VERMONT TECH

STRATEGIC PLAN OVERVIEW
2018-2023

Dear College Community,

Coming to this milestone of having a strategic plan document, and formal process to implement, update and maintain it as a living document, is an important moment for Vermont Tech. The value of a strategic plan to an organization is considerable.

This plan sets the direction for the college and establishes priorities. It defines how we view success and prioritizes strategies and actions to get us there. It gets us all on the same page, rowing in the same direction to achieve the goals of the college.

Of no small consequence is how the plan helps focus decision making. There are lots of good ideas for new programs or initiatives. The plan will help us determine which ideas fit best, which do not, and which we may want to pursue in the future. It helps us better align our resources to our goals with intentionality.

Lastly, it helps us communicate our strategic direction. This plan lets us and our partners know where we are going and how we will get there. It gives our stakeholders a clear sense of how they can support our success.

My sincere thanks to the many people who contributed to the development of this plan, and the many that will carry it forward. Together, we make Vermont work!

Small college. Big outcomes.

Pat

Patricia Moulton
President

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FOUNDATIONS

MISSION STATEMENT

We provide career-focused technical and professional education in a caring community which prepares students for immediate workplace success and continued learning.

Values

- Vermont Tech emphasizes the core values of dedication, integrity, and responsibility as a foundation for learning, career preparation, and citizenship.

- Vermont Tech is dedicated to its tradition of helping students reach their full potential by developing their academic and scholarly proficiency; critical thinking and communication skills; civic responsibility; and global awareness.

- The employees and students at Vermont Tech are committed to a stimulating, compassionate, and supportive learning community which fosters the personal and professional growth of all members.

- Vermont Tech values its role in supporting the Vermont economy and meeting the needs of businesses by preparing highly qualified graduates in various occupations, as well as by providing businesses with opportunities for continuing education for their employees.

Educated Person

Vermont Tech faculty, staff and students believe that an educated person is one who assumes responsibility for their own learning, for career preparation and for citizenship. We believe that an educated person has sufficient foundational knowledge in subject matter important to personal and professional growth and consistently strives to reach their full potential, can think critically, is globally aware, is civically engaged, is curious, and is an effective communicator.

Core Competency

Our core competency is our unique skills and knowledge which connects all our programs and offerings and is the primary reason that students select us. We believe that our core competency is:

"We immerse our students in their program subject matter immediately and throughout their learning experiences."

We confirm that this will remain our core competency through the 2023 plan.

Vermont State Colleges System Mission

For the benefit of Vermont, the Vermont State Colleges system provides affordable, high-quality, student-centered, and accessible education, fully integrating professional, liberal, and career study consistent with student aspirations and regional and state needs.

This integrated education, in conjunction with experiential learning opportunities, assures that graduates of VSCS programs will:

- Demonstrate competence in communication, research, and critical thinking

- Practice creative problem-solving, both individually and collaboratively

- Be engaged, effective, and responsible citizens

- Bring to the workplace appropriate skills and an appreciation of work quality and ethics

- Embrace the necessity and joy of lifelong learning for personal and professional growth

The Vermont State Colleges system provides continuing educational opportunities for individuals to meet their specific goals.

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V I S I O N

VISION 2023

The Vermont Tech community sees a future rooted in our core strengths. For more than 150 years, the college has met the needs of Vermont's employment demand by delivering hands-on education and providing graduates with meaningful careers in their chosen fields. To reach our mission, Vermont Tech will be:

RESPONSIVE
The college of choice for students and employers.

DIVERSIFIED
Serving students from a wide range of backgrounds, ethnicities, ages, and economic standing.

ENDURING
Continuing into the future with robust fiscal strength.

INNOVATIVE
Investing in state-of-the-art technology and spaces that support our dynamic teaching methods and highly technical programs.

EXCELLENT
Embodying a culture of excellence among faculty, staff, and administration so students are proud of the college when they are here and value us as alumni.

RENOWNED
Well-known for what we do best in service to students, employees, employers, Vermont, and our regional economy.

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SUMMARY SWOT ANALYSIS

The following represent the primary SWOT elements affecting the strategic plan:

STRENGTHS

- Unique programs in our region
- Dedicated faculty and staff
- Hands-on curriculum

OPPORTUNITIES

- Transfer and nontraditional students
- Career-oriented, layered credentials and degrees
- Online programs
- Concurrent, dual, and early college programs

WEAKNESSES

- Leadership turnover
- Fiscal instability
- Deferred infrastructure investments
- Low net-promoter scores

THREATS

- Increased competition for a shrinking market
- Continued lack of state support
- New and expanding online entrants

SMART OBJECTIVES IN SUPPORT OF VISION 2023

ENROLLMENT: Stabilize enrollments in a declining traditional market. In 2023, our objective is to enroll no fewer than 1309 FTE students (a 5% decrease from 2018), including 22% out-of-state enrollment by headcount and a 2% share of Vermont high school graduates.

FINANCES: Our 2023 objective is to increase strategic reserves to $2 million dollars.

SATISFACTION OF KEY STAKEHOLDERS: By 2023, our objective is to more than double the satisfaction rate of our key stakeholders (22% Net Promoter Score benchmark, 2018).

ACCESSIBILITY OF PROGRAMS: Our 2023 objective is to increase nontraditional-access programs with related support services from 7 to 12.

TECHNOLOGY: By 2023, 100% of our IT Infrastructure will be on a replacement plan based on expected lifespan and college need with no technology in use beyond its planned lifespan (28% as of FA18). Clinical lab technologies and equipment will meet 100% of accreditation requirements or best practices where identifiable (60%-100% as of FA18, depending on location).

RECOGNITION: Our semi-annual objective is to increase our Marshall Survey (a regional consumer-preferences study) score by 2% points (75% awareness in our benchmark survey, 2018).

PROGRAMS: By 2023, the number of our degree programs will be less than 32 (38 programs as of FA18).

ALIGNMENT WITH VSCS INITIATIVES

This chart summarizes the alignment of Vermont Tech's Strategic Objectives to the Vermont State Colleges System Initiatives, whether directly or indirectly supportive of each one.

Vermont Tech Objectives	VSCS INITIATIVES					
	Increase Continuation Rate	Improve Rention/ Graduation Rates	Become a More Attractive HS Grad Destination	Serve More Working Age Vermonters	Operate as integrated system for students and operations	Increase state financial support
Enrollment	D	D	D	D	D	I
Finances	I	I	I	I	I	D
Satisfaction	D	D	D	I	I	I
Accessibility	D	D	D	D	I	
Technology	I	I	I	I	I	
Recognition	D	D	D	D		D
Programs	I	D	D	D	I	

D = Directly Supports; I = Indirectly Supports

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S T R A T E G I C   I N I T I A T I V E S

TABLE OF CONTENTS: SUB-PLAN SUMMARIES

Please see the full sub-plans with specific strategies and metrics in Section 9 and supporting documents in the appendix in Section 10.

