fiscal Office of the Vermont State Legislature and conducted by Mr. James Page,<sup>2</sup> former chancellor of the University of Maine System, evaluated the overall financial condition of the VSCS, its current demographic and pandemic related enrollment challenges. Both studies concluded that the VSCS was accurately reflecting its financial situation and that an infusion of cash from the State would be necessary to support the transformation of the VSCS into a leaner, more nimble and financially-sustainable organization. The Legislature also created the *Select Committee on the Future of Public Higher Education in Vermont* to develop a path forward.

Since creation of the *Select Committee*, several key actions have been taken that will have a positive impact on the financial health of the VSCS moving forward:

- The Select Complete completed its interim and final reports with final recommendations available in a report to the Joint Fiscal Office of the Vermont Legislature in April 2021.<sup>3</sup>
- The Board of Trustees of the Vermont State Colleges endorsed the recommendations of the Select Committee at its February 22, 2021 meeting to (a) bring together Castleton University, Northern Vermont University, and Vermont Technical College to create one new university, and (b) consolidate administrative functions and business processes system-wide.<sup>4</sup>
- Act 74 of the Vermont Legislature was enacted mandating system transformation and integration. This mandate requires the Vermont State Colleges to “establish policies and procedures to implement the Board approved transformation plan as developed by the Select Committee on Higher Education.”<sup>5</sup>
- To oversee the transformation process, a Director of Transformation Projects was hired to establish the critical project management infrastructure necessary to retool the Vermont State Colleges into the system of the future.
- An experienced government relations professional was hired to oversee the relationship between the Vermont State Colleges and State and Federal officials.
- A strategic financial plan and capital expenditures plan is being developed to shore up the balance sheet of the Vermont State Colleges and reduce the structural deficit of the system by \$25 million over five years.

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<sup>1</sup> <https://lifo.vermont.gov/assets/Subjects/Higher-Education/a824553cd8/Treasurer-VSC-Report-Final.pdf>

<sup>2</sup> <https://lifo.vermont.gov/assets/Subjects/Higher-Education/f13fd8d299/Report-on-Funding-for-the-Vermont-State-Colleges-System-FY-2020-and-FY-2021.pdf>

<sup>3</sup> <https://lifo.vermont.gov/assets/Uploads/c2ef482057/Final-Report-of-the-Select-Committee-on-the-Future-of-Public-Higher-Education-in-Vermont-Submitted.pdf>

<sup>4</sup> <https://www.vsc.edu/wp-content/uploads/2021/04/2021-02-22-Board-of-Trustees-Minutes-APPROVED.pdf>

<sup>5</sup> <https://legislature.vermont.gov/Documents/2022/Docs/ACTS/ACT074/ACT074%20As%20Enacted.pdf> p. 177-182

# **VERMONT STATE COLLEGES**

## **(a Component Unit of the State of Vermont)**

### **Management's Discussion and Analysis (Unaudited)**

**June 30, 2021 and 2020**

- A series of transformation initiatives is being executed to merge Vermont Technical College, Castleton University, and Northern Vermont University into a singly accredited institution launching July 2023.

#### ***Vermont State Appropriations***

In FY2021 the Vermont State Colleges received \$28.8 million in one-time bridge funding from the State of Vermont in the form of an additional appropriation. Additionally, the State provided more than \$22 million in Coronavirus Relief funds and \$2.3 million to support education for unemployed and under employed Vermonters who were negatively impacted by the pandemic.

Throughout the Legislative session, the Chancellor and senior team worked closely with the Legislature to provide the necessary background to support the recommendations of the *Select Committee on the Future of Public Higher Education in Vermont*. These recommendations included a \$17.5 increase to the System's annual operating appropriation over four years, and supporting bridge funds in excess of \$60 million over five years, plus funding to support transformation activities.

With the conclusion of the 2021 Legislative session, the VSCS received a \$5 million increase to its base appropriation, a \$21 million one-time economic support grant for bridge funding, \$20 million in funding for transformation activities, and more than \$15 million in scholarship programs. While there are no guarantees that Vermont will be able to continue to increase the VSCS's base appropriation or support additional bridge activities, we have been generously supported to date and will continue to work closely with the Governor, and legislative leadership in the House and Senate.

#### ***Employee and Contractual Obligations***

The VSCS employs more than two thousand people annually, the majority of whom are covered by collective bargaining agreements. Wages and benefits are the single biggest expense of the VSCS, with more than 62% of all expenses related to employees.

The VSCS has seven collective bargaining units. Three of the collective bargaining agreements expired on June 30, 2020. Due to the pandemic, labor and management agreed to one-year extensions for these units for FY2020 and FY2021 with modest adjustments to the terms. Two additional agreements with part-time faculty expired on June 30, 2021 and are currently under negotiation. One contract with a newly-formed bargaining unit completed negotiation prior to June 2021. The remaining agreement for full-time faculty, will expire on June 30, 2022. All expired agreements will undergo negotiation in FY2022.

**VERMONT STATE COLLEGES**  
**(a Component Unit of the State of Vermont)**

**Statements of Net Position**

**June 30,**

**Assets and Deferred Outflows of Resources**

	<u>2021</u>	<u>2020</u>
<b>Current Assets:</b>		
Cash and equivalents (Note 2)	\$ 75,370,827	\$ 22,432,987
Restricted cash and equivalents	4,655,455	5,940,335
Accounts receivable, net (Note 3)	12,887,694	17,174,731
Deposit with bond trustees (Note 2)	1,068,825	1,061,784
Other current assets	<u>1,906,174</u>	<u>1,458,477</u>
<b>Total Current Assets</b>	<b><u>95,888,975</u></b>	<b><u>48,068,314</u></b>
<b>Non-Current Assets:</b>		
Cash and equivalents (Note 2)	936,856	963,686
Long-term investments (Note 2)	54,904,256	48,091,685
Notes receivable, net (Note 3)	3,279,122	3,488,786
Other assets	99,207	61,683
Capital assets, net (Note 11)	<u>144,743,671</u>	<u>150,979,076</u>
<b>Total Non-Current Assets</b>	<b><u>203,963,112</u></b>	<b><u>203,584,916</u></b>
<b>Total Assets</b>	<b><u>299,852,087</u></b>	<b><u>251,653,230</u></b>
<b>Deferred Outflows of Resources:</b>		
Deferred loss on debt refunding (Note 5)	7,525,847	8,570,206
OPEB (Note 9)	<u>50,006,413</u>	<u>16,151,177</u>
<b>Total Deferred Outflows of Resources</b>	<b><u>57,532,260</u></b>	<b><u>24,721,383</u></b>
 <b>Total Assets and Deferred Outflows of Resources</b>	 <b><u>\$ 357,384,347</u></b>	 <b><u>\$ 276,374,613</u></b>

*The accompanying notes are an integral part of these financial statements.*

## Liabilities, Deferred Inflows of Resources and Net Position

	<u>2021</u>	<u>2020</u>
<b>Current Liabilities:</b>		
Accounts payable and accrued liabilities (Note 12)	\$ 16,251,717	\$ 13,402,712
Unearned revenue and deposits	12,856,448	12,187,617
Current portion of long-term debt (Note 4)	<u>4,258,454</u>	<u>1,613,454</u>
<b>Total Current Liabilities</b>	<u>33,366,619</u>	<u>27,203,783</u>
<b>Non-Current Liabilities:</b>		
Other liabilities	142,476	244,435
Refundable grants	4,029,353	4,751,397
Post-employment benefit obligations (Note 9)	238,004,492	194,057,554
Long-term debt, excluding current portion (Note 4)	<u>113,702,457</u>	<u>117,960,911</u>
<b>Total Non-Current Liabilities</b>	<u>355,878,778</u>	<u>317,014,297</u>
<b>Total Liabilities</b>	<u>389,245,397</u>	<u>344,218,080</u>
<b>Deferred Inflows of Resources:</b>		
OPEB (Note 9)	<u>3,876,310</u>	<u>4,548,824</u>
<b>Net Position:</b>		
Net investment in capital assets	41,191,698	45,779,424
Restricted - nonexpendable	20,782,281	19,157,254
Restricted - expendable	20,122,013	12,639,185
Unrestricted	<u>(117,833,352)</u>	<u>(149,968,154)</u>
<b>Total Net Position</b>	<u>(35,737,360)</u>	<u>(72,392,291)</u>
 <b>Total Liabilities, Deferred Inflows of Resources and Net Position</b>	 <u>\$ 357,384,347</u>	 <u>\$ 276,374,613</u>

**VERMONT STATE COLLEGES**  
(a Component Unit of the State of Vermont)

**Statements of Revenues, Expenses and Changes in Net Position**

**For the Years Ended June 30,**

	<u>2021</u>	<u>2020</u>
<b>Operating Revenues:</b>		
Tuition and fees	\$ 109,090,525	\$ 119,193,554
Residence and dining	8,753,469	13,080,067
Less: scholarship allowances	<u>(31,329,730)</u>	<u>(31,997,371)</u>
Net Tuition, Fees, and Residence and Dining Revenue	86,514,264	100,276,250
Federal grants and contracts	14,521,551	12,607,232
State and local grants and contracts	2,035,581	2,384,119
Non-governmental grants and contracts	1,882,074	940,145
Interest income	117,412	84,052
Sales and services of educational activities	6,879,828	4,123,603
Other operating revenues	<u>778,761</u>	<u>1,285,806</u>
<b>Total Operating Revenues</b>	<u><b>112,729,471</b></u>	<u><b>121,701,207</b></u>
<b>Operating Expenses (Notes 6, 10 and 12):</b>		
Salaries and wages	73,287,378	77,863,880
Employee benefits (Notes 8 and 9)	46,023,515	41,202,655
Scholarships and fellowships	12,688,211	10,369,849
Supplies and other services	41,461,945	37,107,026
Utilities	5,183,184	6,080,442
Depreciation (Note 11)	<u>9,973,768</u>	<u>9,999,987</u>
<b>Total Operating Expenses</b>	<u><b>188,618,001</b></u>	<u><b>182,623,839</b></u>
<b>Net Operating Loss</b>	<u><b>(75,888,530)</b></u>	<u><b>(60,922,632)</b></u>
<b>Non-Operating Revenues (Expenses):</b>		
State appropriations (Note 7)	60,725,199	32,754,092
Federal grants and contracts	42,749,079	27,890,446
Gifts	3,473,800	2,197,466
Investment income, net of expenses (Note 2)	6,915,624	1,322,745
Interest expense on capital debt	(4,882,621)	(4,944,172)
Other non-operating revenues (expenses)	<u>168,820</u>	<u>(18,971)</u>
<b>Net Non-Operating Revenues</b>	<u><b>109,149,901</b></u>	<u><b>59,201,606</b></u>
<b>Increase (Decrease) in Net Position Before Other Revenues</b>	<b>33,261,371</b>	<b>(1,721,026)</b>
<b>Other Revenues:</b>		
State appropriations for capital expenditures (Note 7)	2,000,000	2,074,056
Capital grants and gifts	32,438	405,759
Additions to non-expendable assets	<u>1,361,122</u>	<u>604,785</u>
<b>Increase (Decrease) in Net Position</b>	<b>36,654,931</b>	<b>1,363,574</b>
Net Position, Beginning of Year	<u>(72,392,291)</u>	<u>(73,755,865)</u>
<b>Net Position, End of Year</b>	<u><b>\$ (35,737,360)</b></u>	<u><b>\$ (72,392,291)</b></u>

The accompanying notes are an integral part of these financial statements.

