



NECHE ACCREDITATION SELF-STUDY REPORT

[SEPTEMBER 1, 2020]

VERMONT TECH

PO Box 500 | 1 Main Street
Randolph Center, VT 05061

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Institutional Characteristics Form

Date August 28, 2020

1. Corporate name of institution: Vermont Technical College
2. Date institution was chartered or authorized: 1962
3. Date institution enrolled first students in degree programs: 1962
4. Date institution awarded first degrees: 1965
5. Type of control: Public - State
6. By what agency is the institution legally authorized to provide a program of education beyond high school and what degrees is it authorized to grant?

By authority conferred by the Vermont legislature, the Trustees of the VSCS have authorized Vermont Tech to grant the degrees of associate of applied science, associate of science, associate of engineering, bachelor of science, and master of science with a major in the program pursued.

The Vermont Academy of Science and Technology (VAST) at Vermont Tech has Independent School Approval for grade 12 from the Vermont State Board of Education.

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

- | | |
|---|---|
| <input type="checkbox"/> Less than one year of work | <input type="checkbox"/> First professional degree |
| <input checked="" type="checkbox"/> At least one but less than two years | <input checked="" type="checkbox"/> Master's and/or work beyond the first professional degree |
| <input type="checkbox"/> Diploma or certificate programs of at least two but less than four years | <input type="checkbox"/> Work beyond the master's level but not at the doctoral level |
| <input checked="" type="checkbox"/> Associate degree-granting program of at least two years | <input type="checkbox"/> A doctor of philosophy or equivalent degree |
| <input checked="" type="checkbox"/> Four- or five-year baccalaureate-degree granting program | <input type="checkbox"/> Other doctoral programs |
| | <input type="checkbox"/> Other |

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

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

9. The calendar system at the institution is: Semester, Trimester

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

a. Undergraduate 12 credit hours

- b. Graduate 9 credit hours
11. Student population
- a. Degree-seeking students

Census Data, Fall 2020	Undergraduate	Graduate	Total
Full-time student headcount	869	0	869
Part-time student headcount	414	4	419
FTE (VTC method*)	1133.08	2	1135.08
FTE (NECHE method)†	1368.42	2	1370.42

*Students enrolled at census in 12 or more credits are 1 FTE. Students enrolled in less than 12 credits have their total number of enrolled credits divided by 12 to arrive at FTE.

†Enrollment obtained by a sum of the values calculated by dividing each student's credit load by the average expected credit load for that student's academic program

- b. Number of students (headcount) in non-credit, short-term courses: 0
12. List all programs accredited by a national recognized, specialized accrediting agency

Program	Agency	Accredited Since	Last Review	Next Review
Architectural & Building Engineering Technology	Accreditation Board for Engineering & Technology, Inc.	1973	Fall 2018	Fall 2020
Architectural Engineering Technology	Accreditation Board for Engineering & Technology, Inc.	1995	Fall 2018	Fall 2020
Automotive Technology	National Automotive Technicians Education Foundation		Spring 2016	Spring 2021
Civil & Environmental Engineering Technology	Accreditation Board for Engineering & Technology, Inc.		Fall 2018	Fall 2020
Computer Engineering Technology	Accreditation Board for Engineering & Technology, Inc.	AE: 2002 BS: 2002	Fall 2018	Fall 2020
Dental Hygiene	Commission on Dental Accreditation	January 2003	Fall 2018	Fall 2026
Electrical Engineering Technology	Accreditation Board for Engineering & Technology, Inc.	AE: 1976 BS: 2014	Fall 2018	Fall 2020
Electromechanical Engineering Technology	Accreditation Board for Engineering & Technology, Inc.	2002	Fall 2018	Fall 2020
Manufacturing Engineering Technology	Accreditation Board for Engineering & Technology, Inc.	2017	2017	Fall 2020
Mechanical Engineering Technology	Accreditation Board for Engineering & Technology, Inc.		Fall 2018	Fall 2020
Nursing: Associate Degree	Accreditation Commission of Education in Nursing	Fall 2019	Fall 2019	Spring 2026 (compliance report in

				Summer 2023)
Nursing: Bachelor's Degree	Accreditation Commission of Education in Nursing	Fall 2019	Fall 2019	Spring 2026 (compliance report in Summer 2023)
Practical Nursing	Accreditation Commission of Education in Nursing	Fall 2019	Fall 2019	Spring 2026 (compliance report in Summer 2023)
Respiratory Therapy	Commission on Accreditation for Respiratory Care			
Veterinary Technology	American Veterinary Medical Association	Spring 1991	Fall 2017	Fall 2023

13. List all instructional locations other than the main campus. For each site, indicate whether the location offers full degree programs or 50% or more of one or more degree programs. Record the FTE for the most recent year.