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ACADEMIC ORGANIZATION

OWNER: Academic Dean

SUMMARY:

In 2018, Vermont Tech's faculty initiated a discussion about reorganizing academic programs into schools. An ad hoc committee recommended that the college proceed with the model and suggested four schools and a distribution of programs among those schools. A market research study indicated that the schools model might increase net promoter scores, particularly among guidance counselors. During the summer of 2018, a second committee, comprised primarily of faculty, reviewed the model and recommended a fifth category of school to incorporate general education. The schools-model concept was endorsed by the Faculty Assembly and Executive Committee in the fall of 2018.

GOALS:

1. Implement five schools in the spring 2019 semester

2. Identify and achieve model benefits starting fall 2019

TACTICS:

- **Aligned with Objectives 1, 2, 3 and 6:** Identify school leadership (Year 1)

- **Aligned with Objectives 1, 2, 3 and 6:** Begin operational leadership via the schools model (Year 2)

- **Aligned with Objectives 1, 2, 3, 4, and 6:** Identify initial schools model changes (Year 2)

- **Aligned with Objectives 1, 2, 3 4, and 6:** Begin and complete initial changes (Years 3-4)

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ACADEMICS

OWNER: Academic Dean

SUMMARY:

In support of the five-year strategic planning process and in addition to accreditation planning, faculty and staff met over the summer of 2018 to identify areas of long-term academic strategic improvement. A number of preliminary plans were established and these are aggregated in this category with a schedule intended to coordinate with accreditation efforts

GOALS:

1. Achieve demonstrable improvements in the management of new and changing programs, advising, retention, teaching, technology, VSCS integration, and other key areas as identified by the 2018 Summer Academic Planning Committee.

TACTICS:

- **Aligned with Objectives 3, 5, and 6:** Develop and document an annual assessment of lab and clinical equipment needs and enhancements, informed by faculty development relative to instructional innovations in their field (Years 1-5)

- **Aligned with Objectives 1, 2, 3, 6 and 7:** Complete assessment and revisions in (sequence may change based on accreditation needs):

  - New and changing program management process (Year 1)

  - Advising and retention; student evaluations (Year 2)

  - Teaching; VSCS integration (Year 3)

VERMONT TECH

A C C R E D I T A T I O N

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OWNER: Academic Dean

SUMMARY:

In 2020, Vermont Tech will receive its decennial accreditation visit. Since its last accreditation in 2010, the evaluation standards were revised with an increased emphasis on metrics, evaluation, and continuous improvement. In spring of 2018, a committee reviewed the new standards and identified performance gaps in the college's current practices. A plan was developed over the summer of 2018 to address those gaps and begin preparation for a comprehensive self-study

GOALS:

1. Successful reaccreditation following the fall 2020 site visit

TACTICS:

- **Aligned with Objectives 1, 2, 3 and 6:** Close performance gaps in key accreditation standards (Year 1)
  - Focus areas: Standard 2, Planning and Evaluation; Standard 4, The Academic Program, including General Education; Standard 8, Educational Effectiveness

- **Aligned with Objectives 1, 2, 3 and 6:** Measure, assess, and correct (Year 2)

- **Aligned with Objectives 1, 2, 3 and 6:** Complete self-study (Year 2)

- **Aligned with Objectives 1, 2, 3 and 6:** Site visit, fall 2020 (Year 2)

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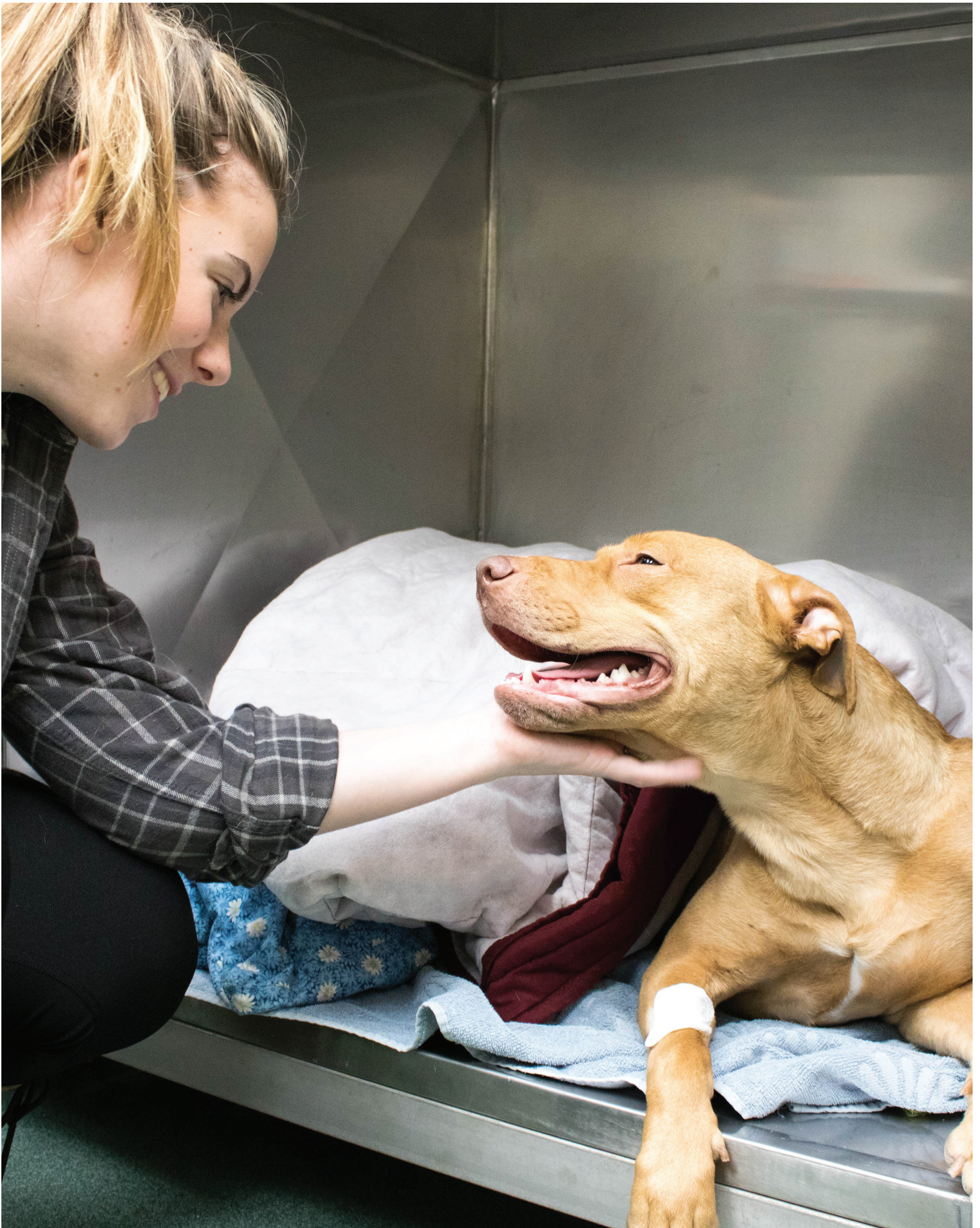
VERMONT TECH