**VERMONT STATE COLLEGES**  
(a Component Unit of the State of Vermont)

**Statements of Cash Flows**

**For the Years Ended June 30,**

	<u>2021</u>	<u>2020</u>
<b>Cash Flows from Operating Activities:</b>		
Tuition and fees	\$ 74,734,760	\$ 90,171,996
Grants and contracts	19,864,627	14,888,434
Sales and services of educational activities	9,070,503	4,049,903
Interest received	117,412	84,052
Payments to suppliers	(44,323,893)	(43,905,043)
Payments to employees	(110,503,485)	(113,910,231)
Collection of loan payments	209,664	696,442
Other cash receipts	<u>778,761</u>	<u>1,285,806</u>
Net Cash Applied to Operating Activities	<u>(50,051,651)</u>	<u>(46,638,641)</u>
<b>Cash Flows from Non-Capital Financing Activities:</b>		
State appropriations	60,725,199	32,754,092
Non-operating federal grants	44,113,650	31,181,335
Gifts and grants	<u>2,540,294</u>	<u>2,252,201</u>
Net Cash Provided by Non-Capital Financing Activities	<u>107,379,143</u>	<u>66,187,628</u>
<b>Cash Flows from Capital and Related Financing Activities:</b>		
Capital and non-expendable grants and gifts	1,393,560	1,010,544
Capital appropriations	2,000,000	2,074,056
Purchase of capital assets	(5,407,875)	(3,897,495)
Change in deposits with bond trustee	(7,041)	2,086,205
Proceeds from sale of capital assets	1,669,512	23,141
Proceeds from issuance of bonds	-	28,723,755
Payments on capital debt	(780,000)	(30,299,155)
Interest expense on capital debt	(4,841,391)	(5,208,599)
Other receipts	<u>168,820</u>	<u>(18,971)</u>
Net Cash Applied to Capital and Related Financing Activities	<u>(5,804,415)</u>	<u>(5,506,519)</u>

**VERMONT STATE COLLEGES**  
**(a Component Unit of the State of Vermont)**

**Statements of Cash Flows - Continued**

**For the Years Ended June 30,**

	<u>2021</u>	<u>2020</u>
<b>Cash Flows from Investing Activities:</b>		
Proceeds from sales and maturities of investments	\$ 4,801,103	\$ 5,448,756
Purchase of investments	(5,696,780)	(5,502,982)
Interest and dividends received on investments	<u>998,730</u>	<u>1,263,407</u>
Net Cash Provided by Investing Activities	<u>103,053</u>	<u>1,209,181</u>
<b>Net Increase in Cash and Equivalents</b>	<b>51,626,130</b>	<b>15,251,649</b>
Cash and Equivalents, Beginning of Year	<u>29,337,008</u>	<u>14,085,359</u>
<b>Cash and Equivalents, End of Year</b>	<b><u>\$ 80,963,138</u></b>	<b><u>\$ 29,337,008</u></b>
<b>Reconciliation of Operating Loss to Net Cash Applied to Operating Activities:</b>		
Operating loss	\$ (75,888,530)	\$ (60,922,632)
Adjustments to reconcile operating loss to net cash applied to operating activities:		
Depreciation	9,973,768	9,999,987
Bad debts	542,474	796,980
OPEB activity	(34,527,750)	376,643
Changes in assets and liabilities:		
Accounts receivable	1,745,117	(708,867)
Other assets	(485,221)	833,085
Notes receivable	209,664	696,442
Accounts payable and accrued liabilities	3,018,680	(559,225)
Unearned revenues, deposits and refundable grants	1,413,209	(2,205,058)
Post-employment benefit obligations	<u>43,946,938</u>	<u>5,054,004</u>
Net Cash Applied to Operating Activities	<u>\$ (50,051,651)</u>	<u>\$ (46,638,641)</u>
<b>Non-Cash Transactions:</b>		
Unrealized gains (losses)	<u>\$ 5,916,894</u>	<u>\$ (1,119,070)</u>
Donation of stock	<u>\$ 952,750</u>	<u>\$ 403,259</u>
Net gain on disposal of capital assets	<u>\$ 168,339</u>	<u>\$ -</u>

*The accompanying notes are an integral part of these financial statements.*

# VERMONT STATE COLLEGES

(a Component Unit of the State of Vermont)

## Notes to the Financial Statements

June 30, 2021 and 2020

Note 1 - **Summary of Significant Accounting Policies**

*Organization*

Vermont State Colleges include the following entities: System Office and Services, Community College of Vermont (“CCV”), Castleton University (“CU”), Northern Vermont University (“NVU”), Vermont Technical College (“VTC”), Vermont Manufacturing Extension Center (“VMEC”), Small Business Development Center (“SBDC”), and Vermont Tech Office of Continuing Education and Workforce Development (“TED”).

On March 11, 2020, the World Health Organization declared the global outbreak of the novel coronavirus (COVID-19) as a pandemic. During the year ended June 30, 2021, COVID-19 had a significant effect on the College’s operations in response to government requirements and observing safety measures. As a result, the College’s housing’s maximum capacity decreased significantly in the 2020-2021 academic year.

In response to the pandemic, the Federal government provided to the College Higher Education Emergency Relief Funds (HEERF) and funds for the Strengthening Institution Program (SIP) under the Coronavirus Aid, Relief, and Economic Security (CARES) Act, Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA), and American Rescue Plan Act (ARPA). The HEERF consisted of the student aid award and the institutional award. Each Act requires a minimum amount to be spent on student aid.

The student aid award is required to be distributed to students as emergency grants for their expenses related to the disruption of campus operations due to coronavirus. The institutional award and the SIP can be used to cover any costs associated with significant changes to the delivery of instruction. Unless an extension is approved by the Department of Education, the student aid award and the institutional award and SIP funding must be spent by May 2022.

**VERMONT STATE COLLEGES**  
**(a Component Unit of the State of Vermont)**

**Notes to the Financial Statements - Continued**

**June 30, 2021 and 2020**

The Colleges have been awarded the following HEERF and SIP funds as of June 30, 2021:

	Student Aid Award	Institutional Award	Strengthening Institution Program	Total
CARES	\$ 3,070,616	\$ 3,070,616	\$ 302,823	\$ 6,444,055
CRRSAA	3,070,616	9,914,094	542,363	13,527,073
ARPA	11,630,099	10,880,450	834,626	23,345,175
<b>Total</b>	<b><u>\$ 17,771,331</u></b>	<b><u>\$ 23,865,160</u></b>	<b><u>\$ 1,679,812</u></b>	<b><u>\$ 43,316,303</u></b>

The College have recognized the following funds as non-operating Federal grants for the years ended June 30, 2021, and 2020:

	For the Year Ended June 30, 2021				For the Year Ended June 30, 2020				
	Strengthening				Strengthening				
	Student Aid Award	Institutional Award	Institution Program	Total	Student Aid Award	Institutional Award	Institution Program	Total	
CARES	\$ 421,170	\$ 421,170	\$ 74,672	\$ 917,012	CARES \$ 2,649,446	\$ 2,649,446	\$ 228,151	\$ 5,527,043	
CRRSAA	3,070,616	9,093,217	542,363	12,706,196	CRRSAA	-	-	-	
ARPA	-	-	-	-	ARPA	-	-	-	
<b>Total</b>	<b><u>\$ 3,491,786</u></b>	<b><u>\$ 9,514,387</u></b>	<b><u>\$ 617,035</u></b>	<b><u>\$ 13,623,208</u></b>	<b>Total</b>	<b><u>\$ 2,649,446</u></b>	<b><u>\$ 2,649,446</u></b>	<b><u>\$ 228,151</u></b>	<b><u>\$ 5,527,043</u></b>

The CARES act also created the Coronavirus Relief Fund (“CRF”) which was awarded to the State. As of June 30, 2021, the State has allocated at total of approximately \$26,900,000 to the Colleges for expenses incurred due to the public health emergency with respect to the coronavirus. During the fiscal years ended June 30, 2021 and 2020, the Colleges expended \$15,679,159 and \$6,575,165 and recognized \$15,679,159 and \$6,575,165, respectively in non-operating Federal grants revenue. The remaining unexpended balance of \$4,655,455 and \$5,940,335 is included in unearned income and deposits in the statement of net position as of June 30, 2021 and 2020, respectively. The Colleges must expend this award by December 30, 2021.

# **VERMONT STATE COLLEGES**

## **(a Component Unit of the State of Vermont)**

### **Notes to the Financial Statements - Continued**

**June 30, 2021 and 2020**

The accounting policies and procedures used by the Vermont State Colleges (“VSC” or the “Colleges”) in accounting for, and reporting, its financial transactions are based on the accrual method of accounting. The significant accounting policies followed by the Colleges are described below.

#### *Basis of Presentation*

The accompanying financial statements have been prepared using the economic resources measurement focus and the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America, as prescribed by the Governmental Accounting Standards Board (“GASB”).

Revenues are recorded when earned, and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements have been met. The accompanying statements of revenues, expenses and changes in net position demonstrate the degree to which the direct expenses of a given function are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function. Program revenues primarily include charges to students or others who enroll or directly benefit from services that are provided by a particular function. Items not meeting the definition of program revenues are reported as general revenue.

The Colleges have determined that they function as a business-type activity, as defined by GASB. The effect of interfund activity has been eliminated from these financial statements. The basic financial statements and required supplementary information for general-purpose governments consist of management’s discussion and analysis, basic financial statements and required supplementary information. The Colleges present the statements of net position, revenues, expenses and changes in net position, and cash flows on a combined College-wide basis.

The Colleges’ policy is to define operating activities in the statements of revenues, expenses and changes in net position as those that generally result from exchange transactions such as charges for services provided to students and for the purchase of goods and services. Certain other transactions are reported as non-operating activities. These non-operating activities include the Colleges’ operating appropriations from the State, net investment income, gifts, certain grants, and interest expense.

# VERMONT STATE COLLEGES

(a Component Unit of the State of Vermont)

## Notes to the Financial Statements - Continued

June 30, 2021 and 2020

### Net Position

GASB Statement No. 34 requires that resources be classified for accounting purposes into the following four net position categories:

**Net investment in capital assets:** Capital assets, net of accumulated depreciation and of outstanding principal balances of debt attributable to the acquisition, construction, repair or improvement of those assets.

**Restricted - nonexpendable:** Net position subject to externally imposed conditions that VSC must maintain in perpetuity.

**Restricted - expendable:** Net position that is subject to externally imposed conditions that can be fulfilled by the actions of the Colleges or by the passage of time.

**Unrestricted:** All other categories of net position. Unrestricted net position may be designated by actions of the Colleges' Board of Trustees (the "Board").

In accordance with VSC's policy pertaining to the expenditure of restricted dollars, unrestricted dollars are spent first, followed by restricted dollars, if appropriate.

### Cash and Equivalents

The Colleges consider all highly liquid debt instruments purchased with an original maturity date of three months or less to be cash equivalents.

### Restricted Cash and Equivalents

The Colleges restricted cash consists of CRF funds that were funded to the Colleges from the State but were not expended as of the years ending June 30, 2021 and 2020. Funds are restricted as they must be used to cover expenses that were incurred due to the COVID-19 pandemic.

### Allowance for Doubtful Accounts

Provisions for losses on receivables are determined on the basis of loss experience, known and inherent risks, and current economic conditions.

# VERMONT STATE COLLEGES

## (a Component Unit of the State of Vermont)

### Notes to the Financial Statements - Continued

June 30, 2021 and 2020

#### Capital Assets

Real estate assets, including improvements, are generally stated at cost. Furnishings and equipment are stated at cost as of date of acquisition or, in the case of gifts, at fair value as of the date of donation. In accordance with the Board's capitalization policy, vehicles, equipment and works of art and historical treasures with a unit cost of at least \$5,000 are capitalized. Land, building, leasehold and infrastructure improvements with a unit cost of \$50,000 or more are capitalized. Software with a unit cost of \$500,000 or more is capitalized. Interest cost on debt related to capital assets is capitalized during the construction period and then depreciated over the life of the project. The Colleges' capital assets, with the exception of land and construction in progress, are depreciated on a straight-line basis over their estimated useful lives, which range from 3 to 50 years. The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend asset lives are not capitalized.

Restricted - expendable net position includes certain capital funds appropriated by the State of Vermont to the Vermont Department of Buildings and General Services for the benefit of VSC and unexpended as of fiscal year-end.

#### Investments

Investments are stated at fair value. Investment securities are exposed to various risks, such as interest rate, market and credit risks. Due to the level of risk associated with certain investment securities, it is possible that changes in the values of the investment securities will occur and that such changes could materially affect the amounts reported in the statements of net position.

#### Other Significant Accounting Policies

The Colleges' employees are granted vacation and sick leave in varying amounts. In the event of termination, an employee is paid for those accumulated vacation days allowable in accordance with the applicable union contract in force or in the case of non-union personnel, according to the State or Colleges' policy.

Amounts of vested and accumulated vacation leave are reported as accrued compensation and benefits. Amounts are determined based upon the personal service rates in effect as of the balance sheet date. No liability is recorded for non-vesting accumulating rights to receive vacation benefits.

**VERMONT STATE COLLEGES**  
**(a Component Unit of the State of Vermont)**

**Notes to the Financial Statements - Continued**

**June 30, 2021 and 2020**

Refundable Grants

Refundable grants are refundable to the federal government for Federal Perkins and Nursing Student loans.