	Full Degree	50-99%	FTE (VTC method)	FTE (NECHE method)
A. In-state Locations				
Bennington Campus	<input checked="" type="checkbox"/>	<input type="checkbox"/>	37.75	38.17
Brattleboro Campus	<input checked="" type="checkbox"/>	<input type="checkbox"/>	29.83	29.92
CVMC Site	<input type="checkbox"/>	<input checked="" type="checkbox"/>	16	16
Lyndon Site	<input type="checkbox"/>	<input checked="" type="checkbox"/>	14.25	14.25
Middlebury Site	<input type="checkbox"/>	<input checked="" type="checkbox"/>	8	8
Morrisville Site	<input type="checkbox"/>	<input checked="" type="checkbox"/>	15	15.08
Newport Site	<input type="checkbox"/>	<input checked="" type="checkbox"/>	14.58	14.75
Rutland Site	<input type="checkbox"/>	<input checked="" type="checkbox"/>	6	6
St. Albans Site	<input type="checkbox"/>	<input checked="" type="checkbox"/>	30.67	31.08
White River Junction Site	<input type="checkbox"/>	<input checked="" type="checkbox"/>	12.33	12.33
Williston Campus	<input checked="" type="checkbox"/>	<input type="checkbox"/>	369	418.17
B. Out-of-state Locations				
Dartmouth Site	<input type="checkbox"/>	<input checked="" type="checkbox"/>	5.83	5.92
Keene Site	<input type="checkbox"/>	<input checked="" type="checkbox"/>	4.17	4.17
Littleton/Lancaster Site	<input type="checkbox"/>	<input checked="" type="checkbox"/>	8.83	8.83

14. International locations

15. Degrees and certificates offered 50% or more electronically: for each degree or Title IV-eligible certificate, indicate the level (certificate, associate, bachelor's, master's), the percentage of credits that may be completed online, and the FTE of matriculated students for the most recent year.

Program	Degree level	% online	FTE
Applied Business Management	BS	100	6.75
Dental Hygiene	BS	25-50%	7.75
Nursing	BS	100	35.417

16. Instruction offered through contractual relationships: for each contractual relationship through which instruction is offered for a Title IV-eligible degree or certificate; indicate the name of the contractor; the location of instruction; the program name; whether it's a degree

or certificate; and the number of credits that may be completed through the contractual relationship.

Name of Contractor	Location	Program	Degree or certificate	# of credits
Vermont Flight Academy	Williston Campus/Burlington International Airport	Professional Pilot Technology	Degree	121

17. List by name and title the chief administrative officers of the institution (using the table at the end).
18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size, and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization.
 - a. Organization of academic affairs showing a line of responsibility to the president for each department, school division, library, admissions office, and other unit assigned to this area.
 - b. Organization of student affairs including health services, student government, intercollegiate activities, and other units assigned to this area.
 - c. Organization of finances and business management including plant operation and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area.
 - d. Organization of institutional advancement including fund development, public relations, the alumni office, and other units assigned to this area.
19. Briefly record the central elements in the history of the institution

Since its founding more than 150 years ago, Vermont Tech has continuously evolved to meet the educational needs of the state and its workforce.

In Public Act No. 1 of 1866, the Vermont legislature established the first public schools in Vermont devoted to the education of teachers. The schools were located in Randolph, Johnson, and Castleton. The Randolph State Normal School served in this capacity until 1910, when the legislature determined that there was a need for a state agricultural school and established the Vermont School of Agriculture (VSA) at the Normal School site.

Over its long years of service, the VSA graduated many Vermonters who were distinguished by their numerous and notable contributions to agriculture and government.

In response to evolving educational needs, technical courses were added to the offerings of the school in 1957 and the institution was given a new name reflecting this expanding mission: Vermont Agricultural and Technical Institute (VATI). It was the first technical institute in Vermont with an initial enrollment of approximately 75 students.

By act of the 1961 legislature, VATI and the state teacher colleges (Castleton, Johnson, and Lyndon) were placed under the control of a newly created public corporation known as Vermont State Colleges. Community College of Vermont joined the other state colleges in 1975.

The name VATI was changed to Vermont Technical College on July 1, 1962 and the college was authorized to grant associate of applied science degrees. The associate of engineering degree was first granted in 1965.

On May 7, 1993, the VSC Board of Trustees approved the college's first baccalaureate degree program: the Bachelor of Science in Architectural Engineering Technology.

Nursing programs were added to the college curriculum in 1994 when Vermont's three schools of practical nursing became part of the Vermont Tech community. Beginning in the fall of 1996, Practical Nursing became a credit-bearing program that could be applied toward a two-year Associate Degree in Nursing from Vermont Tech. The Bachelor of Science in Nursing was added in 2013.

In 2015, Vermont Tech's NEASC accreditation was updated to include the offering of master's degrees with the launch of its Master of Science in Software Engineering. The college also began offering more certificate programs in allied health, agriculture, and computer science.

CHIEF INSTITUTIONAL OFFICERS

Function or Office	Name	Exact Title	Year of Appointment
Chair, Board of Trustees	Lynn Dickinson	Chair	2020
President	Patricia Moulton	President	2017
Chief Academic Officer	Ana Gaillat	Dean of Academics	2019
Deans of Schools & Colleges	Jean-Marie Clark	Dean of the Williston Campus	2016
Chief Financial Officer	John Littleton Tyler	Dean of Administration	2014
Chief Student Services Officer	Jason Enser	Dean of Student Affairs	2019
Planning			
Institutional Research	Erica Dana	Academic Scheduler	2019 (IR)
Assessment	Ana Gaillat	Dean of Academics	2019
Development	Curtis Ostler	Associate Dean of Research Development	2016
Library	James Allen	Library Director	2020
Chief Information Officer	Kellie Campbell	Chief Technology Officer	2019
Continuing Education	Maureen Hebert	Associate Dean of Industry Relations & Workforce Development	2016
Grants/Research	Curtis Ostler	Associate Dean of Research Development	2016
Admissions	Jessica Van Deren	Assistant Dean of Admissions	2015
Registrar	Shelly Russ	Registrar	2017
Financial Aid	Cathy McCullough	Director of Key Student Services	1996
Public Relations	Amanda Chaulk	Director of Marketing & Communications	2015
Alumni Association	Curtis Ostler	Associate Dean of Research Development	2016

