

## Student Advisory Council Transcript

November 17, 2022

[note, some areas have been edited for clarity/to remove a mistake made by the transcript AI]

[introductions were made at the beginning of the meeting, and have been cut for ease of accessing the content discussions]

49-52

00:04:53.330 --> 00:05:18.399

Wilson Garland: All right. Did I miss anybody?

Wilson Garland: All right.

Wilson Garland: Let me share my screen here,

Wilson Garland: and everybody see my screen.

53

00:05:19.490 --> 00:05:21.020

Nick Maille: Yes,

54-66

00:05:23.890 --> 00:07:33.439

Wilson Garland: all right.

Wilson Garland: So as I mentioned on our agenda tonight. We want to talk a little bit about course. Registration is, as you know, we're going through a lot of different changes with transformation, and really trying to make sure that we're thinking about the student experience and the student experience, not just in the classroom, but also in areas like degree planning and and thinking through registration. And uh, what the different choices are when you go through that process. Um! Also, a lot of folks are bringing in transfer credits, so

Wilson Garland: we'll talk about that a little bit tonight. Um! And then we'd also like to get a little bit of feedback on the student portal. So those are the topics that we'd plan to cover this evening.

Wilson Garland: So diving right in, we want to talk a little bit about the course registration experience across campuses.

Wilson Garland: Um. So those of you from Ccv would probably recognize this

Wilson Garland: screen. This is sort of how you'd search the course, catalog and try and find the courses that are the best fit for you as you think about registration, and I think in most cases you also then reach out to your advisor to help get registered.

Wilson Garland: If you're at one of the uh colleges

Wilson Garland: and the universities, you probably go through something like this, which is self-service,

Wilson Garland: and when you get into self-service. You have a number of different choices to make in terms of how you want to search for the courses that you're interested in in registering for so I just wanted to present that a little bit as as sort of the background. Um, and i'd love to hear a little bit more

Wilson Garland: about the experiences that you've had as you've gone through registration.

Wilson Garland: Um, you know What If then, the things that work well, what are the things that don't work? Well, Do you even go through self-service the way that uh,

Wilson Garland: uh, I've shown here, or are there other things that you do? So

Wilson Garland: I want to hear a little bit about your different registration experiences.

67-68

00:07:34.590 --> 00:08:00.789

Sarai: Um, I can say something. Um,

Sarai: um, I I try to sell service, but I don't think I like it very much, because I can't really figure out what I really need. Um, I like. I actually talk to my advisors

69

00:08:03.160 --> 00:08:08.669

Wilson Garland: great, so you find value. And talking to the advisor to make sure that you're going to stay on track.

70

00:08:08.860 --> 00:08:09.949

Sarai: Yes,

71-84

00:08:13.180 --> 00:09:54.599

Harley Moore (they/them): um, I can, kinda I. I have quite a few things to say about um the registration process specifically um registering for the spring semester or next semester.

Harley Moore (they/them): Um,

Harley Moore (they/them): The I prefer to use self service and go through the um like planning tab system or

Harley Moore (they/them): degree, planning something like that where I can kind of open up everything

Harley Moore (they/them): or close everything, and just see what classes I need to take, and why, and how many of them are completed. It's really frustrating to go through. But it's how it like works for my head. Um,

Harley Moore (they/them): I'm really hoping that

Harley Moore (they/them): um for students taking classes across campuses.

Harley Moore (they/them): It'll be a lot easier

Harley Moore (they/them): once we are all unified because I definitely struggled in registering for one of my uh primary classes that I need for by program uh, because it's at the Castleton campus, and I am based in Johnson. Um. There were a lot of issues with how the class was being offered and

Harley Moore (they/them): talking between registrars and between advising and my professor and it was a hassle.

Harley Moore (they/them): I'm really hoping that that will get fixed.

Harley Moore (they/them): Um, considering it probably should have been fixed before

Harley Moore (they/them): we were registering, since I'm taking the same class currently in the same format. It's just the next series next semester.

Harley Moore (they/them): But yeah.

85

00:09:55.370 --> 00:10:15.280

Wilson Garland: So when you and let me just ask a quick follow up. So when you registered, were you, Having difficulty finding the availability of the class that you were looking for um in in terms of where it was offered, and how it was offered, or was it,

86-92

00:10:15.290 --> 00:11:01.310

Harley Moore (they/them): despite the professor offering it currently, and next semester as a face to face, plus it's one of the like first

Harley Moore (they/them): test guinea pigs of the face to face, plus model where there's around twenty or so students in person. And then about five of us on Zoom and Castleton had also put in place a date restriction.

Harley Moore (they/them): Um, Where? Basically students from a different campus couldn't register until uh January first.

Harley Moore (they/them): Okay, um.

Harley Moore (they/them): But they ended up,

Harley Moore (they/them): I guess getting rid of that, and I was just able to register one day. So

Harley Moore (they/them): yeah,

93

00:11:02.090 --> 00:11:17.940

Wilson Garland: okay, so that it sounded like more information upfront. Would it have been helpful, and um not having the restrictions on how and when you could register,

94

00:11:18.130 --> 00:11:35.550

Harley Moore (they/them): based on how classes are going to be offered, because this class is primarily taught as a lecture on the Castleton campus, but because Johnson does not have an accounting teacher, that class kind of needs to be offered to other students.

95-97

00:11:35.610 --> 00:11:48.229

Wilson Garland: That's a great example. Thank you.

Wilson Garland: Anybody else have a registration experience. They'd like to talk about.

Wilson Garland: Go ahead, Jackie,

98-102

00:11:49.820 --> 00:12:31.340

Jackie Lucas: at the end of my degree that I'm at,

Jackie Lucas: and being online, I found very difficult to get classes that fit my criteria that I needed for my electives as well as the degree itself

Jackie Lucas: available, online or even a hybrid. I had to

Jackie Lucas: change some things and move them to things around. And there is one point: if I couldn't have made it happen with my work

Jackie Lucas: where they're going to give me Monday mornings off, so I can take the class. I would not have been able to graduate because I'm online and they didn't offer this course online.

103

00:12:33.130 --> 00:12:42.779

Wilson Garland: So modality was very important to you, being able to take it in the online format and asynchronously would have been ideal, probably because you could have done it at any time.

104

00:12:43.310 --> 00:12:49.810

Jackie Lucas: Yeah, thankfully, I have a phenomenal boss, and she's like Don't worry about it. We'll get it figured out. And I went. Okay.

105

00:12:51.040 --> 00:13:00.769

Wilson Garland: So have a just as a quick follow up. Have your other classes been online then, or you have you been doing sort of a mix of online and in person classes.

106

00:13:01.190 --> 00:13:06.360

Jackie Lucas: I have been a hundred percent online since I switched to envy you two years ago.

107-110

00:13:06.520 --> 00:13:18.870

Wilson Garland: So it's just you needed one or two more classes that were specific to the degree program.

Wilson Garland: Okay, and it

Wilson Garland: it was not offered. And

111-112

00:13:19.540 --> 00:13:31.550

Jackie Lucas: if I was going to have to wait another year to graduate, and I was a little bummed at that. But

Jackie Lucas: I threw it out to her, and I said, hey? And she's don't worry about it. We got it covered. We'll figure something out so

113

00:13:33.110 --> 00:13:34.510

Wilson Garland: all right, Nick.

114

00:13:40.920 --> 00:13:51.269

Nick Maille: So for registering for classes. One thing that a lot of people often have trouble with is figuring out what classes they want to take and what credits it fills.