A L U M N I

OWNER: Associate Dean of Resource Development

SUMMARY:

Vermont Tech's alumni engagement and giving participation rates are far lower than most comparable and regional colleges. This has a negative effect on public image, financial contributions, industry rankings, and, ultimately, enrollment and continued success. To reverse this trend in the next five years, we will boost alumni engagement through greater emphasis on events; outreach and communication; and peer advocacy.

Building and strengthening affinity between alumni and their alma mater is the "friend-raising" that will lead to improved engagement, fundraising, and public image.

GOALS:

1. Increase alumni giving participation rate to 10% annually by 2020, 25% by 2023

2. Raise $75,000 in alumni gifts each year by 2023. Raise five major donor gifts of at least $5,000 each year and another 10 at $1,000 by 2021

3. Raise net promoter score among alumni to above 60% by 2023

4. Increase attendance at Homecoming annually to 100 alumni by 2020 and 300 by 2023

5. Increase participation in the Alumni Association to eight regular members by 2020

6. Support a full-time Director of Alumni Relations by 2021 and support staff by 2023

TACTICS:

- **Aligned with Objectives 2, 3, and 6:** Increase outreach through more alumni magazines, monthly e-newsletters, and email messaging directly to alumni; instituting separate VAST messaging and publications; and reinstating a Vermont Tech yearbook

- **Aligned with Objectives 2, 3, and 6:** Annually publish and mail two alumni magazines, post 10 unique e-newsletters, and two e-versions of the alumni magazine by 2020; assess possible increases by 2023

- **Aligned with Objectives 2, 3, and 6:** Host two regular events (in addition to Homecoming & Knights Scramble Golf Tournament) each year by 2019; add two more by 2023. Annually host four pop-up events by campus, major, and/or school by 2021

- **Aligned with Objectives 2, 3 and 6:** Host a VAST reunion with at least 50 VAST alumni, and send an annual VAST newsletter

- **Aligned with Objectives 1, 2, 3, and 6:** Establish more peer-to-peer engagement, such as Alumni Ambassadors and Class Agents, boost attendance in the Alumni Association, and host more regional pop-up events

- **Aligned with Objectives 2, 3, and 6:** Create a more robust Homecoming program with greater participation and a committee utilizing alumni; recognize Alumni of the Year; and create Honorary Alumni awards

- **Aligned with Objectives 2, 3, and 6:** Support Development by increasing fundraising to two regular appeals each year plus one special appeal, and creating a regular major donor visit plan including regions outside Vermont

- **Aligned with Objectives 2, 3, and 6:** Increase the staffing in the Alumni Affairs office: a full-time Director of Alumni Affairs with some assistance in database and events management

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DEVELOPMENT

OWNER: Associate Dean of Resource Development

SUMMARY:

Development at Vermont Tech can be divided into two categories: Government Grants & Sponsored Programs and Private/Corporate Gifts. Soliciting and receiving grants and gifts is important to fill the gap in revenue left after tuition, fees, and government allocations. Grants and gifts currently represent between 0.8% and 1.5% of total revenue needed to meet expenses. Raising money takes significant time and effort, and current staffing in Development and Alumni Relations is inadequate to increase outside revenue.

A fully-staffed Development Office (with assistance from Alumni Relations) should be able to raise at least 2.5% to 3.2% of the total budget. Generally, colleges and universities experience a 10% to 20% success rate in development, meaning that eight or nine out of 10 solicitations are declined. Development at Vermont Tech is at least that effective, given our limited resources, but we could generate so much more revenue with more staff and improved strategies and tactics.

GOALS:

1. Staff of four (3.25 FTE) in Development and Administration focusing on grants & gifts (1 FTE is new; 2.25 currently exist) by 2020

2. Ask for 24 grants per year by 2020, with a success rate of 20%, realizing $500,000

3. Ask for 45 foundation gifts per year by 2020, with a success rate of 25%, realizing $400,000

4. Identify 50 potential major donors (alumni and friends) by 2021

5. Ask for 25 individual major gifts per year by 2021, with a success rate of 30%, realizing $50,000

6. Raise five major donor gifts of at least $5,000 each year by 2020; another 20 at $1,000

7. Boost alumni giving participation rate to 10% by 2020 and 20% by 2022

8. Realize $100,000 in unrestricted donations to the Annual Fund by 2020

TACTICS:

All tactics align with Objectives 2, 3, and 6.

- Create a regular donor-discovery visit schedule in 2019, including regions outside Vermont where alumni are established, such as metropolitan areas

- Add subscriptions to specific donor and foundation search engines in 2019

- Begin a major donor solicitation program in 2019 to include research, personal visits, cultivation, and stewardship

- Send two appeals to alumni annually, one after graduation and one at end-of-year starting in 2019

- Send one special appeal, either to a specific donor group (for a specific department or project) or based upon a regional event or time of year starting in 2019

- Create a "Giving Society" to recognize donors, such as pins to staff who give 1%; Dean's Club and President's Club pins to major donors of different categories; and Employer Partner Badges by 2020

- Foster a "culture of grants" at Vermont Tech by introducing grants-related professional development opportunities, ranging from informal exercises like monthly luncheons to trainings geared toward specific aspects of proposal-writing and grants management by 2020

- Explore, study, adapt, and institute best practices in higher education for engaging faculty in grants-related activities

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ENROLLMENT

OWNER: Associate Dean of Enrollment & Alumni Affairs

SUMMARY:

Vermont Tech has had modest enrollment growth the past four years, with the college seeing a small increase in the number of FTE students from 1274 (Fall 2014) to 1306 (Fall 2017). Although we have had success in leveling and slightly increasing our enrollment, there are major recruitment hurdles that are on the horizon for the next five years. Demographics for the number of high school graduates in the Northeast will continue to shrink over the next 10 years (Knocking at the College Door, WICHE). Compounding the decline in high school graduates is the recent constraints in recruiting international students and public perceptions on the value of higher education.