The Federal Perkins Loan Program Extension Act of 2015 (the “Extension Act”), enacted on December 18, 2015, extended the Perkins Loan Program through September 30, 2017. The Extension Act states that new Perkins Loans cannot be disbursed to students after September 30, 2017. No further extensions were granted for the program as of the date of these financial statements.

Unearned Revenue and Deposits

Deposits and advance payments received for tuition and fees related to certain summer programs and tuition received for the following academic year are reported as unearned revenues.

Student Fees

Student tuition and fees are presented net of scholarships and fellowships applied to students’ accounts. Certain other scholarship amounts are paid directly to, or refunded to students, and they are reflected as expenses.

Bond and Note Premiums

Bond and note underwriters' premiums are amortized on the straight-line basis over the life of the respective bond. VSC incurred bond premiums related to the 2013, 2017, and 2020 bonds at the time of the issuance of the bonds. The bond premium for the 2013 bond of \$1,898,889 is amortized over 20 years. The bond premium for the 2017 bond of \$10,557,129 is amortized over 20.5 years. The bond premium for the 2020 bond of \$4,538,755 is amortized over 21.7 years. Cumulative amortization of the bond premium totaled \$3,218,862 and \$2,385,408 as of June 30, 2021 and 2020, respectively. Cumulative unamortized balances of bond premiums totaled \$13,775,911 and \$14,609,365 as of June 30, 2021 and 2020, respectively. The bond premiums are included in bonds and notes payable.

# VERMONT STATE COLLEGES

## (a Component Unit of the State of Vermont)

### Notes to the Financial Statements - Continued

June 30, 2021 and 2020

#### Post-employment Benefits Other Than Pensions ("OPEB")

GASB Statement No. 75, *Accounting and Financial Reporting for Post-employment Benefits Other than Pensions* ("GASB 75"), require governments to account for other post-employment benefits ("OPEB"), primarily healthcare, on an accrual basis rather than on a pay-as-you-go basis. The effect is the total OPEB liability is to be measured as the present value of projected benefit payments to be provided to current active and inactive employees that is attributed to those employees' past periods of service. The Statement requires that the actuarial present value of projected benefit payments be attributed to the periods of employee services using the entry age actuarial cost method with each period's service cost determined as a level percentage of pay.

#### Income Taxes

The Internal Revenue Service has determined that the Colleges are a wholly owned instrumentality of the State of Vermont, and as such are generally exempt from federal income tax. However, the Colleges are subject to federal income tax on unrelated business income.

#### Grants

The Colleges receive financial assistance from federal and state agencies in the form of grants and entitlements. Expenditures of funds under these programs require compliance with the grant agreements and are subject to audit by the granting agency.

#### Use of Estimates in Financial Statement Preparation

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions about future events. These estimates and assumptions affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, as well as the reported amounts of revenues and expenses during the reporting period. Management evaluates the estimates and assumptions on an ongoing basis using historical experience and other factors that management believes to be reasonable under the circumstances. Adjustments to estimates and assumptions are made as facts and circumstances require. As future events and their effects cannot be determined with certainty, actual results may differ from the estimates used in preparing the accompanying financial statements. Significant estimates and assumptions are required as part of estimating an allowance for doubtful accounts, depreciation, net position classification, self-funded health insurance accrual, and determining the other post-employment benefits liability.

# VERMONT STATE COLLEGES

## (a Component Unit of the State of Vermont)

### Notes to the Financial Statements - Continued

June 30, 2021 and 2020

#### Adoption of New Accounting Pronouncements

The Colleges adopted GASB Statement 84 – *Fiduciary Activities* and the certain component unit criteria portion of GASB 97, *Certain Component Unit Criteria, and Accounting and Financial Reporting for Internal Revenue Code Section 457, Deferred Compensation Plans*. The objective of these statements is to establish criteria for identifying and reporting of fiduciary activities. The implementation of these statements did not have a material effect on the financial statements.

#### New Governmental Accounting Pronouncements

GASB Statement 87 – *Leases* is effective for periods beginning after June 15, 2021. Implementation of this standard will require lessees to recognize on their statement of net position the rights and obligations resulting from leases categorized as operating leases as assets, liabilities, or deferred inflows / outflows of resources. It provides for an election on leases with terms of less than twelve months to be excluded from this Statement.

GASB Statement 89 – *Accounting for Interest Costs Incurred before the End of a Construction Period* is effective for reporting periods beginning after December 15, 2021. The objectives of this Statement are (1) to enhance the relevance and comparability of information about capital assets and the cost of borrowing for a reporting period and (2) to simplify accounting for interest cost incurred before the end of a construction period.

GASB Statement 91 – *Conduit Debt Obligations* is effective for reporting periods beginning after December 15, 2021. The objective of this Statement is to improve the consistency of reporting conduit debt. This Statement requires government entities that issue conduit debt, but are not the obligors, not to recognize the liability unless it is more likely than not that the government issuer will service the debt.

GASB Statement 92 – *Omnibus 2020* is effective for reporting periods beginning after June 15, 2021. The objective of this Statement is to improve comparability in financial reporting for leases, pensions, OPEB, and asset retirement obligations.

GASB Statement 94 – *Public-Private and Public-Private Partnerships and Availability Payment Arrangements* is effective for reporting periods beginning after June 15, 2022. The objective of this Statement is to provide accounting and financial reporting guidance for arrangements in which the governmental entity (the transferor) contracts with an operator to provide public services by conveying control of the right to operate or use a nonfinancial asset.

**VERMONT STATE COLLEGES**  
**(a Component Unit of the State of Vermont)**

**Notes to the Financial Statements - Continued**

**June 30, 2021 and 2020**

GASB Statement 96 – *Subscription-Based Information Technology Arrangements (SBITA)* is effective for reporting periods beginning after June 15, 2022. The objective of this Statement is to provide accounting and financial reporting guidance for transactions in which a governmental entity contracts with another party for the right to use their software. A right-of-use asset and a corresponding liability would be recognized for SBITAs.

GASB Statement 97 – *Accounting and Financial Reporting for Internal Revenue Code Section 457, Deferred Compensation Plans* is effective for reporting periods beginning after June 15, 2021. The objective of this Statement is to provide financial reporting consistency in which the potential component unit does not have a governing board and the primary government performs the duties that a governing board would perform. In the absence of a governing board of the potential component unit, the situation should be treated as the same as the primary government appointing a majority of the potential component unit's governing board. Management has not completed its review of the requirements of these standards and its applicability.

Management is in the process of evaluating these pronouncements and has not yet determined their impact on the financial statements.

*Reclassifications*

Certain amounts on the 2020 financial statements have been reclassified to conform to the 2021 presentation.

Note 2 - **Cash and Equivalents, and Investments**

*Cash and Equivalents*

Cash and equivalents with maturities of 90 days or less from purchase date are recorded at cost, which approximates market value.

In operating a central treasury and investment pool, individual college cash receipts (except the federal loan funds) are deposited in separate collection deposit accounts in the name of VSC. Disbursements are made from other bank accounts that are funded by transfers from the central treasury.

# **VERMONT STATE COLLEGES**

## **(a Component Unit of the State of Vermont)**

### **Notes to the Financial Statements - Continued**

#### **June 30, 2021 and 2020**

In accordance with the Uniform Prudent Management of Institutional Funds Act, VSC deems all realized and unrealized gains on permanently restricted investments to be temporarily restricted if the income is restricted by the donor. Absent donor restrictions, the Board of Trustees has adopted a spending policy whereby 5% of the lesser of the current market value of investments or the average portfolio value over the last three years is allowed to be drawn down and allocated to operations.

Cash and equivalents included with non-current assets are restricted primarily for specific programs or to be used to pay for capital construction projects.

At June 30, 2021, the balance of current assets - cash and equivalents and restricted cash and equivalents, consists of approximately \$14,300 in petty cash, and the remainder deposited in Federal Deposit Insurance Corporation ("FDIC") insured banking institutions of approximately \$80,012,000 per the accounting records of the Colleges, and approximately \$81,529,000 per bank records. Of the bank balances, approximately \$628,000 was covered by federal depository insurance and approximately \$80,901,000 was uninsured and uncollateralized at June 30, 2021.

At June 30, 2021, the balances of non-current assets - cash and equivalents deposited in FDIC insured banking institutions were approximately \$937,000 per the accounting records of the Colleges, and approximately \$936,000 per bank records. Of the bank balances, approximately \$265,000 was covered by federal depository insurance and approximately \$671,000 was uninsured and uncollateralized at June 30, 2021.

At June 30, 2020, the balance of current assets - cash and equivalents and restricted cash and equivalents, consists of approximately \$15,000 in petty cash, and the remainder deposited in Federal Deposit Insurance Corporation ("FDIC") insured banking institutions of approximately \$28,358,000 per the accounting records of the Colleges, and approximately \$29,478,000 per bank records. Of the bank balances, approximately \$1,191,000 was covered by federal depository insurance and approximately \$28,287,000 was uninsured and uncollateralized at June 30, 2020.

At June 30, 2020, the balances of non-current assets - cash and equivalents deposited in FDIC insured banking institutions were approximately \$964,000 per the accounting records of the Colleges, and approximately \$959,000 per bank records. Of the bank balances, approximately \$250,000 was covered by federal depository insurance and approximately \$709,000 was uninsured and uncollateralized at June 30, 2020.

**VERMONT STATE COLLEGES**  
**(a Component Unit of the State of Vermont)**

**Notes to the Financial Statements - Continued**

**June 30, 2021 and 2020**

Investments

Investments of the various funds at June 30, 2021 are as follows:

	<u>Fair Value</u>	<u>Cost</u>
U.S. Government bonds	\$ 6,438,074	\$ 6,078,575
Corporate bonds	6,208,330	5,890,960
Common stock and ETF's	18,645,031	11,865,354
Hedge fund shares	4,038,558	3,906,602
Mutual funds	9,998,621	8,512,329
Money market	9,575,642	9,575,642
Held by bond trustee	<u>1,068,825</u>	<u>1,068,825</u>
<b>Total Investments</b>	<b><u>\$ 55,973,081</u></b>	<b><u>\$ 46,898,287</u></b>

Investments of the various funds at June 30, 2020 are as follows:

	<u>Fair Value</u>	<u>Cost</u>
U.S. Government bonds	\$ 8,760,041	\$ 8,277,343
Corporate bonds	8,006,904	7,614,131
Common stock and ETF's	13,072,630	12,538,585
Hedge fund shares	3,379,757	3,601,384
Mutual funds	9,652,272	8,795,025
Money market	5,220,081	5,220,081
Held by bond trustee	<u>1,061,784</u>	<u>1,061,784</u>
<b>Total Investments</b>	<b><u>\$ 49,153,469</u></b>	<b><u>\$ 47,108,333</u></b>

Investment maturities include deposits held by the bond trustee, which are invested in various government securities, corporate bonds, commercial grade paper, and money market accounts. The majority of these funds are related to the 2013 bond, and they are held in the bond fund, the reserve fund, and the construction fund. Within the bond fund, there is a principal account, an interest account, and a sinking fund account.

**VERMONT STATE COLLEGES**  
**(a Component Unit of the State of Vermont)**

**Notes to the Financial Statements - Continued**

**June 30, 2021 and 2020**

2021  
Investment Maturities (in years)

<u>Investment Type</u>	<u>Market Value</u>	<u>Less than 1</u>	<u>1-5</u>	<u>6-10</u>	<u>More than 10</u>
Money Market					
Investments	\$ 9,575,642	\$ 9,575,642	\$ -	\$ -	\$ -
Corporate Bonds	6,208,330	1,428,430	4,050,902	728,998	-
U.S. Govt. Bonds	<u>6,438,074</u>	<u>1,465,385</u>	<u>3,771,343</u>	<u>1,201,346</u>	<u>-</u>
Total	<u>\$ 22,222,046</u>	<u>\$ 12,469,457</u>	<u>\$ 7,822,245</u>	<u>\$ 1,930,344</u>	<u>\$ -</u>

Other Investments

Common Stock and	
Mutual Funds	32,682,210
Held by Bond Trustee	<u>1,068,825</u>
Total	<u>\$ 55,973,081</u>

2020  
Investment Maturities (in years)

<u>Investment Type</u>	<u>Market Value</u>	<u>Less than 1</u>	<u>1-5</u>	<u>6-10</u>	<u>More than 10</u>
Money Market					
Investments	\$ 5,220,081	\$ 5,220,081	\$ -	\$ -	\$ -
Corporate Bonds	8,006,904	867,411	4,745,585	2,393,908	-
U.S. Govt. Bonds	<u>8,760,041</u>	<u>2,017,689</u>	<u>5,396,665</u>	<u>1,345,687</u>	<u>-</u>
Total	<u>\$ 21,987,026</u>	<u>\$ 8,105,181</u>	<u>\$ 10,142,250</u>	<u>\$ 3,739,595</u>	<u>\$ -</u>

Other Investments

Common Stock and	
Mutual Funds	26,104,659
Held by Bond Trustee	<u>1,061,784</u>
Total	<u>\$ 49,153,469</u>

**VERMONT STATE COLLEGES**  
**(a Component Unit of the State of Vermont)**

**Notes to the Financial Statements - Continued**

**June 30, 2021 and 2020**

Realized gain (loss) is included as a component of investment income. The calculation of realized gains (losses) is independent of the calculation of the net increase (decrease) in the fair value of investments. Realized gains and losses on investments that had been held in more than one fiscal year and sold in the current year may have been recognized as an increase or decrease in the fair value of investments reported in the prior year.