115-118

00:13:51.350 --> 00:14:30.030

Nick Maille: Um! Here at VTC. Uh we have, like a Pdf. File that if you request from the registrar you can. You can get it. Um! And it has like, a list of like all the different classes that could possibly fulfill that credit here at VTC. Um, But it's not really

Nick Maille: how you want to say obvious in the portal, which I think would be very handy if we had some sort of a segment inside of the uh portal to find that

Nick Maille: um, And also

Nick Maille: we can get like a good, like description of what the class is, because sometimes just the class names themselves, they can be confusing.

119

00:14:31.840 --> 00:14:38.970

Wilson Garland: So you're actually accessing like a is like a Pdf. Or a printed sheet that has sort of the degree plan

120

00:14:39.060 --> 00:14:43.080

of the courses that you need to finish for your degree. Is that what you

121-124

00:14:43.370 --> 00:15:37.720

Nick Maille: so that handout is actually even separate a separate Pdf booklet for figuring out what you need to graduate, what classes you need. Um, I'm referring to like

Nick Maille: if I want to take an elective um. Life is like intro to rock and roll, or like South Korea and culture or business law. I have to dig through this really big Pdf.

Nick Maille: Um, And it's just really confusing, and the names are not very descriptive like right Now I'm taking intro to business log, which is very nice.

Nick Maille: Um, I It was like one of the few that weren't like EE, one, seven, two, five, or some number like that with the poor description. So you kind of have to like, find it, and you have to look it up, or you have to speak to the registrar, which takes up the registrar's time.

125-127

00:15:38.040 --> 00:15:45.340

Wilson Garland: They they're busy. Got it.

Wilson Garland: Thank you.

Wilson Garland: Uh Alexandra.

128-143

00:15:49.600 --> 00:20:00.620

Alexandra Huff: Um! So I I guess some kind of the odd duck I have had a lot of good experiences with self service. Um, I'm also probably one of few that was here when we were still using um moodle and web services primarily, and

Alexandra Huff: Um, moving away from web services like solely, was one of the best decisions we've ever made. Um

Alexandra Huff: self service. I have a love hate relationship with um, but I do think it gets the job done. Um,

Alexandra Huff: I don't know what everybody else's experience have been on their campuses. Um at Lyndon, learning about self service, and how to register for classes is built into our first year. Seminar courses that are required for our majors. Um. Many professors do sessions on it during their advising sessions. Um, the peer leader, the Orientation Leader um on campus. They hold a registration event for first year students, and it's opened

Alexandra Huff: anybody to come in, and we walk them through self-service as many times as they need. Um and a lot of faculty require their students to come up with four-year plans or five year plans, or however many years you end up meeting um. I needed five um, but that's part of

Alexandra Huff: your first couple of semesters experience. Um! So for me, I'm extremely familiar with self service. I know the ends and outs, and every little nook and cranny of where to look um that you can filter through like. Oh, I'm looking for this Gen Ed like let's look at these courses

Alexandra Huff: um what I'd like to see. So I I don't think there's necessarily any problems with it. Um, I think maybe if other campuses aren't communicating or having these lessons available to their students to make it a more integral part

Alexandra Huff: of their experience rather than just once a year. Um! Or once the semester rather um. But anyway um! What I'd like to see, and this isn't maybe necessarily self service. But the VTSU website um

Alexandra Huff: in the course catalogs for classes. If we could have listed on the course catalog what prerequisites are required, and when the classes are often offered? Um, I know I've had several classes that were supposed to be offered

Alexandra Huff: like every odd spring, or something like that, and I try to take it

Alexandra Huff: last on spring um twenty, one uh spring semester, and it wasn't available, and they were like, Oh, well, you're graduating in the spring of twenty-three, so like you can just take it then. And I was like

Alexandra Huff: Yeah, But I want to take it now, because those skills are useful for one of my upcoming classes, even though it's not a prerequisite, and the fact that you don't offer it right now. I'm nervous. You're not gonna offer it then. Um! So thankfully I was able to find a replacement course at uh Castleton. Um. And I took that digitally, and it was really fun. Um, but

Alexandra Huff: it was a little scary um, because it wasn't offered when it was supposed to be, and I also didn't know it was supposed to be. I have a lot of friends right now, whose advisors didn't



Alexandra Huff: tell them that certain classes were only offered certain semesters, and they are now a year behind in their graduation track. They are not happy campers, and um,

Alexandra Huff: I know they do blame their advisors, unfortunately for the communication air. But there's nowhere for us students. If we do not have a good relationship with our adviser or our adviser makes a mistake like it. It happens right. Um! But there's nowhere for us to look up that information to be independent on our own, or to have that check and balance system. Um. So I think we're really doing a disservice there, and if we can provide that information so students can truly plan like

Alexandra Huff: when they want to take certain classes and graduate on time.

144

00:20:02.340 --> 00:20:15.740

Wilson Garland: Thanks. So what I'm hearing is more predictability. And when the courses are going to be offered, and um farther out, is that? How, how, how many, how many semesters out would you like to be able to plan?

145-146

00:20:15.850 --> 00:20:39.729

Alexandra Huff: I like honestly the four years like when I come in my first semester. I want to see a four-year track of. I need to take these classes in this order

Alexandra Huff: in order to graduate on time and then sprinkle in electives here and there, and like. Obviously, it will change over the course of your four years. But you have a plan in motion is what I'd like to see.

147

00:20:40.020 --> 00:20:41.430

Wilson Garland: Great. Thank you,

148

00:20:45.060 --> 00:20:55.829

Wilson Garland: Nick. Did you have something else or not?

149

00:20:58.060 --> 00:21:08.599

Harley Moore (they/them): Yeah, um. Just another thing that I thought of. Um was the more clarification on Jen Eds would be really helpful.

Harley Moore (they/them): Um, because I'm kind of in a point

Harley Moore (they/them): specifically with the spring semester. I feel like a lot of other people are to where I'm like. I'm not super happy with what offerings there are for the genet in the spring semester. So I'm kind of holding off on taking some of them

Harley Moore (they/them): until we trans until the transformation and hopes that there are like better offerings. But as uh like

Harley Moore (they/them): grandfathered in student. Um,

154-158

00:21:36.800 --> 00:22:23.789

Harley Moore (they/them): I'm not really sure like how the Gen Eds are going to look for us next year.

Harley Moore (they/them): Um! And I just like some more clarity on that, because I know I can go into like self service and search for Jen Eds like through the course type. But I've heard from my advisor that those Aren't always really fulfilling the

Harley Moore (they/them): um.

Harley Moore (they/them): Yeah, um. And my adviser like is uh Brady in the advising office. Because of the

Harley Moore (they/them): a whole, it's a whole thing. But um, So I kind of trust his word more than the self service. Um. So just a little bit more clarity on that would be very beneficial.

159

00:22:24.060 --> 00:22:32.930

Wilson Garland: Okay. So specific clarity on the Gen. Eds. And specifically what requirements they would fulfill. Okay,

160-165

00:22:33.240 --> 00:23:15.550

Harley Moore (they/them): yeah, like, if a class fulfills any Gen. Eds, or if it doesn't, or like what? Because I'm running off of like. I only really have two electives so.

Harley Moore (they/them): And were you looking just at one is one campus, or were you looking sort of? I was looking at across the system, but I don't know like which ones would qualify for the current end to you like art. Genet versus

Harley Moore (they/them): If there is going to be a new

Harley Moore (they/them): VTC. Your gen ed, and how that change is based on

Harley Moore (they/them): being grandfathered in all that,

Harley Moore (they/them): just some more clarity would be very helpful, especially with the spring registration happening now.