GOALS:

Departments with a direct focus on incoming student enrollment (Admissions, Marketing, Financial Aid, VAST, and Secondary Education Initiatives) have each laid out five-year plans to actively support our enrollment efforts.

1. Develop 5 year benchmarks and enrollment targets by program (Year 1)

2. Achieve a higher than 2% enrollment share of Vermont high school graduates (Years 1-5)

3. Increase out-of-state enrollment by 5% points over five years (Years 1-5)

4. Increase our degree matriculation rate of dual/concurrent students to 5% or higher (Year 2)

5. Achieve 50% retention of VAST graduates (Years 1-5)

TACTICS:

- **Aligned with Objectives 1, 3, 4, and 7:** Align recruitment plans for non-traditional audiences in line with college decisions around program delivery (Years 1-5)

- **Aligned with Objectives 1 and 2:** Collaborate with Finance and Athletics to formally determine the appropriate number and type of athletic teams for the college. (Years 1-2)

- **Aligned with Objectives 1 and 3:** Audit and improve all existing communications to students (Years 1-2)

- **Aligned with Objectives 1, 2, and 4:** Analyze and develop a discounting strategy that increases student enrollment and minimizes financial risks (Years 1-5)

- **Aligned with Objectives 1 and 3:** Develop marketing content for pre-matriculation audiences, including Bridge Building, camp attendees, dual/concurrent students and scholarship winners (Skills USA) (Year 3)

- **Aligned with Objectives 1 and 3:** Leverage Slate to provide automation and management to existing documents (Year 2)

- **Aligned with Objectives 1, 2, 4, and 7:** Work with Admissions to review and implement upcoming changes to the Regional Student Program/NEBHE (Years 1-2)

- **Aligned with Objectives 1, 2, and 3:** Develop staffing efficiencies and cross training with other departments to better serve students (Years 1-5)

- **Aligned with Objectives 1, 2, and 3:** Collaborate with Finance and Residence Life to examine pricing models and options for room and board beyond the current and standard options, including short-term and vacation housing, alternate meal plans, etc. (Years 2-3)

- **Aligned with Objectives 1, 2, 3, and 4:** Work with Academic Affairs, CAS, Finance, others to constantly explore new grants opportunities and structures to better serve students in a financially stable model (e.g. advocate from admission through the first semester of enrollment, Upward Bound, STEM SSS grant). (Years 1-5)

- **Aligned with Objectives 1, 2, and 3:** Collaborate with our 50+ dual/concurrent partners to set up a clear pathway to enroll in Vermont Tech's degree and certificate programs (Year 1)

- **Aligned with Objectives 1, 2, and 3:** Increase outreach to Chittenden County schools to increase Dual/Concurrent & VAST enrollments. (Year 3)

- **Aligned with Objectives 1, 3, and 4:** Create an online orientation module for students who are taking classes 100% online (Year 2)

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E X T E R N A L   R E L A T I O N S

OWNER: President

SUMMARY:

Vermont Tech does amazing things for our students but we are still not fully recognized for the depth and breadth of programs and the successes of our students. The External Relations sub plan seeks to augment our marketing activities by developing and nurturing a public relations/external relations network and activities to enhance knowledge of Vermont Tech and our impact.

GOALS:

1. Develop communication strategies to increase awareness among our key stakeholders of our institutional impact

2. Engage program advisory boards in external relations

3. Engage with Career and Technical Education (CTE) centers as promoters and to develop programs/pathways

4. Engage more Vermont Tech faculty in outreach to the community, legislators, government agencies, and corporations
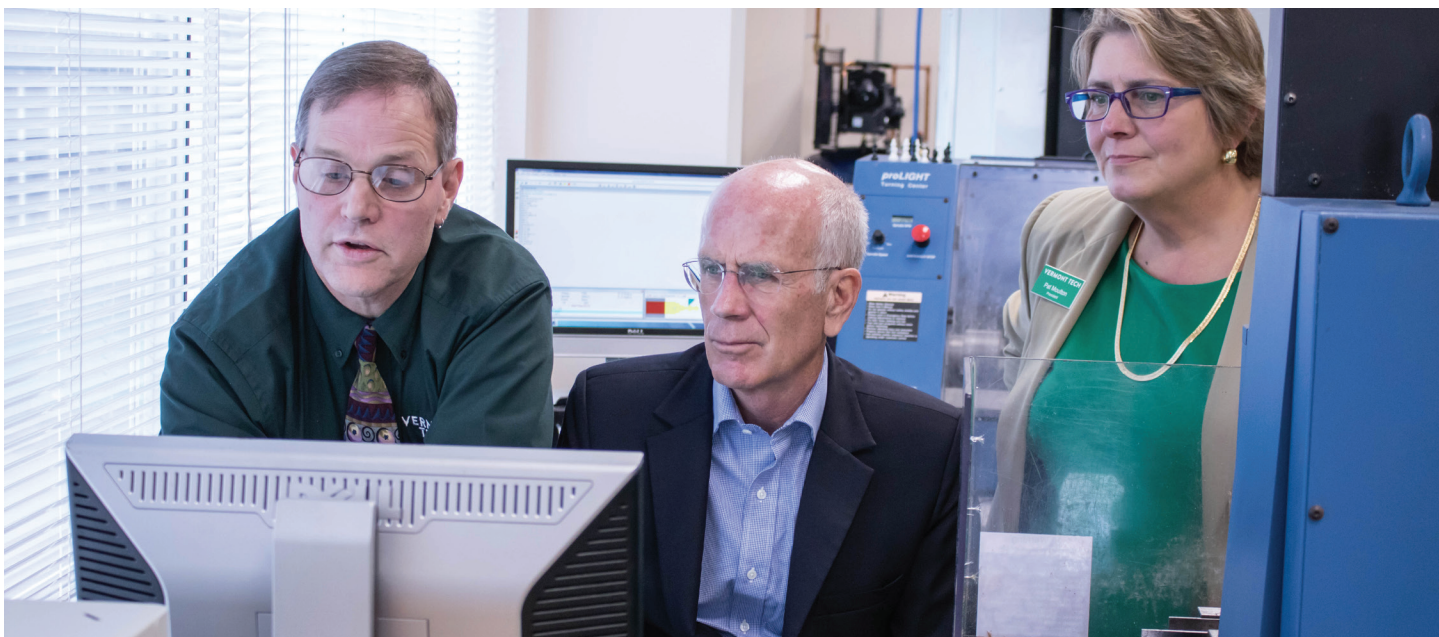
TACTICS:

All tactics align with Objectives 1, 3, and 6.