Investment income for the years ended June 30, is as follows:

	<u>2021</u>	<u>2020</u>
Interest and dividend income	\$ 636,663	\$ 1,259,821
Net realized and unrealized gain (loss)	<u>6,474,107</u>	<u>242,286</u>
Total investment income	7,110,770	1,502,107
Less: management fees	<u>(195,146)</u>	<u>(179,362)</u>
Investment income, net	<u>\$ 6,915,624</u>	<u>\$ 1,322,745</u>

**VERMONT STATE COLLEGES**  
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**Notes to the Financial Statements - Continued**

**June 30, 2021 and 2020**

The risk categories for the bond fund holdings held by VSC at June 30, are as follows:

<u>Investment rating*</u>	<u>2021</u>	<u>2020</u>
AAA	\$ 6,684,425	\$ 9,013,298
AA+	77,674	168,394
AA	1,431,306	1,447,534
AA-	4,133	8,571
A+	643,895	921,686
A	1,951,764	2,073,619
A-	772,682	1,721,591
BBB+	847,204	1,061,009
BBB	233,321	153,931
BBB-	-	-
BB+	-	-
BB	-	-
BB-	-	-
B+	-	-
B	-	-
B-	-	-
CCC+	-	-
Unrated	<u>9,575,642</u>	<u>5,417,393</u>
	<u>\$ 22,222,046</u>	<u>\$ 21,987,026</u>

\*These ratings are determined by Standard & Poor's, a division of The McGraw-Hill Companies, Inc. All ratings represent the opinions of the research provider and are disclaimed as not representations or guarantees of performance.

The applicable risk ratings as defined by Standard & Poor's are as follows:

AAA - An obligation rated 'AAA' has an extremely strong capacity to meet its financial commitments. It is the highest rating given to an obligor.

AA - An obligation rated 'AA' differs from the highest rated obligations only to a small degree. The obligor's capacity to meet its financial commitment on the obligation is very strong.

# VERMONT STATE COLLEGES

## (a Component Unit of the State of Vermont)

### Notes to the Financial Statements - Continued

#### June 30, 2021 and 2020

A - An obligation rated 'A' is somewhat more susceptible to the adverse effects of changes in circumstances and economic conditions than obligations in higher rated categories. However, the obligor's capacity to meet its financial commitment on the obligation is still strong.

BBB - An obligation rated 'BBB' exhibits adequate protection parameters. However, adverse economic conditions or changing circumstances are more likely to lead to a weakened capacity of the obligor to meet its financial commitment on the obligation.

BB - An obligation rated 'BB' is less vulnerable to non-payment than other speculative issues. However, it faces major ongoing uncertainties or exposure to adverse business, financial or economic conditions, which could lead to the obligor's inadequate capacity to meet its financial commitment on the obligation.

B - An obligation rated 'B' is more vulnerable to non-payment than obligations rated 'BB', but the obligor currently has the capacity to meet its financial commitment on the obligation. Adverse business, financial, or economic conditions will likely impair the obligor's capacity or willingness to meet its financial commitment on the obligation.

CCC - An obligation rated 'CCC' is currently vulnerable to non-payment and is dependent upon favorable business, financial and economic conditions for the obligor to meet its financial commitment on the obligation. In the event of adverse business, financial or economic conditions, the obligor is not likely to have the capacity to meet its financial commitment on the obligation.

Plus (+) or minus (-): The ratings from 'AAA' to 'CCC' may be modified by the addition of a plus (+) or minus (-) sign to show relative standing within the major rating categories.

#### Fair Value Hierarchy

The fair value hierarchy categorizes inputs to valuation techniques used to measure fair value into three levels. Level 1 inputs are quoted market prices for identical assets or liabilities in active markets that a government can access at the measurement date. Level 2 inputs are inputs, other than quoted prices included within Level 1, that are observable for an asset or liability, directly or indirectly. Level 3 inputs are unobservable inputs. The highest priority is assigned to Level 1 inputs and the lowest to Level 3 inputs. If the fair value is measured using inputs from more than one level of the hierarchy, the measurement is considered to be based on the lowest priority input level that is significant to the entire measurement. Valuation techniques used

# VERMONT STATE COLLEGES

## (a Component Unit of the State of Vermont)

### Notes to the Financial Statements - Continued

#### June 30, 2021 and 2020

should maximize the use of the observable inputs and minimize the use of unobservable inputs.

The asset's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. The following is a description of the valuation methodologies used for assets at fair value on a recurring basis.

*U.S. Government Bonds:* Valued at the current available closing price reported or based on values obtained on comparable securities of issuers with similar credit ratings.

*Corporate Bonds:* Valued at the current available closing price reported or based on values obtained on comparable securities of issuers with similar credit ratings.

*Common Stock and Exchange Traded Funds ("ETF"):* Value based on quoted prices in active markets of similar instruments.

*Hedge Fund Shares:* Hedge fund shares held by the Colleges are closed-end hedge funds that are registered with the SEC. The fair values of the investments in this class have been estimated using the net asset value ("NAV") per share of the investments. The hedge fund shares held by the Colleges have redemption periods under 90 days and are considered redeemable in the near term. Hedge funds shares may at times, not be redeemable subject to the business judgement of the hedge funds board of directors.

*Mutual funds:* Valued at daily closing price as reported by the fund. Mutual funds held by the Colleges are open-end mutual funds that are registered with the SEC. These funds are required to publish their daily net asset value ("NAV") and to transact at that price. The mutual funds held by the Colleges are deemed to be actively traded.

*Money market:* Value based on quoted prices in active markets of similar instruments.

*Held by bond trustee:* Valued at the current available closing price reported or based on values obtained on comparable securities of issuers with similar credit ratings.

**VERMONT STATE COLLEGES**  
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**Notes to the Financial Statements - Continued**

**June 30, 2021 and 2020**

The preceding methods described may produce a fair value calculation that may not be indicative of net realizable value or reflective of future fair values. Furthermore, although the Colleges believes its valuation methods are appropriate and consistent with other market participants, the use of different methodologies or assumptions to determine the fair value of certain financial instruments could result in a different fair value measurement at the reporting date.

The following tables set forth by level, within the fair value hierarchy, the fair value of the Colleges assets measured on a recurring basis:

*Assets at Fair Value as of June 30, 2021*

	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Total</u>
U.S. Government bonds	\$ 6,438,074	\$ -	\$ -	\$ 6,438,074
Corporate bonds	-	6,208,330	-	6,208,330
Common stock and ETF's	18,645,031	-	-	18,645,031
Hedge fund shares	-	4,038,558	-	4,038,558
Mutual funds	9,998,621	-	-	9,998,621
Money market	9,575,642	-	-	9,575,642
Held by bond trustee	1,068,825	-	-	1,068,825
Total Assets at Fair Value	<u>\$ 45,726,193</u>	<u>\$ 10,246,888</u>	<u>\$ -</u>	<u>\$ 55,973,081</u>

*Assets at Fair Value as of June 30, 2020*

	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Total</u>
U.S. Government bonds	\$ 8,760,041	\$ -	\$ -	\$ 8,760,041
Corporate bonds	-	8,006,904	-	8,006,904
Common stock and ETF's	13,072,630	-	-	13,072,630
Hedge fund shares	-	3,379,757	-	3,379,757
Mutual funds	9,652,272	-	-	9,652,272
Money market	5,220,081	-	-	5,220,081
Held by bond trustee	1,061,784	-	-	1,061,784
Total Assets at Fair Value	<u>\$ 37,766,808</u>	<u>\$ 11,386,661</u>	<u>\$ -</u>	<u>\$ 49,153,469</u>

**VERMONT STATE COLLEGES**  
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**Notes to the Financial Statements - Continued**

**June 30, 2021 and 2020**

Note 3 - **Accounts Receivable, Notes Receivable and Allowance for Bad Debts**

The composition of the Colleges' accounts receivable at June 30, is summarized as follows:

	<u>2021</u>	<u>2020</u>
Student accounts receivable	\$ 12,231,000	\$ 12,762,953
Grants receivable	6,682,679	10,107,548
Other receivable	<u>1,285,705</u>	<u>1,816,793</u>
Subtotal	20,199,384	24,687,294
Allowance for doubtful accounts	<u>(7,311,690)</u>	<u>(7,512,563)</u>
Total accounts receivable, net	<u>\$ 12,887,694</u>	<u>\$ 17,174,731</u>

The notes receivable balance in the statements of net position represent the Perkins notes receivable. It is shown net of an allowance for bad debts of approximately \$1,205,000 and \$1,253,000 at June 30, 2021 and 2020, respectively. This allowance is the aggregate that was reserved for each college based upon historical bad loan reserve requirements, the net decrease in the allowance of \$48,000 and net increase of \$39,000 in 2021 and 2020, respectively, has been reflected in operating expenses.

Note 4 - **Long-Term Liabilities**

Long-term liabilities consist of the following at June 30,:

	2021				
	Beginning balances	Additions	Reductions	Ending balances	Current portion
<b>Long-term liabilities</b>					
Bonds and notes payable	\$ 119,574,365	\$ -	1,613,454	\$ 117,960,911	\$ 4,258,454
Total OPEB obligation	194,057,554	43,946,938	-	238,004,492	-
Other liabilities	244,435	142,476	244,435	142,476	-
Refundable grants	<u>4,751,397</u>	<u>-</u>	<u>722,044</u>	<u>4,029,353</u>	<u>-</u>
Total long-term liabilities	<u>\$ 318,627,751</u>	<u>\$ 44,089,414</u>	<u>\$ 2,579,933</u>	<u>\$ 360,137,232</u>	<u>\$ 4,258,454</u>

**VERMONT STATE COLLEGES**  
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**Notes to the Financial Statements - Continued**

**June 30, 2021 and 2020**

	2020				
	Beginning balances	Additions	Reductions	Ending balances	Current portion
Long-term liabilities					
Bonds and notes payable	\$ 121,086,246	\$ 28,723,755	30,235,636	\$ 119,574,365	\$ 1,613,454
Total OPEB obligation	189,003,550	5,054,004	-	194,057,554	-
Other liabilities	224,866	244,435	224,866	244,435	-
Refundable grants	6,036,744	-	1,285,347	4,751,397	-
Total long-term liabilities	\$ 316,351,406	\$ 34,022,194	\$ 31,745,849	\$ 318,627,751	\$ 1,613,454

*Bonds and Notes Payable*

Outstanding debt as of June 30, is as follows:

	<u><b>2021</b></u>	<u><b>2020</b></u>
Revenue Bonds, Series 2020A:		
3.0% - 5.0% serial bonds aggregating \$18,990,000 maturing 2020 through 2037 and a \$5,195,000 4.0% term bond due October 2040. Interest on the serial bonds is paid semi-annually on the unpaid balances. Unamortized bond premium of \$4,231,897 and \$4,451,736 has been added to the liability at June 30, 2021 and 2020, respectively. <sup>1</sup>	<b>\$28,416,897</b>	\$28,636,735
Revenue Bonds, Series 2017:		
4.0% - 5.0% serial bonds aggregating \$67,660,000 maturing 2021 through 2037 and Interest on serial bonds is paid semi-annually on the unpaid balances. Unamortized bond premium of \$8,428,414 and \$8,947,085 has been added to the liability at June 30, 2021 and 2020, respectively. <sup>2</sup>	<b>76,088,414</b>	76,607,085

**VERMONT STATE COLLEGES**  
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**Notes to the Financial Statements - Continued**

**June 30, 2021 and 2020**

Revenue Bonds, Series 2013:

4.0% - 5.0% serial bonds aggregating \$13,715,000 maturing 2015 through 2032 and 3.125% - 5.0% term bonds aggregating \$4,450,000 maturing 2027 through 2030. Interest on serial bonds is paid semi-annually on the unpaid balances. Unamortized bond premium of \$1,115,600 and \$1,210,545 has been added to the liability at June 30, 2021 and 2020, respectively.