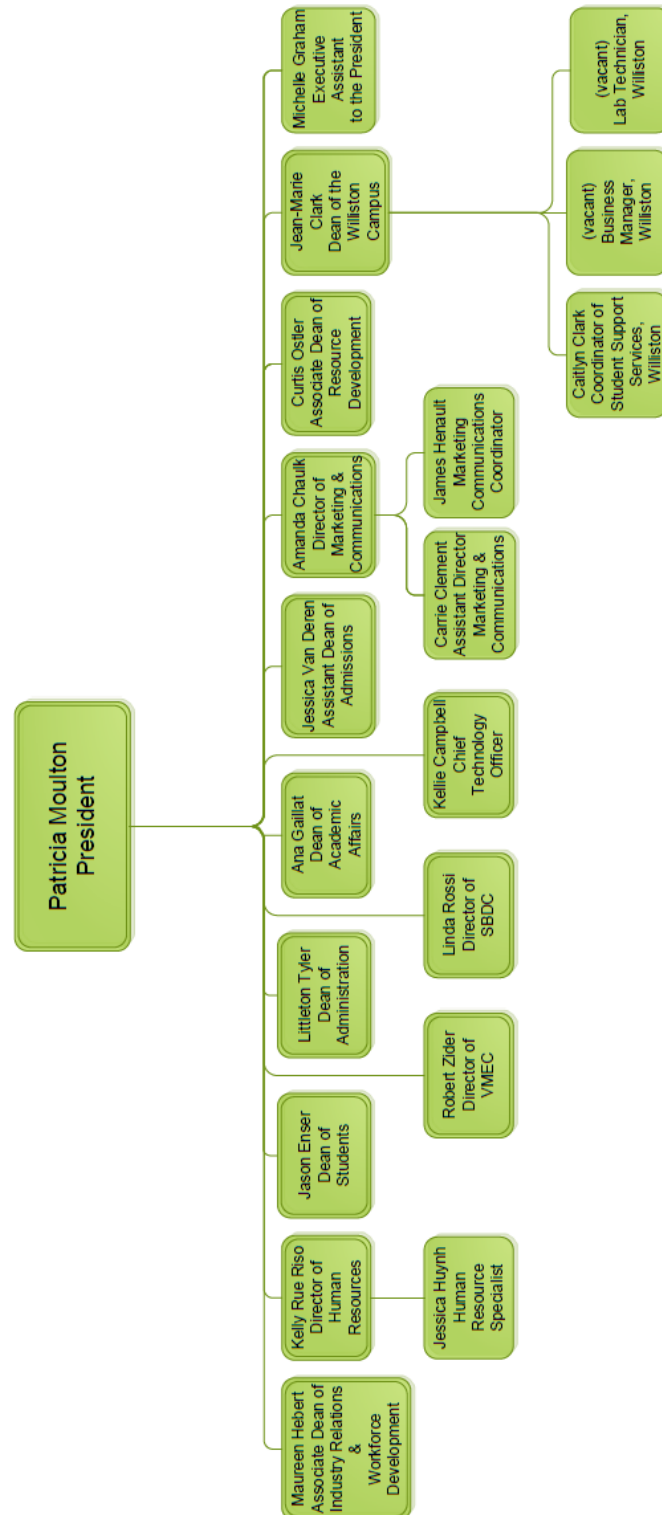
NECHE STEERING COMMITTEE AND STANDARD MEMBERSHIP

