

Lyndon State College Self-Study Report



New England Association of
Schools and Colleges
Reaccreditation Visit
October 17 – 20, 2010

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STANDARD ONE

MISSION AND PURPOSE

Overview

In 2007, Lyndon adopted a rephrased mission statement. The mission of the College remains unchanged, but the statement of the mission was updated: “old-fashioned” (adjective-laden, nonspecific) phrases were removed and replaced with a more succinct, direct, and bold phraseology designed to reflect the institutional commitment to student-centered education. It is as follows:

“Lyndon State College prepares every student for personal and professional success through experience-based, high-quality programs in the liberal arts and professional studies .”

A. Description

In 2006, Lyndon undertook a College-wide strategic planning effort. The planning initiative was led by the Strategic Planning Steering Committee (SPSC) and, as part of that process; we reviewed the current mission statement. In doing so, we wanted to shape a concise, yet bold, commitment. The committee spent almost a year discussing the current mission and surveying the College community for their input. After considering the response from the community, the committee issued a new draft mission statement. The draft was circulated to the entire community for comments. Further, the draft was discussed at academic department chairs’ and administrative program directors’ meetings. The committee went back and forth with comments and redrafts for numerous iterations. The committee issued the final draft, which was endorsed by faculty and staff at their respective group meetings.

The old and the new mission statements can be seen and compared on the support disc and in the work room. We do not believe the new statement substantially changes our purpose as we see it; however, we believe the new statement boldly commits us to a course of action that will offer every student the opportunity to be successful at Lyndon.

B. Appraisal

The Lyndon community developed a bold agenda for the future in revising its mission statement—a concise statement of our commitment to every student who enrolls at Lyndon. This is a significant challenge, but the community is committed to realizing this commitment.

The community has wrestled with what it means to “prepare every student.” We have monitored our effectiveness in obtaining this ambitious goal by reviewing our first-to-second-year retention, our overall retention, our retention of first-generation students (which comprise 62 percent of our first-year students), and our graduation rate. Most of these indicators have shown some improvement particularly in the last two years. For example, from fall 2008 to fall 2009, first-to-second-year retention has gone from 60 percent to 62 percent; first-in-family/middle-income (FFMI) one-year retention has gone from 54 percent to 57 percent; and the graduation rate has gone from 34 percent to 36 percent.

However, we recognize that we have a way to go to keep our commitment to assist every student in their achievement of success at Lyndon (for example, from fall 2008 to fall 2009, overall retention went from 76 percent to 72 percent.) The challenge of increasing overall retention is related to the challenge of successfully engaging the diverse academic preparation of Lyndon students. In fact, one recurring theme in campus conversations is how to meet the challenge of the diverse needs of our student population. This is especially true for our faculty, who in any given class will engage students with remedial needs as well as students who are eager for rigorous challenge. For example, the diversity in the academic preparation of our students is indicted by the answers on the National Survey of Student Engagement questionnaire by 2009 first-year Lyndon student (the numbers refer to the percent of answers in the categories at the two “ends” of a five-category scale):

- asked questions in class: never/sometimes = 30 percent, very often = 25 percent;
- prepared two or more paper drafts: never/sometimes = 53 percent, often/very often = 46 percent;
- used electronic medium to complete an assignment: never = 22 percent, very often = 22 percent;
- number of unassigned books read this year: none = 22 percent, five or more = 21 percent;
- number of problem sets that took you less than an hour to complete: one to two = 33 percent, five or more = 34 percent;
- attended an arts performance: never = 9 percent, very often = 10 percent;
- time spent preparing for class: 5 hrs/wk or less = 9 percent, 26/wk or more = 12 percent.

While the new mission statement has been a call to faculty and staff alike, we continue to seek ways to further fulfill this commitment. The Lyndon community has made progress, as witnessed by the increase in retention rates (see Standard Six for data,) and we continue to strive to meet the diverse needs of our student population and to fulfill our mission of preparing every student while increasing the academic quality of programs through our assessment efforts.

C. Projections

- During 2010-2011, the institution will continue to emphasize student success through the Project Compass initiative (a four-year project to assist FFMI students to achieve higher retention rates and graduation rates at Lyndon, funded by the Nellie Mae Education Foundation). Also, we believe that a focus on this fragile population will spill over to provide better interventions for all of our students.
- During 2010-2011, the institution will initiate an early-alert system. We have purchased a software system (Pharos 36 which is a student-reporting, tracking, sharing, and responding system) that will allow faculty and staff to provide early warnings for students who seem to be experiencing difficulties as they transition into the first year of their college studies.

- During 2010-2011, the institution will continue to emphasize professional development for both faculty and staff. This will assist the College community in staying current with best practice and staying focused on our diverse population and their diverse needs.
- During 2010-2011, the institution will continue to focus on fulfilling our mission. We will be guided by our Strategic Plan and the implementation of those elements of the Strategic Plan that speak specifically to student success; for example, improving advising (see Standard Six for discussion of this initiative.)
- During 2010-2011, the institution will begin to achieve its goal of improving both first-to-second-year retention and overall retention by 2 percent each year for the next three years. We will be aided by a 2009 congressionally directed grant that established the Center for Rural Students (CRS). This grant will allow research to lead Lyndon to a better understanding of rural students and to ultimately develop mechanisms to enhance the graduation and retention rates of our high rural student populations. This 2-percent-per-year goal will enable us to assess our progress and keep us focused on specific interventions that will allow us to better prepare every student.

Institutional Effectiveness

In its deliberations, the Deans' Council (president and senior leadership) often views College operations and priorities through the lens of the College's mission statement. As a result of those many deliberations, in general, the council is comfortable with the College's current mission and anticipates no significant change to that mission statement in the foreseeable future.

More specifically, Lyndon is pleased with its role of providing educational access, focused on students from Northeast Kingdom families, especially the many who are first-in-family to attend college and who are low to moderate income (FFMI). We anticipate continuing in this role and have recently enhanced those efforts through the procurement of external funding to initiate further activities in this area.

Also, Lyndon is pleased with its transformation over the last 100 years from a teacher preparation school to a comprehensive college with notable professional programs which enroll two-thirds of the student body. Given the increasing student focus on careers during the past decade, we currently envision increasing institutional response in career-related program areas during the coming decade.

The institution's embrace of its current mission is reflected in the fact that the most recent change in the mission statement (2007) was a modification, rather than a change. That is, it was more one of adding brevity, clarity, and directness, rather than making a change in institutional focus.

In general, our assessment of achieving our ambitious mission (to paraphrase, helping every student to be successful) is ongoing through our ongoing reflection, deliberation, and introspection. More specifically, we are currently assessing services provided to students throughout the institution. As a result, we have streamlined some processes, modified some programs (for example, enhanced customer service and project management training,) and conducted surveys to assess student opinions on services. Further assessment of our mission is

being conducted by a class of business students who conducted a survey during spring 2010 on Lyndon processes that students find cumbersome. The class will analyze the results during the fall 2010 semester. When the project is complete, the institution will turn its attention toward modifying the cumbersome areas during the spring 2011 semester.

While we still have a ways to go, we have begun.



STANDARD TWO

PLANNING AND EVALUATION

Overview

A system-mandated self-study, completed in 1998 (VSC Policy 101), clearly identified the need for more comprehensive planning and evaluation at the College. This, and the president's wide experience with strategic planning, provided the impetus for Lyndon's subsequent planning activities. Since that time, the College finished three five-year plans (all completed early); in the spring of 2010, the College initiated the implementation of its fourth strategic plan, for 2010-2013.

I. Planning

A. Description

Lyndon planning occurs on two scales: institutional and departmental.

1. Institutional

Lyndon's strategic plans have been developed since 1999. The current plan (2008-2010), as with the plans for 2000-2005 (completed in 2004) and 2004-2009 (completed in 2008), has multiple avenues for faculty and staff involvement in order to build in the necessary next steps of implementation and assessment. The plan was crafted by a cross-College committee that sought and incorporated regular feedback from the College community as a whole.

In 2008, the Lyndon community brought to a close the implementation of its second plan in 10 years. The goals of the plan had essentially been achieved. Prior to closing the books on the plan, the Strategic Planning Steering Committee (SPSC), consisting of five faculty, nine staff and administrators, and one student, initiated a new planning process. The process began with a review of the mission statement (see section on mission), followed by an analysis of internal and external data, and the drafting of a new five-year strategic plan (2008-2013).

As a draft plan emerged, the Strategic Planning Steering Committee forwarded the goals to the Lyndon community for comments. Once feedback had been received, the committee refined the strategic goals and defined objectives, which were to be steps in the process of achieving the goals. In all, five goals were established: student success, academic excellence, enrollment management, expansion and renovation of facilities, and resource development.

With this next draft completed, the committee met with the constituent groups on campus (i.e., academic and nonacademic departments, union membership) and held open forums. Sifting through all of the comments and suggestions, the committee circulated a final draft. The plan was approved by academic and nonacademic departments, unions, the Faculty Assembly, and the Student Government Association. By January 2008, the plan had been adopted by the Lyndon community and implementation of it had begun.

The strategy used for completing the plan was to identify a subset of the 97 objectives for particular focus and implementation each year. Also each year, at the end of the spring semester, the SPSC requested that each academic and administrative department document the accomplishments it had made that year toward the implementation of that area's subset of strategic objectives. A comprehensive report was prepared by the committee over the summer

months and distributed to the entire community. In the fall, the committee identified objectives to be implemented in that academic year; these objectives were disseminated to departments throughout the College, asking them to develop and implement methods addressing their objectives.

2. Departmental

Each year when annual goals are solicited from academic and administrative departments, they are asked to align their goals with the institutional strategic plan. It is hoped that this will be an effective means of focusing all the institution's resources (time, energy, ideas, personnel, and financial) toward efficiently completing the strategic plan in a timely manner. At the end of the year, departments must report on the extent to which they have completed their goals. From those reports, progress toward the plan can be determined, and the department goals and emphases for the upcoming year can be discussed and agreed upon.

B. Appraisal

1. Institutional

Since adoption of the plan, the community has set about implementing the strategic goals and objectives. For the most recent academic year (2009-2010), 53 objectives were identified for focus and implementation. Of those, 32 were completed and 21 are in progress. To date, of the 97 total plan objectives, 42 have been completed and 48 are in progress; seven have met with challenges that have yet to be overcome, particularly in the area of financial resources. It should be noted that many of the 48 in-progress objectives are ongoing. That is, the objective is an activity for which we have created a mechanism for implementing; the activity continues on the list, to be implemented each successive year. For example, one of the ongoing areas is professional development. In that area, we put in place two groups to guide professional development (Scholarship, Teaching, And Research, "STAR," for faculty; Leadership, Excellence, and Development for Success, "LEADS," for staff). These groups each offered a series of activities after they were created. The two groups continue to exist and to put in place professional development offerings every year.

Overall, we believe we have made very good progress since the 2008 implementation of the current plan, with nearly all objectives either completed or well along. Because of this, instead of continuing to focus on the 2008 plan, it was decided in spring 2009 that it was time to create a new strategic plan. This new plan is a three-year plan (2010-2013) due to the fast pace of change in higher education and the unsettled economic situation at state and national levels.

The new plan will not only incorporate new items whose importance to Lyndon and to higher education have emerged since 2008, but will also incorporate the unfinished portions of the 2008 plan (updated to reflect institutional progress since 2008). This time the SPSC developed only the overall strategy, the eight goals, and the implementation strategy for the plan. The specific annual objectives under each goal in this plan were not developed by the committee, rather each academic and administrative department was asked to identify departmental objectives for each goal (this will be done annually). These objectives will be collated, and together they will form the operational college plan for that year.

The communication between the committee and the College community has helped keep the community apprised of our progress and has motivated departments to achieve their

objectives. Still, some individuals do not feel connected to the plan and are unsure of what they specifically should be focused on to advance the institutions goals. A new communications strategy needs to be implemented.

2. Departmental

Although a sound idea, the implementation of the idea of aligning department goals with the strategic plan has proven difficult. Also, in previous years, with respect to the strategic plan, departments had some leniency in the amount of progress they made toward accomplishing their goals. These two issues together led to uneven effectiveness in institutional movement toward completing its strategic plan. A procedure to obtain more uniform alignment and achievement of these goals needs to be implemented.

C. Projections

1. Institutional

- In spring 2010, the SPSC unveiled the new 2010-2013 strategic plan created with the aforementioned philosophy and approach.
- In summer 2010, the general plan will be refined, published, and distributed to the community.
- In early fall 2010, each department will align their specific 2010-2011 goals with the eight broad objectives in the general plan, they will notify the SPSC of these goals and the objective to which they align.
- During 2010-2011, the departments will focus their efforts on their goals.
- In April 2011, departments will report the results of their efforts to the SPSC.
- In late April 2011, a summary report of progress of all those efforts will be reported at department leader meetings (academic department chairs and administrative department directors).
- In May 2011, the process will be repeated for 2011-2012 (the SPSC will request new goals from departments to be worked on during the 2011-2012 academic year and how each are aligned with the strategic objectives).

2. Departmental

- In early fall 2010, as department leaders identify their 2010-2011 annual goals, each will be directed to have their annual goals directly aligned with the specific 2010-2011 objectives in the new 2010-2013 strategic plan.
- In late spring 2011, in an attempt to ensure awareness of and focus on the strategic plan, all departments will need to assess and report to the SPSC their progress on their goals.

II. Evaluation

A. Description

Evaluation is ongoing and takes many forms at Lyndon, from VSC-level and institutional-level reviews of the institution, to institutional-level and departmental-level reviews of the departments (see page 12 for the diagram of Lyndon's Assessment Plan).

1. Institutional reviews

Historically, institutional-level assessment had been conducted mostly through the VSC Board of Trustees (BoT) and through the institution's president. Assessment of the institution by the VSC is conducted by the Office of the Chancellor (O/C), and the chancellor reports the findings to the BoT. This assessment is based on data contained in various monthly and quarterly reports from the institution to the O/C. The president is held responsible for the institution's progress on both system-wide and institutional initiatives.

Assessment of the institution is conducted by the president based on reports from the deans. This assessment is based on the institution's annual progress toward completing its strategic plan. Currently, we are broadening that process to incorporate elements of the Baldrige "Criteria for Performance Excellence" approach (see Institutional Effectiveness section of this Standard). According to their employment contract, the deans' annual review is overseen by the president. This assessment is based on the deans' progress toward completing their annual goals and effectively managing their areas of responsibility.

2. Departmental reviews

At Lyndon, we date the start of systematic data-driven, program-level assessment to 1998 when we needed data for VSC Policy 101 (at that time, every year one of the five VSC institutions would prepare a self-study for the BoT on all of its academic departments and programs). This early attempt at departmental assessments is probably best described as being very uneven in its use of data. A review of that report would show that a few programs were using a data-driven approach to improvement.

We continued to whittle away at the concept of creating a "culture of evidence" on campus and gradually made progress. In fact, enough progress was made that in 2008 the group of academic department chairs requested more focused support for becoming data driven in their approach to assessment. The institution wrote a proposal to the Davis Foundation to fund that activity, and it was funded in 2009. A Director of Assessment (DoA) was hired, and our Institutional Assessment and Improvement Board (IAIB) was established, with the DoA as co-chair. The IAIB, which reports directly to the president, oversees all department and program-level assessment activities on campus, provides assessment-related education and support to the campus, and issues an annual "State of Assessment at Lyndon" report.

Academic programs are reviewed through the current VSC Policy 101. Programs are reviewed by discipline (e.g., all English programs at the five VSC colleges are reviewed together). This review is conducted by a VSC committee composed of internal and external members. Several different VSC committees are formed each year to review different academic programs such that all programs offered within the VSC are reviewed during a five-year period; then the cycle is repeated.

B. Appraisal

1. Institutional

Institutional assessment is currently being broadened and deepened through application of the Baldrige approach (see Institutional Assessment section below).

2. Departmental

At this writing (spring 2010), all academic departments and all administrative departments have outcomes and the tools for assessing achievement of those outcomes. The academic departments have three to five student-learning outcomes, and the administrative departments have three to five programmatic outcomes plus, for those administrative departments who employ students, one student-learning outcome.

One “assessment cycle” (creating outcomes, data collection, data analysis, deciding on “plans for change,” and implementation of these plans) has been completed; a second cycle has started with the collection of new data sets in spring 2010 (see Institutional Effectiveness section of Standards Four and Six). In summer and early fall 2010, all departments will present their first report (both written and verbal versions) to the IAIB summarizing their assessment activities during the first assessment cycle, including examples of “closing the loop” (see Institutional Effectiveness section of Standards Four and Six for several examples). The IAIB will use these reports to issue its first “State of Assessment” report in late fall 2010.

The IAIB, now ending its first year of operation, is finding that doing assessment correctly takes effort, persistence, education, and communication. In summary much headway was made during this past year. Departments, that after 12 years of sporadic attempts were at very disparate stages of progress, now uniformly and firmly have well-defined and systematic assessment of outcomes. On the other hand, more progress needs to be made toward refining department assessment methods and applying assessment results toward high levels of achievement of outcomes.

C. Projection

1. Institutional

Lyndon needs to use 2010-2011 to continue refining...

- its implementation of aligning departmental activities, personnel, and budgets with its strategic plan;
- its implementation of the Baldrige approach toward assessment.

2. Departmental

Lyndon needs to use 2010-2011 to continue refining....

- the work of the IAIB in promoting outcomes assessments in all departments, including refined education efforts and communication efforts by the IAIB with the departments.

Institutional Effectiveness

1. Institutional level

At the institutional level, most Lyndon planning activities center on the strategic plan. The plans have been very effective in moving the institution toward its goals as evidenced by the successful completion of each plan before its stated completion date.

In fall 2009, college employees were introduced to the Baldrige approach, a survey conducted and results analyzed. Using the Baldrige approach and style, the survey contained 70 questions and was divided into seven “organizational excellence” (OE) categories (which we

used in Lyndon's strategic plan). An analysis by the Deans' Council of the results of this survey (of 50 selected employees) yielded 42 "Key Performance Indicators" (KPIs, ways to measure achievement within each category). With the help of a senior student in Business Administration (BUS) working under the guidance of a BUS faculty member, these were refined into 16 KPIs which can be easily depicted on seven "OE dashboard" displays.

In spring 2010, a second survey (to all employees and written in a more academically friendly style) was conducted to verify, expand, and update the results of the first survey. In late spring, the campus community was presented with the results of the survey (the full report is in the team's work room), one OE was selected (the "process improvement" category) for improvement based on the survey results, and an analysis team was formed to begin work.

The team will meet once in the spring to organize, and then in the fall, they will develop methods to achieve progress in this OE area. These methods will be submitted to the Institutional Assessment and Improvement Board for review and then to the president for approval. Implementation in these methods is envisioned for spring 2011, after which a second OE area will be chosen for development and implementation of methods for enhancing operations management.

2. Departmental Level

At the departmental level, most of Lyndon's evaluation activities center on the Institutional Assessment and Improvement Board. In June 2010, the IAIB will finish its first year of operation. The members have succeeded in moving nearly all of Lyndon's 40-plus departments (academic and administrative) through one complete assessment cycle (creation of outcomes and assessment tools, collecting and analyzing results, deciding on needed changes, and, in most cases, implementing the changes). During fall 2010, the board will hear departmental reports on assessment activities and plans and present its "State of Assessment Report" to the president.

As part of its activities, the IAIB has created a large electronic data base of departmental assessment activities. The information in the data base consists of eleven basic items entries for each of about 70 units (40 degrees, 25 administrative departments, three grant-funded programs, and two vendors). For each unit the entries include three to five outcomes, the related measurement tools, results, and the implementation plans and timelines.

The IAIB co-chairs, the Director of Assessment and the Chief Technology Officer, have organized the database. For example, the data can be accessed by unit, by unit category, and by basic item (outcomes, tools, plans, etc.). It will also indicate missing elements, allow for side-by-side comparisons between any two units, and allow for the printing of any element or group of elements (within a unit or among units). By August 31, the entire database will be accessible to all College faculty and staff.

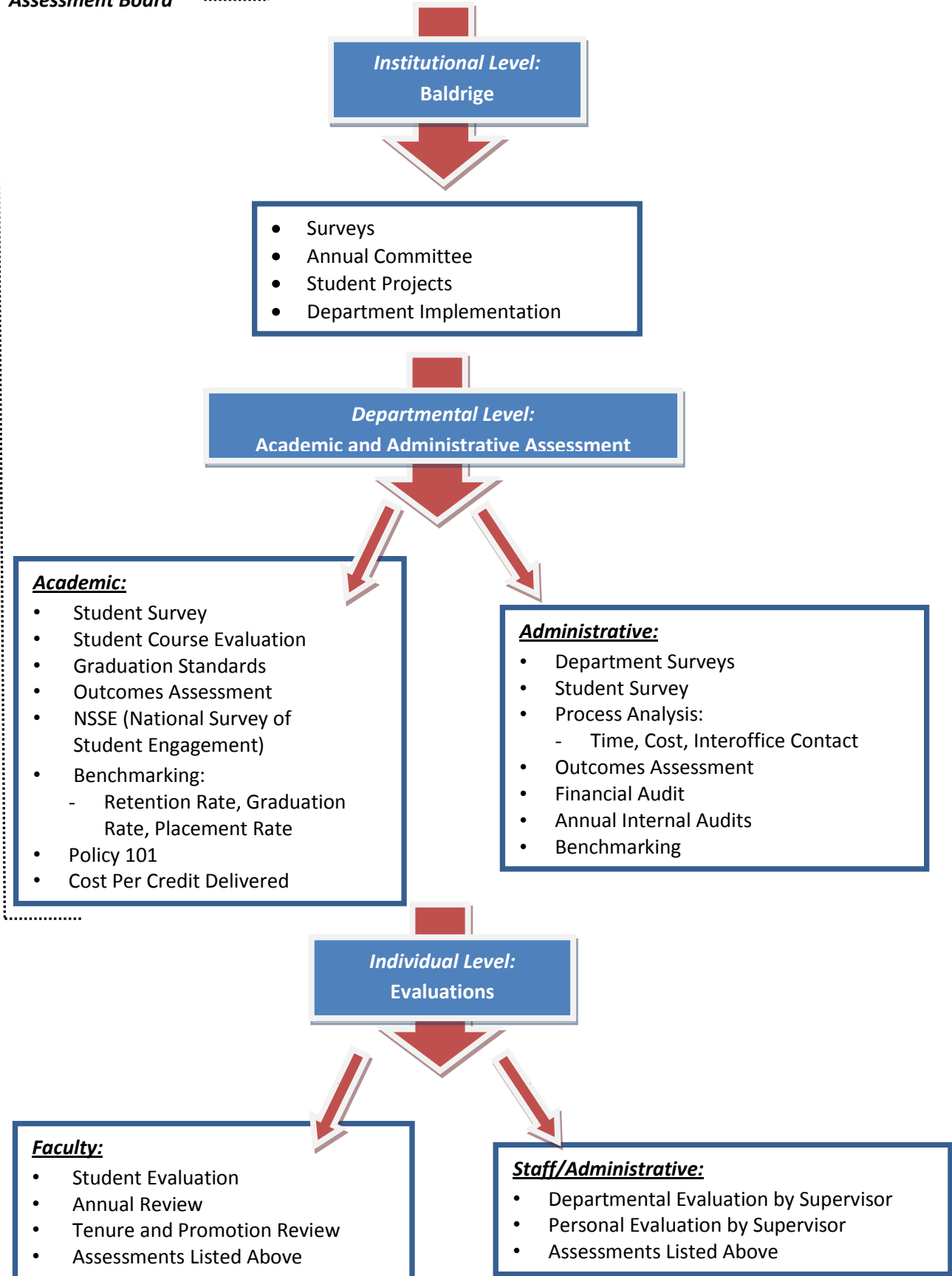
First and foremost, the database is useful for enhancing achievement of outcomes in general and student learning outcomes in particular. For example, during the 2010-2011 AY as the IAIB works with departments, this database will serve a useful function as a source of examples and comparisons of the various assessment elements for those departments refining their assessment processes. Also, although some departments have been using assessment data to improve their programs, this new organized and easily accessible database will make future use of assessment data for program improvement much more efficient and effective (and, probably more frequent) for both academic and administrative departments.

Second, we note that some of the student survey results contained in the database influenced our decision to create the Student Services Center and the Advising Center, and were used in the grant application process for the Leahy Center for Rural Students and in the writing of this self-study report. We have no doubt that now the database has been created, it will prove helpful for future grant and report writing efforts. In addition, the database will prove invaluable for pre/postcomparisons used to identify grant effectiveness of the Leahy Center for Rural Students grant and of the Davis Foundation grant that was used to create the position of Director of Assessment.

Third, the database will serve as documentation by a unit to show progress in using the assessment process effectively for improvement. Also, it can be used by the institution as part of discussions on recommendations for academic and administrative restructuring and other types of process improvements that will ultimately enhance operational efficiencies and services to students.

Lyndon's Assessment Plan

Assessment Board



STANDARD THREE

ORGANIZATION AND GOVERNANCE

Overview

The last major organizational changes at the system and institutional levels occurred about 10 years ago. At the system level, the (then) new Chancellor moved to a “five strong colleges” model, with the Office of the Chancellor (O/C) managing only items that benefit from economies of scale and each college retaining its own unique mission and character with an “every boat on its own bottom” philosophy (each college controls its own budget, which it must balance each year). Although modified occasionally, these basic philosophies have served the system well and remain solidly in place.

At the institutional level, Lyndon continues with a fairly standard college organizational scheme. Although continually modified to enhance efficiency and effectiveness (for example, the last major organizational change was the co-location and cross-training of staff to create the Student Services Center, a successful “one-stop shop” for students), the basic institutional structure has served the institution well and remains solidly in place.

A. Description

1. System Level

In 1961, the Vermont State Legislature created the Vermont State Colleges’ system consisting of five colleges: Castleton State College, Community College of Vermont, Johnson State College, Lyndon State College, and Vermont Technical College. The system is headed by a chancellor, and there is one board of trustees for all five colleges. The board hires and evaluates the chancellor; presidents are hired by the board and evaluated by the chancellor.

The VSC Board of Trustees consists of fifteen members, one of which is a student elected by the system-wide student association. The board is appointed by the governor, four of whom are elected legislative members. The board has three standing committees: finance and facilities; education, personnel and student life; and audit. The board meets six times per year; the committees meet prior to each full board meeting. Committees recommend to the full board. The board of trustees is the policy-making entity for the system. It establishes system-wide policies, reviews new programs proposed by each of the colleges, reviews academic programs at each of the colleges, sets tuition for the colleges and, in general, establishes overarching policies and procedures for the system.

The chancellor, who is responsible for the operation of the system and for carrying out this work, has constituted a Council of President (CoP), which is composed of the five college presidents, the system legal counsel, the vice president of finance, and the senior vice president. Under the newest Chancellor the CoP meets at least monthly with some telephone conferences in between. This group oversees the system and makes operational decisions relative to the system. In addition, the CoP, led by the chancellor, develops and recommends appropriate policy to the board.

Each college can set their own college policies and their own organizational charts. The colleges are guided by the system policies set by the board of trustees and the operational

decisions made by the chancellor and the CoP. Board policy is communicated to the college by the chancellor and, in turn, to each of the colleges' faculty and staff by the college presidents.

Formal, systematic planning efforts at the system level by the BoT date from 1987 with the establishment of the Futures Task Force One, formed to plan future major initiatives for the system. A series of similar efforts continued, leading to the most recent BoT Five-year System Plan. It began in 2008 and, in addition to the BoT members, includes the five system college presidents, the chancellor, the chancellor's staff, and faculty and administrative representatives from across the system. (The plan can be found on the VSC portal, on the support disc, and in the work room). It lists the following five goals: support the vitality of the state, enhance student access and success, ensure the system's long-term financial viability, employ highly effective employees, and maintain five strong colleges. Progress on the plan is achieved through focusing on several annual priorities in each of these five areas (see portal and in the work room). Current priorities (2009-2010) include: development of a PK-16 partnership; design long-term, tuition-setting and institutional-aid strategies; further consolidation of key business operations; enhance revenues from a wider range of sources; strengthen partnerships to support the Vermont economy, and enhance professional development for student success.

2. Institutional Level

According to the president's employment contract, her annual review process is overseen by the chancellor.

The president is responsible for the leadership of the College and coordination of College operations within the system. At Lyndon, the president is aided by the Deans' Council: Dean of Academic and Student Affairs, Dean of Administration, Dean of Admissions and Marketing, Dean of Institutional Advancement, Associate Dean for Student Affairs, and the Director of Assessment. There are 17 College-wide committees which make recommendations to the president in their respective areas of interest.

The College has five bargaining units: Lyndon chapters of the VSC-United Professionals/Professional, Administrative, and Technical Unit; the VSC-United Professionals/Supervisory Unit; the VSC-Faculty Federation/Full-time Faculty Unit; the VSC-Faculty Federation/Part-time Faculty Unit; and the VSC-Staff Federation.

In general, the process for resolving faculty concerns and complaints starts with the request by a faculty member for a special conference and, if not satisfactorily resolved, the concerned party files a step one grievance. In response to a request by faculty who feel there has been an increase in faculty grievances at Lyndon in recent years, we present the following data:

<u>Year</u>	<u>Special Conferences</u>	<u>Step One Grievances</u>
2000-2001	3	3
2001-2002	2	2
2002-2003	1	1
2003-2004	2	1
2004-2005	6	3
2005-2006	6	3
2006-2007	8	3
2007-2008	6	2
2008-2009	9	4
2009-2010	<u>5*</u>	<u>3</u>
Total	48	25

*through June 8, 2010

By contrast, there have been two grievances submitted by the three staff unions during the past five years.

Structurally, initiatives of College-wide import are processed through one or more of the following groups for recommendations to the president: Program Directors, (academic) Department Chairs, Faculty Assembly, President's Council, Deans' Council, and the Student Government Association. Additionally, there are several advisory committees for gathering information, providing opinions, and producing institutional plans and reports. Examples include the Strategic Planning Steering Committee developed the Strategic Plan and drafted a new mission statement that was circulated throughout the community for final approval. Also, the Deans' Advisory Board meets one to three times each semester (meeting frequency will become monthly during 2010-2011) with the Deans' Council to discuss and react to ideas (for example, best institutional approach for reaching the institutional enrollment goal of 1,600 students). Advisory Board also plans for the College-wide retreats. In addition, the Institutional Assessment and Improvement Board oversees all assessment-related activities on campus and issues an annual Assessment Activities and Results report. Input from these various groups is solicited regularly throughout the year. For example, the president and the deans report to the campus community twice annually at "The State of the College" address, twice a semester at administrative Program Directors' meetings, and monthly at academic Department Chairs' and Faculty Assembly meetings. In addition, the president and deans essentially have an open-door policy and are accessible to those who need to discuss their work or offer comments or suggestions.

The formal communications structures at the College are designed to ensure input from students. Where appropriate, there are student members on eight of 16 presidential advising committees, including Academic Support, Campus Climate, Campus Planning, Health and Safety, IT, the Presidents' Council, Strategic Planning, and Sustainability, on eight of 12 Faculty Assembly standing committees, including Admissions, Curriculum, Campus Planning, GEU, Library, Commencement, Convocation, and Academic Policy, and on many faculty and staff search committees. In addition, the president attends meetings of the Student Government

Association, (SGA), and one member of the VSC-wide GSA sits on the Board of Trustees (which, for 2010-2011, will be a Lyndon student).

B. Appraisal

1. System Level

Over the past decade, the BoT has emphasized that the colleges operate as a system while still retaining their unique mission and character. Generally, this has worked well. There are numerous cross-college teams in such critical areas as information technology, registrar's office, library, and accounts payable. These cross-college teams have brought operations of the colleges into general agreement with each other and have improved communication between the colleges. The VSC presidents participate in all board committee meetings; the VSC deans occasionally attend and participate. Presidents also sit at the full board meetings and at its annual retreat, which provides for a good exchange of information and perspectives. Presidents feel in touch with the thinking of the board as a result of the free flow of communication. However, as might be expected, there is always some tension between the system and college perspectives.

The CoP is an effective communication venue between the O/C, the BoT, and the colleges. The presidents work collaboratively as they mutually come to system-wide decisions. There is a general acceptance of policies and procedures that are established system wide. While this method of leading the system has worked effectively, there is always some tension between the best interests of the colleges versus the best interests of the system. Yet the presidents and the chancellor have been able to work through issues and make the best overall decisions for both.

2. Institutional Level

There is general campus agreement that those who avail themselves of institutional communication opportunities feel informed about decisions and thoughts regarding institutional activities and plans. Although a campus feeling of being informed by and having access to its leaders generally prevails, there is also uncertainty about the degree to which leaders are asking (not just telling), listening (not just hearing), and "closing the communications loop" (for example, by informing those who provide ideas as to how their comments were incorporated into the decision-making process).

The data on formal resolution of concerns show a large increase in special conferences commencing with the 2004-2005 academic year. The overall number of faculty concerns (special conferences, step-one grievances, and information requests) increased from 24 in the six years between 2000-2001 and 2005-2006 to 54 in the four years between 2006-2007 and 2009-2010. While the increased number of concerns is worrying, the increased proportion settled in special conference is encouraging. This suggests greater success in using the special conference to resolve concerns before they progress to the step-one stage. It should be noted that approximately one third of the concerns were initiated by a single faculty member in the first time period, and by two faculty members in the second. Moving forward, the institution is interested in working harder to resolve faculty concerns before they reach an official level.

It should be noted that of 24 faculty concerns (special conferences, step one grievances, and information requests) during the six-year period 2000-2001 through 2005-2006, seven were regarding the same part-time faculty member; of 52 faculty concerns (special

conferences, step one grievances, and information requests) during the four-year period 2006-2007 through 2009-2010, 12 were regarding the same part-time faculty member and six were regarding the same full-time faculty member.

At the departmental level, most academic planning is governed by VSC Policy 101, a thorough self-study process of each academic program's strengths/weaknesses, curricular/pedagogical changes, faculty duties/accomplishments, outcomes and assessment results, enrollment/retention/graduation/placement data and plans, cost/revenue data and plans, and responses to VSC recommendations from previous reports. Although this is a departmental-level response to a system-level initiative, it is closely monitored at the campus level. In nonacademic departments, planning is also department specific. In most areas, planning has been well structured in terms of yearly goal setting and reporting and, in recent years, there has been increasing emphasis on alignment with the institutional strategic plan.