166

00:23:15.710 --> 00:23:31.950

Wilson Garland: So so you would. You would have been willing to consider it online or some sort of a hybrid or something. But you just want to make sure that whatever you do take is gonna count

167-170

00:23:32.090 --> 00:23:52.100

Harley Moore (they/them): um. That would fulfill some of my Gen Eds. Um.

Harley Moore (they/them): But the clarity is kind of

Harley Moore (they/them): not really there, because i'll see some classes that i'm like. Hmm. Those don't really seem like they should be.

171

00:23:52.870 --> 00:23:54.599

Wilson Garland: Okay, Sara, did you want to

172

00:23:54.740 --> 00:24:03.720

Wilson Garland: ask a question or add something?

173

00:24:03.730 --> 00:24:23.320

Sara Kinerson (she/her): Yeah, I would love to thank you. Um, I'm. I'm thinking Harley is one of the things you're talking about. Kind of a needing clarification on both like the directions. So if um we implement a new general education next year for VTSU, and you decide to continue using the Jenna, and you're under currently what that kind of crosswalk would be like backwards. So with the new courses and the new gen ed, and fill categories in the current gen ed.

174-178

00:24:23.330 --> 00:25:04.130

Harley Moore (they/them): Yes, and also the um clarity regarding what?

Harley Moore (they/them): Because the So the list on like the web, the envy website that like list that you can find for the course catalog, and what classes require Jen or fulfill Jen Eds um is different than what self service says when you go into the

Harley Moore (they/them): um

Harley Moore (they/them): like academic planning, right? Because there are additional courses from different classes or different campuses. But in the same thing, like there are also different classes on the NVU campus. So I'm like

Harley Moore (they/them): which one of these is actually

179

00:25:04.330 --> 00:25:22.810

Sara Kinerson (she/her): right. Yeah, because we have some behind the scenes coding stuff and the program evaluations that flow in from other campuses. But aren't in our catalog. Yeah. And as we move forward hopefully, that will resolve some, because we'll all be one. But in the short term it's hard for us to know. Yeah,

180

00:25:22.820 --> 00:25:25.850

Sara Kinerson (she/her): coming. Yep, makes sense,

181

00:25:31.800 --> 00:25:33.010

Wilson Garland: all right.

182-187

00:25:33.110 --> 00:26:11.649

Wilson Garland: So, gen ed It sounds like a area. We could add some clarification and hopefully streamline that process anything else related to finding classes, either,

Wilson Garland: you know, thinking through

Wilson Garland: requirements or um just challenges finding the specific

Wilson Garland: course or topic that you've you're looking for.

Wilson Garland: Okay,

Wilson Garland: Well, thank you. That's helpful. And I know we'll talk a little bit more about some of this here in a minute.

188-194

00:26:12.010 --> 00:26:48.829

Harley Moore (they/them): Sorry to talk so much, but another another really big thing is course names, and how they flow into um

Harley Moore (they/them): the academic planning. Um once again I've had issues with i'm taking courses that aren't the same

Harley Moore (they/them): at Castleton that don't flow into my plan. So I have to go to the uh registrar for each class and be like This class is replacing this class, because even though they're

Harley Moore (they/them): technically the same class.

Harley Moore (they/them): Um,

Harley Moore (they/them): it's

Harley Moore (they/them): just a the whole thing.

195

00:26:49.480 --> 00:26:58.530

Wilson Garland: So wanting to make sure the equivalency that it's an equivalent. Consider an equivalent course for your for your degree requirements. Okay,

Wilson Garland: good. Thank you.

Wilson Garland: And as Sarah said, I think a lot of that is going to get cleared up with as these programs become one

Wilson Garland: program um in the future. So that's good

Wilson Garland: good to hear.

Wilson Garland: All right.

Wilson Garland: Um! And this is related to registration a little bit. But we wanted to talk a little bit more about modality, course, modality, and sort of the method of instruction, and how that plays into how you think about the courses that you're taking, and that you plan to take et cetera.

Wilson Garland: Um.

Wilson Garland: So

Wilson Garland: courses, you know, some are offered face to face or in person. Others are offered online. Others are offered in sort of a hybrid uh format. Um On this slide. Here you can see the different formats that are available right now at CCV

Wilson Garland: on the left-hand side, and then at uh Vermont State University. These are the list of modalities that were uh

Wilson Garland: looking at for the uh upcoming fall.

Wilson Garland: Um, so wanted to talk a little bit about these different modalities, and understand what

208-217

00:28:16.330 --> 00:29:13.130

Wilson Garland: what they might mean to you as you're thinking about. You know we talked about the importance, of course, names, but I I'm guessing that modalities, and how those are defined and described as probably an important aspect for deciding which courses you're going to take.

Wilson Garland: Um.

Wilson Garland: So in any case, before we move on to sort of specifics, any any thoughts about modalities, and what role that plays in, and what you decide to take when and those sorts of things

Wilson Garland: do you prefer In-person courses and you

Wilson Garland: choose those first,

Wilson Garland: or do you prefer.

Wilson Garland: I think I heard from Jackie earlier that

Wilson Garland: uh she was really looking for online courses.

Wilson Garland: Um probably would use that as a filter

Wilson Garland: in the registration system.

218

00:29:14.850 --> 00:29:21.809

Jackie Lucas: Yeah, I live like an hour from any campus. So remote is

219

00:29:21.910 --> 00:29:25.139

Jackie Lucas: my cup of tea,

220-221

00:29:26.800 --> 00:29:48.319

Wilson Garland: and with that um you can see a a number of different remote options. Right? So there's online asynchronous. There's remote

Wilson Garland: hybrid. There's remote, synchronous. Um Do those different? Do those different terms mean anything and does it matter to you, or as long as it can be done remotely? Is that what's important?

222-224

00:29:48.810 --> 00:30:07.279

Jackie Lucas: I like the it online asynchronous, because I do work a full time job at a school. So being able to work.

Jackie Lucas: How I've sold school to other people is, I?

Jackie Lucas: I work my school around life, not my life around school,

225-228

00:30:07.440 --> 00:30:16.530

Wilson Garland: right?

Wilson Garland: Okay? Well, that's good.

Wilson Garland: Um,

Wilson Garland: all right.

229-230

00:30:28.170 --> 00:30:32.480

Sarai: When all you have to do like um.

Sarai: Here's one. So

231-235

00:30:34.570 --> 00:30:54.210

Wilson Garland: yeah, that's a good question. Um,

Wilson Garland: and

Wilson Garland: I I guess I I'm going to ask maybe Nolan or somebody else to

Wilson Garland: to jump in um. The question is specific to nursing courses. And How would that work in an online

Wilson Garland: environment?

236-245

00:30:54.990 --> 00:32:19.329

Nolan Atkins: Yeah, I I programs like nursing um will,

Nolan Atkins: or some of the courses will be online and

Nolan Atkins: most likely asynchronous online. So

Nolan Atkins: uh much like what? What Jackie just described, where you're logging onto a canvas course, and you're in discussion boards and so on. And so forth.

Nolan Atkins: Um. Other courses because of the nature of the degree program, and nursing is a good example. Some of that experience will still need to be

Nolan Atkins: uh

Nolan Atkins: in person. Um in the clinical setting uh working in that that setting to gain that valuable hands on experience.