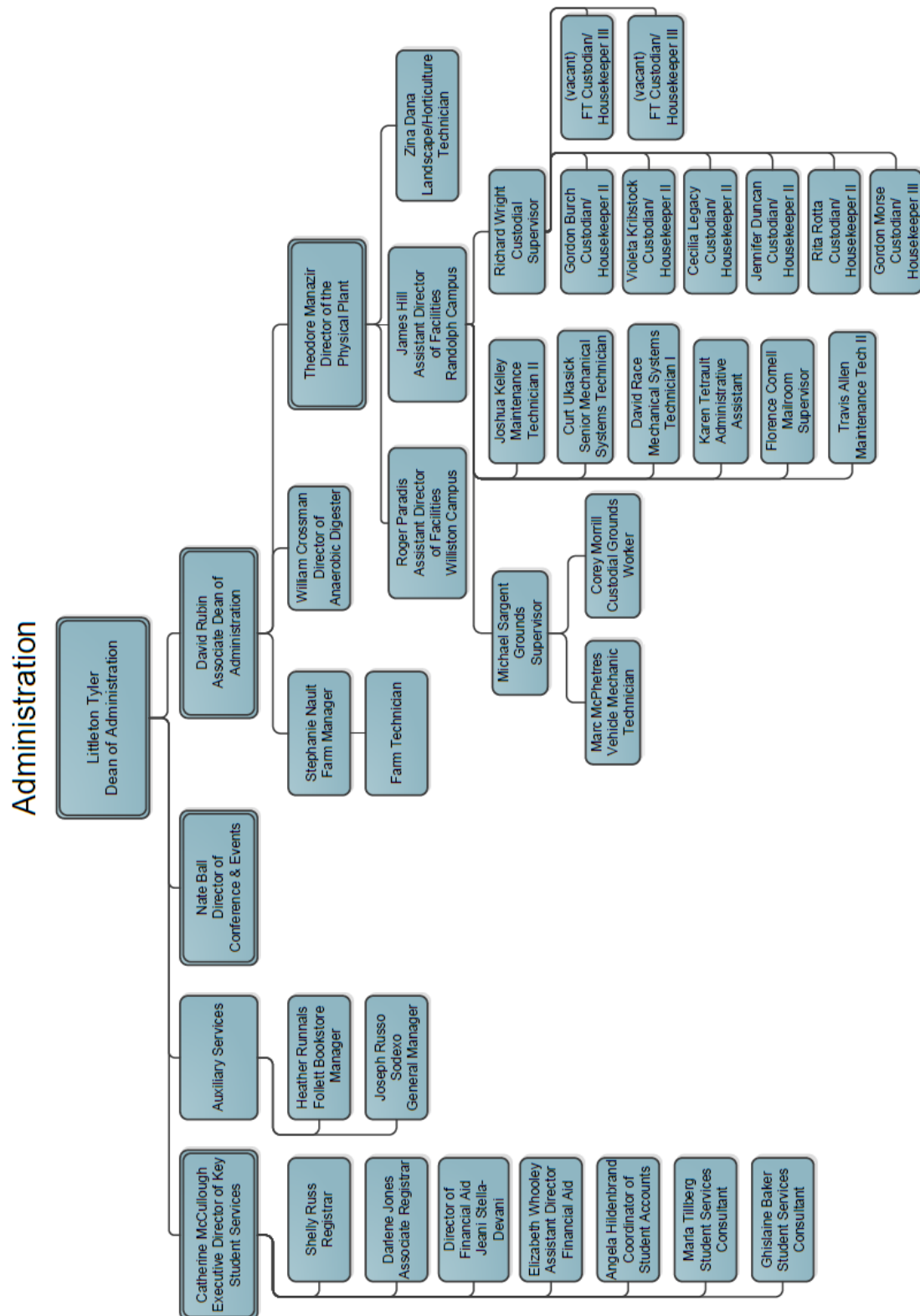
Steering Committee Chair	Rosemary Distel, staff
Standard 1: Mission & Purpose	Karry Booska, staff, Co-chair Kim Crowe, faculty, Co-chair Joyce Twing, faculty
Standard 2: Planning & Evaluation	Susan Currier, Co-chair Michelle Graham, Co-chair

	John Alvin, student Gerri-Lynn Cohen, staff Richard Owens Alexis Paige, faculty Becky Steele, staff
Standard 3: Organization & Governance	Joan Richmond-Hall, faculty, Co-chair Tricia Coates, central office staff Pat Moulton, president
Standard 4: The Academic Program	John Kidder, Co-chair Michelle Stearns, Co-chair Dan Costin, faculty Julie Cote, faculty Susan Currier, faculty/staff Craig Damon, faculty Jeff Higgins, faculty John McGuinness, student Carolyn Stannard-Carlo, faculty Kyla Thompson, student Cheyanne Warren, staff
Standard 5: Students	Jane Kearns, Co-chair (left college 11/2019) Linda Wise, Co-chair Jesse Bickers, student Mary Kathryn Juskiewicz, staff Jason LaCroix, faculty Hilary Linehan, staff Cathy McCullough, staff Sue Polen, staff Jessica Van Deren, staff
Standard 6: Teaching, Learning, & Scholarship	Jean-Marie Clark, Co-chair Jason Pelletier, Co-chair Craig Damon, faculty Catherine Carvelli, student Bethany Crowley, faculty Darlene Jones, staff John Leavitt, student Bonnie Lord, staff Rachel Repstad, faculty
Standard 7: Institutional Resources	Greg Hughes, Co-chair Mary-Kathryn Juskiewicz, Co-chair Steve Bohnyak Jane Kearns Ted Manazir Lit Tyler
Standard 8: Educational Effectiveness	Ellen Grimes, Co-chair Ross Lieblappan, Co-chair Mary O'Leary, Co-chair Steve Airoidi, staff Sheila Bannister, faculty Dave Jarmy, faculty Phiona Milano, student Brent Sargent, faculty
Standard 9: Integrity, Transparency, & Public Disclosure	Amanda Chaulk, Co-chair Linda Havey, Co-chair Nate Ball, staff