C. Projection

1. System Level

- During 2010-2011, one major organizational or governmental concern is the current global economic downturn and its impact on higher education funding. This may or may not force changes at the system level and/or at the institutional level. Prudently, in an effort to be proactive in view of potential financial imbalances, in spring 2010, the system began to look more closely at a more distant financial horizon by requiring all the colleges to project budget estimates for three years (instead of the usual one). This was helpful and will be continued in future years.

2. Institutional Level

- In summer 2010 and fall 2010, continue the spring 2010 discussions regarding the current economic situation and its related impact on Lyndon College. These discussion will include the institutional budget situation and the College's response to it; change will be dealt with as much as possible in a manner that minimizes impact on quality of services to students and their educational experience, basic administrative and academic structural changes will be necessary within the next few months and years, and Campus input will be requested and updates will be provided, as warranted.
- Continue into summer 2010 and fall 2010, the spring 2010 discussions among campus leaders to develop methods for increasing campus awareness of decision-making processes, uses of data and other inputs, and decisions impacting others, with implementation as quickly as feasible.
- Starting in 2010-2011, the number of special conferences and grievances will be monitored for future trends and changes. Additionally, the institution should work with the Faculty Federation to develop mutual approaches to resolving differences before the special conference step. Both sides suspect that a careful review will support ways in which management and labor can improve

Institutional Effectiveness

1. System Level

The VSC Board of Trustees periodically performs self-assessments. This was done in August 2008 and again in December 2009. The results from the August 2008 assessment served to show evidence of the wide range of discussions that take place at those meetings.

A summary sheet of results of the August 2008 meeting, in the area of “Effectiveness,” lists 18 areas of concurrence of opinion among the members, including staying informed of VSC activities, understanding the VSC mission, and focusing on long-range VSC priorities. The summary also lists 12 items of divergent opinion, including the effectiveness of their communication with the VSC community, effectiveness of their relations with external communities, and the extent to which they examine their own roles and responsibilities. In the area of “Working Relations,” the August 2008 summary lists six items of concurrence of opinions, including their allegiance to core values of the institution, their ability to solve problems together, and their decision-making style as being consultative and consensual. The summary from the August 2008 meeting lists seven possible issues for future discussion, including board roles and responsibilities, board goals, and board communication strategies. The next BoT self-assessment will occur in summer 2010.

2. Institutional Level

Administrative structures are analyzed on an on-going basis and are reorganized as needed to provide better service to students. This includes Lyndon’s cross-training of personnel and combining the offices of Financial Aid, Business, and Registrar into the “one-stop shop” Student Services Center during the past five years. Responses to surveys indicate student feelings of increased ease of usage when conducting their administrative business and staff feelings of increased efficiency in operations. During the past ten years, our enrollment has grown by 31 percent, and our faculty and staff number has grown by seven percent. This has been accomplished by everyone working not only harder, but also smarter and more efficiently. For example, the 2009-2010 implementation of document imaging has already resulted in process improvements and efficiencies from increased sharing of data, files, and updates as to where data and people are in the steps of moving through a multi-step process (admissions, residence halls sign-up, graduation, etc.).

Also, academic structures are analyzed and changed as appropriate, albeit on a time frame reflecting the slower changes in academic disciplinary focus and curriculum content or in evolving pedagogical techniques and career opportunities. One example is Lyndon’s consolidation of several one-person academic departments with larger departments as disciplinary specialties, student interest, and careers have shifted, merged, arisen, and re-aligned over the past 20 years.

We feel that the current structure of the institution provides us with the means to effectively deal with the large number of changes in higher education and Lyndon during the past 10 years. We envision that the result of our current plans for institutional restructuring will be to provide us with the means for dealing with the greater changes that will occur during the next ten years.

STANDARD FOUR

ACADEMIC PROGRAM

Overview

To fulfill its mission, Lyndon offers programs in a wide range of professional and liberal arts and sciences disciplines. Most of its 39 degree programs are at the undergraduate level (nine associate degrees, 28 bachelor degrees, and two master degrees). The College also offers advanced study opportunities for professional development (postbaccalaureate programs and certificates). The academic programs offer theoretical foundations and conceptual challenges designed to expand students' knowledge and professional skills. The College offers students many creative academic activities and many opportunities to apply classroom learning through experiential education activities. Lyndon's marketing slogan is "Experiences Make the Education".

The College's commitment to academic excellence is demonstrated by its support of VSC Policy 101 reviews of academic programs, state reviews of education licensure programs, its own Institute Assessment and Improvement Board (IAIB) reviews of departmental assessment activities, adherence to disciplinary standards by its professional programs, dedication to its General Education Program, and emphasis on comprehensive strategic planning.

In 2009, Lyndon applied to the New England Association of Schools and Colleges (NEASC) for use of its Substantial Change Policy for offering degrees with a new delivery system (fully on line) and for offering a program in a new degree category, Associate of Applied Science (AAS). The applications were accepted by the Commission. Contained in this Standard is an update (requested by the Commission) on the implementation of those programs (see "Update - Lyndon Substantial Change items, NEASC approved 2009", located at the end of this Standard).

I. Undergraduate Degree Programs

A. Description

Lyndon offers the following undergraduate degrees: one Associate of Arts, eight Associate of Science, 12 Bachelor of Arts, 16 Bachelor of Science, and one BFA Degree. Minors are offered in 27 programs, teacher licensure is offered in eight areas, and one fully online degree is offered. The College also offers four advanced study opportunities for professional development (postbaccalaureate programs in elementary and secondary education, the Certificate of Advanced Study in Atmospheric Sciences, and two specialized certificates in Education). The standards for achievement of these degrees and certifications are published in the Lyndon State College undergraduate and graduate catalogs (see Web site and work room).

Sixty-six percent of Lyndon students are enrolled in preprofessional training programs that are designed to prepare students for practice in a specialized field; 34 percent are enrolled in programs emphasizing a general liberal arts education. New for fall 2010 will be a B.S. in Arts Management, A.S. in Human Services, and the new online version of the B.S. in Business Administration.

Courses are designed to provide students with opportunities for reflection on and analysis of the subject matter. The course offerings at Lyndon also provide a wide range of

types of instruction. Many courses enhance lecture and textbook experience with associated laboratory classes, guest speakers, direct exposure to primary sources, studio sessions, field trips and placements, hands-on outdoor experiences, practical off-campus work experience with guidance from a professor, online and hybrid courses, and courses offered in condensed versions over the winter break, between semesters.

Lyndon prides itself on emphasizing experientially based education. Although it is expensive to implement, we find that it is a very effective pedagogy for learning. Examples are numerous. A sample includes Social Sciences' trips to locations across the U.S. and in other continents; Psychology and Human Services' intern placements in social service agencies throughout the Northeast Kingdom; Mountain Recreation Management's and Natural Sciences' extensive use of mountains, ski resorts, forests, rivers, and road cuts in a wide range of local, regional, and international public, private, and not-for-profit venues; Education's use of the local schools; Television Studies' daily broadcasting of local events to over 9,000 households over a cable television network; and Atmospheric Sciences' students annual hosting of a regional science fair for children and a national science conference for professional meteorologists.

The institution has an increased focus on finding ways to directly connect student learning with community development needs through more intentional leveraging of community-based learning experiences. For example, Business Administration's and Visual Art's disciplinary assistance by students to local businesses and not-for-profits, use of our USDA-funded small business assistance program ("Incubator WithOut Walls"), and use of our Tillotson grant, paid student internships (e.g., for students in our B.A. Digital Media program, to be renamed B.A. New Media in fall 2010) are available in local small businesses. Another example of college-town collaboration connects Lyndon psychology and journalism students with the off-campus community of first responders (area police, fire, and rescue teams) in a "Responding to Disaster" simulation exercise. This "disaster practice module" is an experiential part of a three-credit psychology course and a one-credit journalism course that involves approximately 120 people. As a result of this program, Lyndon has evolved into the Northeast Kingdom "hub" for weather, terrorist, and disease community response preparations. Plans are in process to expand this module through a grant that would fund an Institute for Disaster Response and Trauma Studies on campus.

The integrity of the curriculum at Lyndon is ensured through a series of reviews and approvals. The processes for the addition, deletion, and change of programs follow established and well-articulated procedures (see Lyndon Faculty Assembly By-laws, *VSC Policy 101 - Review and Approval of Existing Academic Programs*, *VSC Policy 102 - Approval of New Academic Programs*, and *VSC Policy 109 - Annual Enrollment Review of Existing Academic Programs*). These processes usually begin with faculty members within the departments assuming responsibility for designing, revising, and discontinuing degree programs and courses. The approval process then continues with reviews by the Curriculum Committee and approvals by the Faculty Assembly and the president, and, for new and discontinued degree programs, approval by the VSC Board of Trustees. Approval at all of these levels ensures that proposed program changes are appropriate in level, scope, and dimension of difficulty. The participation by the dean of academic and student affairs as an ex officio member of the Curriculum Committee helps to ensure that start-up funding and library resources can be made available

for new programs. This formal process for approval of new programs and majors ensures an initial assessment of program needs and quality.

Beyond that process, all academic programs participate in the VSC system-mandated "Policy 101." This process requires a thorough self-study of all academic programs once every five years and a review of that report by a VSC committee composed of a member of the reviewed program at Lyndon, a member from each similar program at the other VSC colleges, an academic dean from a VSC college, and an external VSC member. For most outcomes of the process, within a year of the review, the department must respond to the committee's recommendation to the VSC. During 2009-2010, the VSC revisited the process to ensure that the student voice is added to committee recommendations and to strengthen it such that recommendations are responded to and implemented in a timely fashion.

In addition, some departments are reviewed through their affiliation with professional organizations. The Exercise Science program, which was certified by the National Strength and Conditioning Association (NSCA) in 2008, was reviewed by the Committee on Accreditation for the Exercise Sciences (CoAES) of the Commission on Accreditation of Allied Health Education and Programs (CAAHEP) in 2009 and received its award of initial accreditation, making them one of only five programs in the nation recognized by both organizations. Also, the Atmospheric Sciences program meets the standards set by the American Meteorological Association, the National Weather Service, and the U.S. Air Force; and Lyndon's teacher licensure programs are reviewed through the Vermont Department of Education. Reviews linked to external organizations and agencies not only provide us with benchmarks of how our programs meet national or state standards, but with guidance in making curricular and program changes.

Changes in curriculum and programs at Lyndon State are responses to changes in society, viable career options for students, opportunities to expand in traditional areas of student interest, and pedagogical concerns. Examples of such changes over the last five years are many and include the updating of curricular elements to maintain currency, the modifying and redesigning of whole curriculum as departments undergo major shifts in mission or focus, closing programs that are not attracting significant numbers of students, and innovative programming.

Examples of new majors include a new B.A. in Philosophy, B.A. in Media Communications, B.S. in Arts Management, A.S. in Special Education, and B.F.A. in Animation and Illustration. Numerous programs have been substantially modified or restructured over the last several years to better serve the evolving needs of our students, the state, and society. A few examples are Meteorology transforming into Atmospheric Sciences by incorporating space weather, climate change, and weather risk assessment into its curriculum; Television Studies transforming into Electronic Journalism Arts by incorporating Web site, online, and other digital media into its curriculum; Recreation Resource and Ski Resort Management transforming into Mountain Recreation Management by incorporating environmental sensitivities, leadership skills, and management skills into its curriculum; and Liberal Studies, which although not changing its name, has undergone a major shift in approach from requiring focused work in two disciplinary areas, to training students in analytical, interpretive, communicative, and critical thinking skills by requiring a self-designed, broad, multidisciplinary, liberal arts based core with a requirement to articulate a research topic, use appropriate methods and materials to address it, and present their findings and conclusions.

An example of a program closure is the A.S. program in Geographic Information Systems/Global Positioning Systems. Although it was cancelled, the courses remain as electives to be taken by students who are interested in applying this useful technology to their major fields of study. Finally, an example of program innovation, intercollege cooperation, and community engagement is Lyndon's brokering of another VSC college's degree program (Vermont Technical College (VTC), A.S. in Nursing). In an effort to help alleviate the nursing shortage in the Northeast Kingdom (NEK), a "1+2" program was developed wherein NEK students who were interested in nursing careers but who found it difficult to leave the NEK, could take liberal arts and prerequisite courses at Lyndon. Then, if accepted into the VTC nursing major, students could continue with their VTC-taught nursing courses offered at Lyndon and their VTC-supervised practice courses offered at the Lyndon regional hospital.

Some departments have specific policies and procedures for admittance to the major stated in the catalog (for example, the Education Department requires students to demonstrate basic competency in reading and math, to complete introductory courses, and to have a minimum grade point average of 2.5 for acceptance into the major). Also, academic departments work to provide academic support and personal attention through holding office hours, tutoring, faculty advising, and promoting use of the Writing Center and Math Resource Center.

The faculty recognizes the importance of helping students develop not only professional competence but also the ability to think and act in ways that advance the quality of life in an evolving and diverse global community. This is reflected in the departmental student learning outcomes which include the reinforcement of foundational skills and enhancement of collaborative attitudes that are increasingly identified by employers as critical to success in many fields. These foundational skills and collaborative behaviors are assessed in both liberal arts programs and preprofessional training programs.

Students who matriculated in fall 2006 or later are responsible for successful completion of four VSC Graduation Standards (associate and bachelor degrees have separate pass levels). These provide a mechanism for assessing that students have attained the necessary college-level skills in written expression, information literacy, quantitative reasoning, and oral expression. Typically, these competencies are assessed in appropriate assignments embedded within required courses in the student's major.

Programs use a wide variety of tools and methods to assess program effectiveness and quality. Results are then used to modify program goals, content delivery, experiential activities, and curriculum. Measures include student demonstration of abilities, production of projects, creation of products, surveys (students, graduates, internship supervisors, and employers), exit interviews, rubrics, capstone courses and experiences, portfolios, and, in a few cases, standardized test results. For example, the Psychology Department's strong involvement in field work, research, private practice, and community service provides qualitative information about the relation between community needs and the department's programs. The teacher licensure programs in elementary, secondary, special education, and physical education are assessed through a state review, standardized tests, student portfolios, and feedback from an advisory board of professional educators from the community. The television program is assessed in a manner emulating the method used by the national networks: statistics and comments from viewers of students' on-air broadcasts (shows are broadcast twice daily, five days a week, to over 9,000 area households, over a local cable channel).

B. Appraisal

The five-year programmatic cycle of the VSC Policy 101 review process ensures currency and coherence of programs. Although programs respond to these assessments by making the required programmatic and operational modifications, many departments report that another benefit is the year-long intradepartmental reflection on curricular, operational, and pedagogical items that is associated with the discussing and writing of the detailed self-study report. Other reported benefits are the program insights gained from the cross-college discussions held during the report writing process and during the discussions at the review committee meeting.

The Institutional Assessment and Improvement Board (IAIB, established in 2009) oversees program assessment, including outcomes, assessment tools, analysis of results, and implementation of changes. The IAIB assisted departments in understanding and implementing assessment, and all are now conducting assessment activities. The IAIB and its efforts are discussed further in Section V of this Standard.

Lyndon's emphasis on experientially based academic programs extends from its original normal school activities to its present mix of professional training and liberal arts programs. If anything, the experiential emphasis has increased through the decades. Lyndon graduates are now well known as good thinkers and hard workers who successfully accomplish mental and physical tasks using their creativity, their ability to generate ideas and solutions, and their focused application of well-practiced mental and technical talents. This emphasis has served the institution well and is evidenced by the high employment rates of its graduates.

Although quantitative data is difficult to obtain, qualitative anecdotal data suggests that, in terms of being a useful exercise, the current VSC Policy 101 programmatic assessment is generally beneficial. Currently the VSC is refining this exercise and will implement a revised version with a required student voice, increased data usage, and enhanced requirements for response by the department to the Office of the Chancellor (O/C) in a timely manner. The hope is to stimulate further positive change by departments towards being more focused on their desired student-learning outcomes and more streamlined in achieving them.

The large number and variety of changes in academic departments during the past five years, both in the refinements to existing programs and in the development of new programs, have produced programs with enhanced quality, currency, and appeal. This has been evidenced by success in student recruitment and graduate employment.

C. Projection

- During 2010-2011, because of the fast pace of change in the higher educational environment, departments will continue to review their programs for change toward currency, as exemplified by the many positive and constructive changes that were implemented during the past five years.
- During 2010-2011, because of the fast pace of change in the higher educational environment, implementation of departmental review of curricular content and delivery using, in part, the assessment of student learning outcomes will continue.
- During summer and fall 2010, the administration and academic departments will review required and elective courses in an effort to streamline the curriculum.

- During 2010-2011, the IAIB and the Director of Assessment will work with departments to assist with refining, as needed, the processes for departmental collection, review, and use of student learning assessment data.
- Starting in 2010-2011, the institution will work with the O/C to provide insights and training to departments for responding to the updated VSC Policy 101 in an effort to improve the overall quality of the assessment process (the updates include national departmental benchmarks on costs of instruction).

II. General Education

A. Description

The current General Education Unit (GEU) mission and goals are located on page 34 of the current catalog. To summarize, the basic curricular approach includes foundation courses in mathematics and English; a required first-year seminar, INT 1020 (“Entering an Academic Community”), an introduction to each of the four major branches of knowledge (“divisional core” courses in arts, humanities, science, and social science); and a disciplinary course in each major branch of learning (“divisional choice” courses). The program is overseen by a formal, permanent administrative structure with “quasi-departmental” status: the General Education Unit-Other Academic Unit (GEU-OAU). The GEU-OAU is currently composed of eight faculty members: one each from the four core divisions, writing, mathematics, INT 1020 and one member-at-large.

The GEU was established over a decade ago, well before program assessment was a part of Lyndon’s program approval process (which now requires that student learning outcomes and an assessment plan be delineated as a part of the approval process). Although basic outcomes were established when the program was developed, attempts over the years to fit systematic assessment schemes to these outcomes have been uneven in their implementation and use of results. Currently, assessment is based on three core competencies: critical thinking, written communication, and oral communication. Student-learning outcomes for these three areas are measured using selected assessment instruments from among the following: divisional core courses, the College’s graduation standards rubrics, and DFWI (drop, failure, withdrawal, and incomplete) rates. Two core courses have clearly defined competencies, outcomes, and assessment processes in place. A third has identified its competencies and outcomes and has plans to have an assessment process in place by May 2010, while competencies, outcomes, and assessments for the fourth will be in place by December 2010. A part of the GEU, INT 1020 is formally overseen by INT-OAU, which oversees its own assessment activities.

B. Appraisal

The need for substantial revision of the GEU curriculum can be traced to evolving College-wide goals for the program as well as the need to develop more effective assessment procedures.

Early assessment attempts were restricted to subsets of the GEU, such as instructor surveys within the core courses and INT 1020. Separate committees and faculty analyzed these results and modified curriculum independently. Five years ago, the GEU-OAU took over assessment responsibility for the entire GEU program, assessment instruments from the core courses, and DFWI rates. These data continue to indicate that both the GEU curriculum and its assessment instruments need substantial modification. For example, DFWI rates for core

courses (an average of 29 percent over the last five years) are significantly higher than the College-wide average over the same time period (18 percent). Data from SSC 1030 (“Exploring the Social Sciences”), suggests that despite assessment-driven course revisions, student learning has not improved. Other GEU assessment instruments often do not yield useful data. For example, graduation standards’ data are currently reported as pass-fail rather than including rubric subcategories that would reveal critical trends. The instrument used in SSC 1030 only yields a single raw score rather than a record of the entire rubric, thus diminishing its usefulness. The instrument in SCI 1030 (“The Life, Earth, and Physical Sciences”) does not accurately reflect current curricular practice among the various sections of the course.

In response to these various forms of program assessment, the GEU-OAU was charged by the Faculty Assembly in April 2008 to determine whether there was faculty consensus that the GEU should be redesigned. During 2008-2009, the GEU-OAU held a series of open forums for faculty and administrators, distributed a survey soliciting new GEU program goals and format to the College’s faculty, and subsequently wrote and distributed a report on the survey. In response to these activities, the GEU-OAU was charged to derive a new general education program in September 2009. A draft of this proposal was completed in October 2009, was subsequently revised, and is currently under consideration by the faculty.

C. Projection

- During 2010-2011, reorganizing the General Education program will be concluded. That is, all necessary forums, reports, and discussions concerning the new General Education curriculum will be conducted and concluded during fall 2010 so that faculty approval will be granted to the new program by May 2011, with implementation in September 2011.
- During 2010-2011, appropriate assessments and reviews will continue for any elements of the current program to be included in the new program; new program assessments will be developed for the other elements of the program and in place by September 2011.

III. Graduate Degree Programs

A. Description

Lyndon currently (2009-2010) offers two graduate degree programs (Master in Education, M.Ed., and Master of Science for Teachers, M.S.T.), and two certificate programs (Certificate of Graduate Study in Leadership, C.G.S.L., and a Post-Baccalaureate Certificate in Education, P.B.C.E.). The MST and PBCE programs will be eliminated after May 2010.

The Master in Education (M.Ed.) was designed to provide further studies in education to both practicing teachers who have earned a B.S. in education for advancement, and to teachers with baccalaureate degrees who are interested in further study. Since 2006, this program is delivered primarily through the new Graduate Education Department, whose mission is to provide quality professional development for practicing teachers in the Northeast Kingdom area and further study in education for other individuals. At the present moment, only two 36-credit concentrations are available in this degree: Curriculum and Instruction and Special Education (the former concentration has the largest enrollment). The program consists of a 16-18 credit “core” of courses, including courses in learning theory, curriculum development, current issues in education, research methods, and technology in education. Most of the

remaining credits are determined by the student's electives in completing either of the two available concentrations. The final credits (for all M.Ed. students) are earned through the completion of a quantitative research project, an in-depth inquiry paper, or implementation of a project based on an educational, theoretical or conceptual model, a key component of the Lyndon M.Ed. Recent enrollment (prior to 2009-2010) was three to five students with one to three graduates each year.

The Master of Science for Teachers (M.S.T.) program has been delivered primarily through the (undergraduate) Department of Natural Sciences. The program was developed in the mid-1980s to enhance the science background of current nonscience teachers whose science background was inadequate for delivering science curricula, or of secondary-school teachers wishing to add a science endorsement to their existing licensure. The M.S.T. program has been historically small, averaging zero to one graduate per year. It will be eliminated after May 2010.

A new program, (M.A. in Liberal Studies) was approved by the Vermont Department of Education in 2009, and will begin in fall 2010 to replace the P.B.C.E. program. The program is designed for noneducation, Liberal Studies degree-holding students who wish to become licensed teachers in Vermont. This program will be implemented in fall 2010 with an anticipated enrollment of 12.

The C.G.S.L. program is designed for individuals working in business, industry, education, and human services who require further background in administration and leadership. The 15-credit-hour program is open to students who have completed a four-year undergraduate degree program. The C.G.S.L. served many students seeking administrative endorsement over the last 10 years in cooperation with the Northeast Kingdom School Development Center (NEKSDC).

A number of departments (for example, English, Atmospheric Sciences, Psychology, Mathematics, and Social Sciences) offer graduate-level disciplinary courses (typically, enrollment contains a mix of undergraduate and graduate students, with the graduate students doing additional work at a significantly higher cognitive level). The number of these offerings varies from year to year depending on individual student needs. Graduate professional development courses, offered through area superintendents and the NEKSDC, are more numerous.

B. Appraisal

The graduate program at Lyndon State has historically served our local, rural, thinly populated area (the Northeast Kingdom). In spite of this constraint, many years ago (1970s), the M.Ed. program was flourishing, with five concentrations and many annual graduates. Over the course of the most recent 10 years, enrollment has declined to levels that are minimal for its continued operation (there are currently only two concentrations remaining, and only one with noteworthy enrollment), with only an occasional M.Ed. graduate and no current M.S.T. enrollment.

In response to this situation, in 2006, the administration and Faculty Assembly started to discuss strategy and implementation plans to invigorate Lyndon's graduate programs. A new faculty member was hired to lead the graduate programs, and the Graduate Education Department was established. During the last four years, new structure, energy, and leadership evolved. Relationships with the NEKSDC and the Vermont Higher Education Consortium (VHEC)

have been strengthened. The Graduate Council was formed to work with the department as new programs and practices were being established.

Four items were immediately addressed. The Graduate Education Department incorporated dedicated faculty as instructors, adequate resources, and new procedures, policies, and curriculum (designed in consultation with the Graduate Council, NEKSDC, and the area's superintendents' association). The Natural Sciences Department requested the closure of the M.S.T. program at the end of the 2009-2010 academic year due to lack of enrollment. The department initiated an online version of its M.Ed. program by offering several of the M.Ed. courses online. The Graduate Council began discussions on offering an M.A. in Liberal Studies. At the suggestion of the Vermont Department of Education, an M.Ed. concentration, Curriculum and Instruction-Initial Licensure (designed for students with an existing B.A. who wish to be licensed to teach), was created and approved; currently, more than 10 students are enrolled in this program. In addition, several of the graduate core courses are being delivered online as hybrid courses or through the Vermont Interactive Television network.

Success has been immediate. Graduate enrollment soared from less than five in 2008-2009 to more than 20 during the 2009-2010 academic year.

C. Projection

- Complete by May 2010, the closure of the M.S.T. degree program. Because there are no current students in the program and all Lyndon professors teaching in the program have full-time appointments in undergraduate departments, no complications are anticipated in the closure of this program.
- Complete by May 2012, the establishment of hybrid or online options for all required courses within the M.Ed. program.
- In fall 2010, determine if there is sufficient demand to pursue the establishment of the M.A. in Liberal Studies. This program, although passed by the Faculty Assembly, is not yet approved by the president and the BoT, because of the potential for lack of enrollment.
- During the 2010-2011 academic year, continue departmental revitalization by building on recent successes in:
 - the development of new graduate curriculum, structures, delivery models, and degree options;
 - the review of internal processes for admissions and advising, and the approval of transfer credit, credit for previous experience, course instructors, and course offerings;
 - accommodation of graduate student scheduling needs and constraints;
 - Continued development of articulation agreements with area programs to serve the needs of area residents.
- During the 2010-2011 academic year, begin advertising that students interested in the sciences and in graduate education may be accommodated (depending on their backgrounds) through the M.Ed. program, online options, or the new Post-Baccalaureate Certificate program.

IV. Integrity in the Award of Academic Credit

A. Description

Lyndon State College has in place policies and practices to ensure that each degree program has academic integrity. These policies and procedures are enforced through the course and degree approval process overseen by the Curriculum Committee of the Faculty Assembly (with final approval by the president and, in the case of new degree programs, the Board of Trustees). These practices ensure that requirements in each degree program are clearly stated and accessible for prospective and current students; that each degree program contains theoretical foundations, practical applications, and appropriate challenges for students' work; that all degrees have been appropriately named; and that degrees can be completed by students in an appropriate length of time when they are enrolled for average course loads.

In the junior year, a letter is sent to students detailing all requirements and electives to be completed for graduation. The students are invited to talk with the recorder about any questions or problems the students have about their graduation status. Also, students are required to get their advisors signature of agreement on their graduation status.

Bachelor degrees at Lyndon require the completion of 122 credits (62 for associate degrees), 42 general education credits (less for associate degrees), and several elective credits, averaging near 15 (dependent on the major). Courses are regularly available (the anticipated schedule of offerings is part of the course description and is available online through the Lyndon Web site, <http://gateway.lsc.vsc.edu/>). The catalog is available in print and is given to all incoming students during registration; it is also available in the Student Services Center and in the Library.

All credits awarded by Lyndon are submitted to Student Services for recording on transcripts at the end of each semester (over 95 percent of all grades are submitted by instructors electronically and are available to students immediately). Articulation agreements go through departmental and administrative review and approval. Transfer credits are accepted only from accredited colleges, after receipt of an official transcript and after comparison of course descriptions from Lyndon and the transferring college. Credit for previous noncredit (or nonaccredited institution) learning experiences is accepted only through the VSC Office of External Programs after the student's successful completion of the Application for Prior Learning process. The Community College of Vermont oversees this process and decides the number of credits (if any) that should be awarded.

The Faculty Assembly's Academic Policy Committee (APC) reviews, modifies, and recommends student-related academic policies (grade-point-average definition and impacts; probation definition and impacts; attendance; plagiarism; various procedures, such as adding/dropping courses, review for graduation; appeals; transfer of credit; etc.). After passage by the assembly, the recommendations of the APC are forwarded to the president for review and approval. These policies are collected in the "Academic Policy Manual" (officially - Lyndon State College Policies Number 150-153). They are introduced to students at orientation, in syllabi, in our first-year seminar (INT 1020), and through advisors; the policies are summarized in the catalog, with the complete set available to students in the library and online.

The Faculty Assembly's Academic Standards Committee (ASC) oversees items related to academic integrity (grade changes, completion of graduation requirements, enforcing and allowing exceptions to academic policies, hearing student academic complaints, etc.). Typically, the committee is composed of senior faculty with interest and experience in making reasoned judgments in areas related to academic quality.

Many Lyndon faculty have transformed several of their courses to include electronically delivered (Web-based, online) information, both foundational and supplemental. The faculty have also embraced the campus' online course management system, using it extensively for providing course materials, providing and accepting course assignments and instructor comments, and for providing grades on assignments to students and final grades to the Registrar's Office. For many faculty, this has progressed to their offering "hybrid" courses where some class sessions are handled fully online in lieu of class meetings. However, it is also true that Lyndon is behind many other colleges in the number of courses and degrees that are offered fully online. In part, this is due to Lyndon's "Experiences Makes the Education" philosophy whereby there are a large number of studio, lab, field, and experientially based courses that do not lend themselves well to the fully online format. Another new course format is that one department offer shorter, more focused (that is, more class hours per day and per week) classes during the summer and during the break between semesters.

B. Appraisal

On the one hand, the ASC prides itself on not rushing to judgment on substantial issues related to integrity in the award of academic credit; on the other hand, there has been concern during the past five years that in order to provide the time necessary for thoughtful discussion on those items, a mechanism should be found to enable the ASC to relieve its work load in other areas involving more routine decisions. To that end, the ASC and the administration have worked together to streamline some procedures, especially in the two areas of confirming grade change requests by instructors and confirming students' fulfillment of graduation requirements (an area that has been largely computerized during the past five years).

One result of this streamlining is that about 90 percent of grade change requests (those that are instructor initiated due to instructor error) can now bypass the step of requiring ASC approval and be submitted by the instructor directly to the registrar. Also, because of improvements in the initial computerized scheme for checking student completion of graduation requirements and the existence of other checks and balances in place in the graduation process (graduation completion continues to be checked by the Registrar's Office and by academic advisors), the ASC no longer needs to complete the laborious step of hand checking each student's readiness for graduation.

C. Projection

- Continuing in 2010-2011, whenever new degree programs are initiated or graduation requirements are changed within existing degree programs, academic advisors and the Registrar's Office need to stay alert for programming errors in the software used for the initial computerized checking of student completion of graduation requirements.

- Continuing in 2010-2011, the ASC, APC, and Registrar's Office need to remain alert for policies and procedures that can be streamlined without loss of effectiveness in oversight of the integrity in the award of credit and in other academic quality.

V. Assessment of Student Learning

A. Description

Most of the 46 academic programs (37 degree programs, eight education licensure areas, and the General Education program) have outcomes and measuring tools (rubrics, surveys, questionnaires, etc.). Most will have collected their second year of data and analyzed it by the time the visiting team arrives (the analysis of data collected in 2009-2010 is due to the Institutional Assessment and Improvement Board (IAIB) during September and October of 2010). The exceptions include four programs that have not had recent graduates, the General Education program, which is in transition, and the newer degree programs that have outcomes and decisions on measuring tools (both required by IAIB guidelines at the time of program approval), but, in accordance with IAIB guidelines, have not as yet created their specific outcomes measuring tools or do not as yet have seniors to assess. The other exception is six degree programs that have been doing systematic, outcomes-based assessment for about ten years.

B. Appraisal

After slow and gradual implementation of assessment by many academic programs during the past 10-12 years, the last two years have shown rapid implementation of assessment in all degree programs. As programs continue to gain experience with their outcomes, assessment procedures, and "closing the loops" they have begun to modify their outcomes, assessment tools, discussions on interpreting results, and curriculum and delivery. Over the next few years, we expect that assessing procedures will become more effective and assessment results will become more useful for promoting increases in outcome achievement levels.

C. Projection

- Beginning in 2010-2011, the IAIB, through their receipt of annual assessment reports from programs, will work with departments to refine their assessment efforts, results, and use of the results.

Institutional Effectiveness

Approximately half of our 46 academic programs have "closed the loop" by completing one full assessment cycle (creating outcomes and tools, assessing, making changes, and assessing again). Of these many programs, we have chosen three as examples of effective program assessment that use different approaches.

Television Studies

“TVS Closes the Assessment Loop and becomes EJA”

In the first few years of this decade, the Television Studies Department faculty and staff, through its attendance and peer discussions at professional meetings and monitoring of professional literature and local and network news broadcasts, became ever more aware of changes within the electronic journalism industry. In 2004, as the new trend became defined, the department began responding with a goal of expanding and enhancing its pedagogical model to incorporate “converged platforms” (broadcast/online/print delivery of information) in its existing information delivery system to the 14 Vermont towns (9,000 viewing households) within the program's Community Service Learning Area (CSLA).

During the next year, the faculty's review of reports in the professional literature of the successes and failures by other programs beginning to make similar changes (e.g., Brigham Young University and Kent State), analysis of Lyndon alumni and employer feedback, and analysis of delivery methods used by departments that were winning the major national student journalism awards confirmed the department's perception of the direction of change in which it needed to proceed. As a result, the department began implementing steps toward a major adjustment in its curriculum that would change the students' abilities to deliver information to the public.

The department established student learning outcomes in line with these curriculum changes and asked its viewers to respond to how well the student broadcasters were achieving these outcomes. An analysis of 1,884 (924 female/960 male) community rating responses from the CSLA to 120 student newscasts (gathered in 2006-2008 through the LSC-TV Sweeps Ratings Project which mimics the national networks' Nielsen ratings but is more qualitative than quantitative) followed. After discussion of this assessment data, the department's Advisory Panel (consisting of external professionals) agreed that the department was headed in the direction of the change in national media delivery style and should continue to increase its instruction in journalistic writing across a variety of delivery platforms.