- Prioritize and enhance utilization of existing and new events and other venues for outreach.

- Develop an inventory of stories to share at events, on social media, and with stakeholders to promote the college statewide and with regional impact

- Collaborate with the academic advisory boards to strategically advocate and promote advocate awareness of Vermont Tech's impact, events, programs, and projects as ambassadors and promoters of the college

- Increase opportunities for faculty, as subject matter experts, to share their experiences and knowledge around the state and work with aligned organizations and industries

- Expand the President's role at events, chamber meetings, Rotary Clubs, and more

- Facilitate opportunities for students to participant and attend relevant industry events, meetings, and conferences

- Enhance existing connections with CTE centers to further promote pathways to, and partnerships with, Vermont Tech

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FISCAL PLAN

OWNER: Dean of Administration

SUMMARY:

Vermont Tech enters the Vision 2023 strategic planning process in a relatively strong financial position. For two consecutive years, the college has closed with an operational surplus on its unrestricted accounts, and has consequently been able to begin to rebuild our strategic reserves. The main overarching goal of this sub-plan is to provide a blueprint by which to maintain and build upon this financial solidity.

GOALS:

1. Recognizing the need to maintain a certain amount of working capital as a financial safety net, Vermont Tech will close the 2024 year with $2,000,000 in strategic reserves

2. Recognizing the age of our physical plant and infrastructure and both the liabilities and opportunities inherent, Vermont Tech will allot $400,000 per year into capital investment

3. A sustainable financial plan will be built upon realistic and responsible assumptions regarding critical environmental conditions, such as enrollment trends, tuition rate increases, and health care costs

4. The financial plan will be built at the 30,000-foot level and will provide general budgetary goals for each of the five years of the plan, allowing flexibility during subsequent years' budget processes to adapt to an ever-changing landscape.

ASSUMPTIONS:

The single biggest variable in predicting Vermont Tech's financial state is enrollment, and we have consequently put the most thought into anticipating coming enrollment trends. Vermont expects to see a 4.2% decline in HS graduation rates from academic year 18-19 to academic year 23-24 . We assume that primarily traditional-aged programs will most likely follow this trend, and we have therefore projected proportional declines in these programs. For primarily nontraditional-aged programs, most notably Nursing and Allied Health, we have assumed level enrollment based on robust enrollment trends over the past several years combined with an ever-growing need in the state for graduates with these critical skills.

- Three percent tuition rate increase annually

- Level general appropriation from the state

- General inflation of 2%

- Salary and wage inflation of 2.5%

- Healthcare inflation of 6%

TACTICS:

- **Aligned with Objective 2:** Use operational efficiencies, new revenue, and reformation of discounting policy to close projected budgetary gaps of $435,000 or each of the first four years of the strategic plan, with $285,000 in the final year.

- **Aligned with Objective 2:** Address budgetary challenges in our annual budgetary process (i.e. beginning in winter 2019, begin the budget development process for fiscal year 2020).

- **Aligned with Objective 1, 2, 5 and 7:** Involve stakeholders in the process to identify and enact specific measures in order to stay within the general guidelines of this plan, which entails achieving a small surplus each year and closing the $435,000 budget gap projected.

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HUMAN RESOURCES

OWNER: Director of Human Resources

SUMMARY:

The Human Resources sub-plan reflects a collaborative effort with a diverse group of internal stakeholders across campuses and regions. It also represents a collective desire to enhance the Vermont Tech experience for the approximately 730 faculty, staff, and student employees across four campuses and eight distance learning locations across the state.

GOALS:

1. Foster a high-performing, diverse, and inclusive workplace

2. Find efficiencies in our communications, systems, processes, and policies

3. Develop empowered and capable leaders, managers, and teams

4. Provide support for all employees at all locations

We will continue to strengthen several foundational themes of the HR organization. These include: Change Management; Communication; Culture, Diversity, and Inclusion; and Compliance/Management of Risk. These areas of focus, along with the foundational themes, align directly with the college's mission, values, institutional objectives, and statement of philosophy regarding an educated person, and are very important to achieving the academic and professional needs of our greatest asset: our employees.

We believe that creating the best workplace environment possible for the individual is at the core of the Vermont Tech community. Strategic partnership with every Vermont Tech employee is key to achieving the goals we have set for advancing our operations and towards strengthening our reputation as a workplace where every faculty, staff, and student employee contributes their best work.

In the next four years, the major themes of focus will be retention, modernization, professional development, and quality of the employee experience.

- Provide comprehensive professional development/training tools for all employees

- Acquire the technology needed to automate core processes

- Improve orientation/onboarding/retention system

- Build a culture and community of excellence

TACTICS:

All tactics align with Objectives 2, 3, 5, and 6

- Implement projects and initiatives to increase integration and efficiency of HR processes and systems (Years 1-4)

- Implement projects and initiatives to adopt and integrate emerging technologies (Years 2-4)

- Return on investment (ROI) on work redesign and process improvements (Years 3-4)

- Analyze Key Performance Indicators for turnover, time to fill positions, source of hires, inactivity rates, and population health improvement (Years 1-4)

- Conduct Engagement Survey (Years 1-4)

- Conduct workforce demographics assessment (Years 2-3)

- Analyze financial costs of non-compliance (Years 1-4)

- Examine utilization of HR programs, trainings, and services (Years 1-4)

- Conduct customer surveys and analyze feedback provided by campus constituencies (Years 1-4)

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MARKETING

OWNER: Director of Marketing & Communications

SUMMARY:

Vermont Tech provides a high-quality education with exceptional outcomes for its graduates. Its programs are well aligned with growing industries in the state and region and graduates are the backbone of Vermont's workforce in healthcare, agriculture, infrastructure, emergency services, and business. The school's historic foundation is built on 150 years of providing students with practical education that leads to job placement and career success.

GOALS:

1. Increase inquiry and applications rates by 2% points each year

2. Increase net promoter score by at least 100% over the course of five years (2018 benchmark: 22%)

3. Increase the Marshall survey (a regional consumer-preferences survey) score from the first year, and by 2% points based on first year's results (2018 benchmark: 75% awareness); add unaided question to survey

4. Support academic changes as the programs become more flexible in their delivery format and available to more post-traditional audiences, keeping or catching up with industry standards

Vermont Tech faces challenges, some unique and some shared across higher education, including:

- Increased competition as institutions focus on practical, applied learning to improve students' return on investment (Vermont Tech's core strength)
- Changing demographics
- A deferred maintenance backlog
- Low net promoter rates
- Weak alumni engagement/support of the institution

- Perceptions of Vermont Tech as an "advanced tech high school"
- Low state support

Vermont Tech will be undergoing a major organizational change from "majors" to "schools" during this planning cycle. The Academic Dean's Office and faculty Department Chairs will also be expanding the number of programs offered in flexible delivery formats, increasing access for new audiences. Marketing will be tasked with leveraging the advantages of this new organizational and product structure to drive interest, application, and matriculation from prospective students.