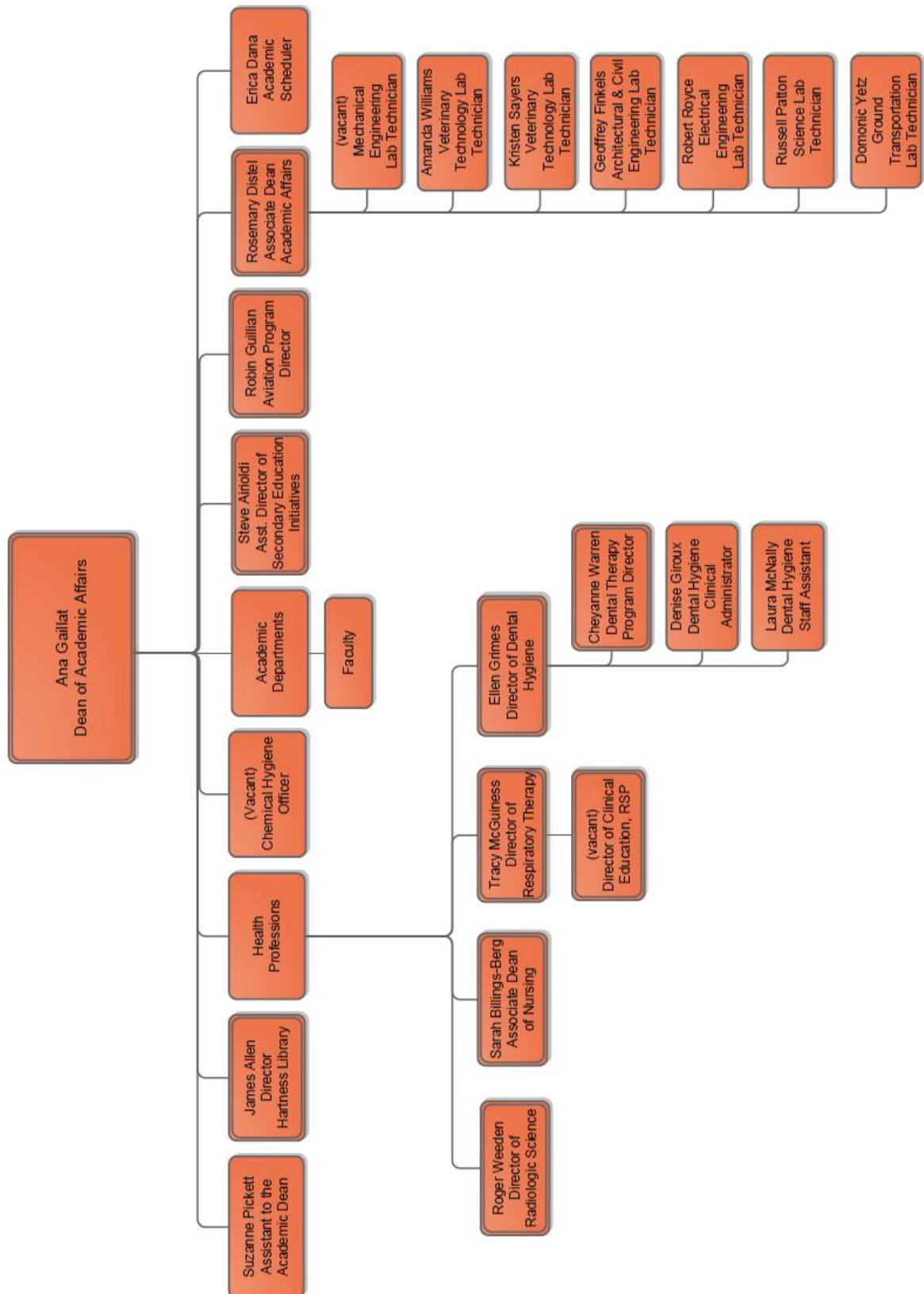
	Veronica Golden, staff Jessica Huynh, staff Mary Kathryn Juskiewicz, staff Dave Rubin, staff Russ Mills, faculty
Self-Study Writer	Amanda Chaulk, staff Jeff Higgins, faculty
DataFirst Forms	Erica Dana, staff