The department, in response to its own analysis of classroom-gathered, student-learning outcome data, determined the need for additional instruction in interpersonal skills and performance, and a better grounding in the history of the journalism profession. The department observed further industry changes in hiring that indicated graduates needed a more diversified skills inventory in order to enter the job market (e.g., news outlets wanted a new hire who could “do it all,” including film, edit, interview, write, and deliver a news story, a “backpack journalist”).

All these assessment results were discussed by the department faculty and staff during a three-day departmental retreat and synthesized into a coherent curriculum package of proper “credit-size” that could achieve the desired student learning outcomes. The resulting major curriculum revision was proposed to, and approved by, the Faculty Assembly in February 2010. This new B.S. Electronic Journalism Arts (EJA) degree is to be implemented in September 2010.

The department's TVS data collection and assessment infrastructure that guided development of the new EJA program will be continued in order to monitor the new curriculum's impact and efficacy.

Psychology and Human Services

“Assessments Leading to Incremental Curricular Changes”

Assessment of student outcomes in the psychology and human services programs is developmental, multifaceted, and comprehensive. For example, in 2006 and 2008, the department held all-day retreats that were facilitated by an outside consultant and that focused on curricular review based on information gathered during the student assessment process. Internship supervisors, employers, graduate school enrollments, and a periodic alumni survey also provided valuable information. However, continuous departmental discussions of student progress through the curriculum has provided the basis of most programmatic assessment.

Students are assessed continuously using a variety of assessment instruments as they progress through the core course sequence. Major reviews of their progress occur in their sophomore year during the acceptance to the major and again in their senior year upon completion of Senior Seminar and either Internship (BS HMS) or Senior Research (BA PSY). As an integral part of its weekly department meeting, the six faculty members of the Psychology and Human Services Department discuss student progress. As a result of these extensive discussions, the faculty are quite naturally continually led to engage in broader discussions and review of the department curriculum. This continuous review has produced many incremental changes in the programs over time. The following example involving oral communication skills demonstrates how this assessment process “closes the loop.”

In response to the alumni survey described in the 2000 NEASC Psychology Department Self-Study report, 30 percent of respondents had neutral or negative responses (scores of 1, 2, or 3 on a 5-point scale) to the statement, “the department helped me develop/improve oral presentation skills.” Only 70 percent (scores of 4 or 5) agreed with this statement. The department felt that this was something that could be improved upon and instituted several changes. Oral presentations were incorporated into more courses giving the students the opportunity to practice their skills and receive feedback. Students in the Senior Seminar were required to present their capstone Senior Seminar paper to the psychology faculty and their classmates in a formal setting. An instrument was developed for faculty to use to evaluate the presentations and provide assessment data. The discussions of the evaluations regarding the quality of the presentations led to additional changes. Students were required to use PowerPoint for their presentations. Elements of the College’s rubric for the oral expression graduation competency were incorporated into the assessment instrument that the department had developed.

This instrument was further modified to reflect the department’s student learning objectives. As the faculty discussed the evaluations based on the new rubric, it became clear that the oral expressions outcome could be better by improving the papers on which the presentations were based. To achieve this, the course in experimental psychology was revised into “Introduction to Research Methods,” and the curriculum was changed to require this course of both Human Services and Psychology majors. While the impact of requiring this course will not be determined for a few years, the results of the faculty evaluations of the senior presentations have been presented and discussed at department meetings, and the

overall feeling is that the presentations have greatly improved. In addition, in the 2008 survey of alumni responses to the statement, “the department helped me develop/improve oral presentation skills,” showed a six percent increase in positive responses.

Mountain Recreation Management

“Assessments Leading to Programmatic Changes”

The department began its assessment activities in 1990 when they applied for (and received) accreditation from their professional organization. This five-year accreditation was renewed in 1995 and 2000, but was then left to expire in 2005 after the department changed its professional focus, in part as a response to writing their 2002 VSC Policy 101 Departmental Assessment Report for the Board of Trustees. The department, which had begun to realize it was time to change emphasis to remain current, used the writing of this report as an opportunity to engage in a thorough self-study process. In particular, the report included a section on outcomes and assessment and, in the end, the department responded to the writing of that section by defining four new student-learning outcomes and assessment methodologies and implementing a series of course, curricular, and personnel changes and a department name change. The department interest in assessment has continued routinely and systematically since 1990. In fact, in addition to many internal changes to enhance achievement of student learning outcomes, another result was the inclusion in the Resort Leadership Institute (for resort executives) of a requirement that participants conduct a 360-degree assessment of themselves and discuss the results with a leadership coach.

In the fall of 2008, assessment results again indicated that there needed to be major changes in the delivery of student skills and competencies. In collaboration with part-time faculty and outside professionals, the department began another self-study process which showed that the department was undergoing “mission creep” and needed to rethink its goals, image, and identity during the 2008-2009 academic year. Also, it became clear that the department needed to instill in its students, not only competency in skills, but also a heightened sense of place, careers, and professionalism. In anticipation of the changes to come, the department immediately changed the department name and created a new department Web page and logo, and then began the long process of course and curricular change.

Also in fall 2008, two new (replacement) faculty were hired. Previously the department had used for its in-house assessment training, the Nicholas and Nicholas book, *The Departmental Guide and Record Book for Student Outcomes, Assessment and Institutional Effectiveness*. This book states, “the identification of outcomes should start with the faculty,” and, in order for this to happen, a “grace period or observation period” should take place for new faculty to become an integral part of the department and its assessment processes. It was decided to introduce the new faculty to the department assessment process by immersing them in the process just beginning, of identifying the new outcomes and assessment tools that assessments had indicated were needed.

An “observation and learning” period began in fall 2009 for the new faculty with the goal of having them observe the rhythm of regular department duties, become familiar with the students and curriculum, establish themselves in the local community to develop networks

for student internship experiences, and become familiar with the Nicholas and Nicholas assessment book (which the department had agreed would serve as the basis for developing their outcomes and assessment tools). Then in spring 2010, the four department faculty began to meet and start drafting the new departmental student learning outcomes, assessment tools, and curriculum. This process continued through the summer 2010, will continue through fall of 2010, and will be completed in spring 2011 for implementation in fall 2011.

Thus far (May 2010), the new group of four faculty have recommitted to the assessment process, have had conversations with professionals in the field about appropriate outcomes, and have begun to envision ways of integrating outcomes into course work and experiential learning opportunities. The goal is to provide students with experiences that will provide vision (so students see themselves working in the field), skills (so students can realize their dreams), mentoring (so students can see what it takes to be a professional), and professionalism (so students can experience accepting responsibility for completing discipline-related activities fully, well, and on time).

Thus, “closing the loop” on assessment has twice resulted in the redefinition of outcomes and assessment methods, courses and course content, and departmental philosophy and approach to student learning of professional skills, disciplinary content, and personal development that the department provides to its students.

Update - Lyndon Substantial Change items, NEASC approved 2009

At its April 2009 meeting, the Commission, under its Substantial Change Policy, approved Lyndon’s request to begin offering online degree programs and Associate of Applied Sciences degree programs. The Commission also requested that Lyndon include in the Self-study Report for its 2010 decennial review, a one-year update on its progress in implementing those changes.

We have made good progress toward offering our first fully online degree program (B.S. Business Administration). The program is designed to be completed online as a “2+2” program with the Community College of Vermont (CCV), with CCV offering the first two years online and Lyndon offering the second two years online. The articulation agreement we had in place when we applied for the Substantial Change Policy has now been refined. This agreement will be implemented in fall 2010. We believe that the 2+2 arrangement will be appealing to students (especially transferring, Vermont, nontraditional age students) because CCV and Lyndon are both members of the Vermont State Colleges (VSC) system which has guaranteed acceptability of course work between members. This means that the degree may be completed in three ways: at Lyndon fully in the classroom, as designed in the 2+2 program, or partially in the classroom, partially online, partially at Lyndon, and partially at CCV, by whichever combination of available courses meets the students’ needs.

In anticipation of the fall 2010 official start, the first two of the required Lyndon, fully online, business courses associated with the degree were offered in spring 2010 with enrollments of 15-20 in each course. Because of the three degree completion options available, it is difficult to estimate how many of these 15-20 students plan to complete the program as a 2+2 student. Conversations among Business Department faculty indicate that at least three of these 15-20 students are planning on completing the 2+2 option.

Early indications were that this initial offering of fully online, Lyndon business courses was conducted with no major technological, pedagogical, or student support problems. Thus, we felt prepared and will begin marketing the 2+2 program. The program will be assessed more thoroughly after assessment of the 2010-2011 course offerings.

Based on this experience, we have started preparations for offering an online version of our M.Ed. degree (some courses are hybrid). In preparation for that, in spring 2010 we offered a few of the required M.Ed. courses in hybrid versions. As of this writing (spring 2010), early indications are positive: enrollment rose from less than five (which has been typical for many years) to nearly 30 students, and there were no major technological, pedagogical, or student support problems. In fall 2010, we will phase in more online courses suitable for this degree. We are very hopeful that this new approach to delivering our M.Ed. courses will revive this long-struggling program.

Implementation of our new A.A.S. degree program was delayed when the partnership we were developing fell through. However, negotiations are now (May 2010) nearing completion with a new partner for a hoped-for fall 2010 start for a dual enrollment pathway to our A.A.S. degree with the Vermont Technical College. They will provide the applied science content courses through the various national certificate programs they offer, and Lyndon will provide general education courses. We envision that our first A.A.S. degree will be in partnership with the tech centers' CISCO Systems Operator (CSO) program, a 750-hour national certificate program for which some community colleges award college credit. We would accept this certificate as fulfilling a portion of the technical credits in our program. Students would then take the remaining degree requirements (general education classes) at Lyndon to receive an A.A.S. from us. We envision implementing this partnership during the 2010-2011 academic year.



STANDARD FIVE

FACULTY

Overview

In fall 2009, Lyndon State employed 59 full-time faculty (as compared with 62 at the time of our last decennial report in fall of 2000). Of those 59, 32 were tenured, 24 held tenure-track positions, and three had visiting appointments.

Faculty members are well qualified for their positions with 57 of the 59 holding terminal degrees, or the equivalent, in their fields. In-house opportunities for professional development have expanded over the last five years. Most faculty members remain professionally active each year through publication, conference attendance, and community outreach. A number of faculty members have received regional and national awards within their respective disciplines.

Lyndon is primarily a teaching institution. Faculty members at Lyndon are attracted to the institution's teaching orientation and value the opportunity to affect students' lives through close personal attention. The crafts of teaching and providing personal attention to students (whether as advisers or mentors) are highly valued here. For the last ten years, the faculty have been held accountable for performing research and recognizing that continued scholarship helps to inform their teaching. By design, students are often involved in faculty research projects.

A. Description

1. Background

Full- and part-time faculty categories are clearly defined in the respective collective bargaining *Agreements* negotiated between the Vermont State Colleges Faculty Federation and the Chancellor of the Vermont State Colleges. The most recent versions of the *Agreements* are accessible on the VSC portal. Contract negotiations are ongoing as of May 2010.

The process of recruiting and appointing full-time faculty at Lyndon follows contractual processes (including being well advertised, well documented, and systematic). The open faculty position description is drafted by the academic department and then approved by the academic dean. Faculty search committee membership varies somewhat with the needs of the search, including some, or all, of the full-time faculty from the department pursuing the search and some of the following as appropriate: part-time faculty from the department, additional faculty from another department, a student, and an external professional. The associate academic dean oversees the procedural details of the hiring process and ensures compliance with the requirements specified in the *Agreement*.

The contractual formula for calculating full-time faculty total compensation (salaries plus benefits) at Lyndon (a Category IIB institution) is to make total compensation at Lyndon equivalent to the national average Category IIB total compensation. In spite of this, some Lyndon searches for new faculty do not succeed because some applicants decline job offers due to low salary offers.

A pre-condition for tenure is that the faculty member has a terminal degree in his or her field. Precise definitions for terminal degrees by area of expertise are articulated in the *Agreement*. In fall 2009, 57 of 59 full-time faculty members held terminal degrees, 32 of which

(56 percent) were doctorates. Of the remaining two, one held a VSC-recognized equivalent, and the second was actively working toward completion of a terminal degree.

Newly hired tenure-track faculty members undergo review four times and reappointment three times before tenure consideration during the sixth year of service. Reviews are conducted by the respective faculty member (i.e., self-review), the Reappointment, Promotion, and Tenure (RPT) faculty committee, the academic dean, and, finally, the president, who also makes the final reappointment decision. Materials considered in the review process typically include a self-evaluation submitted by the respective faculty member, classroom observations by the academic dean or her designee (often the associate academic dean), student course evaluations, course syllabi, and scholarship and service documentation. This process has not changed in the last five years and ensures that tenure-track faculty members are meeting the standards expected of full-time faculty as described in the *Agreement*.

In the past, tenure-track faculty members have had the option to be considered for early promotion by demonstrating exceptional teaching effectiveness and exceptional scholarship or service. This option has been removed from the *Agreement* within the last five years and is, therefore, no longer available to full-time faculty.

Within the last 10 years, the review process has been expanded to include tenured faculty members through the post-tenure review process. Under provisions in the *Agreement*, tenured faculty members are now reviewed by the academic dean every six years after their last promotion. Three to five tenured faculty members are reviewed annually.

Faculty workloads, responsibilities, and evaluations are all clearly defined in the *Agreement*. At Lyndon, faculty members are expected to teach effectively, provide service to the College and community, and engage in scholarly activity.

Part-time faculty members are a desirable teaching resource and often well complement the full-time faculty. Approximately two-thirds of part-time faculty hold advanced degrees and they are often professionals living or working in the local area or are Lyndon staff and administrators. Policies that govern the role of part-time faculty members are defined in the collective bargaining *Part-time Faculty Agreement*. This *Agreement* contains additional information on responsibilities, evaluation, rates of pay, professional development, and appointment and reappointment (available online).

Within the last 10 years, the evaluation procedure for part-time faculty members has evolved to help ensure quality instruction. The department chairperson is now involved with classroom observation of part-time faculty, and the dean of academic and student affairs has recently provided department chairpersons with some guidance as to best practices for writing up reports of classroom observations. Up to two classroom observations may be requested for the first two semesters of service by a part-time faculty member. Furthermore, a part-time faculty Peer-Review Committee (PRC), Consisting of two part-time instructors and one administrative appointee now assists in the review process by reading personnel files and submitting summary reports each semester on about eight to nine members of the part-time faculty bargaining unit to the dean of academic and student affairs.

The slightly decline in number of full-time faculty members (from 62 in fall 2000 to 59 in fall 2009) and increased student enrollment over the last five years (from 1,239 in fall 2000 to 1,515 in fall 2009) has led to increased numbers of part-time faculty (from approximately 60 in fall 2000 to approximately 100 in fall 2009).

The contractual agreements between the VSC and its two faculty federations continue to provide clear articulated standards for faculty performance and evaluation. Consistent with the mission of the College, emphasis is placed on teaching excellence, although for full-time faculty, the standards are equitably applied in the areas of teaching effectiveness, scholarship, and service; and part-time faculty are evaluated on teaching only.

2. Teaching and Advising

The institution places high priority on teaching effectiveness. Required teaching loads (24 credits per academic year) are in the range of standard practice for comparable colleges. This expected teaching load has not changed over several decades.

Many Full-time faculty also teach overloads (teaching loads in excess of 24 credits per year). Although overload teaching is voluntary, many full-time faculty accept it. In addition to the increased financial compensation associated with it, often faculty accept it when required courses need to be taught or the department is temporarily short staffed due to sabbaticals or leaves of absence of full-time faculty, and part-time instructors are not available.

Students, faculty, or administrators may submit nominations each year for the “Excellence in Teaching Award” for those in the part-time bargaining unit. Any nominations received are reviewed by the PRC for recommendation to the president.

In an effort to better serve and educate the diverse student body, Lyndon has provided faculty and staff with a number of new professional development opportunities that have been well attended and received. As one example, the Scholarship, Teaching, And Research (STAR) Center provides professional development opportunities to Lyndon faculty. The STAR Center has been active on and off for several years and was revitalized during the summer of 2008. Faculty members of the Project Compass team and other invited key faculty members met to plan a year-long series of presentations. Attendance at each presentation ranged from 15-35 faculty. The STAR Center has since hosted a number of gatherings, focused on student engagement, pedagogy, faculty research, and student needs, and has brought to campus national experts in these areas. Faculty now look to the STAR Center as a venue to discuss topics of pedagogy and research.

Lyndon received funding from the Nellie Mae Education Foundation for the Project Compass initiative designed to help our First-in-Family Modest-Income (FFMI) students successfully attain a college degree. A portion of this funding was, and continues to be, used to fund a campus speaker series where leading professionals in higher education share their research in areas such as the first-year experience, engagement, assessment, and differentiated pedagogy. This included Drs. Kuh, Tinto, Maki, and Barefoot. We also twice brought in Dr. Steve Fadden from Landmark College (noted for its success in working with students with learning disabilities) who discussed universal design (a form of differentiated instruction). The lectures were well attended and appreciated by faculty members.

In addition, Leadership, Excellence, and Development for Success (LEADS) is a program offering professional development opportunities to faculty and staff. Topics that have been covered in the last three years include grant writing, writing for publication, dealing with challenging students, plagiarism, Blackboard, and syllabi construction.

According to the full-time faculty *Agreement*, all full-time faculty are expected to be advisers to students in their major. Because of the uneven number of faculty and majors in various departments, the number of advisees per faculty varies greatly. In 2009-2010, Project

Compass funding provided resources to help faculty members better advise FFMI students. Faculty were recruited to advise those students and were provided with professional development opportunities to learn best practices and identify risk factors. During the last several years, LEADS also offered sessions on good advising.

Lyndon faculty have embraced the campus' online course management system, using it extensively for providing course materials, providing and accepting course assignments and instructor comments, and providing grades on assignments to students and final grades to the Registrar's Office. Many Lyndon faculty have transformed several of their courses to include electronically delivered information, both foundational and supplemental. For many faculty, this has progressed to their offering "hybrid" courses where some class sessions are handled fully on-line in lieu of class meetings.

3. Scholarship, Research, and Creative Activity

Although faculty teaching loads are average to colleges similar to Lyndon, they are time consuming. In spite of their large teaching loads, faculty engage in a wide range of quality, scholarly activities. In fact, it is an expectation that all faculty engage in at least one peer-reviewed scholarly activity prior to receiving tenure. Also, true to Lyndon's emphasis on experiential education, these activities frequently involve student participation, either as assistants or as coauthors. We are proud of the level of scholarship involved in these many activities.

Examples of Lyndon's faculty scholarship, research, and creative activity within the last five years follow. Faculty attended and presented scholarly work at conferences (local, regional, national, and international). Many of these presentations were by invitation. For example, a History faculty member presented two papers at the "6th Annual Hawaii International Conference on Arts and Humanities" in 2008. Faculty received local, regional, and national awards within their respective fields of expertise. A Human Service's faculty member recently received the "Vermont Social Worker of the Year Award" for 2009. Exercise Science faculty received awards for activities in the Exercise Science Program. In addition, the program recently received accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP). A Television Studies' faculty member received the "2008 Regional Murrow Award" from the Radio Television News Directors Association.

All faculty members are active members of professional organizations, societies, or committees. For example, through the efforts of a professor in the Natural Sciences Department, the 2009 meeting of the New England Section of the American Geological Society was held at Lyndon. Faculty members have received a variety of grants from sources that include campus-related opportunities (Board of Visitors Fund, LSC Foundation Academic Excellence Endowment Fund, Advanced Study Fund, Drs. Robert and Patricia Burnham Faculty Development Fund, and Helen M. and James C. Brierley Endowment Fund) and from regional and national funding sources (VT EPSCoR, the National Science Foundation, and the U.S. Office of Disease Prevention and Health Promotion); an Atmospheric Science faculty recently secured a National Science Foundation grant for \$250,000 to collect data on and study severe storms.

There are several institutes at Lyndon that receive contracts for applied research. These include the GIS/GPS Institute (several contracts for mapping recreational areas in Costa Rica) and the Vermont Institute of Applied Meteorology (several contracts for forecasts of winter road conditions). Both of these institutes provide funding for needed equipment upgrades and

paid student experiential learning opportunities. In addition, because of the experiential learning focus at Lyndon, many departments have extensive internship programs in regional communities. For example, the Psychology and Human Services Department places students in many regional human services agencies; students in the Visual Arts Department assist many regional organizations with designing brochures; Education Department students serve their practicum in regional schools; Business Department students assist regional small businesses with research and advice; and student reporting teams from the Television Studies Department broadcast area events “live” over a regional cable television channel. The many beneficiaries of these activities (the College, departments, courses, students, and area organizations) include the faculty who oversee these experiences and use them, in part to remain current in their fields and enrich their courses with examples of applications of textbook and lecture material.

Faculty members frequently publish peer-reviewed journal articles, books and book chapters, and serve on editorial boards. For example, five faculty in the English, Philosophy, and Film Studies departments have published nine scholarly works in the last three years. Faculty members have received local, regional, and national press coverage. A sociology faculty member, considered a national expert in the area of polygamy due to her role as a national advisor on child sexual abuse among polygamist fundamentalists in the United States and her authorship of three ethnographies on this topic, was recently interviewed by several of the national media in relation to a widely covered incident in the Western U.S. Also, an historian is often asked to comment on international crises in Georgia, Tajikistan, and Russia, having written a seminal work on unrecognized countries in that region.

B. Appraisal

There is concern about the slight decline in the number of full-time faculty member positions during the past 10 year in view of the increasing enrollment during that same period. More specifically, this has resulted in three areas of faculty concern. First, in terms of the number of part-time faculty, there has been an approximate 65 percent increase during the last 10 years (the exact number fluctuates each semester). Using comparisons between fall 2002 and fall 2009, other measures of change in amount of instruction delivered by full-time faculty include: percent of total faculty credit loads taught by full-time faculty, from 66.7 percent to 60.2 percent; percent of sections taught by fulltime faculty, from 62.0 percent to 59.0 percent; and percent of number of total credits taught by full-time faculty, from 62.8 percent to 59.4 percent.

Second is the increased amount of teaching overloads by full-time faculty. In fall 1999, 29 of 62 (47 percent) faculty taught overloads; in fall 2008, 31 of 57 (54 percent) taught overloads. In terms of the total number of overload credits taught, in fall 1999 it was 124, with an average of 4.25 credit hours for those with overloads and a range of one to nine credits. In fall 2008, the number rose to a total of 135, with an average of 4.35 and a range of 1 to 15.

The third area of concern of full-time faculty is the unevenness of advising, in terms of both workload and quality. In terms of workload, in the last decennial report it was noted that a large variability in advising loads existed at Lyndon. This variability continues to exist. For example, in spring 2010, faculty advisee loads ranged from 0 to 60, (with an average of about 25).

In terms of quality, Lyndon student survey results sometimes indicate that advising is a minor concern of students and at other times the results indicate that it is a major concern of

students. The unevenness of the survey results may indicate that the quality of advising is uneven. Faculty realize the importance of advising, especially on a student-centered campus that has a strong interest in student success, recruitment, retention, serving FFMI students well, and embarking on international recruitment. For example in 2006, there was a successful effort spearheaded by the associate academic dean's office and a committee of faculty that resulted in the development and distribution of an advising handbook (that handbook is now in need of updating in various sections). As another example, in 2009–2010 the faculty agreed to have advising evaluated.

Reasons for prospective faculty declining offers of employment at Lyndon vary widely and are difficult to verify and quantify. Past anecdotal evidence suggests location and salary played a role. Some perceptions of salary differences by prospective faculty may be influenced by the different ratios of salary and benefits that exist between institutions with similar total compensation packages. Be that as it may, it can be quickly verified through inspection of faculty backgrounds and achievements that the institution continues to attract and hire well-qualified faculty. Also, it can be quickly verified through conversation that many faculty were drawn to the institution and local area for personal, quality-of-life considerations (including participating in the on- and off-campus community life) and a strong interest in teaching and scholarship at the undergraduate level at a small, comprehensive, quality college (including facilitating FFMI students with their adjustment to college life and expectations).

The post tenure review process, as directed by the faculty contract, allows faculty to reflect on their performance and, in areas where improvement is needed, develop and implement a professional development plan, while the performance areas and procedures are the same as those employed in tenure and promotion decisions (except that review of tenured faculty is an exclusively administrative process). While the actual implementation of the post-tenure review process in the last ten years has been inconsistent, with few exceptions, tenured faculty have taken this review seriously. The previous academic dean completed one or two rounds of reviews. While the current dean has asked faculty to complete their self-assessments, the administrative response to the self-evaluations submitted by tenured faculty has been variable at best. That is, some have received a prompt response, including requests for the creation of professional development plans; others have received either a delayed response or no response. This is an area for improvement.

The number of on-campus professional development opportunities available to faculty members has approximately doubled since the last decennial report. This is important given the wide range of learning abilities and student preparation among our incoming students.

The issue of faculty diversity with respect to women was raised in the last decennial report. In 2000, women comprised of only 24 percent of the full-time faculty. Lyndon is committed to diversifying the faculty, to the extent possible, given the challenging nature of recruiting junior faculty. As of 2009, 43 percent of all full-time faculty were women, suggesting that Lyndon has, indeed, been successful in recruiting well-qualified female faculty.

Given the nationally high student interest in online learning, the decreasing number of high school graduates in Vermont and New England, and the decreasing state support for higher education in Vermont, the small number of fully online courses and fully online degree programs is of concern. Lyndon has not kept pace with many colleges in the number of courses and degrees that are offered fully online. Lyndon's fully online courses number only approximately 15 each semester (out of approximately 350 total courses offered each

semester), and Lyndon will begin offering its first fully online degree program in 2010-2011. In part, this is due to Lyndon's "Experience Makes the Education" philosophy wherein there are a large number of studio, lab, field, and experientially based courses that do not lend themselves well to the fully online format. One response to this situation has been that some departments offer shorter, more focused classes (that is, more than the typical number of class hours per day and per week) during the summer, the break between semesters, and the two one-week spring vacation periods.

C. Projection

- During 2010-2011, faculty and administration should begin discussing, within the context of the *Agreement*, concerning ideas for reducing teaching overloads.
- The College should continue practices to diversify the full-time faculty.
- During 2010-2011, department chairpersons and the academic dean should continue to work together to define "best practices" for department chairpersons who observe classes taught by part-time faculty.
- During 2010-2011, the College should begin discussions related to positioning the College for continued enrollment growth and financial stability while continuing to achieve its mission statement, including hiring more full-time faculty as budget constraints allow.
- During 2010-2011, in anticipation of Lyndon offering more fully online courses and degree programs, the College should discuss and clarify basic parameters based on its and others' experiences with fully online courses and degrees, including student support services.
- In 2010-2011, the College and faculty should continue with its efforts to enhance the student advising process, including advising relative to FFMI students and international students, the range of advising loads, and current "best practice." An effort will begin in summer 2010 to update the 2006 advising handbook and train faculty members in ways to enhance their advising techniques, including advising as related to academic requirements and policies, college survival skills, and the use of appropriate developmental advising techniques.
- Administrative responses to self-evaluations submitted by tenured faculty should become more consistent.

Institutional Effectiveness

Each semester, students are asked to complete a course evaluation instrument in each class. The results become a part of each instructor's file for three years and are used for reappointment decisions. Faculty reviews are conducted periodically, again in accordance with well-defined contractual arrangements (which contain appeal procedures), until tenure decisions are made during the sixth year of employment. Tenured faculty are expected to complete a post-tenure review (self-evaluation) each sixth year after receiving tenure or promotion. New part-time faculty are observed by their department chairperson during their first two semesters of teaching, and part-time faculty who have taught sufficiently to become

members of the part-time faculty bargaining unit have their files reviewed by the Peer Review Committee every four years.

In addition, the aggregation of national, disciplinary, and institutional benchmarks (such as instructional costs, class size, advising loads, retention rates, graduation rates, professional development opportunities and activities, and results from SSI and NSSE surveys), keeps the dean of academic and student affairs informed about institutional effectiveness in the area of faculty. For example, as reported in Standard Six, student surveys indicated unevenness in positive student response to advising. As a result, the dean of academic and student affairs convened a joint faculty-staff committee to consider enhancements, and in 2010-2011 an Advising Resource Center will open.



STANDARD SIX

STUDENTS

Overview

Lyndon's basic goal is to provide access and opportunity to students who wish to make a difference, a philosophy that dates back to our founding in 1911. The demographics of our student body justifies that philosophy: approximately 60 percent are first-generation college students, over 30 percent have low-to-moderate family incomes, and over 30 percent have rural backgrounds. Lyndon has a proud history of serving that demographic well, with every academic major able to claim graduates who have gone on to very successful careers.

During the past five years, there has been a significant change in our ability to provide direct services to our students. Highlights include receipt of several public and private grants that provide financial resources for enhancing our assistance to first-in-family, modest-income, rural students. This targeted funding allows for increased training of faculty and student services' personnel, restructuring and creating both academic and student services programs, and implementing and assessing the results. Receipt of these grants has been exciting for Lyndon, because it provides an opportunity for the institution to increase the effectiveness of academic and administrative delivery of quality educational experiences to its students.

A. Description

Further background study of Lyndon students shows that the approximately 60 percent of students who are from Vermont include about 30 percent from the local three-county area region, "The Northeast Kingdom," a depressed region in a state with a low socio-economic index, and about 30 percent from other parts of Vermont. The approximately 40 percent who are from out of state include about 30 percent from other parts of New England, about 10 percent from others areas of the U.S., and about 1 percent from other countries. The approximately 60 percent who are first-generation college students include about 30 percent with low-to-moderate family incomes and about 30 percent with rural backgrounds. Approximately 99 percent of Lyndon students have English as their first language, and about 98 percent are Caucasian. Within this socially and racially homogeneous student body is a wide diversity in college preparation. Also, about 90 percent of most incoming students have a clear choice of major (only about ten percent of first-year students request "Explorations," undecided, as their major).

1. Admissions

Since 2005, the Admissions Office has seen several major changes in staffing and recruitment practices. To better define enrollment goals and new marketing approaches (a goal of the 2003–2008 *LSC Strategic Plan*), the position of director of admissions was upgraded to dean of admissions in 2007 and to dean of admissions and marketing in 2009 with added focus on technology-based marketing techniques. The assistant director of admissions' position was also upgraded to associate director to provide more supervision of the admissions' counselors. These changes created a well-defined recruitment plan that included state and regional goals for each of the admissions' counselors. In 2008, additional professional growth

and development programs for the admissions staff were offered, and the department increased its use of data which led to changes such as termination of spring recruiting travel and cutbacks in fall travel based on the cost of the event and past recruitment history). Also, because of the decline in the number of high school graduates in New England, the Admissions Department developed new enrollment strategies, including hosting Instant Decision Days for selected Vermont and New Hampshire high schools and major specific visitation programs.

The enrollment goals for fall 2005 through 2007 remained at 540 students; the goals were increased to 560 for fall 2008. The fall 2007 entering class represented the largest in the history of the college (555). With lower enrollment numbers projected for the fall 2009 class, two major decisions were made: the SAT/ACT test scores were made optional; a category of “early applicants” (high school transcripts received before first-quarter senior grades were released, Lyndon as their “first choice college,” and above average GPAs) was created. In fall 2009, we achieved our second-highest incoming class (526), which resulted in our highest total enrollment ever (1,515). We denied 30 applicants (more than have been denied in the past) and we established a wait list, telling approximately 30 more applicants that a final admission decision would not be made until receipt of a final, official high school transcript.

Currently, over 75 percent of applications are received online. Students are given the opportunity to go to Lyndon’s Web site to browse our College catalogue; apply for admission; receive the status of their application and their financial-aid award package, and make their decisions online. With this strong Web presence and the combination of efforts by the Admissions’ Office, several NEBHE-discounted majors that attract applicants from throughout the New England states, and several academic programs that are nationally recognized within their respective professions, Lyndon has continued to lead the VSC in enrollment of out-of-state students (to the benefit of our tuition revenue).

A 2009-2010 initiative was to analyze transfer, nontraditional-age, commuter trends and challenges, and to create change that will help us attract and serve those students better. This includes refocusing on dual-enrollment articulation agreements with local high schools, developing articulation agreements with the Community College of Vermont (CCV) and other colleges, and creating a transfer and nontraditional student Web site that includes childcare, housing and transportation options. Information is also being made available online to veterans wishing to take advantage of the new G.I. Bill.

Lyndon also established an extensive database of potential feeder program high schools around the country with organizations related to our majors. This allows us – with very little cost – to get Lyndon’s name and information into the hands of club advisors who know students who are passionate about areas of study we offer. Last year, our first mailing went to 290 media studies programs around the country. In an effort to increase the number of women students in the Television Studies, TVS program, we also included in the mailing a letter from the three female TVS instructors.

During 2009-2010, Lyndon began investigating recruitment efforts in China. We discussed the idea with a Chinese recruiting agent and members of our faculty and staff. Then Lyndon formed a consortium with another Vermont college that is investigating the recruitment of Chinese students, became represented on a “Study Vermont” Chinese Web site, and hired an agent.

2. Retention and Graduation

Throughout the past five years, Lyndon has committed resources (personnel and funding) toward improving retention. This was the result of an institutional decision that the retention and graduation rates, which were below the national averages for similar institutions, were unacceptable. The efforts included raising the level of awareness of the issue through discussions at many community gatherings, hiring a first-year-experience director and a student success specialist, and securing Project Compass (for first-in-family, moderate-income students) and Center for Rural Students grant funding.

3. Student Services Offices

a. Student Services Center

The Student Services Center (called for by the 2003–2008 Strategic Plan) was created in fall 2006 by combining the Student Accounts, Financial Aid, and Registrar’s offices into a “one-stop shop” staffed by student services consultants who had been cross-trained in these three areas. The center has computers for students to register for classes, file financial paperwork, check schedules, conduct financial aid entrance interviews, view bills, and make payments online. Also, upon request, the center can compile and evaluate the retention and graduation rates for the student body, in general, and for specific groups within the College.

Technology and software enhancements have substantially increased the use of online registration and grading for students. Over 90 percent of matriculated students register online and 95 percent of all grades are entered online by faculty; and students can access their grades, program evaluations, schedules, and unofficial transcripts online.

