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November 7, 2013

Dr. Joseph Bertolino
President
Lyndon State College
1001 College Road, P.O. Box 919
Lyndonville, VT 05851

Dear President Bertolino:

I write to inform you that at its meeting on September 20, 2013, the Commission on Institutions of Higher Education considered the report submitted by Lyndon State College and took the following action:

that the report submitted by Lyndon State College be accepted;

that the fifth-year interim report scheduled for consideration in Fall 2015 be confirmed;

that, in addition to the information included in all interim reports, as well as the matters specified in our letter of April 7, 2011, the institution give emphasis, in the Fall 2015 report, to its success in:

1. continuing to implement its integrated enrollment management plan, with attention to student engagement strategies to enhance retention and persistence to graduation;
2. assuring sufficient resources, faculty, and staff to support increases in student enrollment;
3. establishing learning outcomes and rubrics for the recently adopted general education program;

that the comprehensive evaluation scheduled for Fall 2020 be confirmed.

The Commission gives the following reasons for its action.

The report submitted by Lyndon State College was accepted because it was generally responsive to the concerns raised by the Commission in its letter of April 7, 2011.

The Commission commends Lyndon State College (LSC) for the progress it has made in addressing the areas of emphasis highlighted for the report during a time of transition for the institution. We are gratified to learn that the campus community is “building consensus around a shared vision for its future.” We take favorable note of the College’s success in developing an “integrated enrollment management strategy,” including re-organization of the admissions office and implementing an early detection system for at-risk students. The Commission is pleased to learn that these efforts, under the leadership of the new Enrollment Management Task Force, have contributed to retention increases over the past three years from 59% to 65% and increases in total FTE enrollments from 1304 to 1374. The Commission notes with approval the steady progress LSC has made in its assessment efforts for the new General Education Unit (GEU), specifically, the faculty approval and implementation of the new GEU with student learning outcomes in 2011, the collection and analysis of assessment data in 2012, and the College’s current “closing of the loop” by using the data to make program changes. We are gratified to learn of the “slow, but steady, increases” in the percentage of general education courses that are assessed each year, with the result that nearly 40% of the courses were assessed in Spring 2013.

Commission policy requires a fifth-year interim report of all institutions on a decennial evaluation cycle. Its purpose is to provide the Commission an opportunity to appraise the institution’s current status in keeping with the Policy on Periodic Review. In addition to the information included in all fifth-year reports and the items specified for attention in the Commission’s letter of April 7, 2011, Lyndon State College is asked, in Fall 2015, to report on three matters related to our standards on *Students*, *Organization and Governance*, *Faculty*, and *The Academic Program*.

We anticipate being apprised, in Fall 2015, of LSC’s continued success in implementing its integrated enrollment management plan, with emphasis on the three “strategic areas” identified by the College: enhancing the College’s data capacity, improving and expanding undergraduate explorations experience and majors, and refining, improving, and creating high impact practices. We remind you of our standard on *Students*:

The institution ... ensures a systematic approach to providing accessible and effective programs and services designed to provide opportunities for enrolled students to be successful in achieving their academic goals (6.5).

The Commission is gratified to learn of the commitment of Lyndon State College to monitor enrollment growth to assess the need for “increases in faculty, staff, and on-campus housing” to assure the sufficiency of resources and personnel. We anticipate being apprised, through the Fall 2015 interim report, of the success of these efforts. Our standards on *Organization and Governance*, *Faculty*, and *Students* provide guidance here:

The chief executive officer assures that the institution employs staff sufficient in role, number, and qualifications appropriate to the institution’s mission, size, and scope (3.8).

Faculty assignments and workloads are consistent with the institution’s mission and purposes Faculty workloads are reappraised periodically and adjusted as institutional conditions change (5.7).

Institutions with full time or residential student bodies provide an array of services that includes access to health services and co-curricular activities consistent with the mission of the institution (6.12).

Finally, through the report submitted for consideration in Fall 2015, we welcome further information on revisions to the College’s General Education Unit. We understand that the GEU Committee and the LSC administration have plans to convene additional faculty gatherings to

discuss the GEU. We note that a stable version of the student learning outcomes and rubrics for the GEU is close to adoption, and we are pleased to learn of the institution's goal to "continue increasing the response rates for GEU category assessment data from courses in each of the GEU categories." This section of the report should be informed by our standard on *The Academic Program*:

The general education requirement is coherent and substantive. It embodies the institution's definition of an educated person and prepares students for the world in which they will live. The requirement informs the design of all general education courses, and provides criteria for its evaluation, including the assessment of what students learn (4.16).

Graduates successfully completing an undergraduate program demonstrate competence in written and oral communication in English; the ability for scientific and quantitative reasoning, for critical analysis and logical thinking; and the capability for continuing learning, including the skills of information literacy. They also demonstrate knowledge and understanding of scientific, historical, and social phenomena, and a knowledge and appreciation of the aesthetic and ethical dimensions of humankind (4.19).

The scheduling of a comprehensive evaluation in Fall 2020 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive evaluation at least once every ten years.

The Commission expressed appreciation for the report submitted by Lyndon State College and hopes that its preparation has contributed to institutional improvement. It appreciates your cooperation with the effort to provide public assurance of the quality of higher education in New England.

You are encouraged to share this letter with all of the institution's constituencies. It is Commission policy to inform the chairperson of the institution's governing board of action on its accreditation status. In a few days we will be sending a copy of this letter to Mr. Gary W. Moore. The institution is free to release information about the report and the Commission's action to others, in accordance with Commission policy.

If you have any questions about the Commission's action, please contact Barbara Brittingham, President of the Commission.

Sincerely,



Jean A. Wyld

JAW/jm

Enclosure

cc: Mr. Gary W. Moore