Nolan Atkins: So um So many programs offer courses that um are offered in multiple modalities, and nursing would be an example. Um, there are some nursing programs where it is one hundred percent online.



Nolan Atkins: Um. But in those situations often. Um, you don't have that that critical

Nolan Atkins: uh in-person clinical lab requirement for that part for that particular type of a degree.

246

00:32:23.490 --> 00:32:26.440

Sarai: Okay, So thank you.

247-251

00:32:26.570 --> 00:33:02.300

Wilson Garland: Did you have a follow up question?

Wilson Garland: So I I'm. And again, No, you You can help me here. I think the the nursing programs that are entirely online. Um are typically for nurses who are already

Wilson Garland: license and have the clinical experience. But they're looking for additional

Wilson Garland: um

Wilson Garland: learning.

252

00:33:02.670 --> 00:33:08.320

Nolan Atkins: Yeah, that that's right. If you want to become a licensed, registered nurse, for example,

253

00:33:08.420 --> 00:33:21.889

Nolan Atkins: you can't do some of the course work online, but you are going to need to do some of the work in a laboratory or hospital setting to get that hands on experience and know like, can you talk just briefly about the

254

00:33:22.090 --> 00:33:27.719

Wilson Garland: the additional locations that aren't necessarily at a campus. But how that works for the nursing

255-261

00:33:28.430 --> 00:34:31.299

Nolan Atkins: right uh Vermont tech right now, and this will roll into Vermont State University has, uh a large number of nursing sites

Nolan Atkins: around the State where students can do that. Uh, actually both the

Nolan Atkins: uh, the in person the in the clinical setting in the hospital, in the lab, where they can do the work at these multiple locations uh, presumably closer to where the students live

Nolan Atkins: um in addition to um sort of the sort of the more theoretical in the classroom

Nolan Atkins: work which could be in person, or it. In some cases it could be online, but due to the fact that there are many, many, you know, more than a dozen sites around the State.

Nolan Atkins: It's. It's uh much easier for students to do that

Nolan Atkins: in-person clinical work, because it is closer to where they live.

262

00:34:33.130 --> 00:34:34.189

Wilson Garland: Thanks.

263

00:34:35.500 --> 00:34:36.459

Wilson Garland: Nick.

264-268

00:34:38.370 --> 00:35:19.200

Nick Maille: Uh, I'm a bit of a I'm a I'm a bit of a rarest uh rare case when it comes to uh hybrid class or uh zoom classes and stuff. I actually love the zoom options for classes. Um! A lot of students they really like in person. And uh,

Nick Maille: it'd be very nice if you could filter out which ones are zoom and which ones are in person. I feel like That'd be very big with the students and very helpful.

Nick Maille: Um! Also, I would appreciate if uh anybody can go through like a good chunk of these like uh accelerated hybrid flex.

Nick Maille: Because I don't exactly know

Nick Maille: what these uh, what these mean.

269-286

00:35:20.200 --> 00:37:18.789

Wilson Garland: Good! I was going to do that, So that that's kind of the next thing. But um, before they do that, any other any other questions.

Wilson Garland: Okay,

Wilson Garland: Um,

Wilson Garland: all right.

Wilson Garland: So

Wilson Garland: i'll just go through these quickly. Just so. People get a flavor for what they are in person obviously is. Of course it's limited to a specific location

Wilson Garland: in person plus is a course that uh may have students at a specific location

Wilson Garland: engaged in synchronous

Wilson Garland: class meetings. Um, but then there may be others attending uh online remotely via zoom. So that's kind of a hybrid option there. Um, then there's hybrid as an option in itself, which is, of course, split into course meetings that are a designated times,

Wilson Garland: but also have some online interactions.

Wilson Garland: Um, High flex is a course where students have options for how they engage in the class meetings

Wilson Garland: uh, by attending classes in person or by attending classes remotely, but also having situations where they need to do some uh face to face work as well.

Wilson Garland: And then there's online, asynchronous, which is, I think, what often people think of with online which is online courses where you don't have to be in any one particular location at a at a time.

Wilson Garland: Um, and then remote, synchronous is

Wilson Garland: also online, remote, but has specific times that you need to be engaged in your learning.

Wilson Garland: Um,

Wilson Garland: and then remote hybrid

Wilson Garland: um, and maybe no one. You can help me with this one in terms of how it's different from the hybrid when we just talked about. But

287-289

00:37:19.610 --> 00:37:48.539

Nolan Atkins: well, it's interesting. I think it just it gets to the previous comment, so remote

Nolan Atkins: hybrid would be so. Hybrid would be

Nolan Atkins: your meeting in class with the instructor sometimes. And then you're doing asynchronous online learning as well. So it's the combination of the two. In this case you're not in person in the classroom with the instructor. You're actually doing it synchronously through zoom.

290-300

00:37:48.550 --> 00:39:16.740

Wilson Garland: And that's sort of the synchronous time. And then you do the asynchronous online with it. Got it?

Wilson Garland: Okay,

Wilson Garland: um, And then telepresence

um.

Wilson Garland: And this actually involves being in a classroom that's set up to do. Tell it presence where you have an instructor at one location. They may have students there at that location, and then you have a classroom at a different location that's set up to connect into that other classroom.

Wilson Garland: So those are the those are the modalities. The CCV modalities are similar, but are defined a little bit differently. Um, in terms of online in person accelerated is more about the pace that the course goes in that so much the modality

Wilson Garland: um hybrid is the way we described it earlier. Flex is about. Um how the course is paste also. Um! And then you have synchronous courses.

Wilson Garland: So, having been through that now in a little bit more detail. I don't know if Nick, if we answered sort of your questions on how to describe some of these. But um,

Wilson Garland: I guess I'm curious as you think about registering for classes

Are these modalities important? Are they not?

Wilson Garland: Um. Would you use them as search criteria or not, So go ahead, Alexandra.

301-319

00:39:17.810 --> 00:43:20.700

Alexandra Huff: Um, I would definitely use them as search criteria. Um, I took a couple online courses, and yes, when I think online it automatically makes me think asynchronous. Um,

Alexandra Huff: or I shouldn't say, on my online courses, I took a uh synchronous course. Um, we met with the professor over Zoom um, and

Alexandra Huff: he this is before Covid. Before it was the norm. I was a little sketched out to download zoom um. His class was amazing. It was like the perfect class structured for Zoom. He doesn't teach at London anymore. He was an adjunct at the time, and he's moved on to other things. Brett Whitmarsh.

Alexandra Huff: Um, But it was an amazing class. And then Covid hit, and every single online or hybrid class I've taken since has not been good, and really turned me off from the idea, which is really really sad, because when I

Alexandra Huff: learned under Brett it was, I was really excited. I was like, Oh, my God, how many classes can I take online? I could take classes anywhere I can meet everybody's cats. This is wonderful Um! Like it. It was. It was a great time. Um, but my fear with all of these models, and putting them on, our professors like it's been

Alexandra Huff: two years ish. Since the beginning of Covid a lot of us turned remote, and

Alexandra Huff: all of my hybrid, synchronous classes are still the same in in terms of troubleshooting. The problems they've had since the beginning.