Online billing began in fall 2009 as an enhancement to Student Accounts. In addition, a Web-based program was implemented which allows for enrollment in the VSC payment plan and allows students to set up authorized users – often parents – to have access to the account information and make payments to the account. Lyndon has implemented an integrated electronic system for health insurance waivers, as well, and ImageNow allows us to retain student-account files electronically.

Finally, over the last five years, a shared VSC database has been utilized to manage our data integrity. For example, the VSC also implemented a document imaging product (ImageNow) as a significant improvement for safe retention, storage, and sharing of documents among Lyndon constituencies, as well as with VSC campuses. Also, all billing, registrar, and financial aid files are housed in the Student Services Center in a locked environment (the VSC has an established records retention policy by which we abide).

b. Financial Aid Office

More than 85 percent of Lyndon’s students receive some form of financial aid. During the past five years, financial-aid resources available to our students have grown substantially, from just over \$9 million in 2002-2003 to \$15 million in 2007-2008 (a goal from the 2003–2008 Strategic Plan). In part, this is a result of implementing two new federal grant programs (ACG and SMART), an increase in Stafford loan volume (25 percent), and a doubling of total student loans. In addition, Lyndon increased its institutional financial aid substantially. This increase was a near doubling (to nearly \$1 million in fall 2009) and was funded mostly from an increase in fund raising targeted for student scholarships. There was a decrease in PLUS loans of 25

percent and a decrease in Alternative/Private Loans of 6 percent due to the recent national credit crunch.

The federal, state, and institutional aid programs administered by the Financial Aid Office are awarded to students on the basis of financial need, as determined by federal methodology or in compliance with specific aid program requirements. Information about financial aid is available on the College Web site, and students and parents are informed about the financial-aid process and programs through written information sent to them throughout the aid process, through direct contact, and through various presentations, such as open houses and SOARs. Students are encouraged to monitor their financial aid information online via Web services.

Annual audits of Title IV financial aid programs are done as required by the U.S. Department of Education. New legislation requires schools to offer student Stafford Loans through Direct Lending rather than through the “Federal Family Education Loan Program” (FFELP). Lyndon was a Direct Loan school from 1995 to 2000. Because we allowed transfer students to continue borrowing from Direct Lending, we continue to have current experience with it. Thus, the move back to Direct Lending, in September 2010 will be easier for us. To make sure we are up-to-date, we will participate in a series of six Webinars offered by the U.S. Department of Education, on managing the Direct Loan Program, to be held in mid-November 2010.

c. Project Compass Grant

Three years ago, we began to analyze more deeply our student data, finding that 62 percent of our students were first-generation college students (78 percent of NEK students, 68 percent of non-NEK students, and 51 percent of non-VT students). Also, over 30 percent of our students were first-in-family and modest-income (FFMI); the first-to-second-year retention rate for FFMI students was only 54 percent (as opposed to 60 percent for the remainder of the population). With the support of a \$100,000 year-long Project Compass planning grant from the Nellie Mae Education Foundation, a task force of faculty and staff was established to collect data and identify strategies focused on improving the success of our FFMI students. This planning grant also brought Vincent Tinto, George Kuh, Betsy Barefoot, and Peggy Maki to the campus for presentations and workshops which were well attended by faculty and staff. The overall success of the planning year led the Foundation to award Lyndon a \$200,000 grant to implement student success strategies.

At Lyndon, student advising has been a shared undertaking between faculty and staff. Most students have a faculty advisor from their major and staff often responds to advising questions while working with students in their offices. Although the process can work well, one of the most important Project Compass accomplishments in 2009-2010 was that the Admissions and Orientation Faculty Committee wrote a definition for quality advising. This is to be followed in fall 2010 with the development of an Advising Resource Center (ARC) to coordinate and assist with advising services. This will include Career Services, pre-advising sessions, and advising-related professional development resources. Initially, the focus of the ARC will be on improving advising for “Explorations” (undeclared), “Gateway” (at risk), and transitioning students.

Also in fall of 2008, Project Compass funds were used to create two pilot programs to introduce incoming students to issues relating to college life and expectations: a Mentoring

Program and a Basic Skills Program. The Mentoring Program paired first-year students with staff to assist with general adjustment to college. The Basic Skills Program experimented with new formats to increase the effectiveness of these remedial classes. In addition, in fall 2009, Project Compass funding brought Neil Howe, bestselling author on generations in America, to Lyndon as the keynote speaker at Lyndon's Sixth Annual College-wide Retreat to present his research on millennial students.

d. First-Year Experience Office

To consolidate previously fragmented programs, in 2005 the College hired a Director of First-Year Experience (FYE). During the next few years, the director initiated summer, two-day "Student Orientation, Advising, and Registration" (SOAR) programs as a comprehensive orientation program with a greater focus on college expectations and survival skills, both academically and socially, a faculty keynote address, a Common Read, the Lyndon Plan (a comprehensive goal-setting exercise), and an integrated peer leader program. Also included was information regarding exposure to academic requirements, policies, residential life, costs and payment, involvement opportunities, and campus services (for example, those who test into both math and writing basic skills courses are required to attend Gateway meetings where they receive additional academic support).

The FYE Office has focused its efforts over the past five years on three primary learning outcomes: knowledge and utilization of campus resources, sense of belonging through relationships with members of the Lyndon community, and connection to the Lyndon community through engagement and participation in cocurricular activities and clubs. FYE employs students (peer leaders) who not only work with new students during SOAR and Orientation, but are also linked to a section of "Entering the Academic Community" (INT 1020, a required first-semester course) where they become mentors for new students. This begins with new students spending the majority of their time during Orientation with their INT 1020 class and their peer leader, developing a learning community amongst themselves and a relationship with a peer mentor. Other areas of new student support include a Fourth Week Academic Check-In with faculty input, a new-student self-assessment report, mid-term grade reporting, and linking INT 1020 to other first-year courses (i.e., introductory classes in psychology, sociology, and history). The director of First-Year Experience collects the data and reaches out to students who appear to be struggling.

e. Student Academic Support Offices

Three programs on campus meet the academic support needs of students: the Gateway Program (supervised by the FYE Office), Student Academic Development (SAD, providing services to the general student population), and Student Support Services (SSS, the College's federally funded Trio program, providing services to eligible students). All three programs utilize the College's learning specialist who coordinates all services for students with disabilities. In September 2007, SAD and SSS were moved to the new Burnham Academic Support Center, which is connected to the College's library. The Burnham Center contains distraction-reduced testing stations with computers and assistive technology to accommodate students with disabilities, a receptionist at its entrance, a conference room, and private offices for each of the five members of the combined academic support team.

SAD provides students with academic counseling, including help in time management, study skills, academic success strategies, and “English as a Second Language.” Through SAD, faculty and students may request that peer tutors be hired and trained to conduct drop-in tutorials for most subjects. This program also houses the Writing Center (drop-in help with any level of writing from trained peer tutors) and FYItrack (a program which enables any faculty or staff member with concerns (academic, behavioral, or social) about a student to contact the SAD director, who will survey the student’s faculty to ascertain the extent and nature of the issue and then contact the student). FYItrack cases are shared in a case-management approach at weekly meetings of the Red Flag Group (residential life staff, director of First-Year Experience, director of Public Safety, associate dean of student affairs, director of SSS, and director of SAD).

SSS serves 190 students who are first generation, low income and/or learning disabled. It offers academic counseling, one-on-one tutoring, a laptop lending program, and supplemental instruction. In SSS, the Learning Specialist serves 130 students who are eligible to receive accommodations under the Section 504 of the Americans with Disabilities Act.

f. Mathematics and Computer Support Areas

Lyndon also has a Mathematics Resource Center. It is not housed in either the SAD or the SSS, but is overseen by the Mathematics Department. It is coordinated by a Mathematics Department faculty member, utilizes tutors who are mathematics majors and other selected students who have done well in mathematics courses, and offers any student drop-in help with any math course, at any level. Most sessions are held in the evening, are well-attended, and are well-received by the students seeking assistance. Incoming students who test below the first college-level math course are placed in a faculty-led course designed to provide assistance to enhance the students’ arithmetic and algebraic skills (this course does not award credit toward graduation).

In the area of computing, the College provides computer support to all students through the Help Desk of the Information Technology Department. It assists students with computer access issues, virus protection assistance, software operation questions, and any question related to the operation of the College computer system, including Web Services (the online student database), permitted uses of personal disk space, the portal system for information and announcements, Blackboard (the course management tool), and the Lyndon e-mail system.

g. Career Services

Career Services (CS) annually provides direct services to over 400 students. In addition to its primary service of assisting students and alumni with career decision-making and job-seeking skills through a variety of methods (mailings, manuals, class presentations, one-on-one consultations, etc.), CS hosts “Dinner With the Boss”(seniors are introduced to proper dress, conduct, and eating skills while having dinner with faculty and alumni who discuss interview techniques), gathers “six-months-out” job placements from graduates, and serves a lead role in creating a VSC-wide, automated, 24/7, job posting system that includes on-campus work-study positions. Currently, this office coordinates a demonstration grant focused on sustainability and economic development internships in two counties in Vermont and New Hampshire, represents the campus on the local Work Force Investment Board (WIB), and spearheads campus activities for nontraditional-age students (hosting luncheon get-togethers and the Adult

Learner Recognition Night, which recognizes successful nontraditional-age students nominated by faculty). Also, CS is the College's point of contact for student internship, co-op, and work-study opportunities. In conjunction with that service, CS created a number of manuals to assist students, including a nontraditional student handbook, an internship manual to streamline the internship process across academic departments, and a student worker manual for College-wide use.

4. Residential Life Offices

a. Student Life Office

Lyndon's residential student population is approximately 700 students. Twenty trained undergraduate resident assistants serve their needs by offering an array of educational and social programs, coordinating suite and hall meetings, offering peer counseling, serving in the duty rotation, and upholding College policies. There are four full-time trained resident hall directors living and working in the halls. Each has responsibilities in housing administration, programming, operations, and security, and in organizing all student activities on campus.

Judicial policies are enforced primarily by the residential life staff and public safety. All student life and judicial policies are outlined in the *Student Handbook* which is online and in the College catalog. Physical and mental health services are provided on campus by a physician, a nurse practitioner, two nurses, two licensed social workers, and a drug and alcohol counselor.

b. Department of Public Safety

The Department of Public Safety provides policy enforcement and security services and works cooperatively with the Vermont State Police and other area agencies. On-campus training for officers is provided by both the director and during an off-campus week-long training program.

All residence halls are locked on a 24-hour basis and utilize electronic card access systems. Public Safety regularly patrols the campus and checks the security of academic and administrative buildings once those buildings close.

In 2008-2009, Public Safety and Student Life jointly implemented an information management system (CESI) which has enhanced our ability to manage incidents by allowing both departments to write up case reports and review cases from the other department. This system is managed by the director of public safety, in part to include report verification and approval and to aid in the accurate compilation of Cleary Act data.

In 2009, Public Safety also introduced an Emergency Warning System to the campus (E2Campus). The system transmits emergency e-mails to the campus (including all students) and emergency text messages to those who provide their cell phone number.

The campus has had three emergency drills to assess and improve the campus' preparedness for proper response when faced with an unexpected emergency. Each drill has two parts: first, a paper and pencil planning, analysis, and discussion session related to a potential disaster (the "table-top" exercise), and second, a few months later after participants have enhanced their ideas, an event where the group is involved in a simulated event occurrence of the same disaster and the response actions are evaluated. These drills were organized by the Vermont Office of Homeland Security; the group involved two Lyndon faculty members, and appropriate campus, community, and state agencies; both parts of each drill

were conducted on campus. For example, the most recent drill (spring 2010) addressed the group's response to an outbreak of e-coli on campus.

In 2009-2010, in an effort to reduce the number of patrol hours covered by student staff, the department staff was expanded to include another part-time officer.

c. Student Activities Area

The student activities coordinators, in partnership with the student-run Campus Activities Board (CAB) and the Student Government Association (SGA), have increased the number of entertainment and leadership opportunities over the past two years. Increased student involvement in CAB and SGA has led to more diverse and increasingly popular social, cultural, and educational events (i.e., annual service trips to Guatemala, a lecture on pop culture, and the history of rock and roll music). For the first time, a Student Activities and Leadership Center (a place for student leaders to meet to plan activities and a general gathering place for students) is being created in former office space next to the Hornet's Nest (student snack bar).

Lyndon provides many opportunities for students to develop leadership skills and to participate in academic and nonacademic campus clubs, organizations, governance, and planning. The SGA recognizes over 30 student clubs (including active student clubs in most academic majors), allocates funds from a student activity budget, supports club officers, and appoints students to campus-wide committees. It has seen major changes over the past few years, as the following examples indicate. For many years, SGA was structured in a traditional U.S. government fashion and had a cumbersome bureaucracy. In fall 2007, they restructured into an executive board body consisting of elected representatives from each major student constituency (classes, clubs, commuters, and nontraditional age), with one vote each. This restructuring increased their efficiency and participation. In fall 2008, the SGA Executive Board began participating in Student Orientation And Registration (SOAR). Freshmen involvement in SGA rose. During 2008, SGA created a strategic plan with promotion and engagement as a top goal and, as a result, in 2009 they were able to fill all officer and representative seats. In fall 2009, SGA embraced technology, became 100 percent paperless and created a Web site (LyndonSGA.com) where students can view club events and complete campus surveys.

Another way in which students can develop leadership skills is to be active in the student-run Campus Activities Board (CAB). Members attend regional leadership workshops related to promoting student involvement and, with support from two Student Activity coordinators, they choose, hire, and facilitate an on-campus series of entertainers (comedians, singers, speakers, etc.).

Importantly, our newest building (Academic and Student Activities Center, fall 2009 opening) contains a large (3,000 sf, 300-seating capacity) room designed for student use. It has a stage, with a large 20 feet by 20 feet projection screen, and is located adjacent to a large lobby and food preparation area. The room was an immediate success with students and is heavily used for a variety of student functions, including social events (Friday night movie series, coffee houses, comedians, hypnotists, block parties dances, concerts, etc.), student clubs' fund raisers, student government meetings, Lyndon's Student Leadership Conference, and, as a first on campus, student BYOB events (organized in conjunction with TIPS--Training for Intervention Procedures--the global leader in education and training for the responsible service, sale, and consumption of alcohol).

d. Athletics

With an initiative from the 2003–2008 Strategic Plan, the Athletics Department made significant strides to improve the student-athlete experience and to prepare to leave its long-standing athletic affiliation with the National Association of Intercollegiate Athletics (NAIA) to move to the NCAA. We were first accepted as an Exploratory Institution in 2006 when we worked through the NCAA Institutional Self-Study Guide (creating necessary handbooks and communication protocols, team dismissal and suspension procedures, orientation programs, transportation and accommodations policies, etc.). With that success, we were moved to the North Atlantic Conference (NAC) in 2008. Highlights of the 2008-2009 academic year included the addition of required new sports (women's volleyball and men's lacrosse); offering strength and conditioning programs for the varsity student athletes; completing new practice fields for soccer, lacrosse, and other club sports; and advancing six teams to conference play.

B. Appraisal

1. Admissions

In light of the decline in the number of high school graduates in Vermont and New England, which is expected to continue throughout most of the coming decade, Lyndon's goal of enrollment expansion will be challenging.

We feel that offering more need-based scholarships as a means of attracting students has been successful. For example, we were able to offer 14 prospective students need-based Promise Scholarships for the 2009-2010 academic year, and 11 of those students enrolled. The Promise Scholarship was developed and implemented to provide a sufficient level (\$3,000-\$5,000 per student, \$60,000 total) of need-based, renewable (up to four years) support that would significantly improve a student's likelihood of persisting and graduating. Fundraising supports the Promise Scholarship.

As with most other colleges that have adopted the SAT/ACT optional policy and denied more students, we saw an increase in the quality of the students admitted. This trend is apparent in looking at the numbers of first-year students in basic skills (remedial) classes: in the fall 2008 incoming class, 24 percent placed into basic reading and writing skills classes, and in the fall 2009 incoming class, only 17 percent placed into basic skills classes.

Using a recruitment letter from the female instructors in our television program resulted in increasing the number of incoming female student, from five (2008) to 16 (2009) and in increasing the overall incoming class for the Television Studies Department from 28 (2008) to 38 (2009).

We know that future recruiting of international students must include assisting them with making a smooth transition to the northern Vermont environment and with on-campus social and academic support systems.

2. Retention and Graduation

Since preparation for the last decennial NEASC report, first-year retention rates have been between 55 percent and 65 percent, overall retention rates have been between 65 percent and 70 percent, and graduation rates have been between 35 percent and 40 percent, but on average have exhibited a long, slow decline throughout the period.

Perhaps retention efforts have begun to have an effect. First-year retention has risen for the past two years, overall retention has risen for the past three years and is now at its highest point since 2000 (72 percent), and the graduation rate rose last year.

We are pleased that the efforts of the past five years have begun to show results, but we are dismayed that the results are modest. These results underscore the magnitude of time and effort needed to achieve gains in fundamental institutional characteristics.

3. Student Services Offices

a. Student Services Center (SSC)

We poll students on a regular basis since we formed the SSC to help us adjust and improve our services to students. The office currently has an 84 percent “excellent” service rating with 13 percent being a “good” rating. However, we have not been particularly happy with the number of responses we have received from our survey (only 40 over the course of a year). As a result, we included the survey in the College weekly newspaper in hopes of receiving more feedback, but, to date, this has not proven to be productive.

We have made a concerted effort to increase both student and administrative satisfaction in the SSC by adding an associate registrar for evaluation of transfer credits and to assist with monitoring graduation candidates. This has greatly lessened response time while increasing student satisfaction of the process.

The SSC initiated formal work evaluations of our student workers, which proved to be valuable. We learned that the students looked forward to sitting down and discussing mutual feelings about their work, what they were learning, their strengths and weaknesses, our training procedures, and what and how tasks could be streamlined.

One area that we know needs attention is the level of knowledge that our student services’ consultants have in financial aid. This is an area that can be overwhelming and very individualized, so we need to help our consultants become more knowledgeable and comfortable with a higher level of financial-aid assistance.

b. Financial Aid

The Financial Aid Office prepares an annual report of “dashboard indicators” which highlights the major trends in student financial support for Lyndon students. The data provided by this report, along with other supporting data, provide an overview of changing needs in student financial aid.

The Promise Scholarship program, initiated for the 2009-2010 academic year, provides an illustration of the process by which student aid is adjusted. The financial aid and admissions staff noted that for several years additions had been made to scholarship budgets for non-need (merit) based awards; however need-based awards were not keeping pace. With the added financial stress experienced by many students and their families due to the general conditions in the economy, a recommendation was forwarded to the Deans’ Council to shift resources from the Leadership Grant category to the new Promise Scholarship. The Promise Scholarship was developed and implemented with the following goals:

- To provide a sufficient level of support to significantly improve a student’s likelihood of persisting and graduating. Grants range from \$3,000 to \$5,000 and are targeted at students for whom smaller grants would be of assistance and would reduce the

amount of unmet financial need, but would not be sufficient to cover the cost of attendance.

- To provide a grant that is renewable for up to four years, subject to the student demonstrating modest academic success.
- To provide a stimulus for private donations to supplement the funding provided by the College for this program. In the first year of the program, donors committed \$60,000 for the creation of Promise Scholarships.

c. Project Compass Grant

The first year of the mentoring program was moderately successful and very instructive. The two areas of greatest concern were communication and reporting. Mentors consistently reported that their attempts at contact with assigned students went unanswered, but of those who did respond, most indicated that they found the mentoring relationships valuable to their first year of success.

We discovered that one predictor for individual persistence is whether or not a student registered during the preregistration period. Results of the first-year Basic Skills pilot program, a comparison of DWFI (drop, withdrawal, fail, and incomplete) rates for pilot sections with historical DWFI rates indicated success.

Other outcomes of the Project Compass grant include the development of a Center for Rural Students. A \$333,000 congressionally directed grant, through the U.S. Department of Education, for a Center for Rural Students (CRS) was secured. A core focus of it will be to build a PK-16 model in the Northeast Kingdom (NEK) that connects the learning needs of students with the business and community development needs of the region. The work of the CRS will greatly enhance our data and high school outreach strategies. Core foci of the CRS are to formalize research associated with Project Compass strategies, to develop a PK-16 model in the NEK linking learning needs of students with community and regional economic development needs, and to publicize results for potential use in other rural areas.

As a result of our Project Compass efforts, it appears that some strategies may be working. Our first-to-second-semester retention rates, from 2003 to 2006, averaged 78.2 percent for the general population, but only 76.1 percent for FFMI students. In 2008-2009, these figures jumped to 82.5 percent for the general population and to 81.9 percent for FFMI students. This shows an improvement in both groups, but most notably shows the gap of retention between the two groups is lessening.

d. First-Year Experience Office

FYE uses numerous surveys as assessment instruments. The survey results from 2008-2009 show that one area of success is in our Orientation program where first-year student attendance increased to approximately 95 percent of the cohort. Results also indicated weaknesses in the amount of and level of interaction among new students and between new students and staff and peer leaders, below average amounts of time spent interacting with their faculty (in and out of the classroom), and below average levels of advice and encouragement from faculty. Although many areas received high marks (e.g., belonging to the Lyndon community, availability of campus activities, social lives), their level of participation in campus clubs and events remains well below average. As the FYE Office struggles with helping students to engage more on campus, faculty reporting of student academic progress continues

to be problematic (e.g., submission of mid-term grades is only about 60 percent). Although FYE's programs are available to nonresidential, transfer, and nontraditional-age first-year students, FYE focuses many of its programs on residential, traditional age first-year students.

Surveys show that some issues surrounding the Gateway Program and the support it can offer. These include the fact that students don't always understand the program; program information getting "lost" in the mass of information "pushed" to students at the start of the first year; a lack of consequences for not participating in the program, which means there is also no incentive to be active in the program except for personal motivation; and inconsistent faculty advisor support for student Gateway participation, due, in part, to inconsistent faculty awareness of the Gateway Program.

e. Student Academic Support Offices

The number of students at Lyndon who are eligible to receive 504 accommodations has increased 27 percent in the past five years. Both 504-eligible students and their parents report that they chose Lyndon because of the individual attention available.

SSS collects data on the relationship between student tutoring and class passage in the tutored class. During the spring semester 2009, 80 percent of the students who received tutoring passed that class, up from 67 percent in fall 2006. During the last four academic years, the average GPA for all students assisted by the SSS (including 504 students) increased (2.89 to 2.94) and now exceeds Lyndon's average GPA (2.85); they are retained at a higher percentage rate than the general Lyndon student population (80 percent vs. 72 percent); and the average GPA for 504 students increased slightly (2.40 to 2.50).

In order to assess student learning outcomes in the Writing Center, the director of SAD distributes two surveys each semester to the tutors (one at mid point and one at the end of the semester). While most of the responses are overwhelmingly positive, the results of the survey indicated that 37 percent of tutors did not believe their reading skills improved through their work in the Writing Center, 25 percent believed their work was not entirely valued by the students they tutored, and 25 percent said they wanted and needed additional training in order to be more effective. The most often-cited criticism of the center was that it sometimes becomes noisy and distracting.

In the 2008–2009 academic year, 185 FYItrack reports by faculty and staff with concerns about student academic and social behavior were made to the director of SAD. With the implementation of a new software program, Pharos 360, early alert system information will be more easily reported and shared with a team comprised of the director of SAD, director of FYE, and the student success specialist. This will allow members of the team to better determine appropriate interventions and appropriate intervention team members, and to allow for better communication between the intervention team, the student, the student's advisor, and the faculty or staff member initiating the concern.

f. Career Services

Methods of assessment have included short evaluation questionnaires, usage and/or participation numbers, and satisfaction surveys. For example, results from the last three years of the "employment six months out" survey show that the Lyndon job placement rate (including graduate school enrollment) is averaging 87 percent. Also, participant evaluations of manuals and special events caused CS to make qualitative changes in the manuals and events.

For example, content changes were made in the student worker handbook and the format of information distributed at the “Speed Networking” and “Dinner with the Boss” events.

Most processes for CS information dissemination are effective while others need work. The systems for funneling work-study students and coordinating work-study openings through CS need refining. Also, the online graduate and alumni surveys have not generated the response rate CS would like. During 2009-2010, CS redrafted that form and increased the prize for responding to the survey. This increased responses slightly.

4. Residential Life

a. Student Life Office

By using the feedback from the annual resident survey, exit interview survey, and program evaluations over the past few years, we have taken many steps to increase student satisfaction through improvements in facilities, food services, residence hall programming, themed housing programs, and residence hall leadership opportunities. Specific steps include renovation of some living areas (scheduled over time) with new flooring, windows, ceiling sprinklers, and bathrooms; creating more leadership opportunities through the Residence Hall Association (RHA) and Leadership Recognition Committee (LRC); development of two new residence hall-themed, apartment-style living areas (21 and over, and coed); a new staff programming model that allows for more spontaneous programming by student staff members and more freedom to utilize monetary resources, primarily for food; and new meal plans that provide larger declining balances for greater flexibility outside of traditional meal times at other campus dining locations. Also, in May 2010, in a strategic move to increase direct services to students, the College created a new position, Adventures Program Coordinator. This person will expand and supervise the operation of nonacademic, student adventure programs taking place during the school year and summer (e.g., use of on-campus ropes course and climbing wall, off-campus use of rented adventure equipment, and participation in off-campus adventure trips).

Effective and efficient use of time for the residence hall directors (RHD), all of whom have additional positions at the College, has become an increasingly challenging issue, from the perspective of both workload and the type of work provided by these staff members. One of the biggest areas of annual concern raised by the RHDs is the amount of time spent on student judicial matters and other assigned jobs instead of developing their staffs and residential communities.

b. Department of Public Safety

The 2009-2010 annual student satisfaction survey continues to indicate our students feel safe on campus.

Surveys submitted by participants after the emergency drills indicate that the disaster planning exercises provided by the drills were very positive and resulted in improved planning and coordination among the campus and the community and regional emergency agencies and personnel.

Initial tests of the emergency information notification system indicated that all components are working well, and no major adjustments are needed.

c. Student Activities Area

Each year, the SGA General Fund is used to finance student club activities, with individual club funding based on its oral presentations to the SGA, followed by SGA discussion and vote. Sometimes the presentations and ensuing discussions can be lengthy. Although the SGA membership feels that the process of presentation, debate, and vote is necessary for fairness to all clubs and clarity for the voters, they also feel that an alternative fair and clear method needs to be found to limit the prevailing SGA discussion and debate.

Participation in SGA increased markedly during 2009-2010. In addition, a Lyndon SGA member was chosen from among five VSC SGA applications to be the single student representative to the VSC Board of Trustees for 2010-2011.

In fall 2009, the Student Activities and Leadership Center construction and implementation was completed. After many years of student leaders establishing themselves in nooks and crannies, student leaders are beginning to migrate to their new center and establish themselves in it.

d. Athletics

Athletic team GPA are being assessed to ensure that participation in a sport is not adversely affecting student academic performance. After the first-year assessment, we found an overall increase from 2.69 to 2.79. Following a review of student learning outcome achievements and of class projects, the Athletic Department has made the following changes in an effort to improve further: new recruiting, coaching, student-athlete, and athletic department expectations; and appointing academic captains. These new goals are reflected in the 2010-2015 Athletic Department Five-Year Strategic Plan, as follows: reports twice each semester for in-season and out-of-season student athletes; a part-time academic coordinator to oversee student athletes in need of academic guidance and support; an athletic-academic community course for freshmen athletes; a student athlete GPA target of 3.0; coaching staff required to include academic focus in team expectations and individual coaching goals; and student athlete advising opportunities to be explored.

In May of 2010, Lyndon will complete its probationary period with the NCAA, and in July we will be notified as to the status of our application for full membership. We anticipate receiving full membership.

C. Projections

1. Admissions

- As means of both generating additional out-of-state tuition revenues and adding to the diversity of the College, Lyndon will enroll 10 Chinese students for fall 2011.
- During 2010-2011, investigate the academic and social support systems for international students that have been established at other colleges and prepare to implement similar systems at Lyndon by fall 2011.
- Due to the success of the wait list and optional SAT scores decisions, used for fall 2009 recruitment, these methods have become standard practice for fall 2010 recruitment.

2. Retention and Graduation

Realizing both the importance and the difficulty of increasing retention and graduation rates, the institution must continue to promote internal change that impacts these rates. This

change will be informed by the assessment results which are required by the Project Compass and Center for Rural Students funders.

3. Student Services Offices

a. Student Services Center

- Prior to September 2010, provide Student Services consultants with more education and training, and at a greater level of depth, on student financial aid assistance so they become more knowledgeable and comfortable with this complex topic.

b. Financial Aid

- During fall 2010, the financial aid director and dean of administration will discuss the institutional-aid program and recommend adjustments to the president and deans' council, especially in the area of increasing need-based institutional aid.

c. Project Compass

- During 2010-2011, increase student awareness of and participation in the fall preregistration opportunity; assess in the spring whether this effort affected fall-to-spring retention of first-year students.
- During 2010-2011, increase relationship-building discussions between faculty and students (for example, during academic advising and mentoring), including relationship building with non-residential, transfer, and nontraditional-age student constituencies.
- During 2010-2011, the team funded under Project Compass will use the results from the 2009-2010 pilot projects that addressed redesigning the basic skills courses in writing and mathematics as a foundation for further work in enhancing the effectiveness of these courses.

d. First-Year Experience Office

- During 2010-2011, FYE will explore means of increasing student engagement in campus life, including level of participation in clubs and campus activities, and of reaching out more directly to nonresidential, transfer, and nontraditional age student constituencies.
- In fall 2010, FYE will implement and assess a "Gateway to College" course (one credit, graded, mandatory for Gateway students and for students noted by admissions' staff as academically at risk) to formalize and give structure to the supports offered by the Gateway program.

e. Student Academic Support Offices (SAS)

- During 2010-2011, SAS will try to increase publicity through the College newspaper, appearances in classrooms, and a Youtube video produced by the tutors with assistance from students in the Television Studies major to attract more students to the drop-in tutorials available in the Burnham Academic Support Center.

- During the first four weeks of tutor training in 2010-2011, the director of SAD will use the results of 2009-2010 assessments as group discussion topics as a way to involve the tutors with implementing adjustments to the program, its learning outcomes, and the means by which those outcomes are measured.
- f. Career Services (CS)
- During 2010-2011, a major CS effort will be to work with the First-year Experience Office, the student success specialist, and others, as needed, to develop plans for the integrated Advising Support and Career Services Center.
 - During 2010-2011, CS will explore social networking as a means of enhancing delivery of its services.
4. Residential Life Offices
- a. Student Life Office
- During the summer and fall of 2010, the results of the spring 2010 core alcohol and drug survey will be analyzed to assess intervention strategies for these areas.
- b. Department of Public Safety
- During 2010-2011, in view of the many benefits derived from the table-top drill and the full-scale emergency exercises, every attempt will be made to again hold a joint multi-agency emergency drill on campus.
 - During 2010-2011, now that it is in full working order, the new emergency information system will be refined, including expansion in awareness of the system, its messaging content, and response; in number of staff, faculty, and student participants; and in number and level of staff trained.
- c. Student Activities Area
- During 2010-2011, SGA will continue with its successful 2009-2010 promotion in an effort to get even more students involved, and their voices heard.
- d. Athletics
- During 2010-2011, athletic director will implement measures to assure that student athletes are aware of, and adhere to, the NAC sportsmanship philosophy by enhancing education of coaching staff and student athletes on general sportsmanship, NCAA sportsmanship expectations, and Lyndon Athletic Department and student-athlete expectations, and requiring all coaching staff to include sportsmanship in team expectations and individual coaching goals. Progress will be assessed by comparing each team's number of contact fouls in 2010-2011 with those in 2009-2010.

Institutional Effectiveness

As part of Lyndon's assessment program, in addition to all the academic departments, all the administrative departments also have created outcomes and assessment tools and have

collected assessment data, analyzed it, and closed the loop by making changes in either departmental operations or assessment outcomes, procedures, or tools. The following is a summary of some of these efforts.

Student Services Office

The Student Services Office continues to survey students, primarily online, for assessment of student satisfaction with the outcomes of the office. The results show basic satisfaction with the Student Services Office. In addition, using the online tool, there are approximately twice the numbers of responses compared to using the paper version of the survey. Specific areas were found for improvement. The downside is that the survey can be completely anonymous, so that if a complaint is aired, it is difficult to follow up with a specific student if they do not self-identify.

Assessment of work-study students against outcomes for student employees of the office will be continued. For example, in response to their desire for more responsibility and wanting to increase their contributions to the workings of the office, the training of new work-study students to prepare the students to do more complex tasks in the office was changed.

Student Academic Support Offices

To assess outcomes of services offered by Project Excel, the program tracks participants' academic progress and whether or not the students who received tutoring passed their classes. During the spring 2010 semester, 86 percent of the students in SSS who received tutoring passed the class in which they received help, an increase of over 72 percent in the fall 2009 semester. Also, Project Excel continues to retain students at 80 percent and had 38 students graduate this year. In addition, 84 percent of students who are eligible for 504 accommodations remain in, or achieved, good academic standing.

Between July 1, 2009, and May 21, 2010, the gate count at the Burnham Academic Support Center was 88,561, a great increase over the previously reported number of 25,290 for the 2008–2009 year. Although gate counts cannot be considered definitive measures of facility usage, the increase correlates well with the impression of employees of increased student numbers in the center. This may have resulted from a fall 2009 effort on the part of center employees, peer leaders, and faculty to increase student awareness of the new center's location, function, and effectiveness via classroom visits and from the center staff enhancing the supportive and “homey” atmosphere of the center in reaction to student surveys.

Based on the results of last year's tutor surveys, Writing Center tutor trainings were increased in number, and each training session was offered twice to accommodate the varied schedules of the student tutors being trained. As a result, tutors gave more positive answers to the survey questions about trainings: 55 percent very strongly agreed that their training contributed to the effectiveness of their work, and 45 percent strongly agreed. In two other areas, the assessments indicated that some improvement is still needed. On the question of tutors' work being valued by the students they work with, only 55 percent very strongly agreed that their work is valued by clients, while 33 percent strongly agreed, and 11 percent agree. Also, in the area of improved listening skills, only 33 percent very strongly agreed that their skills have improved through their work in the Writing Center, 44 percent strongly agreed, and 22 percent agreed.