TACTICS:

All tactics align with Objectives 1, 2, and 6

- Leverage Vermont Tech's job placement record, applied academic excellence, the change to a "schools" organization, and its programs to support the above goals and to add vitality to Vermont Tech overall

- Strengthen understanding of and affiliation with what it means to be a Vermont Tech'er among students, faculty, staff, alumni, and parents, and what the Vermont Tech experience provides

- Build a strong internal identity for Vermont Tech that will lead to greater current and future evangelizing on behalf of Vermont Tech

- Strengthen messaging to clarify and seat more strongly the role Vermont Tech plays in the success and vitality of lives of individuals and the economy and society of Vermont among key Influencers

- Build perceptions of Vermont Tech as one of Vermont's premier educational assets, akin to the respect given to UVM, Middlebury (but within its own genre)

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P H Y S I C A L   P L A N T   P L A N

OWNER: Dean of Administration

SUMMARY:

The Physical Plant sub-plan section of the Strategic Plan consists of a space-utilization proposal for the Williston campus and the deferred maintenance study prepared by Smith-Alvarez-Sienkiewycz Architects; Krebs & Lansing, Civil Engineers; and L.N. Consulting, Mechanical-Electrical Engineers in conjunction with Vermont Technical College in spring 2018. The study includes field observations of the site and all buildings on the Randolph campus and the Farmstead over a period of several months. Conditions noted in the study are consistent with observations at the time of inspection.

GOALS:

1. Facilitate the immediate and long-term expansion of programs and space at the Williston campus (Year 1)

2. Complete Campus Master Planning processes for both main campuses (Year 1)

3. Begin implementing Campus Master Plan (Years 2-5)

4. Complete re-envisioning of the farm/digester continuum (Year 2)

5. Develop capital campaign and other funding strategies for farm/digester upgrades (Years 2-5)

The study is divided into three categories: Architectural Assessment; Site-Civil Assessment; and Mechanical, Electrical, Plumbing, and Fire Protection Systems Assessment. Each category includes the assessment and an estimate of probable construction costs for deferred maintenance items.

The deferred maintenance study will serve as the basis for several subsequent planning initiatives to be conducted and completed prior to 2023, including:

- Campus Master Planning (Randolph)
- Campus Master Planning (Williston)
- Re-envisioning the farm/digester continuum

TACTICS:

- **Aligned with Objectives 1, 2, 3, and 4:** Commission external experts and convene internal team to jointly develop comprehensive plans for both campuses, employing the deferred maintenance study to identify priorities.

- **Aligned with Objectives 1, 2, 3, and 4:** Identify responsible parties associated with each component of the Master Plan and begin implementing plan components.

- **Aligned with Objectives 1, 2, 3, and 4:** Align priorities identified in planning processes and the Deferred Maintenance Study with projected annual budgets and capital projects planning.

- **Aligned with Objectives 1, 4, and 7:** Research opportunities for expansion by leading/acquiring adjacent properties to the Williston campus.

- **Aligned with Objectives 1, 4, and 7:** Prepare the 128 room for the Radiography program in summer of 2019.

- **Aligned with Objectives 1, 4, and 7:** Prepare the space currently leased by the hair salon in the 700 building for the Dental Therapy program in spring 2020.

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STUDENTS

OWNER: Dean of Students

SUMMARY:

Vermont Tech takes a holistic view of the student. We seek to offer a broad array of services and events in a compassionate and supportive environment to enhance the educational process. Administrative departments focused on the social and cultural personal aspect of the student experience include: Athletics and Intramurals; Career Development; the Hartness Library; Public Safety; Residence Life; Student Activities; Student Academic Success; Student Health and Mental Health; and efforts focused on diversity, inclusion, and cultural competency.

GOALS:

In the next four years, major themes are retention, modernization, and quality of the student experience.

1. Increase the overall graduation rate of Black and Hispanic students (25% and 14% respectively) to within 10% of the graduation rate of White students (54% in 2018)

2. Increase the retention rate of all athletic teams to 81% (76% in 2018)

3. Increase the retention of all first-time, first-semester students pursuing a bachelor's degree to 75% (66% in 2018)

4. Increase the percentage of students responding to the annual Student Affairs survey who say they feel very safe at college to 75% (60.82% in 2018)

Efforts in each of these areas are aligned with the college's mission, values, institutional objectives, and statement of philosophy regarding an educated person. Foundational components include:

- Personal integrity and responsibility
- Independence and self-direction
- Career preparation and placement
- Communication skills

- Adaptability and resiliency
- Citizenship, community, and civic engagement
- Critical thinking and knowledge acquisition
- Global awareness and diversity

TACTICS:

- **Aligned with Objectives 1, 2, 3, and 4:** Restructure Student Affairs to include focus on the inclusion, retention, and graduation of minority student populations (Years 1-4)

- **Aligned with Objectives 1, 2, 3, and 4:** Implement a new position shared between the Center for Academic Success and Admissions to serve as a student advocate from admission through the first semester of enrollment (Years 2-4)

- **Aligned with Objectives 3 and 5:** Utilize the college safety fee to purchase and install new public safety technology such as cameras, control access, and mass notification to serve as a force multiplier and allow for early intervention and response calls to specific threats (Years 1-4)

- **Aligned with Objectives 1, 2, and 3:** Work through the college master planning process to study residence hall modification and modernization options and make recommendations. Explore pricing models and options beyond the standard option to vacation housing (Years 1-2)

- **Aligned with Objective 3:** Develop an open educational resources (OER)/low cost textbook initiative led by Hartness Library with a goal of balancing curriculum support and reducing textbook costs for students. Work with faculty to support them in using library and OER in their classes and provide support concerning copyright and applying principles of Fair Use (Years 1-5)

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TECHNOLOGY

OWNER: Chief Technology Officer

SUMMARY:

IT infrastructure is a key part of everything we do in a modern world and within our college. As a college community, we are good at "keeping up" with what is new and promising in the technical realm, but actually using this technology to its fullest potential takes more planning and effort. It also requires the funding to purchase new technology when it is appropriate, replace technology as it ages, offer trainings, and maintain the knowledge base needed to support the technology.