Organizational Charts

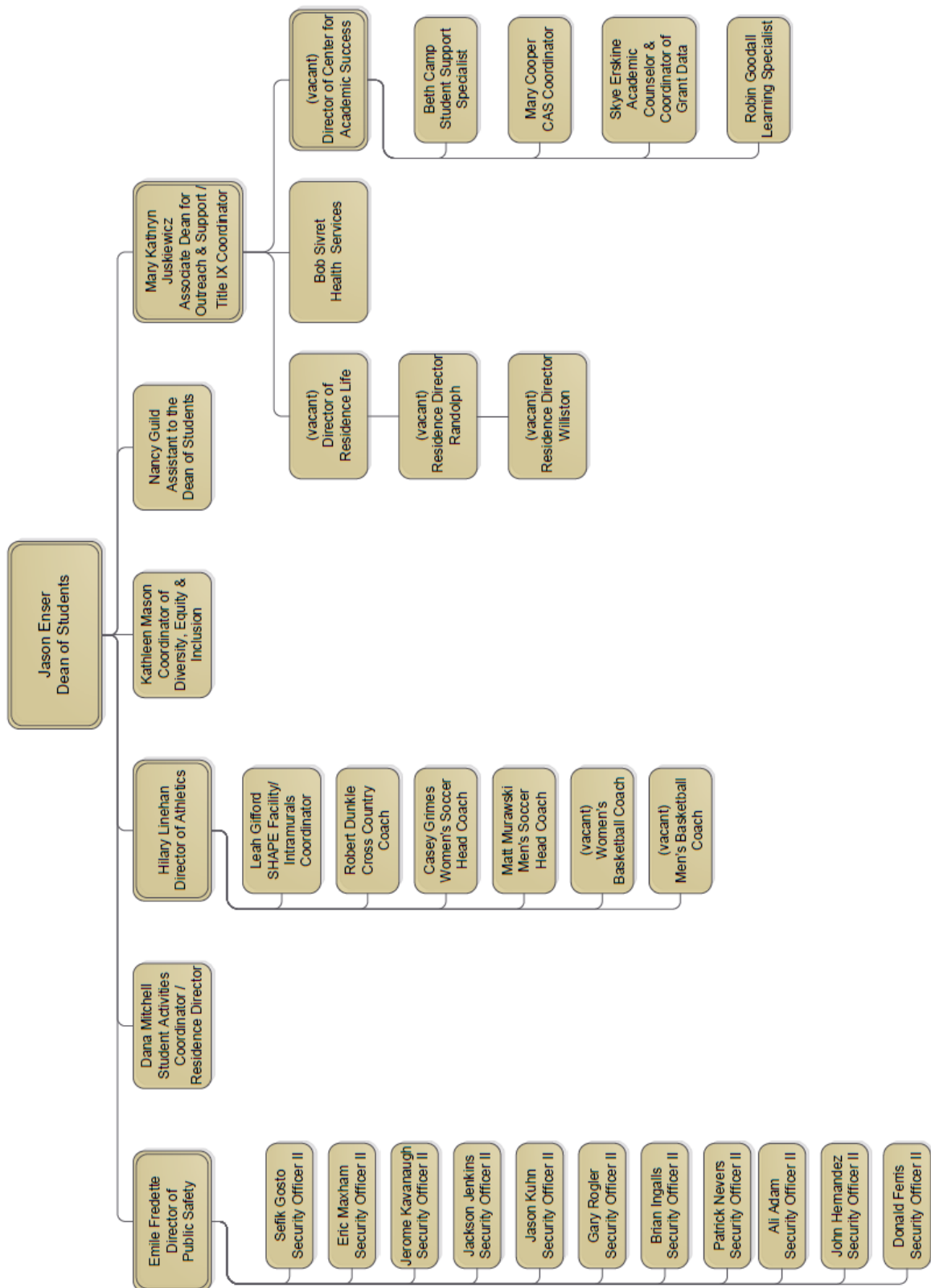




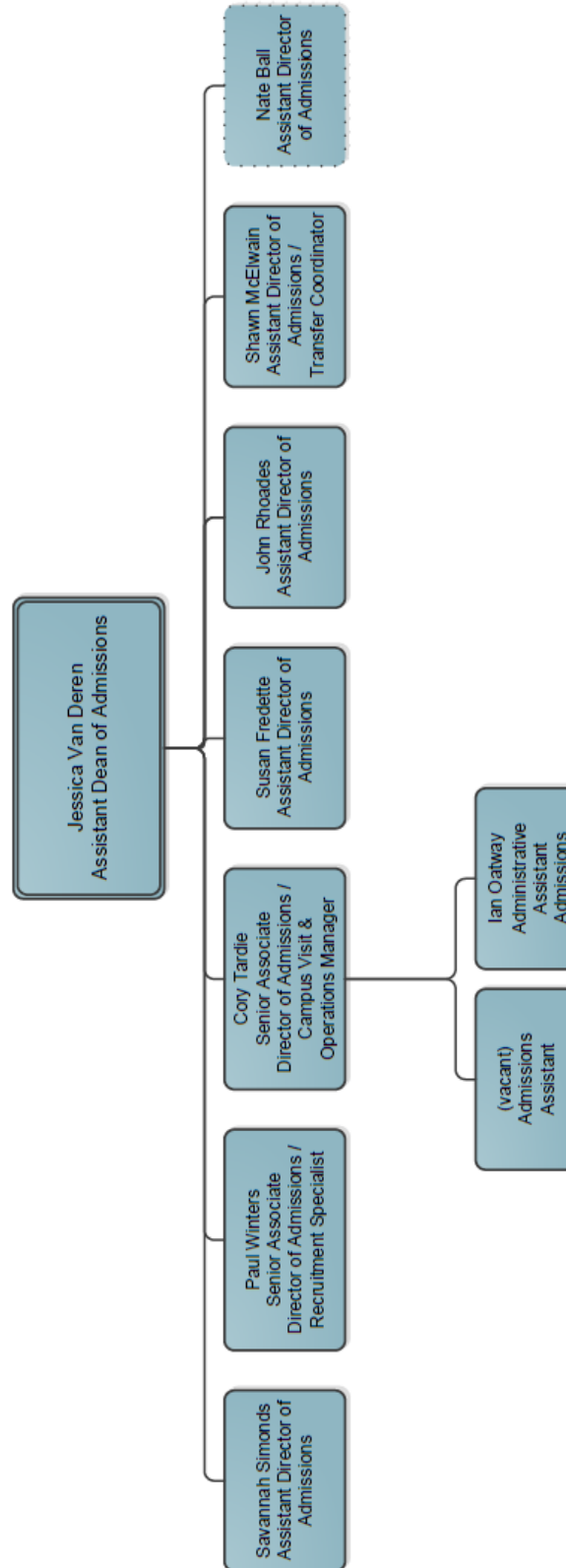
Academic Affairs



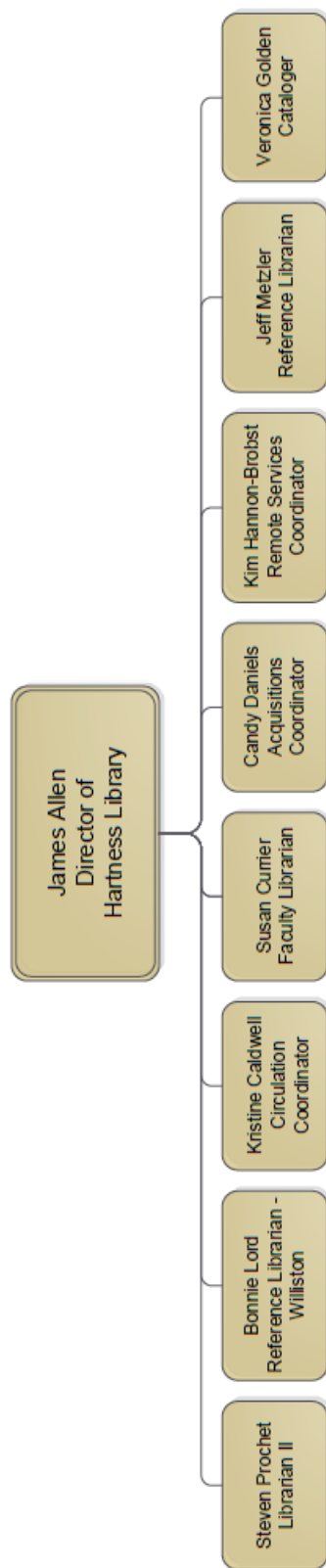