<u>13,455,600</u>	<u>14,330,545</u>
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<u>\$ 117,960,911</u>	<u>\$ 119,574,365</u>
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<sup>1</sup> In February 2020, VSC issued Revenue Bonds, Series 2020A, in the principal amount of \$18,990,000 in serial bonds and \$5,195,000 in term bonds. The 2020A Bonds were issued solely for the purpose of refunding the Series 2010B Bond. The Colleges entered into the bond refunding with the goal to achieve cost savings primarily through the reduction of interest expense. At the time of the issuance, the bond proceeds were put in an irrevocable trust for which the trustee would use the funds to pay off the 2010B Bond at a later date. The refunding decreased the College's total debt service by \$5,409,550 and resulted in an economic gain (difference between the present value of the old and new debt service payments) of \$5,352,091.

<sup>2</sup> On May 24, 2017, VSC issued the Vermont State Colleges System Bonds 2017 Series A, in the principal amount of \$67,660,000. The 2017 Bond was issued for the purpose of (1) refinancing certain indebtedness of VSC; (2) paying the costs of issuance of the 2017 Series A Bond; and (3) paying the breakage fee for the interest rate swap agreements. The Colleges entered into the bond refunding with the goal to achieve cost savings primarily through the reduction of interest expense. The refunding increased the Colleges' total debt service by \$15,163,384 and resulted in an economic gain (difference between the present value of the old and new debt service payments) of \$1,051,774.

**VERMONT STATE COLLEGES**  
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**Notes to the Financial Statements - Continued**

**June 30, 2021 and 2020**

*Debt Roll-Forward*

Long-term debt activity for the years ended June 30, 2021 and 2020 was as follows:

	<u>Balance</u> <u>June 30, 2020</u>	<u>Additions</u>	<u>Repayment</u>	<u>Balance</u> <u>June 30, 2021</u>	<u>Current</u> <u>Portion</u>
Series 2013	\$ 13,120,000	\$ -	\$ (780,000)	\$ 12,340,000	\$ 810,000
Series 2013 Bond Premium	<u>1,210,545</u>	<u>-</u>	<u>(94,944)</u>	<u>1,115,601</u>	<u>94,944</u>
Series 2013 Bonds	<u>14,330,545</u>	<u>-</u>	<u>(874,944)</u>	<u>13,455,601</u>	<u>904,944</u>
Series 2017	67,660,000	-	-	67,660,000	2,615,000
Series 2017 Bond Premium	<u>8,947,085</u>	<u>-</u>	<u>(518,672)</u>	<u>8,428,413</u>	<u>518,672</u>
Series 2017 Bonds	<u>76,607,085</u>	<u>-</u>	<u>(518,672)</u>	<u>76,088,413</u>	<u>3,133,672</u>
Series 2020	24,185,000	-	-	24,185,000	-
Series 2020 Bond Premium	<u>4,451,735</u>	<u>-</u>	<u>(219,838)</u>	<u>4,231,897</u>	<u>219,839</u>
Series 2020 Bonds	<u>28,636,735</u>	<u>-</u>	<u>(219,838)</u>	<u>28,416,897</u>	<u>219,838</u>
Total Bonds and Notes Payable	<u>\$ 119,574,365</u>	<u>\$ -</u>	<u>\$ (1,613,454)</u>	<u>\$ 117,960,911</u>	<u>\$ 4,258,454</u>

**VERMONT STATE COLLEGES**  
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**Notes to the Financial Statements - Continued**

**June 30, 2021 and 2020**

	<u>Balance</u> <u>June 30, 2019</u>	<u>Additions</u>	<u>Repayment</u>	<u>Balance</u> <u>June 30, 2020</u>	<u>Current</u> <u>Portion</u>
Series 2010-B	\$ 28,780,000	\$ -	\$ (28,780,000)	\$ -	\$ -
Series 2010 Bond Premium	-	-	-	-	-
Series 2010 Bonds	<u>28,780,000</u>	<u>-</u>	<u>(28,780,000)</u>	<u>-</u>	<u>-</u>
Series 2013	13,875,000	-	(755,000)	13,120,000	780,000
Series 2013 Bond Premium	<u>1,305,489</u>	<u>-</u>	<u>(94,944)</u>	<u>1,210,545</u>	<u>94,944</u>
Series 2013 Bonds	<u>15,180,489</u>	<u>-</u>	<u>(849,944)</u>	<u>14,330,545</u>	<u>874,944</u>
Series 2017	67,660,000	-	-	67,660,000	-
Series 2017 Bond Premium	<u>9,465,757</u>	<u>-</u>	<u>(518,672)</u>	<u>8,947,085</u>	<u>518,672</u>
Series 2017 Bonds	<u>77,125,757</u>	<u>-</u>	<u>(518,672)</u>	<u>76,607,085</u>	<u>518,672</u>
Series 2020	-	24,185,000	-	24,185,000	-
Series 2020 Bond Premium	<u>-</u>	<u>4,538,755</u>	<u>(87,020)</u>	<u>4,451,735</u>	<u>219,838</u>
Series 2020 Bonds	<u>-</u>	<u>28,723,755</u>	<u>(87,020)</u>	<u>28,636,735</u>	<u>219,838</u>
Total Bonds and Notes Payable	<u>\$ 121,086,246</u>	<u>\$ 28,723,755</u>	<u>\$ (30,235,636)</u>	<u>\$ 119,574,365</u>	<u>\$ 1,613,454</u>

**VERMONT STATE COLLEGES**  
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**Notes to the Financial Statements - Continued**

**June 30, 2021 and 2020**

Maturities of long-term debt for the next five fiscal years and thereafter are as follows:

Years Ending June 30,	Principal <u>Amount</u>	Interest <u>Amount</u>
2022	\$ 3,425,000	\$ 4,537,426
2023	3,595,000	5,380,026
2024	3,915,000	5,200,926
2025	5,355,000	5,001,476
2026	5,345,000	4,704,766
2027-2031	30,180,000	16,249,103
2032-2036	33,115,000	6,890,107
2037-2041	<u>19,255,000</u>	<u>1,384,276</u>
	<u>\$ 104,185,000</u>	<u>\$ 49,348,106</u>

Deferred loss on debt refunding is included in interest expense.

According to the terms of the agreements under which the revenue bonds were sold, the bonds are general obligations of VSC. The 2013 Revenue Bond is also collateralized by deposits held by the trustee in the Bond Fund. VSC is required to make payments to the trustee for deposit into the Bond Fund sufficient to pay the principal and interest fund requirements, when due.

Note 5 - **Deferred Outflows of Resources - Debt Refunding**

During 2017, VSC paid a breakage fee of \$10,931,885 to discontinue all of its interest rate swap agreements. The breakage fee is recorded on the statements of net position as a "deferred loss on debt refunding" and is amortized over the life of the old debt it was associated with and is included with interest expense. The amortization of the breakage fee that was included in interest expense was \$1,003,346 for the years ended June 30, 2021 and 2020. The unamortized balance of the breakage fee was \$6,813,988 and \$7,817,334 for years ended June 30, 2021 and 2020.

**VERMONT STATE COLLEGES**  
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**Notes to the Financial Statements - Continued**

**June 30, 2021 and 2020**

During 2020, VSC issued the 2020A Series Bond which was an advanced refunding of the 2010B Bond. As stated in the advanced refunding agreement, the proceeds from the issuance of the 2020A Bond was to be placed in an irrevocable trust and will be used to pay off the 2010B Bond. The difference between the amount in placed in escrow to pay off the 2010B Bond and the net carrying amount of the 2010 Bond was \$764,156 and is recognized as a "deferred loss on debt refunding", and is amortized over the life of the old debt it was associated with and is included with interest expense. The amortization of this advanced debt refunding that was included in interest expense was \$40,923 and \$11,284 for the year ending June 30, 2021 and 2020. The unamortized balance of the advanced debt refunding was \$711,859 and \$752,872 for years ended June 30, 2021 and 2020.

Note 6 - **Functional Expense Classification**

The following table details VSC's operating expenses by functional expense classification as of June 30,:

	<u>2021</u>	<u>2020</u>
Instruction	\$ 52,604,295	\$ 53,644,471
Research	17,395	17,601
Public Service	10,145,080	9,115,632
Academic Support	20,401,988	22,024,412
Student Services	33,286,109	37,725,010
Institution Support	42,871,394	36,537,599
Physical Plant	8,237,269	4,713,801
Student Financial Support	11,080,703	8,845,326
Depreciation	<u>9,973,768</u>	<u>9,999,987</u>
	<u>\$ 188,618,001</u>	<u>\$ 182,623,839</u>

**VERMONT STATE COLLEGES**  
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**Notes to the Financial Statements - Continued**

**June 30, 2021 and 2020**

	<u>Balance</u> <u>June 30, 2019</u>	<u>Additions</u>	<u>Repayment</u>	<u>Balance</u> <u>June 30, 2020</u>	<u>Current</u> <u>Portion</u>
Series 2010-B	\$ 28,780,000	\$ -	\$ (28,780,000)	\$ -	\$ -
Series 2010 Bond Premium	-	-	-	-	-
Series 2010 Bonds	<u>28,780,000</u>	<u>-</u>	<u>(28,780,000)</u>	<u>-</u>	<u>-</u>
Series 2013	13,875,000	-	(755,000)	13,120,000	780,000
Series 2013 Bond Premium	<u>1,305,489</u>	<u>-</u>	<u>(94,944)</u>	<u>1,210,545</u>	<u>94,944</u>
Series 2013 Bonds	<u>15,180,489</u>	<u>-</u>	<u>(849,944)</u>	<u>14,330,545</u>	<u>874,944</u>
Series 2017	67,660,000	-	-	67,660,000	-
Series 2017 Bond Premium	<u>9,465,757</u>	<u>-</u>	<u>(518,672)</u>	<u>8,947,085</u>	<u>518,672</u>
Series 2017 Bonds	<u>77,125,757</u>	<u>-</u>	<u>(518,672)</u>	<u>76,607,085</u>	<u>518,672</u>
Series 2020	-	24,185,000	-	24,185,000	-
Series 2020 Bond Premium	<u>-</u>	<u>4,538,755</u>	<u>(87,020)</u>	<u>4,451,735</u>	<u>219,838</u>
Series 2020 Bonds	<u>-</u>	<u>28,723,755</u>	<u>(87,020)</u>	<u>28,636,735</u>	<u>219,838</u>
Total Bonds and Notes Payable	<u>\$ 121,086,246</u>	<u>\$ 28,723,755</u>	<u>\$ (30,235,636)</u>	<u>\$ 119,574,365</u>	<u>\$ 1,613,454</u>

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**Notes to the Financial Statements - Continued**

**June 30, 2021 and 2020**

Maturities of long-term debt for the next five fiscal years and thereafter are as follows:

Years Ending June 30,	Principal <u>Amount</u>	Interest <u>Amount</u>
2022	\$ 3,425,000	\$ 4,537,426
2023	3,595,000	5,380,026
2024	3,915,000	5,200,926
2025	5,355,000	5,001,476
2026	5,345,000	4,704,766
2027-2031	30,180,000	16,249,103
2032-2036	33,115,000	6,890,107
2037-2041	<u>19,255,000</u>	<u>1,384,276</u>
	<u>\$ 104,185,000</u>	<u>\$ 49,348,106</u>

Deferred loss on debt refunding is included in interest expense.

According to the terms of the agreements under which the revenue bonds were sold, the bonds are general obligations of VSC. The 2013 Revenue Bond is also collateralized by deposits held by the trustee in the Bond Fund. VSC is required to make payments to the trustee for deposit into the Bond Fund sufficient to pay the principal and interest fund requirements, when due.