GOALS:

1. Create a standard for classroom technology that meets the needs of users of our educational spaces and which is flexible enough to fit into our varied classroom and lab environments; update all of our classrooms and labs to this standard by 2023

2. Replace all educational personal computers on a five-year replacement cycle and in a manner consistent with our plan and budget

3. Ensure that all hardware and peripherals meet or exceed minimum standards for operating effectively in today's complex higher education environment

4. Increase wireless coverage to accommodate all current demand and anticipate future demand

5. Ensure that simulation labs are equipped with state-of-the-art equipment

6. Work toward consistency across all sites regarding phone hardware; develop and implement plan to migrate to VOIP within five years

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The Technology sub-plan has been divided into several specific areas: classroom equipment, computer labs, phones, simulation equipment, telepresence, and wired and wireless networks. Our focus in each of these areas includes right-sizing and updating what we have in place now; establishing and budgeting for hardware replacement cycles; and planning for innovation in the future.

TACTICS:

All tactics align with Objectives 1, 2, 3, 4, and 5

- Establish a replacement plan for all printers and copiers; evaluate current placement of all printers and copiers and look for efficiencies

- Re-evaluate telepresence technology on a yearly basis to look for improvements that enhance the experience in the rooms without undue added cost

- Continue funding the replacement of equipment on a per-room yearly basis

- Perform assessments on each Williston, Randolph Center, and Bennington campus buildings that is connected to our wired network in order to right-size the number and placement of network jacks in each;

create and fund a plan to replace all wiring, fiber optics, network switches, and associated equipment on a yearly replacement cycle; create a parallel fund to replace all hardware associated with our campus wireless networks

- Perform a "deep-dive" on all phone-related hardware, software, switches, and service contracts to maximize efficiencies and realize cost-savings without sacrificing quality

- Collaborate internally to develop replacement cycles by program for simulation equipment; fund through a combination of grants and departmental budgets

SHORT TERM METRICS

Dashboard Metric	Contact	Source	Longevity	Frequency	Format	Notes
Overall Enrollment	Dwight	Colleague	5-10 year	Bi-weekly during peak periods	Line graph	By location, major, age, gender
Net Revenue Estimated Projection	Lit	Calculation	3 year	Weekly	Line graph	
Incoming Funnel (inquires, applications, deposits)	Jessica	Slate/ Colleague	1 year Slate 5 year Colleague	Bi-weekly during peak periods	Line graph	By location, major, age, gender

LONG TERM METRICS

Scorecard Metric	Contact	Source	Longevity	Frequency	Format	Notes
Staff & Faculty Numbers	Shelly/ Kelly-Rue	Calculation	5 year	Term	Bar Graph	
Retention Rate	Judy/ Shelly/ Rose	Calculation	5-10 year	Annually	Bar Graph	YR2YR, 1st-2nd, Direct Progression
Net Cost/Degree by Fee Structure (6+)	Cathy	Calculation	5 year	Annually	Bar Graph	
Placement Rate	Karry	Spreadsheet	5 year	Annually	Pie Chart	
Satisfaction (Students)	Jay	Spreadsheet	5 year	Annually		
Satisfaction (Employee)	Kelly-Rue	Spreadsheet	1X	Annually		
Annual Donations	Curtis	Spreadsheet	1 year	Annually		By Alumni, Foundations, Corporations

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OVERALL RESPONSIBILITY FOR PLAN EXECUTION & REVIEW

The President has overall responsibility of overall plan execution and review with responsibility for plan components delegated to the Executive Committee and others as follows:

Academic Organization: Academic Dean
Academics: Academic Dean
Accreditation: Academic Dean
Alumni: Associate Dean of Resource Development
Development: Associate Dean of Resource Development
Enrollment: Associate Dean of Enrollment & Alumni Affairs
External Relations: President
Fiscal Plan: Dean of Administration
Human Resources: Director of Human Resources
Marketing: Director of Marketing & Communications
Physical Plant: Dean of Administration
Students: Dean of Students
Technology: Chief Technology Officer

FREQUENCY OF REVIEW

Progress in the execution of the Strategic Plan will occur no less than monthly.

CONTENT OF REVIEW

Monthly review will include the following:

- Review of annual objectives

- Progress in Initiatives

- Review of updated Dashboards

- Review of updated Long Term Metrics

- Other issues of strategic concern or opportunities

SCHEDULE OF PLAN REVISIONS & UPDATES

The plan will be updated annually with an additional year's objectives and plans added. The plan revisions will maintain a rolling five-year planning horizon. The schedule of review is as follows:

November: Year 6 SMART goals identified
January: Year 6 action plans and initiatives updated
February: Stakeholder review and comments
April: Revised plan published, presented, and celebrated

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COMPLETION CHECKLIST

Upon complete of the sub-plans, we should confirm that we have adequate coverage of these areas:

Ensure a culture of engagement and participation

Ensure a leadership culture of teamwork, realism, and prompt decision making

Ensure that the facilities plan is adequate

Ensure that fiscal plans are within financial limits, are feasible, etc.

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PLANNING PARTICIPANTS

EXECUTIVE STEERING COMMITTEE

Patricia Moulton
Lit Tyler
Curtis Ostler
Maureen Hebert
Rosemary Distel
Dave Rubin
Dwight Cross
Kelly Rue Riso
Jim Smith
Jay Paterson
Amanda Chaulk
Jean Marie Clark
Allan Rodgers

ACADEMIC ORGANIZATION

David Jarmy
Susan Currier
Kim Crowe
Faye Tolar
Steve Belitsos
John Kidder
Joan Richmond-Hall
Michelle Sama
Curtis Ostler
Mary O'Leary
Amanda Chaulk
Ralph Esposito
Craig Damon
Brent Sargent
Eric Wolinsky
Patricia Moulton
Matt Gallagher
Jeff Higgins
Robert Palmer
Rosemary Distel

ACADEMICS

John Kidder
Kim Crowe
Scott Sabol
Rob Palmer
Jeremy Ouellette
Mary O'Leary
Matt Gallagher
Ellen Grimes
Jeff Higgins
Ralph Esposito
Jessica Riley
Marlys Eddy
Sarah Billings-Berg
Inge Luce
Robin Guillian
Faye Tolar
Joan Richmond-Hall
Robin Goodall
Rosemary Distel
Susan Currier
Jason Lacroix
Brent Sargent
Stephanie Dorosko
Eric Wolinsky
David Jarmy
Michael Marceau
Allan Rodgers
Others, TBD

ACCREDITATION

Kim Crowe
Alex Northern
Rosemary Distel
Susan Currier
Amanda Chaulk
Anna Bouchard
Savannah Simonds
Maureen Hebert
Brent Sargent
Jane Kearns
Robin Goodall
Mary Kathryn Juskiewicz
John Kidder
Erica Dana
Joan Richmond-Hall
Cassandra Holbrook