Alexandra Huff: I've been on the zoom end. I've been on the in person end, and like it's great to be able to zoom in and take it from a different campus, or if you're sick, still be able to attend class. But

Alexandra Huff: it's hard for the faculty to pay attention to both groups equally, and one group is always feeling left out of the equation, and technical problems sometimes eliminate a group entirely. Um,

Alexandra Huff: I've had several classes where the professor couldn't open the zoom link. So zoom kids. No class was cancelled for them because there was nothing we could do but the eight of us sitting in the room. We still got a lecture, and we're like

Alexandra Huff: what

Alexandra Huff: like we were. We were a little salty um, and then there have been days where the Professor had the volume all the way down on the computer and zoom students were speaking because they were texting me very angry. Um! And they couldn't be heard in the classroom, and it's

Alexandra Huff: every single class. These problems are happening, and it's been two years, and I know we're trying to build a model where these classes are accessible. But

Alexandra Huff: and I can only imagine we've been training our faculty since then, but it's it's not sticking. It's not working. There's some faculty that it just doesn't work for. And there's some classes that it doesn't work for, and it's just

Alexandra Huff: hurting the whole experience. I'd rather have a class that I have to

Alexandra Huff: physically drive to another campus. Then sit on a zoom call, and it's the worst experience in my life, and I don't get anything out of it like It's one of those things where

Alexandra Huff: we're making it available to people everywhere. But is the experience itself worth it, and this isn't the same; for, like every single class. Again, there are some like classes and some presses that are absolutely amazing at it, and they make it worth it, and it's like, Yes, I love this class online formats perfect.

Alexandra Huff: There's a lot that it's not working, and I wish you all could just sit in some of these classrooms with us, and it's it's not fun um, so like I used to be open to all classes. And now i'm like if it's not in person. I don't want to take it.

Alexandra Huff: So. Um definitely having the ability to search filter is important.

320

00:43:21.700 --> 00:43:24.630

Wilson Garland: Thanks. That's helpful, Harley.

321-341

00:43:25.440 --> 00:45:38.719

Harley Moore (they/them): Yeah, I just kinda wanted to say um a thousand. Yes, to what Alexandra was just saying. Um, I like I mentioned previously. I am taking a class That is my like core curriculum. It's an accounting class.

Harley Moore (they/them): Um, and it's one of the higher up accounting classes, and it's on. Zoom, and

Harley Moore (they/them): I know that that class would be like

Harley Moore (they/them): a million times better if I was able to drive the two hours to Castleton.

Harley Moore (they/them): Um, just because, you know, it's really difficult, and I feel like my professor is definitely trying his best. But there was a lack of

Harley Moore (they/them): maybe training

Harley Moore (they/them): or a lack of accessibility to the required technology, because there offend points in class where, you know,

Harley Moore (they/them): we have a camera in the back of the uh. There's a camera in the back of the classroom. That is like what the zoom folks see,

Harley Moore (they/them): and it's just zoomed in on the whiteboard, and there's

Harley Moore (they/them): no you know. I think there's a smartboard, but it's not big enough for the people in person to see. So it's not utilized

Harley Moore (they/them): um.

Harley Moore (they/them): And you know, today, for example, uh, he was having to zoom in on a whiteboard, and then also share his screen so that we could see the slide shows

Harley Moore (they/them): um that he was like talking about and trying to get these examples and draw on the whiteboard, and it's just

Harley Moore (they/them): it's a Really,

Harley Moore (they/them): it can be such a good format, but I feel like

Harley Moore (they/them): it's being pushed on professors that either don't know what they're doing in the tech world, or

Harley Moore (they/them): Don't have the technology to make it good for both set of students.

Harley Moore (they/them): And

Harley Moore (they/them): I think that with Covid the online thing was like really shoved on people, and it wasn't the best. And then it's just kind of stayed that way, and there hasn't been a

Harley Moore (they/them): time where we have, just like,

Harley Moore (they/them): you know, taken a step back and really assessed how these classes are for the students and professors.

342-344

00:45:39.990 --> 00:45:59.260

Wilson Garland: Thanks. That's helpful. And I guess what I heard you describe there Harley was. It would have almost been better

Wilson Garland: to have everybody on zoom rather than

Wilson Garland: sort of not be really being able to interact with the board and the technology, and so on remotely. Is that accurate?

345-354

00:45:59.370 --> 00:47:10.390

Harley Moore (they/them): I would say, actually the opposite. It would be better to have everyone in person. Um, just because

Harley Moore (they/them): it's I feel so bad for, like the professor having to kind of focus on the five people on zoom. And then also the twenty people in class, because

Harley Moore (they/them): it's just There's so much going on on both sides, and we only have an hour and fifteen minutes.

Harley Moore (they/them): Um, yeah. There have also been times where, like you know, my Professor Doesn't check his email during class. So I was like running three minutes late because of uh like

Harley Moore (they/them): Wi-fi issue, or maybe it was like five. But I didn't end up getting into class. I just ended up sitting in the waiting room because he can't see the people on zoom, because all the they're all the way in the back of the classroom on like a tiny Tv or something.

Harley Moore (they/them): Um! And then

Harley Moore (they/them): he didn't check his email when I emailed him saying, Hey, I'm in the waiting room.

Harley Moore (they/them): And so it's just

Harley Moore (they/them): It's like having

Harley Moore (they/them): your class door locked and the window shut, and it sound proof so you can't even knock on it.

355-365

00:47:11.390 --> 00:48:01.450

Wilson Garland: That's a good analogy. Thank you

Wilson Garland: all right.

Wilson Garland: Any other thoughts just on modalities. I think

Wilson Garland: you know the list that we had

Wilson Garland: up here. Um,

Wilson Garland: was a pretty long list, but it's intended to sort of show different aspects of the way the course is taught. Um, is that level of detail important, or it would it be better to have fewer categories like what CCV offers,

Wilson Garland: or even fewer than that? Um,

Wilson Garland: I guess I'm curious whether

Wilson Garland: the specifics of the modality are important

Wilson Garland: in searching, or if they're more important than the specifics of the individual section you're looking at

Wilson Garland: Alexander.

366-372

00:48:03.080 --> 00:49:45.910



Alexandra Huff: Um, I'm a very indecisive person. Um. I appreciate options. But when there's like a lot I kind of get overwhelmed. Um! So, looking at all of these options, I look at them, and I'm like at

Alexandra Huff: which is probably another reason why I would like strictly stick to in person. Because I'm like I know what that is. I'm gonna stick with what I know

Alexandra Huff: um that, said I said in the chat earlier, CCV. Having flex and a VTSU having high flex, and then having two completely different meetings. Um! I know a lot of students in the system. They go to CCV for a lot of their genet for a two year degree, and then move somewhere into the VTSU system, or

Alexandra Huff: someone was talking about it earlier, how they were taking credits

Alexandra Huff: at CCV. And they're part of a VTSU campus. Um. But if CCV students are familiar with One version of Flex and VTSU is familiar with another version of flex. When we're taking each other's glasses. If you're not talking with an advisor, or if your advisor doesn't know the difference? Um, you're gonna sign up for a class and then be like, Oh, this is not what I was expecting whatsoever um and students might kind of be set up to fail if it was like

Alexandra Huff: the only thing that they could take at that time that fits in their schedule or whatever um, and it's it doesn't work for them. And now the other classes offered were are completely failed. Um, I don't want us to set up our students for failure. If

Alexandra Huff: there are terms that are extremely similar, like literally the same word just capitalized differently. Um and meaning completely different things.

373-386

00:49:46.720 --> 00:51:10.480

Wilson Garland: Thanks. It's helpful. So getting trying to get some consistency and terminology as well as

Wilson Garland: if we can have some consistency and modality across institutions might be helpful.