The results of assessments administered to clients at the end of their tutoring sessions were also overwhelmingly positive and not significantly different from previous surveys. One positive exception was noise distraction. We worked on that area after last year's assessments and it was mentioned less often. We also noticed that some clients are not comfortable or don't have time to fill out a survey after their tutorial, however. So, for the fall 2010 semester, the client survey will be administered, like the tutor survey, through SurveyMonkey.com, thus assuring anonymity and convenience.

It was expected that by the spring 2010 semester Lyndon's early alert program, FYItrack, would be upgraded by the launch of Pharos 360, a more automated and comprehensive system. Due to technical problems, however, the launch of the system was delayed. In spite of this delay, our efforts to improve response are apparently making some headway since faculty reports to FYItrack increased from 185 in 2008-2009 to 236 in 2009-2010.

Student Life Office

Results from all program specific assessment surveys have been overwhelmingly positive to this point; however, we recognize the need to better manage the process of survey administration at events. Specifically, we need to ensure that not just the satisfied students engage in the survey process, but also that other students who typically do not attend programs are asked the question "Why?" Incentives to participate and formal announcements at events regarding the evaluation process will be critical. In addition, we have learned that building questions about nonattendance into overall satisfaction surveys is important.

Assessment of the outcome related to satisfaction with the residence hall staff is very positive with only a handful of exceptions. These are related specifically to approach and tact when confronting potential violations of policy. Similar feedback was also given about the abrasive approach of some public safety staff members. This is consistent with feedback in some of our focus groups and town hall meetings. It is a clear indication that more time and energy needs to be focused on the delicate balance between safety and customer service. This past year, we added new scenarios to our live training exercises during the fall and spring trainings that put the spotlight on verbal and body language approach to certain situations.

The other area that residents were clear about was accessibility of the residence hall directors (RHDs), not in terms of service or support, but office hours and locations. The RHDs each have multiple assignments on campus, and these split assignments take them out of the buildings for extended periods during each business day. We have identified two solutions: 1) a more strict office-hour schedule that the residents can rely on; 2) clear signs that indicate their location on campus should they be needed, instead of the RHD on duty, which will be implemented in 2010-2011.

Regarding assessment of the outcome related to residence hall safety and facilities, the key areas for improvement are in the residence hall facilities. Three areas that received many comments are the lack of wireless internet access in any of the residence halls, lack of common kitchens, and inconsistent size of rooms. In response to the lack of wireless access in the residence halls, the Information Technology Department relaxed its policy on private wireless routers in the residence halls and did a cost analysis for adding future wireless access points to the residence halls. The Campus Planning Committee is currently working with an architect on the development of a five- or ten-year master plan that includes a wireless plan for some campus facilities. In response to the lack of common kitchens (only one common kitchen exists

in our traditional residence halls), our newest facility, the Rita L. Bole Complex, has kitchens in every suite for six residents to share. Common kitchens have been priced for the main lounges in one of our traditional residence halls (the Stonehenge Complex), but the cost was deemed too excessive. In response to the clear student complaint of inconsistent room sizes, the Student Life Department has reassigned some smaller rooms formerly designated as double rooms into single rooms and reassigned some larger rooms formerly designated as double rooms into triple rooms.

Food services, by far, yields the most negative feedback on the student satisfaction assessment each year. The overall quality of food, environment of the main food facility, and perceived value of meal plans rise to the surface as far as much-needed improvement is concerned. In response, over the past several years a food committee meets regularly with the director of food services to provide feedback from students. In addition, we have instituted administration/food director biweekly meetings and administration/district food manager bimonthly meetings. Meeting topics have included vendor staffing gaps and new meal plans with larger declining balances. As a result, in the past six months we have seen some improvement in all areas of concern. However, the improvements are not always consistent day to day and the VSC has informed the vendor that there will be an open-bid process at the conclusion of the current contract.

Assessments to be continued in 2010-2011 include fall and spring training tests for RAs, the Campus Activities Board, and the RA program. Student surveys to be continued include our surveys for food services, staff, facilities, hall life, and security. We will also continue focus groups from town hall meetings. In addition, we will add, after a few years of absence, a drug and alcohol survey in October 2010 and the Student Satisfaction Inventory in the spring of 2011.



STANDARD SEVEN

LIBRARY AND OTHER INFORMATION RESOURCES

Overview

The library continues to make changes in operations as it adjusts to greater patron interest in and usage of electronic items. In fact, Lyndon's library is at the forefront of changes in VSC libraries to accommodate increased inclusion of electronic media in collections and corresponding adjustments to the print media collection. During the past several years, the library, as a center for student academic activity and assistance efforts, has been a pivotal element as Lyndon physically moves offices in an effort to redesign operations to become more efficient in delivering high-quality and efficient student academic support. As the largest library in the Northeast Kingdom, the Lyndon library remains a leader in community outreach activities for library materials to the many surrounding small towns and schools.

I. Library

A. Description

During the past five years, Lyndon's library has made significant progress in several areas, including information literacy, collection development, library technology, collaborations, and space reallocation. We find these areas to be interconnected, and progress in each area reflects the library's mission to "... provide a haven for inquiry and reflection.support students and the broader community by providing resources, staff, and services that encourage research, engage curiosity, and cultivate lifelong learning."

The library has taken a lead role within the College in the area of information literacy, by creating a graduated program of workshops and class sessions for students and faculty. Library staff identified the need to gradually increase the complexity of instructional content based on course level, instructor requirements, and subject areas. The library also has incorporated departmental liaisons who offer subject-specific library research sessions for departments they support. Our goals for the liaison program are: librarians become more familiar with the instructors in the academic departments they support and librarians increase their subject knowledge for their collection development in the subject areas.

The library also is a campus leader in the VSC development of rubrics and assessments for the Information Literacy Graduation Standard. The library staff has been involved with the standard since its inception by working with Lyndon's faculty and staff and with our counterparts and administrators from our VSC sister colleges. At Lyndon, library staff developed a rubric, an online assessment, and more recently, a grading rubric for instructors to use to assess students based on course research.

During the past five years, the library also has made significant changes in the area of collection development, especially with our periodicals collection. Within that time, library staff tracked and assessed the use of both print and online subscriptions to identify use patterns in various subject areas. Staff then did an overlap analysis of our subscription databases and print collection and reported the results to each academic department to show them current resources and other options and to get their input for possible changes. The results were that the number of print subscriptions was reduced and replaced by electronic versions, and many

archived issues were replaced by JSTOR electronic archives; increased access and usage followed.

Further in the area of collection development, the library has started to use the department liaisons as lead selectors for specific academic departments. Liaisons select and assess faculty requests for materials and weed unused materials in the various subject areas.

Another significant accomplishment during the past five years has been the successful migration to a new library system. The migration to the SIRSI system began in FY 2004 and was completed during the following academic year. This was a VSC system-wide project involving the four VSC libraries that replaced an obsolete and aging DRA system. During the system-assessment phase, all functional groups across the VSC (circulation supervisors, interlibrary loan staff, reference librarians, system staff and directors) met to define required functions of a shared system and to try out other systems. Now, after five years of using SIRSI, the VSC libraries continue to assess systems and have begun exploring the possibility of using an open-source system such as KOHA in an effort to attain a more flexible system.

Another area of interest for the library is that of optimizing the use of existing physical space. During the past few years, by analyzing space and shifting some collections, the College has been able to bring the Academic Support Center into the Library. This was made possible by the periodicals overlap analysis project and by shifting the periodicals and media collections to other areas. The library also is beginning to assess the print reference collection in terms of usage versus space needs.

Much of the technological progress that Lyndon's library has made is due to the collaborative structure of the Vermont State Colleges. The libraries have long been a leader in system-wide collaboration since the first shared library system was launched in the late 1980s. The ongoing success of that initiative has been, and continues to be, a model for other shared VSC information technology initiatives. Other system-wide collaborations include VSC library groups based around functions (circulation, reference, tech services, directors, serials, interlibrary loan, etc.); the development of a robust resource-sharing system; cooperative collection development; and shared database subscriptions and centralized systems administration and support.

The VSC libraries further collaborate with all academic libraries in Vermont via the recently incorporated Vermont Consortium of Academic Libraries (VCAL). This organization seeks to identify state-wide efficiencies, such as reciprocal borrowing privileges for member libraries, resource-sharing, and cooperative collection development.

On campus, the library has successfully collaborated with the Academic Support Center on many levels during the past five years. Moving the department into the library in FY 2007 has enhanced communications and opportunities for providing student support. The library continues to collaborate with the faculty, administration, and staff in the area of information literacy and by participating in many committees, such as the Deans Advisory Board, the Advisory Committee on Information Technology, the LSC Strategic Planning Committee, Project Compass, the VSC Information Technology Advisory Committee, the faculty Structure and Welfare Committee, Web Advisory Committee, Graduation Standards Committee, and more.

Examples of the integration of library activity with academic and community activity during FY 2009 include: in-class instruction, 35 sessions, for a total of 40 hours, for 535 attendees; reference desk one-on-one assistance and instruction, 69 hours per week average, with a total of 2,989 inquiries fielded; and expansion of the library Web site to include 16 pages

of reference help information, an Information Literacy Tutorial (ILT), and 10 pages of subject-specific resource information.

Students, faculty, and staff are provided many opportunities to learn how to use information resources and technology in teaching and learning. Various workshops are offered by the library and the Information Technology office, as well as by LEADS (Lyndon Excellence And Development for Success); Blackboard mentors are also available to assist faculty and staff.

Finally, the library continues to strive to improve by assessing our programs and resource use. Our latest strategic plan (available in the work room) and mission statement will guide us through FY 2009–2011. The current mission statement (reflected in the strategic plan) is, “The Samuel Read Hall Library’s mission is to provide a haven for inquiry and reflection. We support students and the broader community by providing resources, staff, and services that encourage research, engage curiosity, and cultivate lifelong learning.”

B. Appraisal

One of the library’s most recent goals has been to increase the number of students visiting the library. The rationale for this is that the more students visit, the more opportunities library staff will have to engage with them to provide research help and technical support. Library statistics show that after a two-year downward trend in the total number of library visitors, from 107,064 visits in FY 2004 to a low of 97,527 in FY 2006, the library is now experiencing an upward trend to 103,977 in FY 07 to an all-time high of 120,228 visits in FY 2009.

We see the increase as partly the result of an increase in the total enrollment of the College and partly due to the library’s focus on space use and service. Library staff consciously set out to create a comfortable atmosphere by providing amenities such as coffee service, presentations, and music on the main service floor, and colocating with the Academic Support Center and Information Technology Services.

On the other hand, the Library has been experiencing a downward trend in the number of items borrowed, such as books and media from 23,758 items circulated in FY 2006 to 21,575 in FY 2009. The library has taken steps in an attempt to ameliorate this trend by establishing an aggressive collection development and weeding program to update the print collection while maintaining subject standards as determined by Resources for College Libraries (RCLWeb.) The collection development program also is driven by both the College’s core values and library mission statements, which emphasize high-quality, current, and useful resources.

Staffing the public service areas has been challenging, but through a combination of part- and full-time staff and student workers, the library has been able to maintain a schedule to be open seven days and approximately 76 hours a week while classes are in session. Overlap of responsibilities with our circulation, interlibrary loan, and reference staff has enabled the library to run fairly seamlessly even when someone is out for some reason. The same holds true for cataloging, acquisitions, periodicals, and library administration. More could be done with more staff, which is a source of frustration at times. The library staff is further supplemented by VSC library information technology and technical staff located centrally and through collaborations with local IT (desktop and network) and admissions (Web site) departments. Staffing also involves approximately 25 student workers who are invaluable for all departments. Library staff has developed a training program and assessment to assure student workers are learning from their library working experience.

In the area of technology, the library is comparable to other similar-sized college libraries. Through our collaboration with our VSC sister colleges, we were able to upgrade in 2005 to a new SIRSI/Dynix integrated library system (ILS.) The migration to SIRSI was a major undertaking, involving all functional groups (circulation, interlibrary loan, reference, technical services, administration) across all five colleges, as well as chancellor's office support staff.

The library also continues to evaluate various online information resources and currently subscribes to about 25 databases, either independently or consorcial. Those databases include two standard, general databases; EBSCO's Academic Search Premier with which we share the cost with our sister colleges; and Gale's Academic OneFile, which is part of a statewide consortium administered by the Vermont Department of Libraries.

In the area of instruction, library staff has developed a program involving three levels. The first two levels are covered in the first two semesters of the first-year English classes (ENG 1051 and 1052.) The third level is subject-specific and usually taught by a library subject liaison. Library staffs are fully involved with the VSC Graduation Standards, serving on the LSC Graduation Standards Committee, as well as developing, maintaining, and proctoring an information literacy assessment.

C. Projection

Library staff purposely limited the 2009-2011 library strategic plan timeline to three years in order to maintain flexibility in a rapidly changing library and information landscape. However, there are longer-term initiatives that will need to be addressed during the next five years. Those initiatives will be included in the next Library Strategic Plan (2011-2015):

- Currently identified long- and short-term areas in need of improvement and expansion start with establishing a more robust external fund-raising initiative for the library. This initiative could be central, because a successful campaign would provide an enhancement or even a foundation for initiatives impacting most other library strategic initiatives, including: enhancing library resources, keeping current with technological innovations, improving information literacy, updating space and facilities, and increasing staff development.
- Another fundamental, long-term and ongoing improvement needed is the development and maintenance of relevant, high-quality library resources adhering to evolving college curricula. Improvements in this area began with the current library strategic plan in which we created a formal weeding process freeing space for more current and relevant print resources (monographs and periodicals). Part of the process of ensuring quality resources includes verifying materials subject to be weeded with Resources for College Libraries (RCLWeb). Going forward, the Library is developing a larger collection of e-books and periodicals which will save on space and support two new online programs in business and education.
- The library also needs to upgrade furnishings to provide more comfortable seating and group study areas (a need identified in our 2009 survey of space use). We have now identified space on the main floor for this use, space that will become available as we continue to decrease the size of our print reference collection.
- The Lyndon library, as part of the VSC libraries, continues to search for efficiencies and flexibility in an ILS and currently is investigating the possible benefits of open-source systems.

- Finally, we need to encourage more library-specific staff development. We need to create an intentional program identifying areas in which we are lacking expertise and take advantage of the abundance of training offerings. This will be especially important, as several library staff recently retired and several more will be considering retirement during the next few years.

II. Information Technology

A. Description

Information Technology Services' responsibilities include managing and maintaining over 600 computer systems and 22 servers, the Lyndon network and its relationship to the VSC network, the Lyndon phone system, media and instructional technology, online course support, some support for student-owned computers, the residence hall door-swipe system, and campus printers and copiers.

The staff is comprised of six people:

- Chief Technology Officer -- oversees the department budgeting, purchasing, and personnel;
- LAN System Administrator -- manages the server farm, network, and security;
- Senior Desktop Support Technician (2) -- provides support for all students, faculty, and staff for a variety of issues ranging from hardware to software training;
- Media Support Specialist -- provides support for classroom technology needs, loaner laptops and other hardware, and provides training for other technology needs
- Phone and Network Cabling Technician -- installs, troubleshoots, and repairs the phone and network cabling system.

Overall, Lyndon has a favorable student-to-computer ratio of 4.5:1 (the national average is 10:1); this includes several dedicated computer labs associated with its technology-focused majors.

Within the last five years, the College has made additions to facilities in the residential and academic area of the College in the form of two new buildings. The Rita Bole Residential Complex (RBC) came online five years ago while The Academic and Student Activities Center (ASAC) came online just this past summer. Both buildings represent an increase in support of technology resources in the form of training, help desk support, and hardware upgrades:

- RBC (three buildings, two residential and one administrative). The two residence hall buildings represented a 20 percent increase in residence hall networking equipment with the addition of seven wiring closets containing two network switches per closet. Wireless access was built into the plans, but not implemented. Each room is wired with three network outlets, one phone outlet, and one cable outlet. In addition to networking, a remote phone system was added to service the three buildings. The administrative building houses the office of one academic department, the residential and student life departments, and the dean of academics. A community room is located in the administrative building with smart technology, including on-touch controls for computers and screens.

- ASAC (one building, academic classrooms, faculty offices, and a student activities room). The building represents an additional 25 percent increase in labs, media technology, and network hardware. One hundred percent of the building is covered by wireless, and 60 computers were added to the lab replacement cycle. Each of the classrooms has smart technology installed, including Smart Boards, lighting controls, visual presenters, etc. Plans include card-swipe access for all computer labs in the building.

The College received a federal Title III (T3) grant (\$1.8M, 2000-2005) which contained many upgrades and additions to technology throughout the campus. A large portion of the technology funds were used for upgrading the campus wiring infrastructure. For example, 90 percent of the campus is now Category 5E (Enhanced) or better, and fiber-optic connections in many buildings were upgraded, allowing for much faster interbuilding connections and allowing for future growth (for about 10 years).

The second part of the T3 grant involved faculty use of technology in the classroom. Faculty could apply for a laptop and be granted one, based on need. The laptops were very “high-end” units providing the faculty with the most cutting-edge technology available. In addition to laptops, 80 percent of existing classrooms were provided with projection systems. This portion was marginally successful due to the lack of funds to provide upgraded laptops after the grant ended. Some faculty were not willing to transport their laptops from class to class throughout the day, preferring to have a computer installed in each classroom.

To support the growth of the student population and institutional technology initiatives, we have added six new servers, an increase of 27 percent in the number of servers in the server farm.

Lyndon has been a member of the Northeast Regional Computing Program (NERCOMP) consortium for approximately 10 years. The consortium provides discounted pricing for many software packages, including Microsoft. This has allowed Lyndon to standardize all word processing, spreadsheet, presentation, database, project, and calendaring software. This also allowed the College to provide the Microsoft Office Suite to faculty and staff, and, as of September 2009, we extended this benefit to students. Now all campus users have access to the same computing software at a small cost to the institution.

Initially, new computers are placed in academic classrooms and labs when they are purchased. This guarantees that the newest technology will be accessible to the students and faculty for in-class usage in academic areas. Since a computer’s useful life span is more than its useful academic period, computers removed from academic classroom labs are first cycled to faculty offices and then cycled to staff offices at the next rotation cycle.

Although IT Services does not store computer parts, we do store entire computer systems in our office area as part of our replacement cycling process. Because of the general increase in the number of computer systems and related technology hardware over the years, the space occupied by IT Services (used for offices, system construction and testing, and storage), became increasingly cramped. In 2009-2010, this was rectified by reallocation of adjacent library space to IT (resulting from reorganization of library space utilization). This increased IT space by 60 percent, partially alleviating IT’s cramped conditions. As part of this transformation, needed air conditioning was also installed to reduce the impact of the additional heat load from the concentration of functioning hardware in the area.

Over the years, IT Services has refined the computer rotation cycle to take best advantage of both the computer's total useful life span and our equipment budget limitations. As the result of the combination of the increased computer useful life span and a decreased equipment budget, we now rotate computers every four years (as opposed to rotating every three years previously). In addition, instead of purchasing College-wide uniform hardware, we differentiate between those classrooms and labs that require standard or more advanced computer hardware. The savings gained allows us to purchase the advanced systems required by our technology-intensive academic programs. When replaced, these advanced systems are merged directly into the computer rotation cycle for a gradual increase in the level of technology throughout the College.

Network and data security continue to be both a priority and a challenge. Lyndon works closely with the other VSC schools and the Office of the Chancellor to create data security policies and to implement encryption and physical security measures for desktops, laptops, and other mobile devices. We attempt to balance security with usability and convenience and are always on call to respond quickly to hackers and malfunctions. We are pleased to report that there are no recent major security breaches that have resulted in major system damages or in loss or theft of data.

B. Appraisal

Lyndon continues its attempts to increase and enhance usage of the IT Help Desk. For example, in spring 2010, IT Services completed installation of the new VSC Services Desk Plus software package, and within three months the number of work orders submitted online, per week, had increased by 100 percent.

Another measure of the quality of IT Services' performance is through a survey of users of the IT Help Desk. After placing a work order on the Help Desk, users are invited to take a short survey covering such items as courtesy, availability, expertise, and resolution speed. As the result of staffing changes and an increased focus on customer service during the last two years, survey ratings have increased by 10 percent.

Because of the importance of technology in a college setting, Lyndon tries to provide for small annual increases in the institutional IT equipment annual budget in spite of institutional budget challenges. However, the annual increased technological demands by students, faculty, and staff and the occasional increased technological demands due to new construction with its related computing infrastructure and facilities, make the IT budget situation very challenging; often IT Services exceeds its annual budget. Eventually, larger budget increases will be necessary to keep the College abreast of technology needs and changes.

Although the current computer lab replacement cycle takes into account academic computer needs, there is no budget allocated for speedier administrative computer upgrades (as mentioned, typically they are upgraded only as part of the institutional computer recycling process).

In addition, the amount of needed media technology and its support has increased (doubled in the last five years). For example, now nearly 95 percent of all classrooms have an audio-visual system, many of which include a computerized audio and image, speaker and projection system. Lyndon attempts to maintain a five-year replacement cycle for these systems; however, this frequency cannot be maintained consistently in all rooms.

Lyndon's average number of students per computer technician (760) is 71 percent higher than the national average (445).

Currently, our 22 servers and our entire network are managed by one LAN System administrator, and all campus media and technology support is supplied by one Media Support Specialist.

The response to campus technological growth has been at the expense of preventive maintenance for technology, professional development for staff, and preventive maintenance for IT infrastructure. Also, currently, only academic and administrative buildings are wireless, not residence hall buildings.

With new and emerging technologies being acquired on a regular basis, training for all College constituents are extremely important. The VSC is preparing to launch Project 2011, a system-wide software package containing a new learning management system (Moodle Rooms), a new College portal (supplied by our ERP vendor Datatel which will integrate seamlessly with student data), and a new content management system (Microsoft Office SharePoint Services). This project has a live date of May 2011. All these new systems will be a challenge for both the user community and the Lyndon IT Services Department support system.

C. Projection

- Starting in 2010, as funding becomes available; Lyndon needs to enhance and expand the wireless network on campus, including mobile access to electronic resources such as cellular service coverage and e-textbooks.
- Starting in 2010, as Lyndon begins the process of developing a campus master plan, it will consider including a section on a campus technology plan focusing on efficient use of existing technology (in offices, classrooms, and labs), staffing needs, and upgrading technology on standard replacement cycles.
- Starting in 2010, whenever grant-funded initiatives result in enhanced or increased technology on campus, Lyndon needs to identify funding for long-term maintenance and replacement needs.

Institutional Effectiveness

The library is a campus leader in assessment and has had many in-house programs in place for assessing its collection, its use of space, and patrons' use of its materials and collections for many years. The results of these assessments, and subsequent internal changes in operations, are detailed in its annual reports, copies of which can be found in the team's work room.

Information Technology has also been doing many assessment activities, including a series of three-year strategic plans (see work room). These assessment efforts ensure currency and compatibility between Lyndon and VSC hardware, software, and infrastructure; timely implementation of updates; and wise use of merger resources (human and financial). The results of these assessments, and subsequent changes in activities, are detailed in its annual reports (see work room).

STANDARD EIGHT

PHYSICAL AND TECHNOLOGICAL RESOURCES

Overview

The past five years have shown considerable growth and change, including many upgrades, to Lyndon's physical and technological resources. This included a new residence hall complex, as well as considerable upgrades and renovations to older residence halls to accommodate changes in student usage behaviors and expected creature comforts. Also, a new academic and student activities center was constructed to provide technical upgrades needed by academic departments and a general open area needed for student events and guest presentations. Numerous maintenance projects (repairs, code upgrades, replacements, etc.) were completed in order to keep the campus safe and functionally and visually appealing.

All information and discussions concerning information technology is contained in the Information Resources section of Standard Seven.

A. Description

In 2004, the first new student housing unit in 40 years was built. The Rita Bole Residential Complex (RBC) contains two residential units connected by a multipurpose center. This complex is the College's first attempt to colocate administrative, academic, and student space (previously, these activities were located in separate buildings, on separate floors, or in isolated spaces within buildings). In total, the residence halls house 134 students in 22 suites. This housing is a considerable upgrade to existing residence halls built in the 1960s in terms of construction, energy efficiency, livable design, and human comfort. The housing is "apartment style," with each suite having its own kitchen, bathroom, separate bedrooms, and a large communal living area. The multipurpose center contains student facilities (laundry room, storage areas, game room, lounge), the Department of Social Sciences (faculty and staff offices, and a copy room), Dean of Student and Academic Affairs, Associate Dean of Student Affairs, Director of Residential Life, and staff assistants to the deans (administrative offices), and a 1,200 sf classroom/meeting room. One hundred forty parking spaces are immediately adjacent to the complex. Although the complex was built mostly because we needed more housing in order to grow in enrollment, it has greatly enhanced the appearance of the campus and has undoubtedly aided student recruitment and retention. As a incentive, students are selected to live in these halls based on past good academic and social behavior (that is, grade point average and lack of judicial infractions); and those who live there pride themselves on being selected. The RBC, as with most large capital expenditures in the VSC, was funded through an institutional bond to be paid for by student fees over 30 years.

In 2008, the main parking lot (in front of the Vail Center) was completely replaced. This included the replacement of troublesome water and heat pipes, and voice, data and electric cables located below the old parking lot. Sewage and storm water utilities, also located under the parking lot, also were replaced, and a new underdrain was installed to deal with the large amounts of subsurface water flowing through this area (this helped to alleviate some interior water issues experienced in the past in the Vail Center). As a finishing touch, new parking lot

lights were installed which provide a very clean light, as well as a 50 percent reduction in energy consumption.

Our latest addition is the 31,100 sf Academic and Student Activities Center (ASAC), which is linked to the existing Vail Center. The building was built to “Vermont Silver” LEED standards and continues the College’s commitment to reducing its environmental impacts, especially reducing energy usage. ASAC provides a home for three academic departments: Atmospheric Sciences on the third floor, Business Administration on the second floor, and Exercise Science on the first floor. In addition to the academic departments, a 6,000 sf multi-purpose room was built for student activities and College functions. The room is equipped with a patterned, glossy-painted concrete floor, polished maple panels on walls and ceilings, and state-of-the-art efficient lighting and acoustics (achieved through room design and sound-absorbing material behind the maple panels). Interior halls and rooms in the building are well lighted and ventilated, with wonderful views of the nearby mountains (especially from the rooftop spacious weather observation deck). With nice exterior flourishes, finishes, and handsome landscaping, the building makes a strong architectural statement and is both a great practical asset to the College and a long-needed, imposing “front” to the College.

The relatively new Music Business and Industry degree has seen large initial growth. In response to that, two classrooms and an office in the Library and Academic Center were converted into a quality sound-recording studio. The studio contains modern recording, control, isolation, and editing rooms and has several sound controlling panels and features related to its glass, lighting, and wall design and construction.

Much work has been accomplished in our residence halls, especially in the six-building Stonehenge Complex which houses about 450 students. The buildings were in varying degrees of disrepair; aesthetic upgrades also are needed. Energy use and life-safety of buildings were targeted. For example, decaying teak panels below exterior windows were replaced with energy-efficient foam panels, followed a year later by new insulated glass windows. New glass was installed in 480 window openings, and the alcoves below the windows were insulated for the first time. This resulted in much tighter buildings, so we anticipate achieving large energy savings. All six buildings received sprinkler systems. This large undertaking took two full summers to complete.

Flooring and bathrooms in the Stonehenge Complex were also targeted. The existing floor covering was carpet, which was very hard to keep clean and seemed to always have a musty odor. The carpet was removed and replaced with VCT. This has created a much cleaner look, and the air quality is much improved. To date, two of the six buildings have received completely new flooring, which has been very well received by resident students and cleaning staff. All bathrooms in one building have been renovated with new floors, walls, ceilings, and fixtures.

Another major campus physical space improvement has been upgrades to interior air quality in several buildings. Air conditioning, added to rooms with concentrations of computers eight years ago, has now been added to the Harvey Academic Center (HAC) and the Stevens Dining Hall (SDH). Existing air conditioning was expanded and upgraded in the IT Department and in the HAC computer lab.

Interior space in the Samuel Read Hall Library and Academic Center was reconstructed. Some 1,200 sf of space was renovated to receive the expanded and relocated Academic Support Center from the Vail Center. The space has resulted in much-improved services to

students. The Children's Literature Room was also relocated within the library when the IT Department expanded into their space for creation of a new Help Desk area and two new offices. An office on the second floor of the library was converted into a media room.

The Harvey Academic Center received an entire building upgrade. Inefficient single-pane windows were changed to triple-glaze, high-efficient windows. The doors and curtain walls at vestibules were also changed to high-efficient glass. The exterior walls above glass received four inches of high R Urethane spray foam. The Stevens Dining Hall received two new air handlers and two new air conditioning units. This has made the air quality much better and a lot more comfortable for the diners. We also replaced and reconfigured the food service line. These changes have made the traffic-flow pattern faster and easier and the food presentation much more appealing.

Although the previously mentioned changes are visually appealing and enhance the human comfort level, the behind-the-scenes upgrades are just as important, if not more so, for the financial savings achieved. We have installed new heating controls campus wide, which provide much better control of heating, cooling, and ventilation. Most of these systems are now viewed and manipulated from the computer room in the Maintenance Department.

Lighting efficiency was audited and upgrades begun, with additional upgrades to continue as budgets allow. Some of the more extensive changes that have been completed include the replacement of lighting in both of our gymnasiums and in our pool area. As a result, illumination was increased by 30 percent (just over the level required for NCAA-status athletic events), and energy consumption was cut in half. Also, incandescent lights have been replaced with fluorescent lighting in all our Residence Halls, and occupancy light sensors have been added in all bathrooms (we are currently in the process of doing the same in all offices).

Due to reimplementation of a maintenance program for the ventilation system, Lyndon has enhanced the air quality and comfort level campus wide. As a result, ventilation units are running more smoothly, more quietly, and much more efficiently, thus extending the life of motors and equipment and reducing costs.

With our athletic programs moving to NCAA status, we have needed to focus more attention to our athletic fields. We have expanded our practice fields, which has taken pressure off our game fields. We also expanded the rugby field to make it regulation size and increased the seating capacity to accommodate more spectators. In addition, we enlisted the help of a turf manager who brought our soccer field back to a respectable status.

We hired a full-time landscaper to help with the implementation of our Campus Landscape Plan. We increased the number of planting beds on campus in an effort to cut back on mowing. The areas targeted were steep banks that needed vegetation to control erosion but were very labor intensive to mow.

We cut a three- and-a-half-acre stand of diseased red pine. This not only helped to prevent the spread of the disease to other trees, but also cleared more space to give a more "open" feel to the campus. In a "reuse, recycle" activity, the red pine that was cut was traded for equivalent hard wood, which was burned in our new wood gasification boiler in the Maintenance Department. The hard wood replaced about 5,000 gallons of fuel oil, thus helping the campus become more sustainable and adding to our cost-cutting efforts. In addition, the area cut was bowl-shaped making it relatively easy to turn the area into a natural amphitheater. It is now used by student activities for outdoor events during the warm season and has become popular and frequently used by students. (In addition, a well-attended evening

concert was held there this past summer.) A lot of opportunity exists for further refinement and usage of this area by student groups and others for College events.

Although smoking has been prohibited from all campus buildings for many years, after years of trial and error, an enforceable policy governing smoking on campus grounds (with guidelines, definitions, enforcement, and sanctions) was implemented in 2007. The policy states that smoking is prohibited on campus except for a few specially designated outdoor areas located at a distance from buildings. In conjunction with this policy, a gazebo formerly located near the front of the main campus building (the Vail Center) was winterized, ventilated, and relocated to a spot 300 feet from the main cluster of residence halls (the Stonehenge Complex) to be used as the designated student smoking area. Pavers were added around the gazebo to make it more aesthetically pleasing and accessible, and we are currently working on adding lighting to the gazebo. Other smoking areas were designated at the edges of campus parking lots. The new policy is being respected by the campus community and visitors, which enhances the campus sanitation and appearance.

The Maintenance Department has instituted a newsletter that is distributed electronically to all staff and faculty and is available on paper at the maintenance building. The newsletter highlights the maintenance employees; their work and family; and the description, current status, and anticipated completion dates for maintenance projects on campus. The newsletter has been a big success, with public support from the president and deans, and the receipt of numerous positive comments and e-mails from the campus community and visitors. Many comments reflect appreciation that the newsletter is short, concise, and direct, making for an “easy read” that is very informative. The publication also gives staff (often times unheralded on many campuses) a sense of accomplishment, recognition, and pride as they work hard to enhance the safety and appearance of the campus.

In an effort to give itself room for future growth to accommodate needed enrollment growth, Lyndon has recently acquired additional acreage abutting the campus. Land purchased in 2008 was transformed into new sports fields, and land (with a house) purchased in spring 2010 has a yet-to-be determined use.

B. Appraisal

Student surveys and remarks indicate that the renovated bathrooms have been greatly appreciated by students and staff.

The College has never had a master plan. As the campus continues to move forward, we find more and more need for a quality master plan to help guide us toward the future in an efficient, cost-conscious, and well-planned manner. The plan will also help us determine and plan for future funding needs and prioritize our deferred maintenance schedule.

We continue to receive many comments on the condition and appearance of the campus, including the interiors and exteriors of its buildings, the neat and clean grounds, and the pleasant landscaping. This is important for recruitment and retention and for being good community citizens and neighbors in the generally pristine Northeastern Vermont setting. The recent financial downturn has made it more difficult to find the human and material resources to maintain the picturesque campus environment.

Five years ago, the Vermont Legislature provided funds for the VSC to decrease its large deferred maintenance inventory. This program was very successful, but now the backlog has again started to increase problematically.

The new and updated academic and student facilities mentioned in this Standard are intended not only to have increased safety and energy-saving features, but to make the campus more attractive to potential students and to allow Lyndon to compete effectively with other colleges in the region in attracting students in key professional programs. For example, Television Studies (now Electronic Journalism Arts), one of our technology-intensive majors, changed its curriculum (and its name) in spring 2010. In conjunction with this change, planning has begun that envisions a new multi-platform, electronic-journalism laboratory (the J-Lab). Its construction is contingent on funding.