ALUMNI

Rosemary Distel
Curtis Ostler
Dwight Cross

DEVELOPMENT

Dave Rubin
Curtis Ostler

ENROLLMENT

Dwight Cross
Jay Paterson
Jessica Van Deren
Cathy McCullough
Steve Airoldi
Ethan Johnson
Craig Damon
Kim Crowe
Amanda Chaulk

EXTERNAL RELATIONS

Pat Moulton
Curtis Ostler
Maureen Hebert
Tricia Coates
Jeff Higgins
Karry Booska

FISCAL PLAN

Lit Tyler
Brenda Flint
Lori Rivers
Ben Hulbert
Karen Tetrault

HUMAN RESOURCES

Kelly Rue Riso
Nate Ball
Bob Dunkle
Mary Kathryn Juskiewicz
Michelle Graham
Dianne Percy
Geri Lynn Cohen
Maureen Hebert
Robin Goodall
Michelle Stearns
Lit Tyler

MARKETING

Jessica Van Deren
Dwight Cross
Jim Smith
Amanda Chaulk
Faculty Peer Reviewers:
Greg Hughes, Joyce Twing

PHYSICAL PLANT

Dave Rubin
Lit Tyler

STUDENTS

Anna Bouchard
Jean-Marie Clark
Jay Paterson
Emile Fredette
Karry Booska
Sue Polen
Mary Kathryn Juskiewicz
Kathleen Mason
Hilary Linehan
Jane Kearns

TECHNOLOGY

Academic Technology
Telepresence
Steve Bohnyak
Rosemary Distel, Co-chair
Jason Pelletier
John Sheets
Jim Smith, Co-chair

Classroom and Lab Technology

Ken Bernard
Steve Bohnyak
Rosemary Distel, Co-chair
Paul Evans
Ted Manazir
Jim Smith, Co-chair

Allied Health Technology

Ken Bernard
Rosemary Distel
Dave Rubin, Co-chair
Jim Smith, Co-chair
Michelle Stearns

Infrastructure

Network Infrastructure
Steve Allen (LSC)
Bill Coberly
Tom Maguire

Printers/Copiers
Bill Ix
Michelle Graham
Jim Smith

Phones
Mike Dente (LSC)
Michelle Graham
Tom Maguire
Dave Rubin, Chair
Jim Smith
Karen Tetreault

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SUB-PLAN DOCUMENTS

Please see the full sub-plans, with specific strategies and metrics, **online**.

ALUMNI SUB-PLAN (3 PAGES)

DEVELOPMENT SUB-PLAN (3 PAGES)

ENROLLMENT SUB-PLANS:
- ADMISSIONS AND RECRUITMENT SUB-PLAN (2 PAGES)
- FINANCIAL AID SUB-PLAN (2 PAGES)
- COMMUNICATION SUB-PLAN (2 PAGES)
- ORIENTATION SUB-PLAN (2 PAGES)
- SECONDARY INITIATIVES SUB-PLAN (3 PAGES)

EXTERNAL RELATIONS SUB-PLAN (4 PAGES)

FISCAL SUB-PLAN (2 PAGES)

HUMAN RESOURCES SUB-PLAN (4 PAGES)

MARKETING SUB-PLAN (3 PAGES)

PHYSICAL PLANT SUB-PLAN
- WILLISTON SUB-PLAN (6 PAGES)
- DEFERRED MAINTENANCE STUDY (391 PAGES)
    - » PART 1
    - » PART 2
    - » PART 3

STUDENTS SUB-PLANS:
- ACADEMIC SUCCESS (3 PAGES)
- ACTIVITIES (2 PAGES)
- ATHLETICS (5 PAGES)
- CAREER DEVELOPMENT (2 PAGES)
- DIVERSITY AND INCLUSION (4 PAGES)
- HARTNESS LIBRARY (4 PAGES)
- MENTAL AND PHYSICAL HEALTH (2 PAGES)
- PUBLIC SAFETY (2 PAGES)
- RESIDENCE LIFE (3 PAGES)

TECHNOLOGY SUB-PLAN (10 PAGES)

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A P P E N D I X

Please see the supporting documents in the Appendix, **online**.

ACADEMIC ORGANIZATION
- SCHOOLS MODEL_FINAL RECOMMENDATIONS.DOCX (2 PAGES)

ACADEMICS
- ACADEMIC PROGRAM COUNT ANALYSIS (3 PAGES)
- ACADEMIC PLANNING - RETENTION SUB GROUP.DOCX   (1 PAGE)
- CLASSROOM AND LAB NEEDS REPORT.PDF (4 PAGES)
- FINAL REPORT CURRENT-EXPAND-MERGE-CLOSE-NEW_PROGRAM_WORK_REPORT-2018-07-27.PDF (16 PAGES)
- FINAL REPORT GENERAL EDUCATION SUBGROUP_AUGUST 9_2018.DOCX (2 PAGES)
- PROPOSED SCHEDULE FOR ASSESSMENT & CONTINUOUS IMPROVEMENT SCHEDULE.XLSX (SPREADSHEET)
- PRIMER FOR ACADEMIC ASSESSMENT SLOS DRAFT 0718.DOCX (5 PAGES)
- PROGRAM OUTCOMES MASTER DRAFT 080918.XLSX (SPREADSHEET)

ACCREDITATION
- DRAFT FINAL RECOMMENDATIONS NEASC PLANNING COMMITTEE.DOCX (2 PAGES)

ENROLLMENT
- FINANCIAL AID DISCOUNTING ANALYSIS CHART (1 PAGE)
- FINANCIAL AID TRENDS IN DISCOUNTING (SPREADSHEET)

EXTERNAL RELATIONS
- EXTERNAL RELATIONS STAKEHOLDER CHARACTERISTICS (6 PAGES)
- STAKEHOLDER CHARACTERISTICS IMPACT (2 PAGES)

FISCAL
- FINANCIAL STRATEGIC PLAN (2 PAGES)

PHYSICAL PLANT
- 5 YEAR UNDUPLICATED COUNT BY DEGREE RANDOLPH STUDENTS (3 PAGES)
- 5 YEAR UNDUPLICATED COUNT BY YEAR RANDOLPH STUDENTS (1 PAGE)
- 5 YEAR UNDUPLICATED COUNT BY DEGREE WILLISTON STUDENTS (3 PAGES)
- 5 YEAR UNDUPLICATED COUNT BY YEAR WILLISTON STUDENTS (3 PAGES)

FEEDBACK
- SURVEY RESULTS (9 PAGES)
- SUMMARY OF SOLICITED FEEDBACK (10 PAGES)