Wilson Garland: Okay,

Wilson Garland: any other thoughts on modality. Any other questions that we sort of glossed over here

Wilson Garland: Sounds like Alex. You already sort of answered the question about does online make you think automatically of asynchronous?

Wilson Garland: Um.

Wilson Garland: Are there modalities that you think are missing? Okay,

Wilson Garland: All right.

Wilson Garland: Um. We wanted to talk now a little bit about. Transfer, credit um, and specifically bringing in transfer credits from your community college experience. Or if you're a CCV student from a different institution. Um, those sorts of things.

Wilson Garland: So if you've had any experience there, we'd like to sort of understand what that experience has been. Um!

Wilson Garland: Have you been through the process of transferring within

Wilson Garland: Vermont State colleges, or even from other institutions. What could we do better?

Wilson Garland: What of you like?

387-391

00:51:20.040 --> 00:51:54.989

Jackie Lucas: I know. I've said before that I was a transfer from CCV. To NVU to finish my degree in psychology.

Jackie Lucas: Um.

Jackie Lucas: From CCV. I had a lot of help at CCV, but when I got to envy you. I felt like I was on my own trying to plan everything. So having,

Jackie Lucas: even if it was just a person that met with me zoomly on a zoom meeting, you know, to help plan out that I wouldn't have been scrambling this semester trying to get the rest of the credits that I needed,

Jackie Lucas: and trying to figure out how I was going to do it.

392

00:51:58.260 --> 00:52:00.750

Wilson Garland: So do you feel like

393

00:52:01.230 --> 00:52:08.830

Jackie Lucas: I did have several classes that transferred over for credits, but they didn't do a whole lot for the degree itself.

394

00:52:09.300 --> 00:52:10.410

Wilson Garland: Okay,

395

00:52:12.100 --> 00:52:22.200

Wilson Garland: I see what you're saying. So they transferred into elective zen or something like that, but they weren't necessarily transferring in to your degree requirements

396

00:52:22.840 --> 00:52:27.920

In my transcript it it reads other classes.

397

00:52:28.710 --> 00:52:29.810

Wilson Garland: Okay.

398

00:52:35.560 --> 00:52:45.619

Wilson Garland: And did you feel like you knew who you should reach out to about that or um. How did you sort of decide what what things you should take?

399-408

00:52:47.270 --> 00:53:26.119

Jackie Lucas: I

Jackie Lucas: not trying to be to,

you know,

Jackie Lucas: mean person, but I've had to. I've had to figure it out on my own.

Jackie Lucas: I

Jackie Lucas: I was finally able to get in touch with my adviser last year

Jackie Lucas: about what I needed to do to plan the degree that I had already been doing in self service.

So I did plan your degree, and

Jackie Lucas: did it myself.

Jackie Lucas: If I had known that two of the classes were only offered every other year, sure would have made planning a heck of a lot easier,

409

00:53:26.720 --> 00:53:27.640

Wilson Garland: right?

410

00:53:28.980 --> 00:53:35.060

Wilson Garland: So more frequent outreach from advisors or others might be beneficial.

411-412

00:53:35.820 --> 00:53:48.089

Jackie Lucas: Yes, like

Jackie Lucas: I've reached out to put my application in, and to double check that I have everything, and it took two days to get a response.

413

00:53:49.740 --> 00:53:50.760

Wilson Garland: Got it,

414

00:53:51.330 --> 00:53:55.170

Jackie Lucas: and what I mean by that is, I reached out on Friday, and I heard on Wednesday

415-420

00:53:55.320 --> 00:54:42.249

Wilson Garland: right

Wilson Garland: any other transfer experiences, either similar to Jackies or others.

Wilson Garland: Anybody uh

Wilson Garland: have transfer as a as something that was important when they were going through the application process,

Wilson Garland: wanting to understand what

Wilson Garland: credits would come in and where, and those sorts of things

421-426

00:54:47.560 --> 00:55:08.180

Harley Moore (they/them): I have a

Harley Moore (they/them): probably like, not

Harley Moore (they/them): like kind of a done question. So

Harley Moore (they/them): when we're

Harley Moore (they/them): kind of moving from our individual institutions into Vermont State University,

Harley Moore (they/them): how are those credits going to transfer? And do you know that yet?

427-428

00:55:11.300 --> 00:55:19.630

Wilson Garland: Sure, I think we can answer that um out of

Wilson Garland: no one you want to talk about that? Or would you like me to take crack at it.

429

00:55:22.420 --> 00:55:24.930

Nolan Atkins: Go ahead, and I can fill in.

430-434

00:55:25.220 --> 00:56:19.389

Wilson Garland: So for the most part you're not You're not transferring into Vermont uh State University. You're continuing your program that you started wherever you started. Um,

Wilson Garland: so you'll stay under the same

Wilson Garland: degree and program requirements. Um! And you'll fulfill those requirements, taking courses that you're either courses that we're already offered at your existing institution or our new courses that are considered equivalent to um your prior institution.

Wilson Garland: Um. You could decide to change programs to a different program. But you're not required to do that. Um, You can stay with the program that you've been in from the beginning.

Wilson Garland: Alright, That sounds good.

435-437

00:56:20.240 --> 00:56:42.760

Harley Moore (they/them): Does that? Does that make sense? I mean, are you? Does that feel like what you were expecting? Or is that? Yeah, Yeah, no, that makes sense. I was just kind of wondering if it was going to be more of like a. This class now equals this class or like this.

Harley Moore (they/them): Um,

Harley Moore (they/them): yeah, Just kind of how it flows into the other um kind of classes.

438-441

00:56:44.030 --> 00:57:16.719

Wilson Garland: Yep. So there will be some classes that are offered as new courses, but are equivalent to your older uh course Catalog. Uh,

Wilson Garland: but there'll be other courses that are exactly the same as what you had taken, or would have taken.

Wilson Garland: It just depends on if there's overlap with the other campuses, offerings, and if there's a

Wilson Garland: like a lot of times, there's the same course offered in three different places that there's similar Um, And those are being optimized,

442

00:57:18.650 --> 00:57:20.259

Harley Moore (they/them): alright, perfect

443

00:57:22.870 --> 00:57:25.470

Wilson Garland: anything to add. No, I do. Okay.

444-451

00:57:32.020 --> 00:58:37.760

Nick Maille: So when it comes to the So you say you're continuing the program of which you started at whatever college you were before it became Masse University. Um! How does it apply? Let's say I'm going for associates in mechanical engineering here at VTC.

Nick Maille: Um. And I would like to go for the manufacturing, after which is, if i'm not mistaken, it's two more years after your associates,

Nick Maille: and you get a bachelors in manufacturing. I'm curious as to

Nick Maille: will there be any changing of the majors. I know that if you merge two majors, if two different colleges had like the same major they were offering, and they had different requirements. They probably have to work something out.

Nick Maille: I don't know if

Nick Maille: mechanical engineering manufacturing is not offered to any of the other schools. But will it be changed? So if I were to apply

Nick Maille: after VTSU is well established for the bachelors.