C. Projection

- Beginning in 2010-2011, our goal is to renovate five to six more bathrooms in each residence hall per year so as to complete all bathrooms in the Stonehenge Complex over a five-year period.
- During 2010-2011, we will study low-cost options for the development of an adequate campus master plan and low-cost options for adequate routine care and upkeep of buildings and grounds.
- During 2010-2011, we will study options and plans for decreasing our deferred maintenance inventory.
- During 2010-2011, the College will continue its discussions with a private firm for the development of a district heating system fueled by biomass (wood).
- Wheelock Hall, our only residence hall without sprinkler coverage, will be equipped with that system during the summer of 2010.
- During 2010-2011, Phase II of the renovation of HAC, upgrading the mechanical system and replacing the existing roof, is envisioned, budget allowing.
- During summer 2010, plans call for the library to receive both occupancy sensors and daylight sensors.
- Other summer 2010 projects include: new flooring in Poland Residence Hall, renovation of the admissions area in Vail Center, and renovation of five rooms on the fourth floor of Vail (combining rooms 414, 415, and 416; and combining rooms 403 and 404).
- During 2010-2011, the institution will continue to be alert to affordable options and funding opportunities for new programs and updates to facilities that not only have increased safety and energy-saving features, but can also make the campus more attractive to potential students.

Institutional Effectiveness

During spring 2010, Lyndon began the process of developing a master plan. The Campus Planning Committee, along with a consultant, began discussing possible options. Development of a campus master plan has many noteworthy features, not the least of which is assessment of the current conditions of facilities on campus. The development of a master plan will have many institutional effectiveness benefits in the area of physical and technological resources. For example, the very positive impact of the state appropriation five years ago to reduce the deferred maintenance list is now a thing of the past and the list is starting to grow

again. The master plan will also be an excellent opportunity to plan for regular replacement cycles for all facilities and to develop a list of priorities for replacement items. We have begun to move in that direction in the area of equipment. In a strategic move, beginning in 2009-2010, equipment decisions (maintaining, replacing, retiring, and adding) are becoming more plan-full and less opportunistic.



STANDARD NINE

FINANCIAL RESOURCES

Overview

Lyndon State College has consistently improved its financial position in the five-year period from 2004 - 2009. Enrollments have grown at a relatively steady rate over the past decade, from 1,321 headcount enrollments in the fall 2004 semester to 1,515 in the fall 2009, an increase of 15 percent. Over the same time period, the College has become increasingly dependent on tuition and student charges for revenue sources. In the fiscal year ended June 30, 2005, the operating appropriation that was received from the State of Vermont represented approximately 23.1 percent of the unrestricted expenditures and transfers for the year. For the current fiscal year ending June 30, 2010, the appropriation is projected to amount to approximately 17.7 percent of expenditures and transfers. Despite the shortfall in state financial support, Lyndon has not experienced any operating deficits and has continued to strengthen its financial base through enrollment growth, improved efficiency through automation and economies of scale, and through the development of external sources of funds.

I. Business Affairs Office

A. Description

Lyndon is required by the VSC to prepare a balanced budget each year. The Board of Trustees (BoT) expects neither deficits nor excessive surpluses. Also in accordance with VSC policies, at the end of each budget year, deficits need to be dealt with at the campus level, and any surpluses may be used by the campus for its needs, but only if such usage is approved by the BoT. Lyndon manages its budget conservatively, which typically has provided small surpluses in each fiscal year (less than 1 percent of operating budget). These operating surpluses have been applied to College operating reserves, with any additional amounts used to carry over to the succeeding fiscal year to fund “one-time” expenses (as approved by the BoT). For example, at June 30, 2004, the College-funded operating reserves stood at approximately \$902,000. As of June 30, 2009, these operating reserves totaled approximately \$932,000 (with \$650,000 in the Board-approved reserve, \$282,000 in a separate College strategic reserve, and, additionally, the College held quasi-endowments with a value of \$449,000).

As noted above, support from the State of Vermont in the form of the operating appropriation has not kept pace with increasing operating expenses, resulting in increasing pressure on tuition and fees as well as other sources, such as gifts, grants, etc. Tuition increases during the most recent five-year period have ranged between 5.5 percent and 6.75 percent (but it will be 3% for 2010-2011), while annual increases in the state operating appropriation have averaged approximately 2.4 percent annually. The College has demonstrated the ability to successfully adjust to adverse financial circumstances, aided by increasing enrollment during those five years. In the fall and winter of 2008, the College was faced with two rescissions in the operating appropriation, totaling \$322,000. Despite cost increases in items such as fuel oil and contractual payroll increases, and healthcare; the College was able to reduce spending sufficiently to balance the budget for the fiscal year.

The College, as a unit of the Vermont State Colleges, presents an annual budget proposal to the VSC BoT for approval. There is no required budget approval or oversight beyond the Board of Trustees. In addition, to the review and approval of the annual operating budget, the BoT also receives quarterly financial reports from the College. The reports include basic financial statements, a budget variance report, as well as selected data on key performance indicators. Quarterly reports are presented to and reviewed by the Finance and Facilities Committee of the Board. These quarterly financial projections allow the College the opportunity to identify changes in the operating environment that may necessitate modifications to budgets or operating plans.

Lyndon's operating budget is devoted entirely to supporting the academic mission and related co-curricular activities of the College. The breakdown of Lyndon entries in the standard functional budget categories for unrestricted accounts format for fiscal year 2011, asked for in this Standard, is as follows:

Instruction	\$ 8,587,739	34%
Public Service	\$ 366,148	1%
Academic Support	\$ 1,719,438	7%
Student Services	\$ 5,364,761	21%
Institutional Support	\$ 6,514,264	26%
Physical Plant O&M	\$ 1,821,504	7%
Student Financial Support	\$ 1,106,467	4%
Total – Lyndon	\$ 25,480,321	100%

The “Public Service” functional category consists primarily of summer camps and conferences, some of which have a direct connection with the educational mission of the College, and some of which are oriented to serving the needs of the broader community. Net revenues from this category are used to support the general educational mission of the College. All other expenditure categories of the budget relate to academic programs and support of those programs.

As noted above, Lyndon has managed its financial resources over the past five years in order to enable the College to have balanced budgets every year and to add modest amounts to its financial reserves. Some of the key elements of the College's financial management system include:

- A budgetary process includes the development of an operating budget in accordance with VSC guidelines. The budget is reviewed and approved by the BoT prior to the beginning of the fiscal year.
- Departmental (academic and administrative) budgets are prepared under the guidance of the controller who works with department chairs and program directors on the development of their respective budgets, especially the course fees which generate much of the money used for extra costs in academic departments, i.e., equipment, experiential education, and travel. All departmental budgets are rolled up to an aggregate budget that is reconciled with the BoT-approved budget.

- New positions and new items of substantial expense are recommended to the president for approval prior to inclusion in the budget.
- The controller is responsible for preparing quarterly financial reports which are reviewed by the dean of administration prior to their submission to the Office of the Chancellor (O/C) for review by the Finance and Facilities Committee of the BoT. A budget variance report is included in the quarterly reporting package. This report provides senior management and the BoT with a realistic projection of financial results for the fiscal year and provides an early warning if mid-year adjustments to the budget are necessary.
- The College is subject to an annual audit of its financial operations as part of the audit of the VSC financial statements, as well as an audit of federally funded programs under OMB Circular A-133.
- Beginning in 2010, the VSC is requiring the individual colleges to prepare three-year budget projections, rather than the annual projection that was required in the past. Although Lyndon has used a multi-year projection for planning purposes for many years, the formalized VSC three-year approach will be useful in developing annual budgets that are congruent with the strategic direction of the College and in anticipating changes in the College's operating environment.

As part of the three-year budget projection requested by the VSC, various scenarios are developed in an effort to anticipate changes in financial conditions that will require budget adjustments. Currently, these include anticipating possible positive and negative financial impacts of the lingering economic recession, of the decline in the number of traditional-age college students in Vermont and New England, and the increase in the number of potential students in nontraditional and minority constituencies over the next decade. The troubled economy has resulted in the State of Vermont freezing its support to the VSC (and Lyndon) for the past two fiscal years and, we expect, for fiscal year 2012 as well. During this time of an uncertain future financial picture, Lyndon is being prudent by being conservative and is preparing contingency plans for possible substantial reductions in operating budgets. The president and deans have held a number of meetings with College committees, union leadership, and student government, and an open College meeting to discuss the potential scope and impact of possible budget shortfalls over the next few years.

Lyndon's primary initiative, aimed at developing new sources of revenue during the past five years, has been focusing on increasing enrollment through the introduction of new academic programs. All proposals for new academic programs must follow the governance and approval process within Lyndon and must be approved by the VSC BoT. Other activities include focused marketing of existing programs, departmental creation of applied research institutes, and development of external funding sources in the form of gifts and grants.

In the area of external funding, during the past five years, Lyndon received its first private gift of \$1,000,000 and was the recipient of a foundation grant of more than \$600,000. Both of these revenue sources are examples of Lyndon's effort to develop resources that will support its mission of access to a high-quality college education for students coming from a wide range of socio-economic backgrounds. In addition, the College is preparing to announce its first-ever comprehensive capital campaign which will substantially strengthen its resource-

development capacity. The BoT maintains oversight of new funding initiatives through its gift acceptance and grant approval policy (VSC Policy 412).

Lyndon and the VSC maintain financial policies and procedures designed to insure that resources are used in a manner that reflects sound management practices and are entirely consistent with policy, regulatory, and legal requirements. The expenditure of College funds is limited to individuals having approval under established purchasing guidelines as prescribed in VSC Policy 429. Depending on the size and type of transactions, approvals may be required by department heads, deans, and the dean of administration. Compliance with procedures is monitored by the business office under the direction of the controller. Budget managers meet regularly with the controller to review departmental budgets and to assure that expenditures are appropriate and within budget authority. Spending from endowments is reviewed jointly by the Office of Institutional Advancement and the controller to assure that spending is consistent with the donor's instructions and with board policy. Donors are also contacted by institutional advancement on an annual basis to inform them of expenditures from endowments.

Lyndon and the VSC have well-established practices for the conduct of internal and external audits and for the review of College audits with appropriate administrators and board members. The VSC financial statements are audited annually under generally accepted auditing standards by a firm of certified public accountants. While the formal financial statements are published on an aggregate basis for the VSC (without separate presentation of individual college statements) the colleges prepare individual statements supporting the VSC combined statements. The individual college statements are reviewed by the auditors and are the subject of the audit fieldwork conducted at each individual college.

To avoid potential conflicts of interest and to assure the independence of the external auditors, requests for proposals for auditing services are solicited every four years. Recommendations for the engagement of auditors are advanced to the BoT by a review team comprised of college and VSC administrators, as well as representatives from the board. The external auditors meet annually with the audit committee of the BoT to discuss the audited financial statements, the audit of federal programs under OMB Circular A-133, and the related advisory comments.

In addition to the financial statement and A-133 audits, the VSC also performs internal audits of the colleges each year. Internal audits are conducted by a staff member from the O/C. The areas for focus for the internal audits are determined jointly by management and the audit committee of the board. A written report containing findings, recommendations, and management responses is forwarded to the audit committee for its review and approval.

Beginning with the development of the FY 2011 budget, Lyndon and the VSC have begun development of a three-year planning horizon for operating budgets. Although the operating budgets will continue to be approved by the BoT on an annual basis, a three-year plan will provide adequate time to anticipate changes necessary to maintain fiscal health and to implement any needed organizational or operational change.

Over the past two years, we have seen a significant decrease in our bad debt write-offs, with a drop of 45.2 percent from FY 2008 to FY 2009. This comes as a result of renewed and increased efforts in tracking of accounts receivable, and student accounts receivable outreach, including an accounts receivable presentation to parents during SOARs. We have also been more proactive with accounts receivable deadlines and putting in place consequences, such as

late charges and meal plan shutoffs, for students who have not made arrangements for payment of their bill.

B. Appraisal

1. General

Annual operating budgets have remained tight in spite of increasing enrollments (and resulting higher tuition income) because external expenses have increased (most notably health care, faculty and staff employment contracts, and energy costs). For example, health care costs are projected to rise 13 percent from FY 2010 to FY 2011, the savings realized from energy conservation measures were not as high as expected due to increased fuel costs from FY 2009 to FY 2010, employee costs increased from 2008-2009 to 2009-2010 by more than the BoT-approved tuition rate increase (3 percent), and the projected decreased fuel costs in 2010-2011 will be offset by a projected 2-3 % decline in enrollment in 2010-2011. Thanks to increased enrollments during those years, small budget surpluses were available to be applied toward the operational reserves. As mentioned earlier, as a result, the operational reserve now totals \$902,000, an amount that will pay College operational expenses for about three weeks.

The College has also completed several projects related to energy conservation on campus. The new Academic and Student Activity Center is expected to receive a LEED silver certification (with a possibility of a gold certification). The Vail parking lot project included the installation of LED light fixtures, the first such application of this type in the State of Vermont. The results of these and other conservation measures is that fuel oil consumption has declined on the campus by approximately 15 percent, and electricity consumption by approximately 8 percent over the past three years, despite an expansion of facilities and equipment on campus.

Other recent expenses have been for improvements intended to enhance new student recruitment and to improve retention. In recent years, the College has added and improved facilities with the addition of a 132-bed residence hall in 2005 and a new academic building in 2009. Also, in the past five years, major maintenance projects have been completed or are in process in several areas of the campus, including rebuilding of the primary commuter parking lot (including major utility work), the implementation of a phased upgrade to the Stonehenge residence halls (will be approximately one-third complete as of June 2010), and a major renovation of the Harvey Academic Center (summer 2010).

For many years the institution has been free from “findings” in the annual external auditor’s report. However, in the last two years we have had two findings (one against Pell and one against Trio, neither classified as a material weakness or a significant deficiency) and one advisory comment in the management letter. We have since changed our procedures in response to these auditors’ reports.

One of Lyndon’s strengths in terms of revenue generation has been its ability to maintain a relatively high proportion of out-of-state students. Typically, Lyndon’s enrollment consists of approximately 38-40 percent out-of-state students (39 percent for the fall 2010 semester), and we expect that this ratio will hold in the 2010-2011 academic year. We are, however, experiencing a substantial reduction in applications and in out-of-state deposits for the fall 2010 semester. This appears to be part of a trend nationally due to the economic recession where students are opting to remain in their home state to attend college. If the recession continues beyond the current year, Lyndon’s ability to continue to maintain the 60/40 ratio of in-state and out-of-state students may be hampered.

Lyndon has undertaken several initiatives to increase tuition income through growing enrollment. One is to become a recognized leader in the effort to improve the rate of college attendance and college degree completion by Vermont students. Lyndon's Project Compass is aimed at increasing the success rate of first-in-family college students from families of modest income, a population that tends to enroll in and remain in college at lower rates than the general population. Also, Project Compass and our new Center for Rural Students are working to design models that will increase the college aspirations and provide support in college for students whose parents did not attend and who are of modest income. Another initiative has been to rejuvenate the graduate degree program in education. This effort has shown good success with total enrollment increasing from 12 to 19 students between the fall 2008 and fall 2009 semesters, and with full-time enrollment increasing from zero to six. Finally, in an effort to bolster enrollment of higher-tuition-paying, out-of-state students, Lyndon is actively recruiting outside the United States. In addition, the College has engaged a consultant who is recruiting in China.

For AY 2010-2011, Lyndon is faced with projections for declining enrollments, a BoT-approved tuition increase of 3 percent (again), and declining out-of-state (higher tuition paying) enrollments. These items indicate a tightening budget situation for FY11. One key to Lyndon positioning itself for the financial uncertainties it will face in the next three to five years is to identify internal savings.

State appropriations are unlikely to increase significantly over the next three to five years. The effects of the recession are placing extreme strains on the State of Vermont budget. While there have been recent signs of economic improvement in Vermont, the cuts to the state operating budget have been severe, and it is unlikely that higher education will see increases in funding until other state services have had their funding restored.

2. Capital Budgets

Over the past decade, Lyndon has made a strong effort to support its academic programs and administrative offices with current instructional technology and with efficient administrative support systems. In the academic area, the College provides over 600 computers in classrooms, labs, and for general student use, a ratio of one computer for every 4.5 headcount students. All academic computers are replaced on a cycle of four years (or less in some cases). Academic computers are "recycled" to faculty offices and then to staff offices as they are replaced.

Deferred maintenance of campus facilities has improved somewhat in the past five years, due in large part to a loan taken in 2008, \$3 million of which was assigned to maintenance or renovation projects. We continue to receive between \$300,000 and \$400,000 annually from the State of Vermont for capital projects, \$250,000 from internal funding, and \$140,000 from the operating budget. Therefore, excluding the loan funds, we are spending between \$690,000 and \$740,000 per year on maintenance projects. With a total building replacement cost of approximately \$100 million, we are spending less than one percent of the building values annually on deferred maintenance, this is hardly adequate.

3. Operating Efficiency and Automation

As part of the Vermont State Colleges system, we have had the advantage of being able to leverage our connection with the other VSC institutions to implement a number of automation initiatives that have allowed us to expand enrollments without substantial staff increases. Among the more prominent projects completed in recent years, are centralization of accounts payable functions, online registration, billing and payment, implementation of a purchasing card system that has eliminated most purchase orders and checks, and an electronic record-scanning system for document storage and retrieval.

4. Budgetary Control

We have made continual improvement in the area of involving budget managers in the budget development and monitoring process. Currently, during the budget-building process, the budget managers work with the controller to develop departmental budgets. All budget managers have access to online reports for their budgets. The controller issues alerts to any departments in danger of exceeding their budgets, and the appropriate dean is also notified. The controller, budget manager, and (if necessary) the dean then work out a plan to avoid exceeding authorized budget spending.

C. Projection

- During summer and fall 2010, the College will examine academic and administrative structural changes and undertake an administrative process-review strategy to identify savings in operational costs.
- During 2010-2011, the institution will continue to be vigilant for additional energy savings. For example, Lyndon is currently exploring joining an envisioned district heating, cogeneration, bio-fueled, local energy system.
- During 2010-2011, the institution will monitor our ratio of in-state and out-of-state new-student deposits and returning-student enrollments in order to anticipate changes in this key financial indicator of Lyndon's financial health.
- Starting in 2010-2011, in an effort to be proactive, our three-year budget planning process will include estimates ranging from level funding to reductions of 5 percent per year.

II. Institutional Advancement Office

A. Description

The institution directs its fund-raising efforts toward the fulfillment of institutional purposes and conducts them in accordance with clear and complete policies that stipulate the conditions and terms under which gifts are solicited and accepted. The institution accurately represents itself and its capacities and needs to prospective donors and accurately portrays the impact that their gifts can reasonably be expected to have. Gifts are promptly directed toward donors' intentions.

Over the past five years, Lyndon State College has entered into a new phase of its fund-raising operations with the implementation of Lyndon's first comprehensive fund-raising campaign: "A New View: The Second Century Campaign." This \$10 million campaign officially began April 20, 2005. A volunteer steering committee has been developed to provide

leadership and oversight to the campaign's planning and implementation. Lyndon has also engaged a campaign consultant to provide additional expertise. Working with the volunteer steering committee and the consultant, Lyndon's Office of Institutional Advancement has developed a campaign case statement and gift acceptance policies to provide the broad framework within which the development operations will perform during the campaign's duration.

Within the context of this campaign, Lyndon's Office of Institutional Advancement has also engaged in a continuous improvement process with relation to the College's fundraising systems, processes, and policies. Central to the sustained success of a development operation are accountability, transparency, and communication. While the best measure of our fund-raising success is the dollars raised, our ability to raise money is directly proportionate to the level of trust that people and organizations, from which we are asking for support, have in believing that their contribution will be promptly directed to the intended purpose. Developing and maintaining this level of trust is a primary focus of our efforts. The other focus is educating prospective donors about the compelling work Lyndon does in order to advance its mission to prepare every student for personal and professional success.

The development operation within the Office of Institutional Advancement consists of five full-time staff: the dean of institutional advancement, the director of alumni relations and development, the database manager, a development assistant, and a staff assistant. While development is a primary function of institutional advancement, the other primary functions include alumni relations and communications/public information.

In the relationship development process that comprises the development operation at Lyndon, there are four key phases: research, cultivation, solicitation, and stewardship. Once a relationship has entered into the solicitation phase, a donor is asked to make a contribution to a specific fund or project that supports Lyndon's mission. Within 48 hours of receipt of a gift, the Office of Institutional Advancement acknowledges the gift and confirms that it has been directed towards its intended purpose.

The common thread throughout, and the foundation upon which any successful fund-raising operation functions, is the perpetual "friend-raising" campaign. "Friend-raising" is the primary focus of alumni relations. The Alumni Council is the volunteer board that provides oversight to Lyndon's alumni relations' activities. The director of alumni relations and development is responsible for managing alumni relations activities.

Two mainstays of alumni activities include the primary communication vehicle for alumni relations: the *Twin Tower Topics*, a biannual publication produced each winter and summer; and Homecoming Weekend, a three-day weekend of activities held at the College every September. Three years ago, Lyndon launched an online alumni community to broaden the capacity for the College to communicate with alumni and for alumni to communicate among themselves and with the College. The director of alumni relations and development also has been focusing on offering monthly alumni events and developing a class agent program to create more connection among reunion classes. Funds raised from our alumni are used chiefly for student scholarships, although several focused alumni campaigns have been very successful, chiefly in the area of enhancing facilities for sports with the funds donated by our large and tightly knit group of alumni who were student athletes.

B. Appraisal

The Institutional Advancement (IA) Office is proud of the results of its friend- and fund-raising efforts to date. Annual donations, endowment numbers, and fund balances have increased annually. However, the financial pressures on the institution have also risen and risen sharply. To meet the growing gap between state appropriations and tuition income and expenses, without overburdening students and their families, IA must continue its worthy work tirelessly, into the foreseeable future, with spirited energy and innovative approaches.

C. Projection

- During 2010-2011, the primary focus of development and alumni relations will be on the celebration of the College's centennial year and the successful completion of Lyndon's first comprehensive fund-raising campaign.
- Continuing during 2010-2011, Lyndon's development operation will focus on strengthening relationships with those alumni, friends, and organizations interested in providing financial support to projects and initiatives that advance the mission of the College. More specifically, Lyndon's alumni relations will continue to strengthen relationships with alumni through two initiatives: a class agent program that focuses on reunion years and affinity groups (such as the Manor Vail Society, a group of alumni who have organized to honor the history of the Vail Mansion that was a central element to their Lyndon experience during the 1950s, 1960s, and early 1970s; and the Twilight Players, a group of theater alumni who take great pride in the large performing arts program that existed during their era in the 1970s and early 1980s).

Institutional Effectiveness

Lyndon has a number of internal and external mechanisms in place to evaluate its fiscal condition and financial management, and to maintain the integrity of the institution. Internal mechanisms include the preparation and review of reports by the controller and the dean of administration on a monthly basis. The controller also communicates with budget managers to identify and remedy problems with departmental or program budgets. Also, as noted earlier in this section, quarterly financial reports are presented to the Finance and Facilities Committee of the VSC Board of Trustees.

The annual internal audits conducted by the VSC Office of the Chancellor tend to focus on identifying opportunities for strengthening controls and improving the integrity of financial reporting. Findings and recommendations presented in these reports are discussed with College managers, and a plan for corrective action or improvement is developed. Audit findings are reviewed in subsequent audits to monitor progress on the implementation of recommendations.

The primary external evaluative mechanism for financial management is the annual audit of financial statements and federal programs under OMB Circular A-133. Lyndon has had no control deficiencies or material weaknesses reported as part of its A-133 audits. In its most recent audit for the year ended June 30, 2009, Lyndon had one finding noted, but it was not considered to be a control deficiency or material weakness. In addition to the financial

statement and A-133 audits, the College is also subject to program audits by the Vermont Department of Education for federal grants which pass through the State of Vermont and for which Lyndon is a sub-recipient. Again, these audits have identified areas for strengthening controls, but no material weaknesses have been reported.



STANDARD TEN

PUBLIC DISCLOSURE

Overview

Lyndon's focus is on creating materials that accurately describe and reflect the institution. The College communicates with its constituents – prospective students, current students, parents, faculty, staff, donors, alumni, friends, and the broader community – through a variety of print and electronic communications, publications, and official documents.

The College abides by all open meeting and sunshine laws and balances the public's right-to-know with the need to protect the individual privacy of students and employees. The College has published notices of its status for continued accreditation in a variety of publications and shares this information with the public when requested or otherwise appropriate.

A. Description

1. Public Information:

Since 2005, the offices of Institutional Advancement (including Public Information and Alumni) and Admissions have increasingly worked together to coordinate and promote consistency in presentation of the College's brand, logo, messaging, and information. This working relationship has emerged as a means of empowering different offices, divisions, and academic departments to produce publications in the form of newsletters, Web sites, and other materials distributed in printed and electronic formats.

In 2007, recognizing that there was a great deal of information and materials originating from different sources across campus, the two offices coordinated to organize the Uniform Messaging Task Force to gather and inventory samples of materials produced by different offices, divisions, and academic departments across campus. The formation of the Uniform Messaging Task Force was also an outcome of the creation of the Dean of Admissions position.

The Office of Public Information (OPI) has the authority for nonmarketing College publications and for regulating the use of College trademarks and information. Since 1998, the coordinator of public information has been responsible for the preparation and distribution of news releases for campus events, new initiatives, student/faculty/staff success, and announcements of campus activities, such as performances and educational presentations. Other releases include end-of-the-semester announcements to student hometown newspapers of graduation or appointment to the dean's or president's list. For the past two years, the coordinator has published (print and online) a faculty experts list, featuring professional photographs of faculty, academic credentials, and areas of special interests. The list is disseminated to all Vermont news outlets and many of the most important outlets in New England. Advertising for certain events also originates in the OPI.

Efforts have been growing to take advantage of unpaid media spots, such as radio interviews. Several faculty were guests on statewide radio stations last year, either discussing personal accomplishments or commenting on world affairs. Relationships with area reporters and radio hosts have increased in the last five years, and more work in that direction is outlined for the coming years.

2. Publications:

The Lyndon State College undergraduate catalog and semester course schedule is produced through the Registrar's Office, although the dean of academic and student affairs has responsibility for its content. The catalog is the College's main document of public disclosure, and is updated, edited, and printed yearly. In addition, beginning in 2005, a complete copy of the catalog is posted on the College's Web site. A software package and service was purchased that allows the registrar to edit and download the online version of the catalog; it is then formatted by specially selected visual arts students who prepare the file for print. Past printed copies of the catalog are available in the Registrar's Office, and archived copies (2005 and on) are available on the Web.

The College's undergraduate catalog includes the institution's mission statement, objectives, expected educational outcomes, requirements, program and course descriptions, and other information on academic issues and student life. Also, tuition and room and board costs, as well as refund policies, withdrawal policies, and other procedures for students are included in the catalog. Each year, the catalog is revised to incorporate changes in course offerings; changes to degree programs, policies, and financial aid; a list of current faculty and their respective departments, degrees held and from what institutions; a list of administration and staff and their positions; and other key information. New information for the catalog is presented to the registrar from the appropriate entity (Faculty Assembly, department chairs, student affairs, program directors, etc.); a draft copy that incorporates the revisions is circulated to departments to check for accuracy before the new edition is finalized.

In addition to the catalog, the OPI creates and publishes, both online and in print, a monthly newsletter, *NewsNet*, for on-campus and off-campus consumption (12 per year). The *Viewbook*, produced by the Admissions Office, serves as a showpiece for academics and student life and provides detailed information for prospective students. It is designed to provide a means of updating detailed information yearly as reprints are required for recruitment in the fall. The *Viewbook* is distributed at college fairs and to guidance counselors and alumni. The Admissions Office also works with individual departments, academic support services, and academic departments, to craft and publish information that helps promote their programs to their constituencies.

The OPI creates and publishes the "President's Report to the Board of Trustees" (approximately nine times per year) and the Lecture & Arts brochure (one per semester), which is a professionally designed and printed publication.

Course schedules are compiled each semester with input from the departments and deans. They are both available in a print version and on the LSC portal and registrar's page of the LSC Web site. Also, the course offerings are included in Web Services in a format which allows for matriculated students to register for the courses online.

Also available online are the academic calendar, nondegree registration forms, final exam schedule, transcript request form, address change form, off-campus study form, and waiver of graduation requirements' form.

Since 2007, in order to provide for some significant changes and to decrease costs, the graduate catalog has been edited and available only in the online version. To date, we have not had negative feedback on this change and will continue this practice.

The official LSC policy manual is available in the online version of the catalog (registrar's page), and from the library in hard copy. In addition, the VSC policies are available on the VSC

and LSC portals. Each academic year, edits are made to the *Academic Policy Manual* after they are received from the Academic Policy Committee of the Faculty Assembly (charged with proposing edits of the *Academic Policy Manual* to the Faculty Assembly; they are then voted on by full-time faculty and approved by the president). Those edits are incorporated into the manual through the associate academic dean's office with updated hard copies distributed to the committee, president, dean of academic and student affairs, and the registrar. The updated *Academic Policy Manual* is also posted for public view on the College's portal, under *Administrative Affairs, Policies*.

Information about the financial aid application process, the different types of aid, and College costs are readily available to prospective and current students and their parents on the LSC Web site; in the College catalog and in the publication *Financial Aid Brochure, Funding Options & Estimated Educational Costs* (new for 2008-2009); and through presentations to new students and their parents. Our Web site also contains links to federal and state sites for additional information and applications.

Average student loan debt was added to the annual "Dashboard" report (for 2007-2008) which is shared with Lyndon's top senior management and the Admissions Office. The Vermont State Colleges' (VSC) Web site has a public information section, *Affordability/Financial Aid*, that displays loan debt for the five VSC schools for 2003-2004 to 2005-2006.

Lyndon's mission statement, published in the catalog and displayed on the College Web site, was refined two years ago and is being used as a yardstick to assess and evaluate initiatives and programs. The statement clearly articulates the overarching goal of preparing every student for personal and professional success. Information about the goals of every program, including General Education, can be found in the catalog. Retention and graduation rates are published on the VSC portal by the VSC institutional researcher. In addition, some institutional research is conducted by Lyndon's associate registrar; this information is disclosed, as appropriate, with concerned constituencies following rules regulated by FERPA (the federal Family Educational Rights and Privacy Act).

Every five years, all academic programs undergoes system-wide program review under VSC Policy 101, which evaluates the curriculum, faculty, student-learning outcomes, and assessment. These comprehensive reviews are kept in the offices of the president and the academic dean. Much of the information related to program excellence is collected and also kept in the office of the academic dean.

Student-learning outcomes have been reviewed and revised over the last three years to ensure that every program has outcomes that are measurable; these outcomes are available in the office of the dean of academic and student affairs. Departments have collected data on their outcomes and are at various stages of data analysis of their assessments; that data is generally kept by the department chair or the departmental administrative assistant. In the six months following graduation, the Career Services Office surveys recent graduates to determine whether they are employed or in school. The data is compiled in a report that is published annually; copies of those reports are available in the offices of career services, the academic dean, and the president.

Faculty regularly provides information about their achievements for inclusion in their personnel files which are kept in the office of the academic dean. Many of their achievements are noted in *NewsNet* and in the president's reports to the VSC Board of Trustees.

Overall, during the last five years, there has been a significant increase in the use of the Web and the portal when disseminating information and forms to students and the general public.

The OPI also publishes and updates annually a style guide. The style guide, available to faculty, staff, and students online and in print, provides answers to the most common grammatical and usage questions. As recommended by the Uniform Messaging Task Force, guidelines for use of the College's logo and seal are also contained in the style guide. Once a year, the coordinator, with the help of a work-study student, prepares and distributes (online and in print) a student directory for use by faculty and staff, containing pertinent student information that follows FERPA guidelines.

The *Twin Tower Topics* is produced twice each year and is sent to alumni, friends, parents, faculty, staff, and students. An estimated 10,000 copies are distributed. The magazine features class notes, alumni success stories, campus news, event recaps, athletic updates, and giving opportunities.

3. Financial Information:

During the past five years, audited financial statements for the Vermont State Colleges have been posted on the VSC Web site. At the local level, the Lyndon administration has provided regular communications regarding finance and budget issues with the campus community via multiple open meetings each year, as well as through regular updates with campus constituent groups. "State of the College" addresses are held twice each academic year, typically in October and February. Budget updates and discussion of major financial factors affecting the College are a regular part of the addresses. Special open meetings have been held on the College budget during the 2008-2009 and 2009-2010 academic years due to the extraordinary economic events affecting the College. The College has experienced two rescissions of its state appropriation, totaling approximately \$300,000, or 6 percent of the original appropriation. Open meetings were held in September and December 2008 to inform the College community of the rescissions and the steps taken by the administration to adjust the budget.

For several years, the president and deans have met with faculty and staff in small group settings of 10 to 15 people to have a relatively informal discussion regarding issues facing the College. These "coffees" get-togethers are well attended and offer employees an opportunity to ask questions and raise concerns with key administrators in a small group environment. Based on attendance and informal feedback, the meetings are considered valuable by many employees. During the 2008-2009 academic year, the Deans' Council attempted to expand direct communication with the College community by scheduling a series of open meetings for anyone who wanted to attend. The meetings had no agenda and were intended to provide an opportunity for students, faculty, and staff to raise any concerns they might have directly with the administration. Despite broad publicity of these meetings, they were poorly attended (average of two to four people per meeting).

Library policies follow the *American Library Association Statement on Privacy*, which is posted on the Samuel Read Hall Library Web site.

In compliance with the Cleary Act, Lyndon annually submits crime statistics to the U.S. Department of Education. These data are published annually, and notifications are sent to the entire campus community. Lyndon also maintains an Emergency Response Plan, which provides

a list of personnel to notify and procedures to follow. There is a provision for posting emergency information on the College Web site and through a text and e-mail message-alert system. The online *student handbook* describes programs and services that are available to students and informs the College community of many of the policies governing students while at Lyndon. The Student Life Office maintains a comprehensive Web site with event information, news, policies, frequently asked questions, and required forms.

There are several communication methods beyond the use of electronic mail that are used to keep the College community informed of events and activities. Two electronic kiosk locations, with two more to be added within one year, and an electronic calendar on the Web site provide information regarding upcoming events, services, and, if necessary, emergency warnings. Text and/or pictures can be uploaded remotely from any network internet-connected computer with the proper user name and password. The Lyndon portal, powered by Blackboard, allows for electronic posting of events and services to specific groups within the community, for example, all faculty or all students. The College maintains paper communication methods as well. *The Buzz* is a weekly event publication published by the student life staff.