Note 5 - **Deferred Outflows of Resources - Debt Refunding**

During 2017, VSC paid a breakage fee of \$10,931,885 to discontinue all of its interest rate swap agreements. The breakage fee is recorded on the statements of net position as a "deferred loss on debt refunding" and is amortized over the life of the old debt it was associated with and is included with interest expense. The amortization of the breakage fee that was included in interest expense was \$1,003,346 for the years ended June 30, 2021 and 2020. The unamortized balance of the breakage fee was \$6,813,988 and \$7,817,334 for years ended June 30, 2021 and 2020.

**VERMONT STATE COLLEGES**  
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**Notes to the Financial Statements - Continued**

**June 30, 2021 and 2020**

During 2020, VSC issued the 2020A Series Bond which was an advanced refunding of the 2010B Bond. As stated in the advanced refunding agreement, the proceeds from the issuance of the 2020A Bond was to be placed in an irrevocable trust and will be used to pay off the 2010B Bond. The difference between the amount in placed in escrow to pay off the 2010B Bond and the net carrying amount of the 2010 Bond was \$764,156 and is recognized as a "deferred loss on debt refunding", and is amortized over the life of the old debt it was associated with and is included with interest expense. The amortization of this advanced debt refunding that was included in interest expense was \$40,923 and \$11,284 for the year ending June 30, 2021 and 2020. The unamortized balance of the advanced debt refunding was \$711,859 and \$752,872 for years ended June 30, 2021 and 2020.

Note 6 - **Functional Expense Classification**

The following table details VSC's operating expenses by functional expense classification as of June 30,:

	<u>2021</u>	<u>2020</u>
Instruction	\$ 52,604,295	\$ 53,644,471
Research	17,395	17,601
Public Service	10,145,080	9,115,632
Academic Support	20,401,988	22,024,412
Student Services	33,286,109	37,725,010
Institution Support	42,871,394	36,537,599
Physical Plant	8,237,269	4,713,801
Student Financial Support	11,080,703	8,845,326
Depreciation	<u>9,973,768</u>	<u>9,999,987</u>
	<u>\$ 188,618,001</u>	<u>\$ 182,623,839</u>

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## Notes to the Financial Statements - Continued

June 30, 2021 and 2020

Note 7 - **Appropriations**

VSC's operating appropriation from the State of Vermont is made directly to the Colleges and is drawn down on the basis of a monthly allotment. In addition to their operating appropriation, the Colleges received an additional \$28,800,000 in bridge funding in fiscal year 2021 to address the structural deficit of the Colleges. Also included in the annual State appropriation for operations is funding for Allied Health of approximately \$1,158,000 in fiscal years 2021 and 2020; VMEC of approximately \$428,000 in fiscal year 2021 and 2020.

Capital appropriations for VSC made from the State Bond Funds were approximately \$2,000,000 and \$2,100,000 in fiscal years 2021 and 2020, respectively.

Note 8 - **Retirement Plans**

Eligible faculty and staff participate in a defined contribution retirement plan administered by Teachers Insurance Annuity Association and College Retirement Equities Fund ("TIAA-CREF"). For the years ended June 30, 2021 and 2020, the Colleges' total payroll expense was approximately \$73,287,000 and \$77,864,000, respectively, of which approximately \$50,728,000 and \$52,809,000 represented salaries and wages of employees covered under the defined contribution plan, respectively. The Colleges' requirements to contribute to the retirement plan are specified by four collective bargaining agreements and by personnel policies for non-represented employees. Employer contribution rates are established by employee category. There are no required employee contributions to the plan. Depending upon the position category, employees may be eligible for the plan from as early as date of hire to as long as two years from date of hire. All eligible employees are vested from the date of eligibility. During the years ended June 30, 2021 and 2020, contributions made by the Colleges under this plan totaled approximately \$4,681,000 and \$4,926,000, or approximately 9.23% and 9.33%, of covered salaries, respectively. The defined contribution plan is not a fiduciary activity since the Met does not hold the assets nor has the ability to direct the use, exchange or deployment of the assets.

Additionally, certain employees participate in one of two defined benefit plans (Vermont Employees Retirement System or Vermont State Teachers Retirement System). Employees who were participants in either of these plans prior to their employment by the Colleges are allowed to continue participation. During the years ended June 30, 2021 and 2020, there were no covered salaries for employees participating in the Vermont Employees Retirement System and there were no

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**Notes to the Financial Statements - Continued**

**June 30, 2021 and 2020**

employer contributions. There were no contributions to the Vermont State Teachers Retirement System during 2021 and 2020.

In addition, full-time faculty employees who have worked for the Colleges for 15 years may elect early retirement at age 58 and receive 50% of their annual salary as of their retirement date. In addition, VSC will pay 12% of the retiree’s early retirement wages to the individual. This 12% payment represents VSC’s contribution, which would have been made to the individual TIAA/CREF pension account. The payments due under this program are funded by VSC, as needed. During the years ended June 30, 2021 and 2020, contributions for these benefits were approximately \$780,000 and \$826,000, respectively.

The early retirement benefit is no longer being offered to faculty employees hired after February 10, 2005, but those employees who were eligible for early retirement before the benefit was discontinued have the option of electing for early retirement in October of every year. The benefit will be completely phased out when those employees currently eligible for early retirement either elect for early retirement or reach the age of 65.

Note 9 - **Post-Employment Benefits Other Than Pension**

**Plan Description:** VSC administers a self-insured single-employer defined benefit healthcare plan. The plan provides 100% of the lifetime healthcare payments for eligible employees, spouses or civil union partners. The self-insured plan, administered by CIGNA, covers both active and retired members. Benefit provisions are established through negotiations between VSC and the unions representing VSC employees, and they are reviewed during the bargaining period prior to the termination date of each union contract. The retiree healthcare plan does not issue a publicly available financial report. Employees hired after October 1, 2012 (fulltime faculty after October 1, 2015) are ineligible for retiree medical and dental benefits. The type of employees that were covered by the benefits terms at June 30,:

	<u>2021</u>	<u>2020</u>
Retirees and Beneficiaries	721	700
Inactive, Non-retired members	-	-
Active plan members	<u>860</u>	<u>917</u>
Total plan members	<u>1,581</u>	<u>1,617</u>

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## Notes to the Financial Statements - Continued

### June 30, 2021 and 2020

**Funding Policy:** Contribution requirements are also negotiated between VSC and union representatives. VSC contributes 100% of the current-year utilization costs for eligible employees, spouses or civil union partners. For the fiscal years 2021 and 2020, VSC recognized employer contributions of \$7,306,213 and \$6,986,981, respectively, for both healthcare and early retirement. The plan is financed on a pay-as-you-go basis. In fiscal years 2021 and 2020, there were minimal member contributions to the plan from new retirees hired before July 1, 2000. No assets are accumulated in a trust that meets the criteria in paragraph 4 of Statement 75.

**Annual OPEB Cost and Total OPEB Obligation:** VSC's OPEB cost (expense) includes most changes in the total OPEB liability. The effects of changes, such as service costs and interest on the total OPEB liability, must be reported in the current reporting period as an OPEB expense. The effects of changes, such as the change in actuarial assumptions and differences between expected and actual experiences, are required to be included in OPEB expense over the current and future periods. Such changes must be amortized in a systematic and rational manner over a closed period equal to the average of the expected remaining service lives of all employees that are provided with benefits through the OPEB plan beginning in the current period.

At June 30, 2021 and 2020, VSC reported a total OPEB liability of \$238,004,492 and \$194,057,554, respectively. The total OPEB liability as of June 30, 2021, the reporting date, was measured as of June 30, 2020, the measurement date, and the actuarial valuation date of July 1, 2019, which was rolled forward from the prior measurement date of June 30, 2019. The total OPEB liability as of June 30, 2020, the reporting date, was measured as of June 30, 2019, the measurement date, and the total OPEB liability was determined by an actuarial valuation date as of July 1, 2019.

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**Notes to the Financial Statements - Continued**

**June 30, 2021 and 2020**

The following table shows the components of VSC's annual OPEB costs for the year ended June 30, 2021 and 2020, and the changes in VSC's total OPEB obligation to the retiree healthcare plan are as follows:

	<u>2021</u>	<u>2020</u>
Interest on total OPEB obligation	\$ 6,671,317	\$ 7,194,823
Service Cost	3,672,170	4,532,612
Amortization of current year for difference between expected and actual experience	991,437	991,437
Amortization of current year for changes in plan actuarial assumptions	<u>5,300,477</u>	<u>(301,243)</u>
Annual OPEB cost	16,635,401	12,417,629
Difference between expected and actual experience to be recognized in future years	(991,437)	(727,905)
Difference between changes in plan actuarial assumptions to be recognized in future years	35,199,955	(454,099)
Benefit payments	<u>(6,896,981)</u>	<u>(6,181,621)</u>
Increase in total OPEB obligation	43,946,938	5,054,004
Total OPEB obligation - Beginning of Year	<u>194,057,554</u>	<u>189,003,550</u>
Total OPEB obligation - End of Year	<u>\$ 238,004,492</u>	<u>\$ 194,057,554</u>

**VERMONT STATE COLLEGES**  
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**Notes to the Financial Statements - Continued**

**June 30, 2021 and 2020**

**Deferred Outflows of Resources related to OPEB:**

VSC reported deferred outflows of resources related to OPEB from the following sources for the year ended June 30,:

	<u>2021</u>	<u>2020</u>
<u>Deferred Outflows of Resources</u>		
Differences between projected and actual experience	\$ 7,408,077	\$ 8,702,485
Changes in plan actual assumptions	35,292,123	461,711
Contributions subsequent to the measurement date	<u>7,306,213</u>	<u>6,986,981</u>
Total	<u>\$ 50,006,413</u>	<u>\$ 16,151,177</u>

**Deferred Inflows of Resources related to OPEB:**

VSC reported deferred inflows of resources related to OPEB from the following sources for the year ended June 30,:

	<u>2021</u>	<u>2020</u>
<u>Deferred Inflows of Resources</u>		
Differences between projected and actual experience	\$ 1,820,860	\$ 2,123,831
Changes in plan actual assumptions	<u>2,055,450</u>	<u>2,424,993</u>
Total	<u>\$ 3,876,310</u>	<u>\$ 4,548,824</u>

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**Notes to the Financial Statements - Continued**

**June 30, 2021 and 2020**

VSC's contributions of \$7,306,213 and \$6,986,981 made during fiscal year ending 2021 and 2020, respectively, subsequent to the measurement date will be recognized as a reduction of the total OPEB liability in the succeeding year. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized as increases (decreases) in pension expense as follows:

Years Ending <u>June 30,</u>	
2022	\$ 6,291,914
2023	6,291,914
2024	6,291,914
2025	6,291,914
2026	6,324,073
2027 and after	<u>7,332,161</u>
	<u>\$ 38,823,890</u>

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**Notes to the Financial Statements - Continued**

**June 30, 2021 and 2020**

**Actuarial Assumptions:** The total OPEB liability was determined using the following actuarial assumptions, applied to all periods included in the measurement, unless otherwise specified:

Measurement date	<u>June 30, 2020</u>	<u>June 30, 2019</u>
Inflation	2.5%	2.5%
Salary increases	3.5% per year	3.5% per year
Discount rate	2.21%	3.50%
Healthcare Cost Trend Rate	4.7%, increasing incrementally to an ultimate rate of 5.2% in 2023, then decreasing incrementally to an ultimate rate of 3.8% in 2050	4.7%, increasing incrementally to an ultimate rate of 5.2% in 2023, then decreasing incrementally to an ultimate rate of 3.8% in 2050

The discount rate was based on the Bond Buyer 20-Bond GO Index.

**Future Employment:** Age-related turnover rates were developed based on the experience from July 1, 2017 to July 1, 2019. These rates were used as the basis for assigning active members a probability of remaining employed until the assumed retirement age and for developing an expected future working lifetime assumption for purposes of allocating to periods the present value of total benefits to be paid. Employees less than 40 had an annual turnover rate of 8.5%, which was the same rate used in the prior measurement date. Employees less than 65 had an annual turnover rate of 3.5%, which was the same rate used in the prior measurement date.

**Mortality:** Life expectancies were based on the RP-2006 Table (base rates underlying RP-2014) projected to 2017 and thereafter, with MP-2019 projection scale which is published by the Retirement Plans Experience Committee of the Society of Actuaries. In the prior measurement date, the same rate was used.

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**Notes to the Financial Statements - Continued**

**June 30, 2021 and 2020**

Retirement Rate: Age-related retirement rates tables were developed based on input and analysis of the current retiree population overall and the new retirees over the last five years. The age related tables assumed rates of retirement beginning at age 55.