Nick Maille: Well, I have to take different courses, and will my previous courses be nullified in any way, shape or form

452-459

00:58:42.150 --> 00:59:52.750

Nolan Atkins: this one. I am going to test you. No one. That's a That's a good question, Nick. Um. So first of all, if you add a program,

Nolan Atkins: fall at twenty three. That will be a new Vermont State University program

Nolan Atkins: if it's um something in the realm of what the engineering departments are currently offering right there is

Nolan Atkins: there? Isn't a lot of change happening in those programs. There might be some minor uh course, description type changes and so on. Or maybe some subtle program changes. But

Nolan Atkins: by and large that suite of programs is going to persist forward in a form that isn't substantially different from their current form,

Nolan Atkins: and if um you're in a program

Nolan Atkins: that is sort of a plus, it's the first two years that would feed into a plus two

Nolan Atkins: by and large, those kinds of pathways will again be seamless as they are now. That's how they're being designed,

460

00:59:54.020 --> 01:00:02.319

Nick Maille: which majors, if any, are being affected by this. Um, maybe nursing majors. I'm not sure

461-462

01:00:02.690 --> 01:00:28.330

Nolan Atkins: just about every program that all three institutions offers is being affected in some way. Right? Um. Some of the changes are very minor, like in Diesel and auto Tech, I mean, there's just not a lot of change there,

Nolan Atkins: but in many other degree programs, particularly those that are offered at more than one campus there. There is some substantial change there for sure.

463

01:00:31.810 --> 01:00:33.689

Nick Maille: Okay, thank you. That's all. I had

464-471

01:00:37.140 --> 01:01:48.640

Wilson Garland: great any other thoughts or questions about transfer.

Wilson Garland: Okay, I'm going to move on to our last topic then,

Wilson Garland: and that is the student portal.

Wilson Garland: Um. So I think all of you have some version of the student portal today. Uh, and we want to talk a little bit about how you're using the portal. What are some of the most important areas for you in terms of using the portal.

Wilson Garland: Um, what you like, which you don't like those sorts of things. So this just gives you a little context of what students are currently doing in terms of use of the portal. Obviously, getting to canvas is a big factor for people and getting their email, et cetera. But there's a lot of other areas that people are visiting in the portal.

Wilson Garland: Um.



Wilson Garland: So I think what we wanted to start with is when you first log into the portal. Uh, what do you? What do you go to first,

Nick,

472-477

01:01:50.270 --> 01:02:36.640

Nick Maille: for the one of the things I go to mid-school years right now. One thing I often go to is a student employment, and one comment I have about that is uh time. Management on the phone is, uh, next to impossible to find It's how you report your hours logged for those who are not in the work. Study

Nick Maille: um. And another thing in order to find your course, calendar, and schedules to figure out what time you're supposed to be in classes, which is

Nick Maille: um pretty difficult for freshman you have to go into, I believe, registration, and you have to go through that to find what courses I think that should be a little bit easier accessible, and a lot more

Nick Maille: You want to say obvious.

Nick Maille: Um,

yeah,

478

01:02:38.030 --> 01:02:40.399

Wilson Garland: right. Thank you. That's good information,

479

01:02:40.950 --> 01:02:42.049

Wilson Garland: Harley.

480-497

01:02:42.540 --> 01:04:27.589

Harley Moore (they/them): Yeah, um.

Harley Moore (they/them): I don't know if VTC. Uses the same um UKG system as envy you. If it does, you actually can't enter time through the browser on

Harley Moore (they/them): your phone. You have to use a computer unless you are using the app. Um. I work in the Student administrative Services office and answer this question at least once a week.

Um! It opens a new window, and

Harley Moore (they/them): because of security reasons, it basically wants you to log in again. And then it brings you back to the home screen. It is impossible. Um, I recommend using a computer.

Harley Moore (they/them): Um, The other thing uh about the portal. Um,

Harley Moore (they/them): There are a lot of hidden things that I think should have their own tab.

Harley Moore (they/them): Um. One specific thing would be um

Harley Moore (they/them): getting some sort of like

Harley Moore (they/them): um

Harley Moore (they/them): like very clear help desk

Harley Moore (they/them): um, for you know, like a help desk um

Harley Moore (they/them): thing that then has like the physical plant. It help um

Harley Moore (they/them): hr help and all of those things, because

Harley Moore (they/them): I myself didn't necessarily know that you could actually put in a work order for something damaged in your room. Um!

Harley Moore (they/them): And stuff. So student resources has all of that stuff. But

Harley Moore (they/them): um, it's not very clear what is in it until you open it.

Harley Moore (they/them): Um:

498

01:04:28.270 --> 01:04:35.470

Wilson Garland: Okay. Some more information about how to do that and what's included in each thing. Yeah, And maybe also

499-503

01:04:35.490 --> 01:04:58.880

Harley Moore (they/them): being able to like to customize your portal,

Harley Moore (they/them): as in putting certain

Harley Moore (they/them): links into certain tiles.

Harley Moore (they/them): I don't know how complex that would be. But if you could, like, you know, make a tile that was like

Harley Moore (they/them): frequently used, and then have like four or five links in there that you personally frequently use. I think that that would be very helpful.

504-507

01:04:59.300 --> 01:05:12.670

Wilson Garland: Got it.

Wilson Garland: So, being able to bundle the links you use together into different configurations.

Wilson Garland: Okay,

Wilson Garland: uh Alexandra.

508-517

01:05:13.840 --> 01:07:17.550

Alexandra Huff: Um. I only go to the portal. If

Alexandra Huff: I don't know what else to do. I'm. I'm very much more of a quick links person like I type in in structure for canvas. I type in multi pro for UKG, which I also hate. But the burning passion. If we could switch to adp that'd be awesome, much friendlier. Software. I did that. I use that for my internship, and I was like, Why are we using this?

Alexandra Huff: Uh, Because I hate Lt Pro with every fiber of my being Um, but uh two things that I like to see added to the portal. Um, one would be a dark mode,

Alexandra Huff: because my tiles are white, and it's bright, and I don't like it, and a dark mode makes everything better. But well, I can. I can customize it. I can move the tiles and remove tiles. But I can't. There's no dark mode, and I love dark mode

Alexandra Huff: um. The other thing would be. I was trying to help one of my first year students. Um! They were not ready for college, and they wanted to um fill out the exit form and leave the school for the time being um, and take a gap year,

Alexandra Huff: and I was like Well, lucky for you. Our portal has these convenient tiles, except I don't know where it is. But let me use this easy search Bar and I clicked the search bar and I typed an exit, and it was like no results found, and I literally had to click on every single tile, because I had no idea where this form would be,

Alexandra Huff: and it was called exit form. And I was like, okay. But then why, when I searched exit, did it not pop up? And it took me like thirty minutes, and I don't know if this is true, for, like every single one of the links in the tiles, like, I know at least for that link for that tile,

Alexandra Huff: I still don't remember where that link is. Um. And I still can. Yeah search it so like if I need to give it to another. One of my students give me like twenty to thirty minutes to find it again. Um, but

Alexandra Huff: at least for that link the search feature doesn't work and kind of defeats the purpose of a huge feature.

Alexandra Huff: That link is also in the student resources. Tab:

518-519

01:07:17.760 --> 01:07:23.569

Harley Moore (they/them): Um, yeah, it's kind of all-encompassing and

Harley Moore (they/them): isn't very clear.

520

01:07:23.780 --> 01:07:28.179

Alexandra Huff: Yeah, but it has the word exit, and I can never find it. It makes me so sad.

521-524

01:07:29.720 --> 01:07:49.960

Wilson Garland: All right.

Wilson Garland: Are there other things you'd like to see in the portal that aren't in. There. Are there other

Wilson Garland: parts of the interactions that you have with the

Wilson Garland: college or university that you feel like should be accessible online in a portal type environment,

525

01:07:52.240 --> 01:07:57.879

Harley Moore (they/them): a link.