Lyndon has two student-run public information organizations. *The Critic* is a newspaper published and edited by students every two weeks while school is in session. Oversight and encouragement is provided by a faculty advisor. The campus radio station, WWLR 91.5 FM, is licensed by the FCC; it is staffed by students and is overseen by a faculty advisor.

4. Internet:

Lyndon has recently launched an expanded Web site that positions the College to market nationally and internationally. It has been designed to deliver messaging and vast quantities of information to many audiences, including prospective students (transfer, international, home schooled, and traditional first year), guidance counselors, parents, alumni, current students, faculty, and staff. The Web site is divided into microsites. These sites will steer individuals within our target markets to information specific to their interests (i.e., International Outward Bound directors around the world).

In 2002, the College added a webmaster who works closely with the dean of admissions to keep the Web site responsive to trends in higher education markets. The redevelopment of the Web site was overseen by the dean of admissions and marketing, in collaboration with the webmaster and the College's Web Oversight Committee. The design of the Web site was outsourced.

5. Admissions:

In an effort to reduce costs, both printing and mailing, we reduced the page length of Lyndon's *Viewbook*, but the size, scope and length of the athletics brochure was unchanged to reflect the significance of the move into Division II. In general, as many of Admissions' mailings as possible were changed to postcards (instead of letters in envelopes) to reduce the amount of paper and postage. The postcards were also redesigned to be more direct in their messaging and to drive people to the Web site.

The web site continued to grow in the past year with the addition of a news feed that keeps all of our constituencies up to date on Lyndon's successes. The webmaster continues to manage a large number of projects in order to maintain Lyndon's competitiveness in the

prospective student marketplace. Presently ways of building Lyndon's social networking abilities are being analyzed and links to departmental web sites are being implemented.

In addition, Admission has worked with the IT staff to develop an Enrollment Dashboard to enable the student support services area to view the current state of a prospective student's progress toward enrolling (housing, orientation registration, etc.).

We are attempting to locate a company which will develop and create a Virtual Tour to assist with national and international recruitment efforts.

Lyndon has not yet developed the ability to video record and stream. However, we have contracted with a company in the area (New England Sports Network) to produce and stream athletic events which is a very popular addition to our outreach efforts.

B. Appraisal

While it is difficult to make an accurate assessment of the value and effectiveness of public information efforts, word of mouth seems to indicate that the image of the College has risen in recent years. While publicity and marketing can account for some of that good news, the fact that the College has been very active and increasingly visible off-campus and in the region during the past 10 years must also receive credit. Taking advantage of every opportunity to publicize all good news through newspapers in the area, state, region, and beyond is certainly a factor, as is getting out news releases about faculty, staff, and student activities and accomplishments.

Publications from the Office of Public Information are reviewed annually to determine usefulness and appropriateness. These reviews have pointed the way to many small corrections in procedures (which have been implemented) and to some larger changes in operations and approaches (which are related to the changes discussed in this Standard).

Initial analysis of our foray into using social networks for recruiting indicates that students are very responsive to this approach.

The addition of departmental Web sites to the College Web site has been uneven. Some departments have well-developed sites, but other sites are still in the development stages.

While developing an Enrollment Dashboard, it became clear that electronically integrating results across several administrative offices is very worthwhile. It not only keeps everyone informed and up to date, but it also streamlines office processes by eliminating and reducing redundancies and inefficiencies. It is an excellent example of successful process management and working smarter, not harder. In fact, it reduces time on task significantly.

The initial efforts to find a company that will work with Lyndon to develop and create a Virtual Tour have not been successful.

Our contract with NSN to produce and stream Lyndon athletic events has been quite successful. We have received many comments of appreciation from community members (on and off campus), out-of-area parents of students on athletic teams, and prospective student athletes.

The president's and deans' "coffees" with faculty and staff to discuss any topic of interest, were well attended and appreciated at first, but were later discontinued due to low attendance.

C. Projection

- During spring and summer 2010, we will continue with our efforts to find effective means of using social networks for recruiting.
- During summer 2010, we will finish implementing an Enrollment Dashboard and then expand this electronic integration of office processes to other areas in hopes of duplicating the success in the enrollment area (for example, integration of our several offices that assist freshmen students, including FFMI students as a subcohort, with adjusting to the College environment, and integration of our several offices that assist seniors with navigating the many graduation-related procedures and processes).
- During the 2010-2011 academic year, we will continue to pursue our efforts to locate and partner with a company to produce a virtual tour of campus for use in recruiting out-of-area potential students.
- During 2010-2011, we will refine our work with NSN to produce and stream Lyndon sporting events to reach larger audiences and to investigate expanding the use of that company to produce and stream other campus events that are of interest to parents of current students and to prospective students (for example, matriculation ceremony, graduation ceremony, significant presentations by on- and off-campus dignitaries). We will continue to develop new, and refine existing, departmental Web sites.
- During summer 2010 and the 2010-2011 academic year, the administration will consider an alternative mechanism(s) to the previous “coffees” as a means of increasing informal campus discussions regarding issues facing the College.

Institutional Effectiveness

The College, through the Deans’ Council, developed criteria and processes by which all major College publications are reviewed for consistency and accuracy. The coordinator of public information implements these criteria. Department-level publications include newsletters, brochures, and Web sites. As most of these are related to recruitment, the dean of admissions and marketing oversees their consistency and accuracy. The College’s Committee on Uniform Messaging ensures consistency in style, including logo, for all Lyndon publications. Catalog course descriptions (including credits, semesters offered, and prerequisites) are updated annually and placed on the College Web site.

STANDARD ELEVEN

INTEGRITY

Overview

Institutional integrity is critical to maintaining a college's respect in the local and professional community and to ensuring that its students learn to assume responsibility for their ideas and actions. To underscore this commitment, Lyndon abides by a variety of published policies and procedures dealing with all areas of academic and campus life. These include both institutional and system-wide bylaws, manuals, handbooks, and best practices. Honesty and integrity characterize the working relationship between Lyndon and the Commission on Institutions of Higher Education. The College complies with all Commission standards, policies, and requests. It welcomes the opportunity for a comprehensive self-evaluation and for its reaccreditation visit.

A. Description

A new position, Director of Human Resources, was created in 2006 and is responsible for ensuring the integrity of staff searches and compliance with union agreements and state and federal labor laws, as well as for aligning staff professional development opportunities with the College's mission.

Since our last decennial report, our nondiscriminatory policies in recruitment, admissions, and employment have been expanded to include gender identity as a protected class. An LSC women's group that was created in 2003, continues to meet biannually to support professional activities and recognize promotions and accomplishments of Lyndon's women employees. In addition, the Campus Climate Committee continues to serve as a standing committee in an advisory capacity to the president on matters affecting tolerance, civility, respect for human rights, and diversity.

The 10 year trend in the number of full-time faculty, part-time faculty, and incoming first-year students are shown by these figures from our 2000 Decennial Self-study Report, 2005 Fifth-Year Interim Report, and this 2010 Decennial Self-study Report:

	<u>Full-time Faculty</u>	<u>Part-time Faculty</u>	<u>Incoming Students</u>
Fall 2000	62	65	412
Fall 2005	59	95	509
Fall 2009	59	105	526

From this, it appears as though the demand for general education courses has increased and that the demand had been covered by employment of additional part-time faculty. Lyndon has a rigorous, contractual, system for hiring part-time instructors which typically includes the involvement of the appropriate department chairperson and a several-step review process of classroom effectiveness after hiring (including student evaluations of the instructor). The institution is confident that the integrity of general education course offerings has not been adversely affected.

Typically, each semester after course preregistration is completed, the associate academic dean and the registrar review course enrollments for cancellations/combinations of low-enrollment courses and course sections. After completion of the spring 2010 pre-registration period (for fall 2010 classes), a dip in expected fall deposits and a BoT directive limiting tuition increase to 3 percent combined so that the college foresaw a significant shortfall in revenues for fall 2010.

As a result, the institution cancelled low enrolled classes quickly (in late spring instead of the usual mid-summer) in an attempt to balance the budget and to resolve student scheduling problems before the summer recess.

However, the administration, in its attempt to notify students early clearly moved too quickly. Faculty did not have adequate notification which caused confusion, frustration, and a feeling of disenfranchisement with respect to the college mission of preparing students for success. The President apologized to the faculty, but recognizes that the faculty irritation of this action still lingers. It is also clear that an important lesson about timing institutional communications was learned.

The campus has learned through this self-study process that an area of integrity that it needs to devote time, energy, and effort to is the community acting internally with integrity. The recent unprecedented changes in the American higher education environment have caused stress within this college community. We learned that sharing information at all campus meetings is not the same as being in dialog or true discussion, talking is not the same as asking, hearing is not the same as listening. We need to all make it more evident that we value constructive input. Everyone needs to acknowledge that some members of the community feel like they have not been asked or heard and all must take steps to change that. We need to acknowledge that we are in this period of rapid change together, that we need everyone's good ideas and everyone pulling together, not apart. We all (administration, faculty, and staff) need to acknowledge the gaps (or chasms, schisms, or and gulfs; which may be large or small depending on who you are what your perspective is) that each exist between those three segments of the college community. We need to acknowledge that the way to bridge those gaps is by listening to each other, even when we disagree. We all need to reach out to those who disagree and given them an opportunity to be heard.

Data sensitivity and identity theft have become a concern at Lyndon, as elsewhere. The theft of a laptop in March 2006 that may have contained personal information on employees and students, including names, social security numbers, addresses, dates of birth, and payroll information, led to the development of an information sensitivity policy by the VSC Security Policy Steering Committee. The policy covers all types of administrative data that we use, and includes who can have access to that data, how it can be distributed both internally and externally, how it should be stored, and how it should be destroyed. Initial training was offered to all employees on how to comply with the policy, and a training module was developed that all new employees (faculty, staff, and students) are required to complete. New employees are also required to complete a training module on the Family Educational Rights and Privacy Act (FERPA).

As part of the comprehensive review of all Vermont State Colleges' policies, and specifically of VSC Policy 210 - *Employee Conflict of Interest Policy*, the Audit Committee of the VSC Board of Trustees asked the VSC Council of Presidents to develop an anonymous whistleblower process. The policy states that whereas all VSC employees have the obligation to

act in a manner consistent with their public responsibilities and to avoid any activity or behavior that is ethically, legally, financially, or otherwise questionable, anyone who experiences or discovers a situation or behavior that has the potential to cause serious ethical, legal, or financial harm to the VSC or one of the colleges should immediately notify their supervisor. In addition, in rare instances, it may be necessary to report a situation or behavior anonymously and, for those cases only, a VSC Whistleblower Hotline has been launched to provide an anonymous and confidential method to report suspected serious misconduct and/or breach of VSC policies.

The upcoming centennial in 2011 has continued to be a focus of the College, with discussion on what the campus should be like in 2011 in terms of academic quality, student body demographics, work environment, and physical environment. The College continues to hold annual campus-wide retreats to focus on this vision. Also, the president has two “State of the College” addresses each academic year. In addition, faculty and staff coffees are held to remind the community of campus-wide goals and update the community on progress toward those goals and listen to faculty and staff concerns.

A centennial fund-raising campaign, “The Second Century Campaign,” was launched in 2005 to help fund our strategic initiatives; for example, our program for first-in-family, moderate-income students (FFMI); assessment of institutional effectiveness; and connecting students’ learning needs with business and community development opportunities. The Lyndon Institutional Advancement Office (which is implementing this campaign) follows standard national fund-raising guidelines for integrity.

The 2008-2013 Strategic Plan (completed in 2010) integrated the goals that were established for “The Second Century Campaign” with other long-term College goals (for example, international recruitment to increase enrollment and add diversity to the student body). To ensure integrity and community support, the plan was developed with internal input (faculty, staff, and students) and external input (the Lyndon Board of Visitors, Alumni Council, and LSC Foundation).

Since our last decennial self-study report, two more bargaining units have been formed within the Vermont State Colleges’ system: the United Professionals (UP) Professional, Administrative, and Technical Unit; and the UP Supervisory Unit. Those bargaining unit *Agreements* have been added to the documents that govern employee relations and ensure the integrity of processes, such as hiring, grievances, and discipline.

B. Appraisal

The number of full-time faculty has not increased since our last decennial report (it has slightly decreased from 62 to 59), despite the commitment of the president to hire one additional full-time faculty member each year for the past five years, funding permitting. Several searches have been authorized, and a few new faculty have been hired each year; the resulting count is the result of the combination of faculty retirements, failed faculty searches, determination that a particular faculty vacancy does not need to be filled due to current enrollments in that major, and tight annual budgets. However, we have ensured that new full-time faculty hires have been targeted at those programs that have grown significantly recently (such as Music Business and Industry, Business Administration, Visual Arts, and Exercise Science).

The demand for General Education courses has increased; however, in an effort to offset some of the increased demands without losing academic quality of education, facilities, and instructors, classrooms are being better utilized. That is, we are ensuring that available course seats are filled without negative impact on teaching effectiveness (i.e., without exceeding longstanding class limits). For example, the following numbers show four of five classes with increases in “seats filled” during the last five years in the five general education courses required of all students (reported as the percent of total seats that are available, that were filled):

ART 1010 - “Experiencing the Arts”

2005 225 seats/216 used – 96% filled to capacity
2009 200 seats/201 used - 100.5% filled to capacity
Change in percent of seats filled: +4.5%

HUM 1030 – “Representing the World”

2005 150 seats/129 used - 86% filled to capacity
2009 150 seats/133 used - 88.7% filled to capacity
Change in percent of seats filled: +2.7%

INT 1020 – “Entering an Academic Community”

2005 405 seats/345 used - 85% filled to capacity
2009 436 seats/416 used - 95.4% filled to capacity
Change in percent of seats filled: +10.4%

SCI 1030 – “Life, Earth and Physical Sciences”

2005 200 seats/191 used - 95.5% filled to capacity
2009 200 seats/186 used - 93% filled to capacity
Change in percent of seats filled: -2.5%

SSC 1030 – “Experiencing the Social Sciences”

2005 250 seats/207 used - 82.8% filled to capacity
2009 250 seats/234 used - 93.6% filled to capacity
Change in percent of seats filled: +10.8%

Given both formal and informal assessments of the General Education core courses, the Faculty Assembly, in an effort to ensure the integrity of the General Education program, has requested that a faculty committee consider the question of whether the General Education program should be revised. The committee returned a positive recommendation and the process of review began in 2009. To date, a number of alternative models are being proposed and discussed. It is anticipated that any agreed-upon changes will be implemented in fall 2011.

All academic programs have had positive VSC Policy 101 reviews (i.e., they passed this review of enrollments, costs, personnel, facilities, outcomes, etc.) in the last five years. Recommendations regarding strengthening outcomes’ assessments for several programs have been implemented. Although the College administration reviews administrative offices in a similar manner on an on-going basis, because of the usefulness of the Policy 101 assessment process for academic programs, Lyndon has implemented departmental assessment in all its administrative programs as well as in its academic programs. Also, in spring 2010 we began

more systematic linkage between program annual goals and strategic plan objectives. In addition, also in spring 2010, we initiated a review of all administrative processes to determine inefficiencies and redundancies. In fact, this was the first concrete result from the implementation of the Baldrige process on campus in fall 2009. The results of applying the Baldrige process revealed “process review” as a high need on campus, and a review team was formed in spring 2010 with the charge to report to the campus Institutional Assessment and Improvement Board (IAIB) in December with recommendations for streamlining campus processes.

Lyndon created the position of Director of Assessment in 2009 to provide leadership for and integrity in building and sustaining an environment in which assessment activities are understood and practiced on campus for continuous quality improvement. This position will work with faculty and the IAIB (also created in 2009 with the Director of Assessment as cochair) to connect department learning outcomes with institutional learning outcomes, performance indicators, and strategic plan. It will also be responsible for producing an annual report for the president on institutional and departmental progress toward institutional performance indicators and student learning outcomes. Creating a “culture of evidence” has been a long process with some initial resistance, but now most all college departments are conducting assessments.

Lyndon residence halls bed capacity is better utilized without negative impact on the quality of the housing experience (that is, without exceeding occupancy capacities). Typically, after all available beds are filled, a few additional students (about 15) are enrolled, housed in a local hotel, and moved to residence hall spaces as quickly as beds become available due to early withdrawals from classes (typically within two to three weeks). To ensure integrity of operation in this situation, only nonfreshmen students are hand selected for this situation, affected students are informed of this eventuality well before classes, are placed in this situation only if they (and parents, as appropriate) agree to it, and are supervised by residence hall staff. In addition, the construction of the Rita Bole Complex has relieved previous overcrowding (in the mid-1990s three students were sometimes housed in rooms designed for two students. We have now been able to abandon that practice, and, anecdotally, this seems to have been one of many factors that have helped retention).

C. Projection

- During 2010-2011, the College will continue to fulfill the VSC commitment to not unduly rely on part-time faculty by filling full-time faculty vacancies where enrollments dictate and to increase total full-time faculty numbers, both as funding allows.
- During 2010-2011, the College will continue to make efficient use of its facilities, especially classroom seat capacities and residence halls’ bed capacities, with integrity.
- During 2010-2011, the General Education Committee will continue to move toward revising the program in the best interests of student liberal arts education and the achievement of the General Education student learning outcomes, by fall 2011.
- During 2010-2011, the Director of Assessment and the IAIB will continue to implement and oversee assessment activities at Lyndon and produce its first annual report to the president by late fall 2010.

Institutional Effectiveness

The Office of the Chancellor, in conjunction with the Council of Presidents, reviews system policies for consistency, currency, and adequacy. They have just completed a review of all policies and made changes (updates, additions, and deletions) where appropriate. The Faculty Assembly reviews all Lyndon academic policies for currency through its Academic Policy Committee. Administrative policies are reviewed and changed where necessary, by the Deans' Council.





New England Association of Schools and Colleges
Commission on Institutions of Higher Education
209 Burlington Road, Suite 201 • Bedford, MA 01730
phone: (781) 271-0022 • fax: (781) 271-0950
<http://cihe.neasc.org>

"DATA FIRST" FORMS

Revised October 2009

General instructions:

Data First forms supplement the institution's comprehensive self-study or fifth-year report. Each of the 25 forms is on a separate spreadsheet of this Excel workbook. Much of the information requested is readily available on audited financial statements, yearly IPEDS surveys, and other institutional reports and publications.

When entering financial data, please round to the nearest thousand. If your institution tabulates data in a different way from what is requested on the form, clearly explain your methodology on the form and report the data in the way that is consistent with your institution's normal practices.

Data First forms are protected to ensure that they are not inadvertently changed, and cells containing certain formulas are locked. If you wish to add rows or adjust column widths, you may unprotect the spreadsheet by selecting the "Protection" option from the "Tools" menu. The required **password is "ark"** (lower case, no quotation marks).

Instructions and definitions are embedded in each form. This version of the Data First forms has been formatted to print the forms and the embedded instructions. If you wish to print the forms only, you can find a specially formatted version of Data First forms on the Commission website: <http://cihe.neasc.org>.

If you have questions about completing the Data First forms, please call Julie Alig (781-541-5408) or any other member of the Commission staff for assistance.

"DATA FIRST" FORMS

GENERAL INFORMATION

Institution Name: Lyndon State College

OPE ID: ? 368900

		Annual Audit	
		Certified:	Qualified
		Yes/No	Unqualified
Financial Results for Year Ending:	? 06/30		
Most Recent Year	? 2009	Yes	Unqualified
1 Year Prior	2008	Yes	Unqualified
2 Years Prior	2007	Yes	Unqualified

Budget / Plans

Current Year	2010
Next Year	2011

Contact Person: ? Bruce Berryman

Title: Accreditation Liaison Officer

Telephone No: 802-626-6496

E-mail address bruce.berryman@lyndonstate.edu

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	URL	Date approved by the governing board
Institutional Mission Statement	http://www.lyndonstate.edu/AboutLyndonsMission.aspx	4/26/07

Mission Statement published	URL	Print publication
Undergraduate Catalog	http://gateway.lsc.edu/content.php?catoid=13&navoid=158	Undergraduate Catalog
Strategic Plan	https://europa.ccv.vsc.edu/bbcswebdav/institution/LSC%20-%20Lyndon%20State%20College/PresidentsOffice/LSC-PRS-StrategicPlan.pdf	Strategic Plan
3		
4		

Related statements	URL	Print Publications
N.A.		
2		
3		

Standard 2: Planning and Evaluation

PLANS

Strategic Plans

Immediately prior strategic plan

Year of completion	Effective dates	URL or folder number
2008	2004-2009	https://europa.ccv.vsc.edu/bbcswebdav/institution/LSC%20-%20Lyndon%20State%20College/PresidentsOffice/LSC-PRS-StrategicPlan.pdf
2010	2008-2013	
	2010-2013	link to draft, if available

Current Strategic Plan

Next strategic plan

Other institution-wide plans

Master plan

Academic plan

Financial plan

Technology plan

Enrollment plan

Development plan

(Add rows for additional institution-wide plans, as needed.)

2011	2011-2016	See Workroom file
2011	2010-2011	See Workroom file
2012	2009-2012	See Workroom file
2011	2008-2011	See Workroom file

Plans for major units (e.g., departments, library)

1 NA			
2			
3			
4			

(Add rows for additional plans, as needed.)

EVALUATION

Academic program review

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

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

2006
Every year, rotated by department

Sample program review reports (name of unit or program)

VSC Policy 101 (current program), 109 (new program)
VSC Policy 109 (low enrolled program)
all Policy 101 reviews of LSC program in work rm

(Insert additional rows, as appropriate.)

URL

https://callisto.ccv.vsc.edu/webapps/blackboard/content/listContent.jsp?course_id=95069_1&content_id=551110_1
https://callisto.ccv.vsc.edu/webapps/blackboard/content/listContent.jsp?course_id=95069_1&content_id=551110_1

System to review other functions and units

Program review schedule (every X years or URL of schedule)

--

Sample program review reports (name of unit or program)

1
2
3

(Insert additional rows, as appropriate.)

Other significant evaluation reports (Name and URL or Location)

Example: <i>Advising: www.notrealcollege.edu/advising</i>
1 ROPA
2 Exercise Science
3

(Insert additional rows, as appropriate.)

Date
1995
Work room
Work room

Standard 3: Organization and 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 "related 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 related entity

Vermont State Colleges

URL of documentation of relationship

www.vsc.edu

Governing board

URL

By-laws

<https://europa.ccv.vsc.edu/bbcswebdav/institution/VSC%20-%20Vermont%20State%20Colleges/VSC%20Governance/Board%20of%20Trustees/Board%20-%20Roles%20and%20Responsibilities.pdf>

Board members' names and affiliations

https://callisto.ccv.vsc.edu/bbcswebdav/xid-849135_4

Board committees

URL or document name for meeting minutes

?	VSC Board of Trustees
	Audit
	Finance and Facilities
	EPSL

https://callisto.ccv.vsc.edu/webapps/portal/frameset.jsp?tab_id= 236_1
https://callisto.ccv.vsc.edu/webapps/portal/frameset.jsp?tab_id= 236_1
https://callisto.ccv.vsc.edu/webapps/portal/frameset.jsp?tab_id= 236_1
https://callisto.ccv.vsc.edu/webapps/portal/frameset.jsp?tab_id= 236_1

(Insert additional rows as appropriate.)

Major institutional committees or governance groups*

URL or document name for meeting minutes

Deans' Council
President's Council
Strategic Planning Steering Committee
Deans' Advisory Board

See Workroom file
See Workroom file
https://callisto.ccv.vsc.edu/webapps/portal/frameset.jsp?tab=community&url=%2Fbin%2Fcommon%2Fcourse.pl%3Fcourse_id%3D_30079_1
See Workroom file

(Insert additional rows as appropriate.)

*Include faculty, staff, and student groups

Standard 3: Organization and Governance (Locations and Modalities)

Campuses, Branches, Locations, and Modalities currently in operation (See definitions, below)

(Insert additional rows as appropriate.)

	City	State or Country	Date Initiated
Main campus	Lyndonville	VT	3/25/1911
Other principal campuses	NA		
Branch campuses	NA		
Other instructional locations	NA		

Distance Learning, e-learning

First on-line course

First program 50% or more on-line

First program 100% on-line

Date Initiated

2005
2011

Distance Learning, other

Modality

NA

Date Initiated

Correspondence Education

NA

Date Initiated

Definitions

Main campus: primary campus, including the principal office of the chief executive officer.

Other principal campus: a campus away from the main campus that either houses a portion or portions of the institution's academic program (e.g., the medical school) or a permanent location offering 100% of the degree requirements of one or more of the academic programs offered on the main campus and otherwise meets the definition of the branch campus (below).

Branch campus (federal definition): a location of an institution that is geographically apart and independent of the main campus which meets all of the following criteria: a) offers 50% or more of an academic program leading to a degree, certificate, or other recognized credential, or at which a degree may be completed; b) is permanent in nature; c) has its own faculty and administrative or supervisory organization; d) has its own budgetary and hiring authority.

Instructional location: a location away from the main campus where 50% or more of a degree or Title-IV eligible certificate can be completed.

Distance Learning, e-learning: A degree or Title-IV eligible certificate for which 50% or more of the courses can be completed entirely on-line.

Distance Learning, other: A degree or Title IV certificate in which 50% or more of the courses can be completed entirely through a distance learning modality other than e-learning.

Correspondence Education (federal definition): Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced. Correspondence education is not distance education.

Standard 4: The Academic Program
(Summary - Enrollment and Degrees)

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

Degree Level/ Location & Modality	Main campus FTE	Other Campus FTE	Branches FTE	Other Locations FTE	Overseas locations FTE	On-Line FTE	Corres- pondence FTE	Total FTE	Unduplicated Headcount Total	Degrees Awarded, last year
Associates	38							38	42	31
Bachelors	1,266							1,266	1,299	183
Masters	12							12	19	4
Clinical doctorates (e.g., Pharm.D., DPT, Au.D.)	NA									
Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	NA									
M.D., J.D., DDS	NA									
Ph.D.	NA									
Total Degree- Seeking	1,316	0	0	0	0	0		1,316	1,360	218
Non-matriculated students	NA									n.a.
Visiting Students	NA									n.a.

Title IV-Eligible
Certificates

										Certificates awarded, last year
Students seeking certificates	35							35	40	0

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

Note: Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.

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

For Fall Term, as of Census Date		3 Years Prior (FY 2007)	2 Years Prior (FY2 008)	1 Year Prior (FY 2009)	Current Year (FY 2010)	Goal for next Year (FY 2011)
Certificate						
?	EDUCATION	1	1	3	1	5
	ENGLISH				1	3
	GENERAL STUDIES		38	34	35	40
	SECONDARY EDUCATION	1	2	2	3	5
	SOCIAL SCIENCE	1	1			3
	Total	3	42	39	40	56

Associate						
?	BUSINESS	19	18	22	13	20
	COMPUTNG	2	1	1	4	5
	DIGITAL MEDIA	2	3	5	3	5
	GENERAL STUDIES	38	8	6	7	7
	GEOGRAPHIC INFORMATION SYSTEMS		1			-
	GRAPHIC DESIGN	14	9	12	7	8
	SPECIAL EDUCATION			1	1	2
	TELEVISION STUDIES			1	1	2
	TELEVISION PRODUCTION	4	10	5	4	2
	VISUAL ARTS				2	5
?	Undeclared					
	Total	79	50	53	42	56

Baccalaureate						
?	ACCOUNTING	20	30	16	23	28
	ANIMATION/ILLUSTRATION			3	11	15
	ATMOSPHERIC SCIENCES				36	60
	BUSINESS				3	10
	BUSINESS ADMINISTRATION	102	81	98	96	105
	COMPUTER INFORMATION SYSTEMS	20	22	20	17	20
	DESIGN & GRAPHIC COMMUNICATION	4	37	31	28	35
	DIGITAL MEDIA	36				-
	ELEMENTARY EDUCATION	110	105	101	93	100
	ENGLISH	69	67	68	51	55
	ENVIRONMENTAL SCIENCE	23	31	28	22	25
	EXERCISE SCIENCE	74	92	110	110	120
	EXPLORATIONS		43	49	64	70
	GLOBAL STUDIES	9	8	15	9	12
	GRAPHIC DESIGN	73	86	102	103	110
	HEALTH SCIENCE	11	4			-
	HUMAN SERVICES	78	64	66	78	85
	INTERACTIVE DIGITAL MEDIA	2				-
	LIBERAL STUDIES	26	28	25	16	25
	MATHEMATICS	13	9	10	16	20
	METEOROLOGY	99	91	76	48	30
	MOUNTAIN RECREATION MANAGEMENT				42	50
	MUSIC BUSINESS & INDUSTRY		17	49	73	80
	NATURAL SCIENCE	22	23	26	22	30

PHILOSOPHY					2	5
PHYSICAL EDUCATION		8	11	17	29	35
PSYCHOLOGY		59	59	47	57	65
REC RES MGT & SKI RESORT MGT		99	107	84	53	60
SMALL BUSINESS MANAGEMENT		21	22	12	20	25
SOCIAL SCIENCE		39	44	47	47	50
SUSTAINABILITY STUDIES					6	10
TELEVISION STUDIES		114	117	116	123	130
Undeclared		77	30	5		
Total		1,208	1,228	1,221	1,298	1,465
Total Undergraduate		1,290	1,320	1,313	1,380	1,577

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

?

	3 Years <u>Prior</u> (FY 2007)	2 Years <u>Prior</u> (FY 2008)	1 Year <u>Prior</u> (FY 2009)	Current <u>Year</u> (FY 2010)	Goal for next <u>Year</u> (FY 2011)
--	---------------------------------------	---------------------------------------	--------------------------------------	--------------------------------------	--

For Fall Term, as of Census Date

Master's

?	CURRICULUM AND INSTRUCTION				2	5
	EDUCATION	6	12	12	16	21
	TEACHING	1	1		1	3
Total		7	13	12	19	29

Doctorate

?	NA					
Total		-	-	-	-	-

First Professional

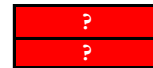
?	NA					
Total		-	-	-	-	-

Other

?						
Total		-	-	-	-	-

Total Graduate	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	7	13	12	19	29	

Standard 4: The Academic Program
(Credit Hours Generated By Department or Comparable Academic Unit)



	3 Years <u>Prior</u> (FY 2007)	2 Years <u>Prior</u> (FY2008)	1 Year <u>Prior</u> (FY 2009)	Current <u>Year</u> (FY 2010)	Goal for next <u>Year</u> (FY 2011)
Undergraduate					
? Atmospheric Sciences	1124	1,091	1,075	888	700
Busines	3093	3,021	3,462	3,287	3,350
Education	1186	985	1,336	1,187	1,200
English, Philosophy & Film	4410	4,650	4,706	4,845	4,900
Exercise Science	1522	1,796	1,949	2,060	2,100
General Education	5583	5,715	5,497	5,195	5,300
Mathematics/Computer Science	3826	3,747	3,400	3,457	3,550
Mountain Recreation Management	1729	1,717	1,496	1,738	1,775
Music & Performing Arts	1397	1,717	1,373	1,663	1,700
Natural Science	2216	2,252	2,298	2,131	2,150
Psychology	3061	2,804	2,625	2,701	2,750
Secondary Education	169	167	186	219	225
Social Sciences	2074	2,087	2,183	2,205	2,250
Television Studies	1522	1,829	1,952	2,050	2,100
Visual Arts	1953	2,311	2,789	3,223	3,275
Total	34,865	35,889	36,327	36,848	37,325

Graduate

Graduate Education	38	252	169	217	225
Total	38	252	169	217	225

Standard 5: Faculty
(Rank, Gender, and Salary, Fall Term)



		3 Years Prior (FY 2007)		2 Years Prior (FY 2008)		1 Year Prior (FY 2009)		Current Year (FY 2010)		Next Year (FY 2011)	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty											
Professor	Male	17		18		14		12		12	
	Female	6		8		8		9		9	
Associate	Male	6		6		7		7		7	
	Female	8		5		5		5		5	
Assistant	Male	13		11		17		17		20	
	Female	5		10		8		7		8	
Instructor	Male	2		1				1		1	
	Female	1						1		2	
Other	Male		61		62		61		60		59
	Female		43		47		45		43		42
Total	Male	38	61	36	62	38	61	37	60	40	59
	Female	20	43	23	47	21	45	22	43	24	42

Total Faculty

Professor	23	-	26	-	22	-	21	-	21	-
Associate	14	-	11	-	12	-	12	-	12	-
Assistant	18	-	21	-	25	-	24	-	28	-
Instructor	3	-	1	-	-	-	2	-	3	-
Other	-	104	-	109	-	106	-	103	-	101
Total	58	104	59	109	59	106	59	103	64	101

Salary for Academic Year

		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Professor	Minimum	48		54		59		56		57	
	Mean	59		64		69		71		72	
Associate	Minimum	35		44		49		52		53	
	Mean	46		49		55		57		58	
Assistant	Minimum	33		31		35		37		38	
	Mean	39		41		44		46		47	
Instructor	Minimum	28						32		33	
	Mean	28						37		38	
Other	Minimum		1		1		1		1		1
	Mean		7		8		9		9		10

Standard 5: Faculty (Highest Degrees and Teaching Assignments, Fall Term)

		3 Years Prior (FY 2007)		2Years Prior (FY 2008)		1 Year Prior (FY 2009)		Current Year (FY 2010)		Next Year (FY 2011)	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Highest Degree Earned: Doctorate											
Professor		19		22		19		18		18	
Associate		11		8		6		5		5	
Assistant		10		10		12		9		14	
Instructor		NA									
Other			12		11		12		11		11
Total		40	12	40	11	37	12	32	11	37	11

Highest Degree Earned: Master's											
Professor		4		4		3		3		3	
Associate		3		4		6		7		7	
Assistant		8		10		12		14		13	
Instructor		2		1							
Other			44		43		48		41		40
Total		17	44	19	43	21	48	24	41	23	40

Highest Degree Earned: Bachelor's											
Professor		NA									
Associate		NA									
Assistant		1		1		1		1		1	
Instructor		1						1		2	
Other			37		46		36		39		38
Total		2	37	1	46	1	36	2	39	3	38

Highest Degree Earned: Professional License											
Professor		NA									
Associate		NA									
Assistant		NA									
Instructor		NA									
Other			3		3		2		2		2
Total		-	3	-	3	-	2	-	2	-	2

Fall Teaching Load, in credit hours											
Professor	Maximum	22		22		21					
	Median	12		13		15					
Associate	Maximum	19		20		20					
	Median	15		17		15					
Assistant	Maximum	20		20		21					
	Median	15		12		12					
Instructor	Maximum	14									
	Median	14									
Other	Maximum										
	Median										

Explanation of teaching load (if not measured in credit hours):

Standard 5: Faculty
(Appointments, Tenure, Departures, and Retirements, Full Academic Year)

	3 Years		2 Years		1 Year		Current Year		Next Year	
	<u>Prior</u>		<u>Prior</u>		<u>Prior</u>				<u>Year</u>	
	(FY 2007)		(FY 2008)		(FY 2009)		(FY 2010)		(FY 2011)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
# of Faculty Appointed ?										
Professor	NA									
Associate	1									
Assistant	7		5		8				4	
Instructor							1		1	
Other										
Total	8	-	5	-	8	-	1	-	5	-
# of Faculty in Tenured Positions ?										
Professor	23		26		22		21		21	
Associate	10		8		10		10		11	
Assistant	NA									
Instructor	NA									
Other										
Total	33	-	34	-	32	-	31	-	32	-
# of Faculty Departing ?										
Professor	NA									
Associate			2							
Assistant	2				1		2			
Instructor			1							
Other										
Total	2	-	3	-	1	-	2	-	-	-
# of Faculty Retiring ?										
Professor	1		4		2		-		1	
Associate	NA									
Assistant	NA									
Instructor	NA									
Other										
Total	1	-	4	-	2	-	-	-	1	-

(Number of Faculty by Department or Comparable Unit, Fall Term)

[illegible]

Standard 6: Students
(Admissions, Fall Term)

?