Marital Status: Marital status of member at the calculation date was assumed to be 70% married based on current retiree population. Spousal participation was assumed to be 90% at the calculation date.

Healthcare Cost Trend Rate: Dental claims are expected to increase at 2.0 per annum. Medical trend rates are based on the Society of Actuaries (“SOA”) Long-Run Medical Cost Trend Model.

**Sensitivity of the Colleges' proportionate share of the total OPEB liability to changes in the discount rate:** The following presents the Colleges' proportionate share of the total OPEB liability, as well as what the Colleges' proportionate share of the total OPEB liability would be if it were calculated using a discount rate that is 1-percentage-point lower or 1-percentage-point higher than the current discount rate:

<u>2021</u>		
Current		
1.00% Decrease	Discount Rate	1.00% Increase
1.21%	2.21%	3.21%
\$ 281,487,793	\$ 238,004,492	\$ 204,566,933
<u>2020</u>		
Current		
1.00% Decrease	Discount Rate	1.00% Increase
2.50%	3.50%	4.50%
\$ 222,043,023	\$ 194,057,554	\$ 171,021,205

**Sensitivity of the Colleges' proportionate share of the total OPEB liability to changes in the healthcare cost trend rates:** The following presents the Colleges' proportionate share of the total OPEB liability, as well as what the Colleges' proportionate share of the total OPEB liability would be if it were calculated using healthcare cost trend rates that are 1-percentage-point lower or 1-percentage-point higher than the current healthcare cost trend rates:

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**Notes to the Financial Statements - Continued**

**June 30, 2021 and 2020**

<u>2021</u>		
Current Healthcare		
1.00% Decrease	Cost Trend Rate (A)	1.00% Increase
\$ 203,930,702	\$ 238,004,492	\$ 281,230,049

<u>2020</u>		
Current Healthcare		
1.00% Decrease	Cost Trend Rate (A)	1.00% Increase
\$ 170,034,818	\$ 194,057,554	\$ 223,911,882

(A) - See page 56 for current healthcare cost trend rate.

Note 10 - **Leases**

The Colleges have various operating leases for classrooms, office space, equipment and motor vehicles. The majority of these leases have terms equal to or less than ten years and in some cases contain escalation and maintenance clauses, as well as renewal options. Total rental expense for all operating leases was approximately \$3,515,000 and \$3,352,000 in 2021 and 2020, respectively.

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**Notes to the Financial Statements - Continued**

**June 30, 2021 and 2020**

Future minimum rental payments required under operating leases with non-cancelable terms in excess of one year at June 30, 2021 are as follows:

<b>Years Ending June 30,</b>	<b>Real Estate</b>	<b>Vehicles and Equipment</b>	<b>Total</b>
2022	\$ 2,342,874	\$ 379,107	\$ 2,721,981
2023	1,957,502	310,616	2,268,118
2024	1,686,811	86,009	1,772,820
2025	1,189,630	41,618	1,231,248
2026	1,218,779	2,694	1,221,473
2027 and thereafter	<u>2,388,799</u>	<u>-</u>	<u>2,388,799</u>
	<u>\$ 10,784,395</u>	<u>\$ 820,044</u>	<u>\$ 11,604,439</u>

Note 11 - **Capital Assets**

Property and equipment activity for the years ended June 30, 2021 and 2020 is summarized below:

	Balance <u>June 30, 2020</u>	<u>Additions</u>	<u>Transfers</u>	<u>Retirements</u>	Balance <u>June 30, 2021</u>
Land	\$ 9,004,664	\$ -	\$ -	\$ (334,316)	\$ 8,670,348
Construction-in-process	<u>2,866,436</u>	<u>4,180,658</u>	<u>(2,187,628)</u>	<u>-</u>	<u>4,859,466</u>
Subtotal - Capital assets not depreciated	<u>11,871,100</u>	<u>4,180,658</u>	<u>(2,187,628)</u>	<u>(334,316)</u>	<u>13,529,814</u>
Infrastructure	41,568,376	56,634	771,866	(66,863)	42,330,013
Buildings and improvements	261,963,614	-	1,343,935	(1,976,446)	261,331,103
Leasehold improvements	4,090,271	-	-	-	4,090,271
Equipment	<u>36,932,380</u>	<u>1,170,583</u>	<u>71,827</u>	<u>(131,226)</u>	<u>38,043,564</u>
Subtotal - Capital assets depreciated	<u>344,554,641</u>	<u>1,227,217</u>	<u>2,187,628</u>	<u>(2,174,535)</u>	<u>345,794,951</u>
Less accumulated depreciation	<u>(205,446,665)</u>	<u>(9,973,768)</u>	<u>-</u>	<u>839,339</u>	<u>(214,581,094)</u>
Capital assets, net	<u>\$ 150,979,076</u>	<u>\$ (4,565,893)</u>	<u>\$ -</u>	<u>\$ (1,669,512)</u>	<u>\$ 144,743,671</u>

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**Notes to the Financial Statements - Continued**

**June 30, 2021 and 2020**

	Balance <u>June 30, 2019</u>	<u>Additions</u>	<u>Transfers</u>	<u>Retirements</u>	Balance <u>June 30, 2020</u>
Land	\$ 9,004,664	\$ -	\$ -	\$ -	\$ 9,004,664
Construction-in-process	<u>1,604,504</u>	<u>3,046,796</u>	<u>(1,784,864)</u>	<u>-</u>	<u>2,866,436</u>
Subtotal - Capital assets not depreciated	<u>10,609,168</u>	<u>3,046,796</u>	<u>(1,784,864)</u>	<u>-</u>	<u>11,871,100</u>
Infrastructure	40,998,521	197,553	372,302	-	41,568,376
Buildings and improvements	260,551,052	-	1,412,562	-	261,963,614
Leasehold improvements	4,090,271	-	-	-	4,090,271
Equipment	<u>36,425,264</u>	<u>653,149</u>	<u>-</u>	<u>(146,033)</u>	<u>36,932,380</u>
Subtotal - Capital assets depreciated	<u>342,065,108</u>	<u>850,702</u>	<u>1,784,864</u>	<u>(146,033)</u>	<u>344,554,641</u>
Less accumulated depreciation	<u>(195,569,567)</u>	<u>(9,999,987)</u>	<u>-</u>	<u>122,889</u>	<u>(205,446,665)</u>
Capital assets, net	<u>\$ 157,104,709</u>	<u>\$ (6,102,489)</u>	<u>\$ -</u>	<u>\$ (23,144)</u>	<u>\$ 150,979,076</u>

Note 12 - **Contingencies and Commitments**

*Contingencies*

VSC participates in various federally funded programs. These programs are subject to financial and compliance audits and resolution of identified questioned costs. The amount, if any, of expenditures that may be disallowed by the granting agency cannot be determined at this time.

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**Notes to the Financial Statements - Continued**

**June 30, 2021 and 2020**

VSC is also exposed to various risks of loss related to torts; theft of, damage to and destruction of assets; errors and omissions; injuries to employees; and natural disasters. VSC manages these risks through a combination of commercial insurance packages purchased in the name of VSC, and through self-insurance for medical and dental claims. VSC has entered into contracts with a third-party claims administrator, which essentially caps medical claim costs (stop-loss) at an agreed-upon level. Individual stop-loss is \$200,000 of paid claims per covered member per year. Settled claims resulting from these risks have not exceeded commercial insurance coverage in any of the past three fiscal years. Reserves for medical and dental claims are included in accrued liabilities in the amount of approximately \$1,879,000 June 30, 2021 and \$1,447,000 at June 30, 2020 and are based on historical data. A medical and dental claim roll-forward is presented below:

	<u>2021</u>	<u>2020</u>
Medical and dental claims reserve, beginning of year	\$ 1,447,100	\$ 2,560,000
Incurred claims	19,682,000	16,837,100
Payments on claims	<u>(19,250,000)</u>	<u>(17,950,000)</u>
Medical and dental claims reserve, end of year	<u>\$ 1,879,100</u>	<u>\$ 1,447,100</u>

VSC self-insures its workers' compensation program and is operated by a third-party claims administrator. Contributions to the plan are based on estimated payroll and rates adjusted by an experience modification factor. VSC has purchased stop-loss insurance, which is effective for individual claims over \$200,000 and for aggregate claims in excess of \$1,477,000 per year. VSC has obtained a letter of credit in the amount of \$600,000 to be used in the event of failure to pay premiums on the stop-loss policy. This is collateralized by a certificate of deposit. A workers' compensation roll-forward is presented below:

	<u>2021</u>	<u>2020</u>
Workers' compensation reserve, beginning of year	\$ 365,000	\$ 297,000
Workers' compensation accrued during the year	674,000	842,000
Claims paid/reserved/claims administration	<u>(637,000)</u>	<u>(774,000)</u>
Workers' compensation reserve, end of year	<u>\$ 402,000</u>	<u>\$ 365,000</u>

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**Notes to the Financial Statements - Continued**

**June 30, 2021 and 2020**

Commitments

VSC has entered into various construction contracts. The following commitments are ongoing projects at June 30, 2021:

<u>Project</u>	<u>Expended through June 30, 2021</u>	<u>Committed Future Costs</u>	<u>Total Committed Costs of Project</u>
VTC - Advanced Manufacturing Center-	\$ 1,208,337	\$ 714,320	\$ 1,922,657
VTC - Axis Milling Machine	141,670	330,563	472,233
VTC - Lab Equipment	296,874	692,707	989,571
VTC - ProX SLS 6100 Printer	-	385,343	385,343
Total	\$ 1,646,881	\$ 2,122,933	\$ 3,769,804

Employment Contracts

The Colleges have employment contracts with certain officers that expire on various dates through fiscal year 2021. The agreements provide for aggregate annual base salaries of \$379,000 in fiscal year 2021, respectively, and may be terminated with cause at any time.

Service Concession Agreements

The Colleges entered into a service concession agreement with Sodexo Operations, LLC (“Sodexo”) to manage and operate its food services for VSC’s students, faculty, staff, employees and guests through June 2022; the agreement was cancelable by either party at any time. Under the agreement, Sodexo made annual contributions to VSC to be used at VSC’s discretion for food service facility enhancements. In March 2020, with the commencement of the pandemic, VSC exercised its right to the catastrophe clause of its existing contract with Sodexo. In August 2020, VSC entered into a new service concession agreement with Sodexo continuing through August 2025. The new agreement will not require annual contributions.

**REQUIRED SUPPLEMENTARY INFORMATION**  
**(Unaudited)**

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**Schedule of Changes in Total OPEB Liability (Unaudited)**

Year ended	June 30, 2021	June 30, 2020	June 30, 2019	June 30, 2018
Measurement date	June 30, 2020	June 30, 2019	June 30, 2018	June 30, 2017
Valuation date	July 1, 2019	July 1, 2019	July 1, 2017	July 1, 2017
<b>Total OPEB liability</b>				
Service Cost	\$ 3,672,170	\$ 4,532,612	\$ 4,515,546	\$ 4,359,477
Interest	6,671,317	7,194,823	6,647,387	6,185,678
Changes of benefit terms	-	-	-	-
Differences between expected and actual experience	-	263,532	(1,778,447)	12,241,959
Changes of assumptions or other inputs	40,500,432	(755,342)	(2,480,058)	666,613
Benefit payments	<u>(6,896,981)</u>	<u>(6,181,621)</u>	<u>(6,399,026)</u>	<u>(6,464,225)</u>
<b>Net change in total OPEB liability</b>	43,946,938	5,054,004	505,402	16,989,502
<b>Total OPEB liability - beginning</b>	<u>194,057,554</u>	<u>189,003,550</u>	<u>188,498,148</u>	<u>171,508,646</u>
<b>Total OPEB liability - ending</b>	<u>\$ 238,004,492</u>	<u>\$ 194,057,554</u>	<u>\$ 189,003,550</u>	<u>\$ 188,498,148</u>
<b>Covered payroll</b>	50,942,334	49,219,646	50,074,973	51,380,910
<b>Total OPEB liability as a percentage of covered-employee payroll</b>	467.20%	394.27%	377.44%	366.86%

Notes:

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2017 and is intended to provide data for the most recent ten years.