526

01:07:58.530 --> 01:07:59.529

Wilson Garland: Okay,

527-529

01:07:59.700 --> 01:08:22.629

Harley Moore (they/them): that because there's no academic calendar, I believe,

Harley Moore (they/them): on here or Nope, there is. I lied. Um. But it's hard to find it sounds like. So yeah, it's an academic support which doesn't make sense. Um.

Harley Moore (they/them): But yeah, a link to the website would be great.

530

01:08:26.859 --> 01:08:28.300

Wilson Garland: All right, Nick,

531-532

01:08:29.420 --> 01:08:56.420

Nick Maille: again. Going back what I said earlier Uh, it would be very nice if we can have our course schedule saying you got this class at from two Pm. To four Pm.

Nick Maille: Um! If we could just have like a dedicated big tile just for that, that would be splendid. I It It makes it very difficult when you have to dig through all the tiles to find that that's the very big number one most important tile that should be on this

533-534

01:09:02.750 --> 01:09:20.230

Wilson Garland: all right. Any other thoughts about the portal.

Wilson Garland: Okay, Um, Any of the other uh folks have questions that they wanted to ask me. Did you have any other questions about the portal that you wanted to make sure we covered.

535-538

01:09:22.050 --> 01:09:51.079

Meg Walz: I don't think so. Um, We are gonna start to

Meg Walz: start a new project to um,

Meg Walz: you know. Do branding for the new portal. Um VTSU branding, And so I'm definitely. I took notes, took all of your feedback, and I think they have dark mode on their roadmap. So I'm going to look into that. I saw that Nick mentioned dark mod, too, so I'll look into that and let you guys know. Um.

Meg Walz: But yeah, that was good discussion. Helpful,

539

01:09:54.390 --> 01:09:56.999

Wilson Garland: All right. Um,

Wilson Garland: All of a sudden my screen is doing weird things.

There we go.

Wilson Garland: You guys see my screen again,

Wilson Garland: all right, so I guess the last question we have for you tonight, and we're getting ready to wrap up here is um. We didn't have a a pre-scheduled meeting for December um, and normally it would fall

Wilson Garland: on the fifteenth if we sort of followed the same pattern that we've been using um wanted to get a sense of

Wilson Garland: if folks would attend a December meeting if it happened on either the eighth or the fifteenth uh, the fifteenth happens to be uh during finals week.

Wilson Garland: Um,

Wilson Garland: the eighth is

Wilson Garland: the week of in advance of that uh, so

Wilson Garland: wanted to get a sense of Is that a feasible option, or should we reconvene in January?

Wilson Garland: Any thoughts?

551

01:11:23.910 --> 01:11:28.909

Aurora Hurd (they/them): I'm gonna take down what folks say they're in the chat or fumes

552-558

01:11:31.140 --> 01:11:57.150

Harley Moore (they/them): I could do either. But just based on the kind of relatively lower turnout this week.

Harley Moore (they/them): Um, I'm not sure

Harley Moore (they/them): how

Harley Moore (they/them): many students would show up to that one

Harley Moore (they/them): um

Harley Moore (they/them): more than this, or even possibly fewer than this,

Harley Moore (they/them): which is something to consider.

559-566

01:12:01.150 --> 01:12:47.560

Wilson Garland: Thanks. Yeah, I think that's good input?

Wilson Garland: Anybody else have thoughts. I guess some people are putting things in

Wilson Garland: chat.

Okay,

Wilson Garland: All right. Anybody have any last questions or thoughts for this evening?

Okay,

Wilson Garland: as always. Thank you very much for your time.

Wilson Garland: This has been really helpful for us, and, as you can tell, we've got a lot of things in the work that we're trying to get organized and designed and implemented here uh over the next several months. So uh, this is very timely and very useful input for us as we're going through this, Harley, did you have another question or thought,

567-570

01:12:48.190 --> 01:13:14.440

Harley Moore (they/them): Yeah, this one was um, not necessarily about um what we've talked about. But I believe it was Meg that sent out the email the other day about um

Harley Moore (they/them): the stipend. I was just wondering when that is going to be sent or

Harley Moore (they/them): go through

Harley Moore (they/them): just trying to budget for bills.

571

01:13:15.450 --> 01:13:19.219

Sophie Zdatny, Chancellor: It might depend on whether there's a meeting in December right?

572

01:13:20.270 --> 01:13:27.009

Wilson Garland: Because that might impact. Who would be getting a side then,

573

01:13:29.220 --> 01:13:30.190

Wilson Garland: Nick.

574-582

01:13:32.760 --> 01:14:33.869

Nick Maille: Uh, I've been uh hearing around campus at VTC. Rather uh recently. A lot of students are commenting on the lack of handicap accessibility.

Nick Maille: I'm. In

Nick Maille: In theory we have it.

Nick Maille: But right now our only, like dorm room that has an elevator, is old Dorm, and old Dorm is very far downhill from everything.

Nick Maille: So if it's not very bad enough. You got to wake up for your classes, but imagine if you were in a wheelchair, and you had like, go up a bunch of

Nick Maille: how you want to say uh stamped concrete like bricks. I need to go uphill on that, so it's like rough and bumpy,

Nick Maille: and then

Nick Maille: uh elevator inspections, as well as uh the buttons on the doors for the for the handicap Uh you push the button on door. It opens the door. Those don't work. I've been hearing a lot of comments on that.

Nick Maille: So just figure out grace and awareness on that



583-591

01:14:34.310 --> 01:15:36.450

Harley Moore (they/them): um seconding that for the Johnson campus I find it very laughable that one of our buildings, Martin Eddie, has a uh disabled parking spot in the student lot and the student law, I don't think, unless you

Harley Moore (they/them): unless you really had the willpower. I don't think you could get out of that law if you were in wheelchair, or had some sort of you know mobility aid. It would be difficult. Um, it's uphill. It's not very even, and the dorms actually do not have uh

Harley Moore (they/them): it. They are only stairs. There's no first floor for the dorms in that building.

Harley Moore (they/them): Um:

Harley Moore (they/them): So yeah, I I also know that kind of one of the reasons that our buildings haven't really been, you know, properly renovated, is because if they were, they would have to come up to the Ada code, or at least that's kind of what I'm thinking

Harley Moore (they/them): would happen if they, you know, kind of gutted it and redid it,

Harley Moore (they/them): you know my furniture is from eighty-seven. So.

Harley Moore (they/them): Um

Harley Moore (they/them): yeah,

592-593

01:15:38.930 --> 01:15:46.930

Wilson Garland: that's a good topic for us, I think, for a future session some of the facilities and

Wilson Garland: accessibility questions.

594-597

01:15:47.660 --> 01:16:01.780

Harley Moore (they/them): Yeah, I would love to kind of

Harley Moore (they/them): what Alexander said. And, Ch. I would, you know I would have a attend an entirely separate meeting dedicated to this. Um,

Harley Moore (they/them): What's needed?

Okay.

598

01:16:03.840 --> 01:16:15.379

Wilson Garland: Great. Well again, Thank you very much. Really Appreciate your time this evening, and thanks for all your your input, uh, very useful, and look forward to seeing you the next time.

599

01:16:16.530 --> 01:16:19.049

Sophie Zdatny, Chancellor: And I hope everyone has a good thanksgiving.

600

01:16:21.720 --> 01:16:24.820

Jae Basiliere (they/them): Thank you for your time, everyone. It is so great to see you.