Credit Seeking Students Only - Including Continuing Education

	2 Years <u>Prior</u> (FY 2007)	1 Year <u>Prior</u> (FY 2008)	Current <u>Year</u> (FY 2009)	Next Year <u>Forward</u> (FY 2010)	2 Years <u>Forward</u> (FY 2011)
Freshmen - Undergraduate	?				
Completed Applications	1,475	1,328	1,348	1,218	1,300
Applications Accepted	1,292	1,222	1,201	1,100	1,200
Applicants Enrolled	388	355	394	360	390
% Accepted of Applied	87.6%	92.0%	89.1%	90.3%	92.3%
% Enrolled of Accepted	30.0%	29.1%	32.8%	32.7%	32.5%

Percent Change Year over Year

Completed Applications	-	-10.0%	1.5%	-9.6%	6.7%
Applications Accepted	-	-5.4%	-1.7%	-8.4%	9.1%
Applicants Enrolled	-	-8.5%	11.0%	-8.6%	8.3%

Average of Statistical Indicator of Aptitude of Enrollees: (Define Below)

SAT Math plus Critical Reading	912	938	942	950	960
--------------------------------	-----	-----	-----	-----	-----

Transfers - Undergraduate

Completed Applications	241	182	164	152	165
Applications Accepted	184	153	164	124	150
Applications Enrolled	100	84	80	60	75
% Accepted of Applied	76.3%	84.1%	100.0%	81.6%	90.9%
% Enrolled of Accepted	54.3%	54.9%	48.8%	48.4%	50.0%

Master's Degree

Completed Applications					
Applications Accepted					
Applications Enrolled	4	6	4	5	7
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-

First Professional Degree - All Programs

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	-	-	-	-	-

Standard 6: Students
(Enrollment, Fall Census Date)

?

Credit-Seeking Students Only - Including Continuing Education

		2 Years Prior (FY 2007)	1 Year Prior (FY 2008)	Current Year (FY 2009)	Next Year Forward (FY 2010)	2 Years Forward (FY 2011)
UNDERGRADUATE						
First Year	Full-Time Headcount	591	596	585	550	580
	Part-Time Headcount	21	24	19	20	20
	Total Headcount	612	620	604	570	600
	Total FTE	605.0	611.0	595.0	564.0	594.0
Second Year	Full-Time Headcount	238	220	285	252	236
	Part-Time Headcount	18	21	24	20	20
	Total Headcount	256	241	309	272	256
	Total FTE	249.0	233.0	302.0	264.0	248.0
Third Year	Full-Time Headcount	195	207	202	261	227
	Part-Time Headcount	21	23	17	20	20
	Total Headcount	216	230	219	281	247
	Total FTE	208.0	220.0	213.0	270.0	237.0
Fourth Year	Full-Time Headcount	190	184	201	200	255
	Part-Time Headcount	46	38	48	40	40
	Total Headcount	236	222	249	240	295
	Total FTE	216.0	209.0	228.0	223.0	274.0
Unclassified	Full-Time Headcount	-				
	Part-Time Headcount					
	Total Headcount	-	-	-	-	-
	Total FTE					
Total Undergraduate Students						
	Full-Time Headcount	1,214	1,207	1,273	1,263	1,298
	Part-Time Headcount	106	106	108	100	100
	Total Headcount	1,320	1,313	1,381	1,363	1,398
	Total FTE	1,278.0	1,273.0	1,338.0	1,321.0	1,353.0
	% Change FTE Undergraduate	na	-0.4%	5.1%	-1.3%	2.4%
GRADUATE						
	Full-Time Headcount	1	-	6	10	15
	Part-Time Headcount	12	12	13	20	25
	Total Headcount	13	12	19	30	40
	Total FTE	4.8	4.7	12.2	17.0	20.0
	% Change FTE Graduate	na	-2.1%	159.6%	39.3%	17.6%
GRAND TOTAL						
	Grand Total Headcount	1,333	1,325	1,400	1,393	1,438
	Grand Total FTE	1,282.8	1,277.7	1,350.2	1,338.0	1,373.0
	% Change Grand Total FTE	na	-0.4%	5.7%	-0.9%	2.6%

Standard 6: Students
(Financial Aid, Debt, and Developmental Courses)

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

First in family, low to moderate income

Fiscal year ends month & day (6/30)	2 years prior	Most recently completed year	Current budget	Next year forward (goal or projection)	Two years forward (goal or projection)
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012

? **Student Financial Aid**

Total Federal Aid	\$10,507	\$11,353	\$12,872	\$13,577	\$14,331
Grants	\$1,743	\$1,816	\$2,573	\$2,573	\$2,573
Loans	\$8,547	\$9,311	\$10,069	\$10,774	\$11,528
Work Study	\$217	\$226	\$230	\$230	\$230
Total State Aid	\$891	\$767	\$750	\$750	\$750
Total Institutional Aid	\$1,199	\$1,308	\$1,200	\$1,200	\$1,200
Grants	\$1,199	\$1,308	\$1,200	\$1,200	\$1,200
Loans	\$593	\$586	\$479	\$479	\$479
Total Private Aid	na				
Grants	na				
Loans	\$0	\$0	\$0	\$0	\$0

Student Debt

Percent of students graduating with debt*

Undergraduates	77%	83%	84%	85%	86%
Graduates	na				

Average amount of debt for students with debt

Undergraduates	\$28,557	\$23,533	\$24,500	\$25,500	\$26,500
Graduates	na				

Percent of First-year students in Developmental Courses**

English as a Second/Other Language	0%	0%	0%	0%	0%
English (reading, writing, communication skills)	22%	21%	18%	17%	16%
Math	49%	42%	44%		
Other	0%	0%	0%	0%	0%

* All students who graduated should be included in this calculation.

**Courses for which no credit toward a degree is granted.

Standard 7: Library and Other Information Resources (Library)

	?				
	3 years prior	2 years prior	Most recently completed year	Current year (actual or projection)	Next year (goal)
	FY '07	(FY '08)	(FY '09)	(FY '10)	(FY '11)
Expenditures/FTE student					
Materials	\$ 109	\$ 85	\$ 76	\$ 76	\$ 70
Salaries & Wages	\$ 224	\$ 247	\$ 230	\$ 230	\$ 220
Other operating	\$ 16	\$ 3	\$ 14	\$ 14	\$ 12
Collections					
Total print volumes	99,973	99,825	99,271	98,000	96,000
Electronic books	1,519	1,875	1,954	2,500	3,000
Print/microform serial subscriptions	485	394	346	320	300
Full text electronic journals	24,925	n/a	48,792	50,000	53,000
Microforms	34,333	34,591	36,229	37,000	38,000
Total media materials	10,909	10,301	11,109	12,000	13,000
Personnel (FTE)					
Librarians -- main campus	3.0	3.0	2.0	2.0	2.0
Librarians -- branch campuses					
Other library personnel -- main campus	5.0	5.0	5.0	5.0	5.0
Other library personnel -- branch campus					
Library Instruction					
Total sessions -- main campus	69	48	35	50	45
Total attendance - main campus	976	626	535	550	500
Total sessions -- branch campuses					
Total attendance -- branch campuses					
Reference and Reserves					
In-person reference questions	5721	5419	4514	4600	4550
Virtual reference questions	n/a				
Traditional Reserves:	n/a				
courses supported	Don't track			70	75
items on reserve	Don't track			416	420
E-Reserves:					
courses supported	n/a				
items on e-reserve	n/a				
Circulation (do not include reserves)					
Total/FTE student	19	17	16	20	18
Total full-text article requests	47237	42186	44048	42000	44000
Number of hits to library website					
Student borrowing through consortia or contracts					
Availability/attendance					
Hours of operation/week main campus	84	84	84	84	80
Hours of operation/week branch campuses	n/a				
Gate counts/year -- main campus	103977	119428	120228	125,000	125000
Gate counts/year -- average branch campuses	n/a				
URL of most recent library annual report:	http://community.lyndonstate.edu/library/AboutUs/tabid/193/				
URL of Information Literacy Reports:					

Standard 7: Library and Other Information Resources (Information Technology)

?

3 years prior 2 years prior Last year Current year
(goal or projection)

(FY 2007) (FY 2008) (FY 2009) (FY 2010) (FY 2011)

Number (percent) of students with own computers	83%	85%	89%	91%	93%
--	-----	-----	-----	-----	-----

? **Course management system**

BlackBoard/Moodle

Number of classes using the system

Classes on the main campus

Classes offered off-campus

Distance education courses

216	231	252	268	280
0	0	0	0	0
0	0	0	3	7

Bandwidth

On-campus network

Off-campus access

commodity internet (Mbps)

high-performance networks (Mbps)

Wireless protocol(s)

100mb	100mb	100mb	100mb	100mb
30mb	30mb	30mb	50mb	50mb
0	0	0	0	0
a/b/g	a/b/g	a/b/g/n	a/b/g/n	a/b/g/n

Network

Percent of residence halls connected to network

wired

wireless

Percent of classrooms connected to network

wired

wireless

Public wireless ports

100%	100%	100%	100%	100%
0%	0%	10%	25%	75%
100%	100%	100%	100%	100%
25%	25%	75%	100%	100%

Multimedia classrooms (percent)

Main campus

Branches and locations

30%	49%	64%	66%	70%
0%	0%	0%	0%	0%

IT Personnel (FTE)

Main campus

Branch campuses

Dedicated to distance learning

4.0	4.0	4.0	4.0	5.0
0.0	0.0	0.0	0.0	0.0
1.0	1.0	0.0	0.0	0.0

Software systems and versions

Students

Finances

Human Resources

Advancement

Library

website management

portfolio management

interactive video conferencing

digital object management

Datatel Colleague
Datatel Colleague
Datatel Colleague
BlackBaud
SIRSI
DOT NET Nuke
Blackboard/Moodle
Adobe Connect
BlackBoard/MS Sharepoint

Standard 8: Physical and Technological Resources

Campus location	Serviceable Buildings	Assignable Square feet (000)
main campus	28	407
other U.S. locations		
international locations		

	2 years prior (FY 2008)	1 year prior (FY 2009)	Current Year (FY 2010)	Next Year Goal (FY 2011)	Goal in 2 years (FY 2012)
Revenue (\$000)					
Capital appropriations (public institutions)	\$323	\$323	\$323	\$355	\$385
Operating budget	\$874	\$1,180	\$1,172	\$450	\$450
Gifts and grants	\$0	\$153	\$464	\$250	\$250
Debt	\$820	\$7,276	\$3,188	\$2,575	\$0
TOTAL	\$2,017	\$8,932	\$5,147	\$3,630	\$1,085
Expenditures (\$000)					
New Construction	\$505	\$6,534	\$3,145	\$0	\$0
Renovations, maintenance and equipment	\$1,329	\$2,337	\$1,791	\$3,405	\$860
Technology	\$183	\$61	\$211	\$225	\$225
TOTAL	\$2,017	\$8,932	\$5,147	\$3,630	\$1,085

Assignable square feet (000)	Main campus	Off-campus	Total
classroom	30		30
laboratory	11		11
office	31		31
study	12		12
special	84		84
general	116		116
support	0		0
residential	120		120
other	3		3

Major new buildings, past 10 years

Building name	Purposes	Assignable Square Feet (000)	Cost (000)	Year
Rita Bole Complex	Resident Halls & Admin	52	6420	2005
ASAC	Academic Center	30.1	10050	2010

New buildings, planned for next 5 years

Building name	Purposes	Assignable Square Feet	Cost (000)	Year
NONE				

Major Renovations, past 10 years

The list below includes renovations costing \$_____ or more

Building name	Purposes	Assignable Square Feet	Cost (000)	Year
Harvey Academic Ctr	Classrooms & Offices	19.5	\$2,500	09-'10
Stonehenge Res Halls	Residence Halls		\$1,063	07-'10
Vail Parking Lot	Parking Lot		\$1,100	09-'10
Fitness Center	Fitness Facility	7.5	\$590	2006

Renovations planned for next 5 years

The list below includes renovations costing \$_____ or more

Building name	Purposes	Assignable Square Feet	Cost (000)	Year
Activities Bldg Elevator	Meet ADA requirements	n/a	\$575	2011
Stonehenge Upgrades	Improve Bathrooms/flooring		\$750	11-'15
Stonehenge Parking Lot	Expansion/Upgrades	153.6	\$2,000	2011

Standard 9: Financial Resources
(Statement of Financial Position/Statement of Net Assets)

FISCAL YEAR ENDS month & day: (06 /30)		2 YEARS PRIOR (FY 2008)	1 YEAR PRIOR (FY 2009)	MOST RECENT YEAR	Percent Change yrs-1 yr prior	2 1 yr-most recent	
Note	ASSETS 6/30/2010**						
1	?	CASH AND SHORT TERM INVESTMENTS	(\$2,223,665)	(\$743,643)	\$108,378	-66.6%	-114.6%
	?	CASH HELD BY STATE TREASURER				-	-
	?	DEPOSITS HELD BY STATE TREASURER				-	-
2	?	ACCOUNTS RECEIVABLE, NET	\$225,738	\$312,885	\$377,605	38.6%	20.7%
	?	CONTRIBUTIONS RECEIVABLE, NET	\$58,994	\$33,513	\$107,718	-43.2%	221.4%
	?	INVENTORY AND PREPAID EXPENSES	\$64,758	\$109,963	\$118,449	69.8%	7.7%
	?	LONG-TERM INVESTMENTS				-	-
	?	LOANS TO STUDENTS	\$1,343,014	\$1,326,679	\$1,322,181	-1.2%	-0.3%
	?	FUNDS HELD UNDER BOND AGREEMENT				-	-
	?	PROPERTY, PLANT AND EQUIPMENT, NET	\$15,024,777	\$22,179,790	\$25,292,415	47.6%	14.0%
3	?	OTHER ASSETS	\$8,339,022	\$6,767,814	\$8,693,838	-18.8%	28.5%
		TOTAL ASSETS	\$22,832,638	\$29,987,001	\$36,020,584	31.3%	20.1%
		LIABILITIES					
	?	ACCOUNTS PAYABLE AND ACCRUED LIABILITIES	\$1,081,178	\$1,960,116	\$1,433,772	81.3%	-26.9%
	?	DEFERRED REVENUE & REFUNDABLE ADVANCES	\$1,174,879	\$1,243,706	\$1,098,637	5.9%	-11.7%
	?	DUE TO STATE				-	-
	?	DUE TO AFFILIATES				-	-
	?	ANNUITY AND LIFE INCOME OBLIGATIONS				-	-
	?	AMOUNTS HELD ON BEHALF OF OTHERS				-	-
	?	LONG TERM DEBT	\$141,176	\$102,941	\$67,647	-27.1%	-34.3%
	?	REFUNDABLE GOVERNMENT ADVANCES	\$1,771,905	\$1,771,905	\$1,771,905	0.0%	0.0%
4	?	OTHER LONG-TERM LIABILITIES	\$1,364,120	\$2,728,240	\$3,591,546	100.0%	31.6%
		TOTAL LIABILITIES	\$5,533,258	\$7,806,908	\$7,963,507	41.1%	2.0%
		NET ASSETS					
		UNRESTRICTED NET ASSETS					
		INSTITUTIONAL	\$14,546,496	\$19,483,015	\$25,245,137	33.9%	29.6%
	?	FOUNDATION				-	-
		TOTAL	\$14,546,496	\$19,483,015	\$25,245,137	33.9%	29.6%
		TEMPORARILY RESTRICTED NET ASSETS					
		INSTITUTIONAL	\$635,839	\$409,173	\$439,748	-35.6%	7.5%
	?	FOUNDATION				-	-
		TOTAL	\$635,839	\$409,173	\$439,748	-35.6%	7.5%
		PERMANENTLY RESTRICTED NET ASSETS					
		INSTITUTIONAL	\$2,117,045	\$2,287,905	\$2,372,192	8.1%	3.7%
	?	FOUNDATION				-	-
		TOTAL	\$2,117,045	\$2,287,905	\$2,372,192	8.1%	3.7%
		TOTAL NET ASSETS	\$17,299,380	\$22,180,093	\$28,057,077	28.2%	26.5%
		TOTAL LIABILITIES AND NET ASSETS	\$22,832,638	\$29,987,001	\$36,020,584	31.3%	20.1%

Standard 9: Financial Resources
(Statement of Revenues and Expenses)

FISCAL YEAR ENDS month & day: (06 / 30)			2 YEARS PRIOR (FY 2009)	MOST RECENTLY COMPLETED YEAR (FY2010)	CURRENT BUDGET (FY 2011)	NEXT YEAR FORWARD (FY 2012)	TWO YEARS FORWARD (FY 2013)
		OPERATING REVENUES					
		**					
	?	TUITION & FEES	\$16,078,057	\$17,985,112	\$17,548,675	\$18,075,135	\$18,617,389
	?	ROOM AND BOARD	\$4,940,779	\$5,215,250	\$5,254,155	\$5,411,780	\$5,574,133
	?	LESS: FINANCIAL AID	(\$1,518,502)	(\$1,793,410)	(\$1,750,252)	(\$1,802,760)	(\$1,856,842)
		NET STUDENT FEES	\$19,500,334	\$21,406,952	\$21,052,578	\$21,684,155	\$22,334,680
	?	GOVERNMENT GRANTS & CONTRACTS	\$1,444,670	\$1,643,290	\$1,807,619	\$1,988,381	\$2,187,219
	?	PRIVATE GIFTS, GRANTS & CONTRACTS	\$269,018	\$375,774	\$413,351	\$454,687	\$500,155
	?	OTHER AUXILIARY ENTERPRISES				\$0	\$0
		ENDOWMENT INCOME USED IN OPERATIONS				\$0	\$0
	?	OTHER REVENUE (specify): Sales and service(conf&events, etc)	\$844,850	\$925,150	\$849,057	\$874,529	\$900,765
		OTHER REVENUE (specify): Interest income and Misc	\$181,948	\$247,318	\$209,459	\$215,743	\$222,215
		NET ASSETS RELEASED FROM RESTRICTIONS					
		TOTAL OPERATING REVENUES	\$22,240,820	\$24,598,484	\$24,332,064	\$25,217,494	\$26,145,034
		OPERATING EXPENSES					
	?	INSTRUCTION	\$8,001,044	\$8,589,511	\$8,847,196	\$9,112,612	\$9,385,991
	?	RESEARCH	\$0	\$0	\$0	\$0	\$0
	?	PUBLIC SERVICE	\$1,365,675	\$1,543,197	\$1,589,493	\$1,637,178	\$1,686,293
	?	ACADEMIC SUPPORT	\$2,031,716	\$2,455,857	\$2,529,533	\$2,605,419	\$2,683,581
	?	STUDENT SERVICES	\$2,667,406	\$1,804,957	\$1,859,106	\$1,914,879	\$1,972,325
	?	INSTITUTIONAL SUPPORT	\$7,071,872	\$8,187,682	\$8,433,312	\$8,686,312	\$8,946,901
		FUNDRAISING AND ALUMNI RELATIONS	\$483,952	\$372,068	\$383,230	\$394,727	\$406,569
	?	OPERATION, MAINTENANCE OF PLANT (if not allocated)	(\$4,525,763)	(\$3,341,928)	(\$4,040,751)	(\$4,060,256)	(\$4,067,374)
	?	SCHOLARSHIPS & FELLOWSHIPS (Cash refunded by public institutions)	\$3,232,950	\$3,828,194	\$3,943,040	\$4,061,331	\$4,183,171
	?	AUXILIARY ENTERPRISES	\$3,099,978	\$3,956,321	\$4,075,011	\$4,197,261	\$4,323,179
	?	DEPRECIATION (if not allocated)	\$987,348	\$1,323,819	\$1,500,000	\$1,545,000	\$1,591,350
	?	OTHER EXPENSES (specify):					
		OTHER EXPENSES (specify):					
		TOTAL OPERATING EXPENDITURES	\$24,416,178	\$28,719,678	\$29,119,170	\$30,094,462	\$31,111,986
		CHANGE IN NET ASSETS FROM OPERATIONS	(\$2,175,358)	(\$4,121,194)	(\$4,787,105)	(\$4,876,968)	(\$4,966,952)
		NON OPERATING REVENUES					
1	?	STATE APPROPRIATIONS (NET)	\$4,752,541	\$5,414,382	\$5,058,520	\$5,134,398	\$5,211,414
	?	INVESTMENT RETURN	\$157,615	(\$93,619)	\$357,203	\$367,919	\$378,957
	?	INTEREST EXPENSE (public institutions)					\$0
2		GIFTS, BEQUESTS & CONTRIBUTIONS NOT USED IN OPERATIONS	\$207,389	\$1,420,945	\$520,000	\$551,200	\$584,272
	?	OTHER (specify): Non-Operating Federal Grants	\$1,668,033	\$2,400,910	\$2,400,000	\$2,472,000	\$2,546,160
		OTHER (specify): Gain on sale of eqpt		\$11,000			
		OTHER (specify):					
		NET NON OPERATING REVENUES	\$6,785,578	\$9,153,618	\$8,335,723	\$8,525,517	\$8,720,802
		INCOME BEFORE OTHER REVENUES EXPENSES, GAINS, OR LOSSES	\$4,610,220	\$5,032,424	\$3,548,618	\$3,648,549	\$3,753,850
	?	CAPITAL APPROPRIATIONS (public institutions)	\$70,982	\$493,501	\$250,000	\$264,028	\$271,949
	?	OTHER	\$199,511	\$351,059	\$103,183	\$106,278	\$113,622
		TOTAL INCREASE/DECREASE IN NET ASSETS	\$4,880,713	\$5,876,984	\$3,901,801	\$4,018,855	\$4,139,421

Standard 9: Financial Resources
(Statement of Debt)

FISCAL YEAR ENDS month & day (/)			2 YEARS PRIOR (FY 2009)	MOST RECENTLY COMPLETED YEAR (FY2010)	CURRENT BUDGET (FY 2011)	NEXT YEAR FORWARD (FY 2012)	TWO YEARS FORWARD (FY 2013)
		DEBT					
		BEGINNING BALANCE					
		ADDITIONS					
		REDUCTIONS					
		ENDING BALANCE					
		INTEREST PAID DURING FISCAL YEAR					
		CURRENT PORTION					
		BOND RATING					
		DEBT COVENANTS (PLEASE DESCRIBE):					
		The various debt instruments are obligations of the Vermont State Colleges; therefore, the principal balances are not reported as debt of the individual institutions. The annual debt service is pro-rated to the colleges based on the original use of the debt proceeds and is recorded above as the annual reductions.					

**Standard 9: Financial Resources
(Supplemental Data)**

FISCAL YEAR ENDS month & day (/)		2 YEARS PRIOR (FY 2009)	MOST RECENTLY COMPLETED YEAR (FY2010)	CURRENT BUDGET (FY 2011)	NEXT YEAR FORWARD (FY 2012)	TWO YEARS FORWARD (FY 2013)	
		NET ASSETS					
		NET ASSETS BEGINNING OF YEAR	\$17,299,380	\$22,180,093	\$28,057,077	\$31,958,878	\$35,977,733
		TOTAL INCREASE/DECREASE IN NET ASSETS	\$4,880,713	\$5,876,984	\$3,901,801	\$4,018,855	\$4,139,421
		NET ASSETS END OF YEAR	\$22,180,093	\$28,057,077	\$31,958,878	\$35,977,733	\$40,117,154
		FINANCIAL AID					
		SOURCE OF FUNDS					
		UNRESTRICTED INSTITUTIONAL	\$985,928	\$1,010,550	\$1,040,867	\$1,072,092	\$1,104,255
		FEDERAL, STATE & PRIVATE GRANTS	\$2,136,039	\$2,946,725	\$3,035,127	\$3,126,181	\$3,219,966
		RESTRICTED FUNDS					
		TOTAL	\$3,121,967	\$3,957,275	\$4,075,993	\$4,198,273	\$4,324,221
		% DISCOUNT OF TUITION & FEES	20.0%	22.1%	23.3%	23.3%	23.3%
?		% UNRESTRICTED DISCOUNT	7.0%	5.7%	6.0%	6.0%	6.0%
		PLEASE INDICATE YOUR INSTITUTION'S ENDOWMENT SPENDING POLICY:					
		VSC Policy #412 - Found on VSC Blackboard/Portal - https://ganymede.ccv.vsc.edu					

Standard 10: Public Disclosure

Information	Web addresses	Print Publications
How can inquiries be made about the institution? Where can questions be addressed?	admissions@lyndonstate.edu https://lyndonstate.wufoo.com/forms/admissions-request-a-brochure/	Student Interest Cards
Notice of availability of publications and of audited financial statement or fair summary	https://europa.ccv.vsc.edu/webapps/portal/frameset.jsp?tab_id=236_1	Available in Business Office
Institutional catalog	http://gateway.lsc.vsc.edu/	Catalog
Obligations and responsibilities of students and the institution	http://gateway.lsc.vsc.edu/content.php?catoid=13&navoid=160	Catalog
Information on admission and attendance	http://gateway.lsc.vsc.edu/content.php?catoid=13&navoid=162#attendance_in_cour	Catalog
Institutional mission and objectives	http://www.lyndonstate.edu/AboutLyndon/LyndonsMission.aspx http://gateway.lsc.vsc.edu/content.php?catoid=13&navoid=158	Catalog Fact Sheet Viewbook
Expected educational outcomes	(EDITOR'S NOTE: IAIB WEB SITE - CREATE ONE NOW!)	Catalog
Requirements, procedures and policies re: admissions	http://www.lyndonstate.edu/ProspectiveStudents/Applying.aspx http://gateway.lsc.vsc.edu/content.php?catoid=13&navoid=160	Catalog Viewbook Application (online and paper)
Requirements, procedures and policies re: transfer credit	http://www.lyndonstate.edu/ProspectiveStudents/Applying/TransferApplicants.aspx http://gateway.lsc.vsc.edu/content.php?catoid=13&navoid=162	Catalog
Student fees, charges and refund policies	http://www.lyndonstate.edu/ProspectiveStudents/TuitionFees.aspx http://www.lyndonstate.edu/ProspectiveStudents/Applying/Deposits.aspx http://www.lyndonstate.edu/ProspectiveStudents/Applying/FeeWaiver.aspx	Catalog
Rules and regulations for student conduct	http://gateway.lsc.vsc.edu/content.php?catoid=13&navoid=169#StudentRight	Catalog
Other information re: attending or withdrawing from the institution	http://gateway.lsc.vsc.edu/content.php?catoid=13&navoid=162	Catalog
Academic programs	http://www.lyndonstate.edu/ProspectiveStudents/Majors.aspx http://gateway.lsc.vsc.edu/content.php?catoid=13&navoid=164	Catalog Viewbook
Courses currently offered	http://gateway.lsc.vsc.edu/content.php?catoid=13&navoid=170 http://www.lyndonstate.edu/CurrentStudents/Registrar.aspx	Catalog
Other available educational opportunities	http://www.lyndonstate.edu/CurrentStudents/StudyAbroad.aspx http://www.lyndonstate.edu/AboutLyndon/LyndonNewsEvents/WhatOurStudentsAreDoingSummer2010.aspx	Viewbook
Other academic policies and procedures	http://gateway.lsc.vsc.edu/content.php?catoid=13&navoid=160	Catalog
Requirements for degrees and other forms of academic recognition	http://gateway.lsc.vsc.edu/content.php?catoid=13&navoid=160	Catalog
List of current faculty, indicating department or program affiliation, distinguishing between full- and part-time, showing degrees held and institutions granting them	http://gateway.lsc.vsc.edu/content.php?catoid=13&navoid=171	Catalog
Names and positions of administrative officers	http://gateway.lsc.vsc.edu/content.php?catoid=13&navoid=171	Catalog
Names and principal affiliations of members of the governing board	http://gateway.lsc.vsc.edu/content.php?catoid=13&navoid=171	Catalog
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	http://www.lyndonstate.edu/CurrentStudents/Registrar.aspx	Catalog

Programs, courses, services, and personnel not available in any given academic year.	na	na
Size and characteristics of the student body	http://www.lyndonstate.edu/AboutLyndon/FastFacts.aspx	Fast Facts
Description of the campus setting	http://gateway.lsc.vsc.edu/content.php?catoid=13&navoid=157 http://www.lyndonstate.edu/AboutLyndon/FastFacts.aspx	Catalog Viewbook Fast Facts
Availability of academic and other support services	http://gateway.lsc.vsc.edu/content.php?catoid=13&navoid=159#acad_serv http://www.lyndonstate.edu/CurrentStudents/AcademicSupportCenter.aspx http://www.lyndonstate.edu/ProspectiveStudents/StudentLife/HealthCounseling.aspx	Catalog
Range of co-curricular and non-academic opportunities available to students	http://gateway.lsc.vsc.edu/content.php?catoid=13&navoid=169	Catalog
Institutional learning and physical resources from which a student can reasonably be expected to benefit	http://gateway.lsc.vsc.edu/content.php?catoid=13&navoid=160	Catalog
Institutional goals for students' education	http://gateway.lsc.vsc.edu/content.php?catoid=13&navoid=162#grad	Catalog
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	http://gateway.lsc.vsc.edu/content.php?catoid=13&navoid=161	Catalog
Total cost of education, including availability of financial aid and typical length of study	http://gateway.lsc.vsc.edu/content.php?catoid=13&navoid=163 http://gateway.lsc.vsc.edu/content.php?catoid=13&navoid=161	Catalog
Expected amount of student debt upon graduation	https://europa.ccv.vsc.edu/webapps/portal/frameset.jsp?tab_id=236_1	na
Statement about accreditation	http://gateway.lsc.vsc.edu/index.php?catoid=13	Catalog

Standard 11: Integrity

? Policies	Last Updated	? URL where policy is posted	Responsible office or committee
Academy honesty	1/23/2008	https://europa.ccv.vsc.edu/bbcs	Faculty Assembly, Academic
Intellectual property rights	9/01/2004	https://callisto.ccv.vsc.edu/bbcs	Faculty Federation
Conflict of interest	10/25/2007	https://callisto.ccv.vsc.edu/bbcs	Vermont State Colleges'
Privacy rights	5/2/2009	https://callisto.ccv.vsc.edu/bbcs	Vermont State Colleges'
Fairness for students	10/20/2006	https://europa.ccv.vsc.edu/bbcs	Vermont State Colleges'
Fairness for faculty	10/20/2006	https://europa.ccv.vsc.edu/bbcs	Vermont State Colleges'
Fairness for staff	10/20/2006	https://europa.ccv.vsc.edu/bbcs	Vermont State Colleges'
Academic freedom	9/01/2004	https://callisto.ccv.vsc.edu/bbcs	Faculty Federation
Other: Intellectual property rights PT	9/01/2006	https://callisto.ccv.vsc.edu/bbcs	Faculty Federation
Other: Conflict of interest	1/29/2009	https://callisto.ccv.vsc.edu/bbcs	Vermont State Colleges'
Other: Fairness for students	1/23/2008	https://europa.ccv.vsc.edu/bbcs	Faculty Assembly, Academic
Other: Academic Freedom PT Faculty	9/1/2006	https://callisto.ccv.vsc.edu/bbcs	Faculty Federation

Non-discrimination policies

Recruitment and admissions	10/20/2006	https://europa.ccv.vsc.edu/bbcs	Vermont State Colleges'
Employment	10/20/2006	https://callisto.ccv.vsc.edu/bbcs	Faculty Federation
Evaluation		Included in appropriate bargaining	
Disciplinary action		Included in appropriate bargaining	
Advancement	9/01/2004	https://callisto.ccv.vsc.edu/bbcs	Faculty Federation
Other: Employment Faculty	9/01/2004	https://callisto.ccv.vsc.edu/bbcs	Faculty Federation
Other: Employment PT Faculty	9/01/2006	https://callisto.ccv.vsc.edu/bbcs	Faculty Federation
Other: Employment PAT, SUP	7/01/2007	https://callisto.ccv.vsc.edu/bbcs	VSC-UP negotiating team,
Other: Employment Staff	7/01/2009	https://callisto.ccv.vsc.edu/bbcs	VSEA-VSCSF negotiating

Resolution of grievances

Students			
Faculty	9/01/2004	https://callisto.ccv.vsc.edu/bbcs	Faculty Federation
Staff	7/01/2007	https://callisto.ccv.vsc.edu/bbcs	VSC-UP negotiating team,
Other: Faculty PT	9/01/2006	https://callisto.ccv.vsc.edu/bbcs	Faculty Federation
Other: Staff	7/01/2009	https://callisto.ccv.vsc.edu/bbcs	VSEA-VSCSF negotiating
Other: Staff	4/09/2007	https://callisto.ccv.vsc.edu/bbcs	Vermont State Colleges'
Other _____			

? Other	Last Updated	Relevant URL or Publication	Responsible office or committee
1			
2			
3			
4			
5			