*See accompanying notes to the required supplementary information.*

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**Notes to the Required Supplementary Information - OPEB (Unaudited)**

**June 30, 2021 and 2020**

Note 1 - **Change in Plan Assumptions**

Measurement date – June 30, 2020

*Change in Discount Rate*

The discount rate was decreased from 3.50% to 2.21%

Measurement date – June 30, 2019

*Change in Discount Rate*

The discount rate was decreased from 3.87% to 3.5%

*Employee Turnover*

Employees less than 40 had an annual turnover rate of 8.5%, an increase from the 7.5% rate used in the prior measurement date. Employees less than 65 had an annual turnover rate of 3.5%, an increase from the 2.5% used in the prior measurement date.

*Mortality Rates*

Mortality rates used general scale MP-2019 for males and females. In the prior measurement date, general scale MP-2017 was used.

*Change in Trend on Future Costs*

The healthcare trend rate decreased from 5.4% to 4.7%. The medical trend was developed using the SOA Getzen Model and noted the following economic assumptions that changed from the prior measurement date:

- Rate of Inflation was 2.5% which was decreased from 2.6%
- Rate of Growth in Real Income/GDP per capital was 1.25% which was an increase from 1.15%
- Health share of GDP resistance point was 25% which was an increase from 20%
- Year for limiting cost growth to GDP was 2050. 200 was used in the prior measurement date.

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**Notes to the Required Supplementary Information - OPEB (Unaudited) -  
Continued**

**June 30, 2021 and 2020**

Measurement date – June 30, 2018

*Change in Trend on Future Costs*

The healthcare trend rate decreased from 5.5% to 5.4%.

*Change in Discount Rate*

The discount rate was increased from 3.58% to 3.87%.

Measurement date – June 30, 2017

*Change in Discount Rate*

The discount rate decreased to 3.58% based upon the change of the discount method to the discount rate of the Bond Buyer 20-Bond GO Index as of the measurement date as required by GASB Statement 74. The June 30, 2016 discount rate was calculated to be 3.75%.

**INDEPENDENT AUDITORS' REPORT ON INTERNAL  
CONTROL OVER FINANCIAL REPORTING AND ON  
COMPLIANCE AND OTHER MATTERS BASED ON AN  
AUDIT OF FINANCIAL STATEMENTS PERFORMED IN  
ACCORDANCE WITH *GOVERNMENT AUDITING  
STANDARDS***



**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

To the Board of Trustees of  
Vermont State Colleges  
Montpelier, Vermont

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Vermont State Colleges (a component unit of the State of Vermont) (the "Colleges"), which comprise the statements of net position as of June 30, 2021 and 2020, the related statements of revenues, expenses and changes in net position, and cash flows for the years then ended, and the related notes to the financial statements, which collectively comprise the Vermont State Colleges' basic financial statements and have issued our report thereon dated October 25, 2021.

**Internal Control Over Financial Reporting**

In planning and performing our audits of the financial statements, we considered the Vermont State Colleges' internal control over financial reporting ("internal control") as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Colleges' internal control. Accordingly, we do not express an opinion on the effectiveness of the Colleges' internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audits we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

**Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the Vermont State Colleges' financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audits and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

**Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

**Certified Public Accountants  
Braintree, Massachusetts**

October 25, 2021

# Appendix D:

List of Supporting Documents

## Appendix D: List of Supporting Documents

Documents that support this self-study have been gathered into a NECHE 2022 Digital Workroom. The resources listed for each of the standards correspond to the documents available in the workroom. The digital workroom is hosted on Canvas, CCV's learning management system. In mid-February, visiting team members will receive an email with instructions detailing how to access the Canvas site. Print copies of sample student resource materials, program reviews, strategic planning materials, and other documents will be available in the physical work room during the team visit.

### Standard One: Mission and Purposes

Supporting Documents
Data_ Cost Comparison_CCV to VT IHE_AY2022
Data_NECHE Scholarship Analysis_RTDec 2020
Evaluation_Institutional Goals Results_Jan 2021
Overview_Aviso Training Pt One
Overview_Aviso Training Pt Two
Overview_Faculty Survey Results_2019-20
Overview_ICC Description
Overview_InsideTrack Foundational Coaching Skills Training
Overview_ReUp Partnership Update_November 2020
Plan_2018-2028 Strategic Plan
Report_CCSSE_2021_Means Report
Summary_Employee Engagement Survey_2020
Summary_Faculty Survey Results 2020-21

### Standard Two: Planning and Evaluation

Supporting Documents
Data Report_Historic Admissions_2021
Data_New Student Progress by Cohort_2020
Data_Program Completion_10-Year Trends_2011-2020
Data_Retention_Y1 to Y2_2021
Data_Six Year Grad from CCV or Other College_2021
Evaluation_Institutional Goals Results_Jan 2021
Overview_Annual Budget Process

Overview_Student Affairs Program Review
Plan_Assessment Planning and Schedule Template
Plan_2018-2028 Strategic Plan
Plan_Enrollment Management_2020
Plan_Institutional Goals_Strategic Plan Key Metrics_Feb 2021
Plan_Program Planning, Scheduling, and Hiring Timeline_AY2022
Plan_Strategic Plan Goals_AY2019
ReportTemplate_Program Outcome Assessment
SampleDataReport_Daily Enrollment_FA21
Summary_Adult Student Task Force_Measures_2020
Summary_Employee Engagement Survey Results_2020
Summary_Faculty Survey Results 2020-21
Summary_Strategic Plan Accomplishments_2018-2021

### Standard Three: Organization and Governance

Supporting Documents
Assessment_VSCS BOT Self Assessment_2020
Guide_Peer Mentor Support Program_2020-21
Memo_Staff Role Redesign_Feb 2019
Overview_CCV Peer Mentor Program_2021
Overview_InsideTrack Scope of Work_2019-2021
Overview_ReUp Partnership Update_November 2020
Plan_CCV Strategic Action Plan VSCS Year One_2020-21
Sample Monthly Report_Tutor.com_July 2021
Summary_CCV Strategic Plan Alignment w VSCS Priorities_2019
Summary_Faculty Survey Results_2020-21
Summary_Employee Engagement Survey Results_2020
Timeline_Staff Reorganization_Jan 2019

### Standard Four: The Academic Program

Supporting Documents
Data_Program Completion_10-Year Trends_2011-2020
Data_Six Year Grad from CCV or Other College_2021
Guide_Accelerated Course Guide for Stu_Fac
Guide_Faculty Guide for Synchronous Courses January 2022
Guide_Guidelines for Accelerated Courses 2022
MOU_CCV-Tech Center Articulation Agreement 2021

MOU_Template MOU For FF FA21
MOU_Template MOU For FF SP22
Overview_2021-2022 Curriculum Change Summary
Overview_21-22 Potential Course Changes
Overview_CCV Transfer Partners 2+2 Pathways 2021
Overview_CCV Program Advisory Handbook 2022
Overview_Flex-Faculty-Best-Practices
Overview_VSCS General Education Final Proposal 2021
Plan_Assessment Planning and Schedule Template
Plan_Program Planning, Scheduling, and Hiring Timeline AY2022
Report_CCV to VTC Bridge to Nursing 2.25.21
Report_Policy 109 Data 2019-2020
Report_PReCIP 2019 CCV BHS
Report_PReCIP 2020 CCV GenEd_LIB Stud
Report_PReCIP 2021 Health Science
Report_PReCIP 2021 Report Business
Report_PReCIP 2021 Accounting
ReportTemplate_Program Outcome Assessment
Rubric_Course Design Rubric and Online Best Practices
Rubric_SEI Reflection Assignment
Sample_Bookkeeping Cert Semester Map 21-22
Sample_EarlyChildhoodEd Degree Semester Map 21-22
Timeline_Deadlines for 21-22 Curriculum Changes

**Standard Five: Students**

Supporting Documents
Data Report_Historic Admissions_2021
Data_Enrollment_FA21
DataReport_HS Course Success_FA15-FA18
MOU_Work-Based Learning_2021-22
Overview_Aviso Training Pt One
Overview_Aviso Training Pt Two
Overview_Chat Service_June 2021
Overview_College Intervention Team
Overview_InsideTrack Foundational Coaching Skills Training
Overview_InsideTrack Scope of Work_2019-2021
Overview_Leadership Endorsement Learning Outcomes

Overview_Student Affairs Program Review
Overview_Train-the-Trainer Certification_InsideTrack
Plan_Enrollment Management_2020
ProfDevPlan_CSA_AY2022
Report_CCSSE_2021_Means Report
Report_InsideTrack_Coaching Quality_2019-20
Report_InsideTrack_Coaching Quality_2020-21
Report_Tutor.Com_April 2021
Resource_Addressing Student Concerns_2021-22
Rubric_Resume_Career Services
SampleDataReport_Daily Enrollment_FA21
SampleReport_Admissions Weekly_SU21
Summary_Adult Student Task Force_Measures_2020
Summary_Employee Engagement Survey Results_2020
Summary_Faculty Survey Results_2020-21
Summary_Real College Survey Results_CCV_2020
SurveySummary_Employee Engagement_2020
Tool_Threat Inventory Assessment

**Standard Six: Teaching, Learning, and Scholarship**

Supporting Documents
Form_Course Evaluation
Form_CCV Webinar Standard Feedback Form for Participants
Form_Faculty Evaluation
Form_Faculty Professional Development Request 2018Sept
Form_Faculty Observation
Form_Staff Evaluation Self-Review Form 2021 Final
Form_Staff Evaluation-Supervisor Form 2021 Final
Guide_Faculty Guide for Synchronous Courses January 2022
Guidelines_FacDevFunds-2018SEPT
Overview_CCV Faculty Contract 2018-2021
Overview_CCV Faculty Professional Development and Training Resource Canvas Site
Overview_CCV Program Advisory Handbook 2022
Overview_Faculty Survey Results_2019-20
Report_Synchronous Mid-semester Student-Faculty Surveys-FA20
Rubric_Course Design Rubric and Online Best Practices
Summary_CCV Faculty Webinars, Trainings and Events

Summary_Employee Engagement Survey Results 2020
Summary_Faculty Survey 2020-21 Results
Summary_Great Beginnings Orientation Goals
Summary_IOT CD 2021
Summary_Principles of Good Teaching and Learning
Survey_2020 CCV Canvas Student Survey Responses

**Standard Seven: Institutional Resources**

Supporting Documents
Budget_CCV_FY22
BudgetReport_Q1FY22_CCV
DataFirstForm_7.7_AdditionalTable_Bandwith by CCV Academic Center
DataReport_Historical Enrollment by Center_2021
Guide_Hiring for Equity_2020
Inventory_Computer Asset Estimates_2021
Overview_Annual Budget Process
Overview_Leadership Training Summative Evaluation_Nov2020
ProfDevPlan_CSA_AY2022
Report_Annual Security Report_Cleary_2021
Report_DEI Committee Y1_2021
SampleDataReport_Daily Enrollment_FA21
Summary_Employee Engagement Survey Results_2020
Summary_Faculty Survey Results_2020-21

**Standard Eight: Educational Effectiveness**

Supporting Documents
Data_CCV Transfer-in Students at UVM-2019
Data_CCV-PFE Summary 2015-2020
Data_Completion of College Level English and Math_Entering FA17-FA18-FA19 Cohorts
Data_New Student Progress by Cohort_2020
Data_Retention_Y1 to Y2_2021
Data_Six Year Grad from CCV or Other College_2021
DataReport_HS Course Success_FA15-FA18
Evaluation_Institutional Goals Results Jan 2021
Form_Final PFE Supervisor Evaluation
Overview_Student Affairs Program Review
Plan_Assessment Planning and Schedule Template

Plan_Institutional Goals_Strategic Plan Key Metrics_Feb 2021
Report_CCSSE_2021 MeansReport
Report_PReCIP 2019 CCV BHS
Report_PReCIP 2020 CCV GenEd_LIB Stud
Report_PReCIP 2021 Health Science
Report_PReCIP 2021 Report Business
Report_PReCIP 2021 Accounting
Report_Tutor.Com_Apr 2021
ReportTemplate_Program Outcome Assessment
Summary_RealCollege Survey Results CCV 2020
Survey_2021 PReCIP Business Graduate Survey
Survey_2021 PReCIP Health Sciences Graduate Survey
Survey_CCV Recent Graduate Survey Summary 2016-2019
Survey_Graduate and Certificate Earner Survey 2016-2020

**Standard Nine: Integrity, Transparency, and Public Disclosure**

Supporting Documents
Process_CCV Equity Lens
Report_DEI Committee Y1_2021
Sample_Print Material_Academic Resources
Survey_Media Preferences 2021



[ccv.edu](http://ccv.edu)