Student Affairs



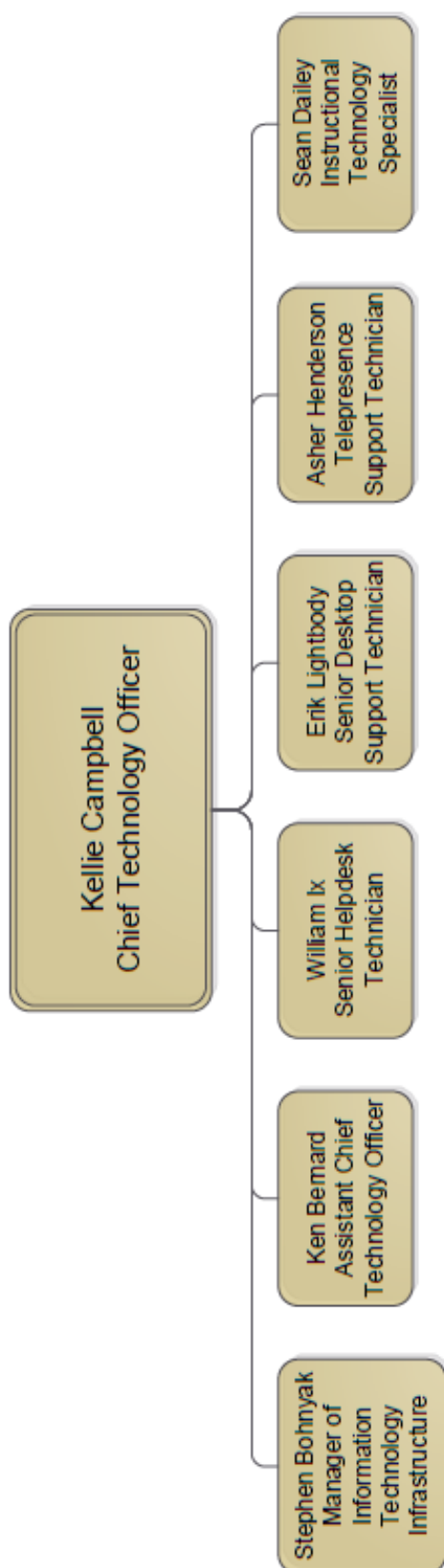
Admissions



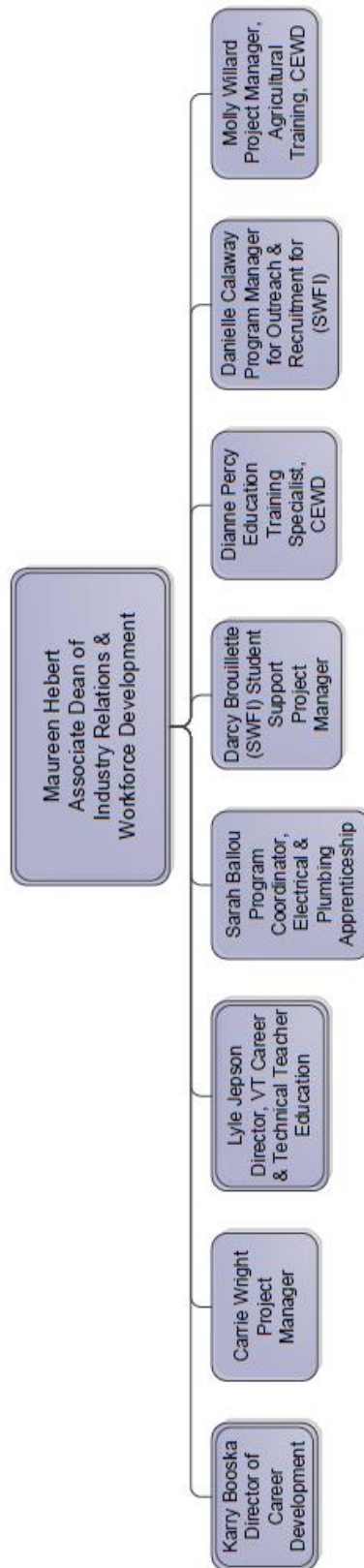
Hartness Library



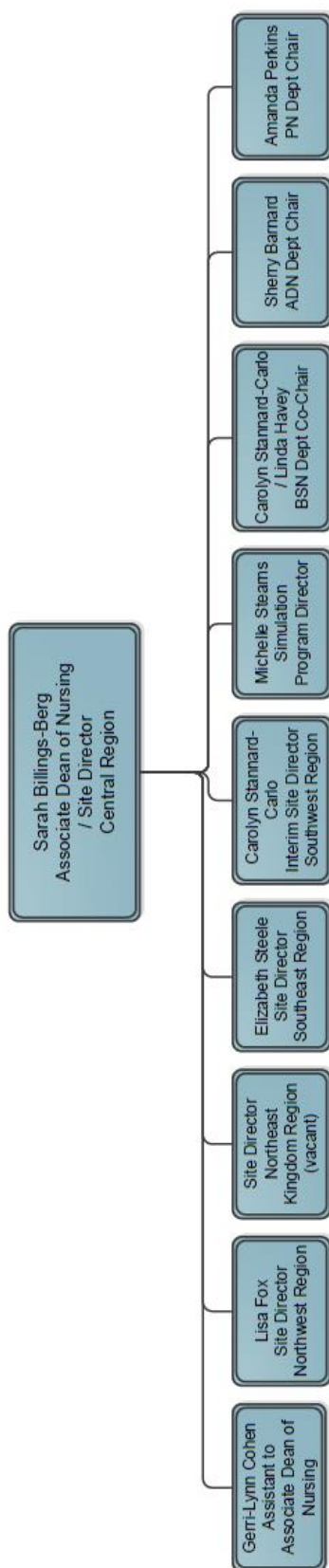
Information Technology



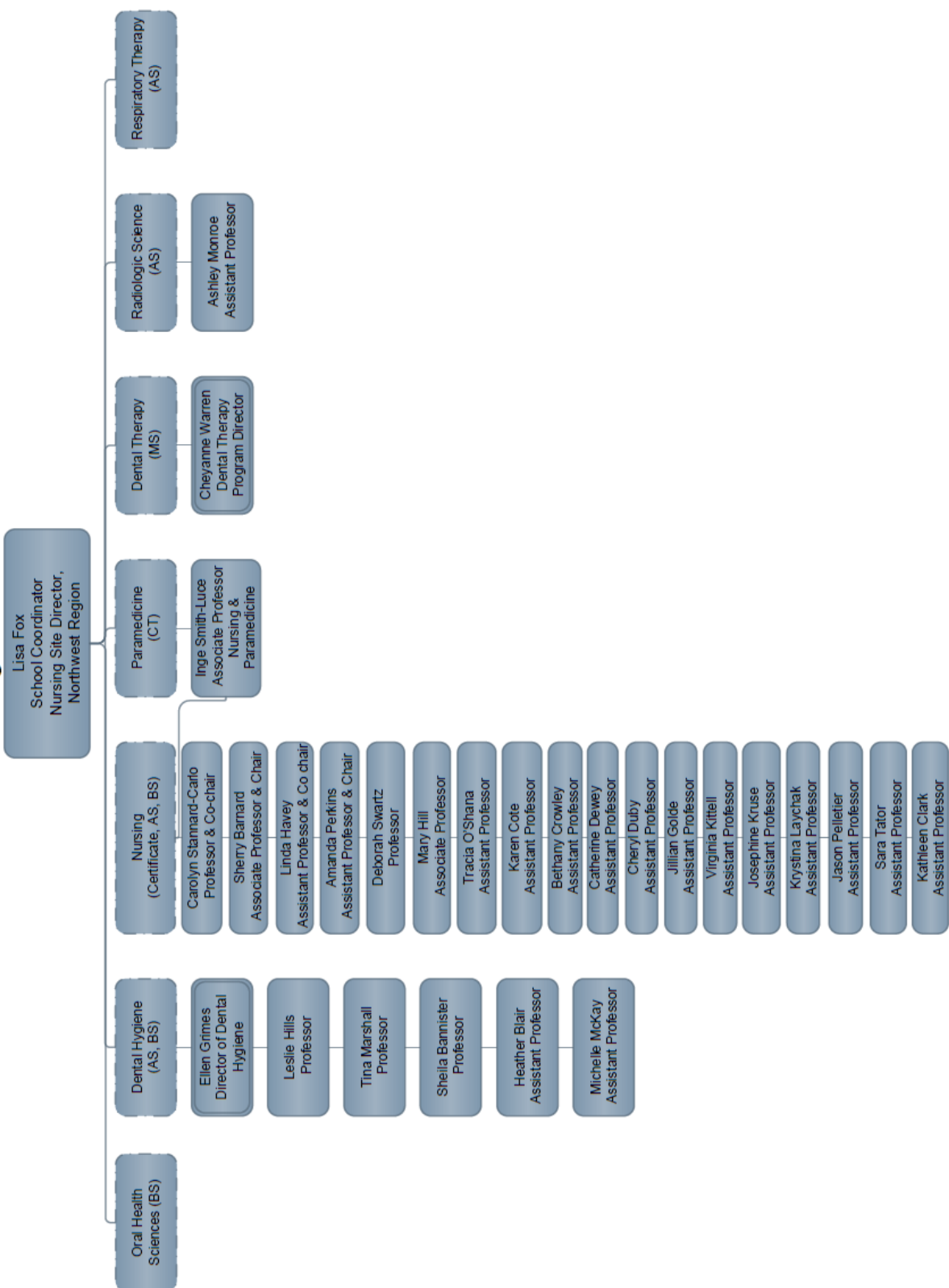
Industry Relations & Workforce Development



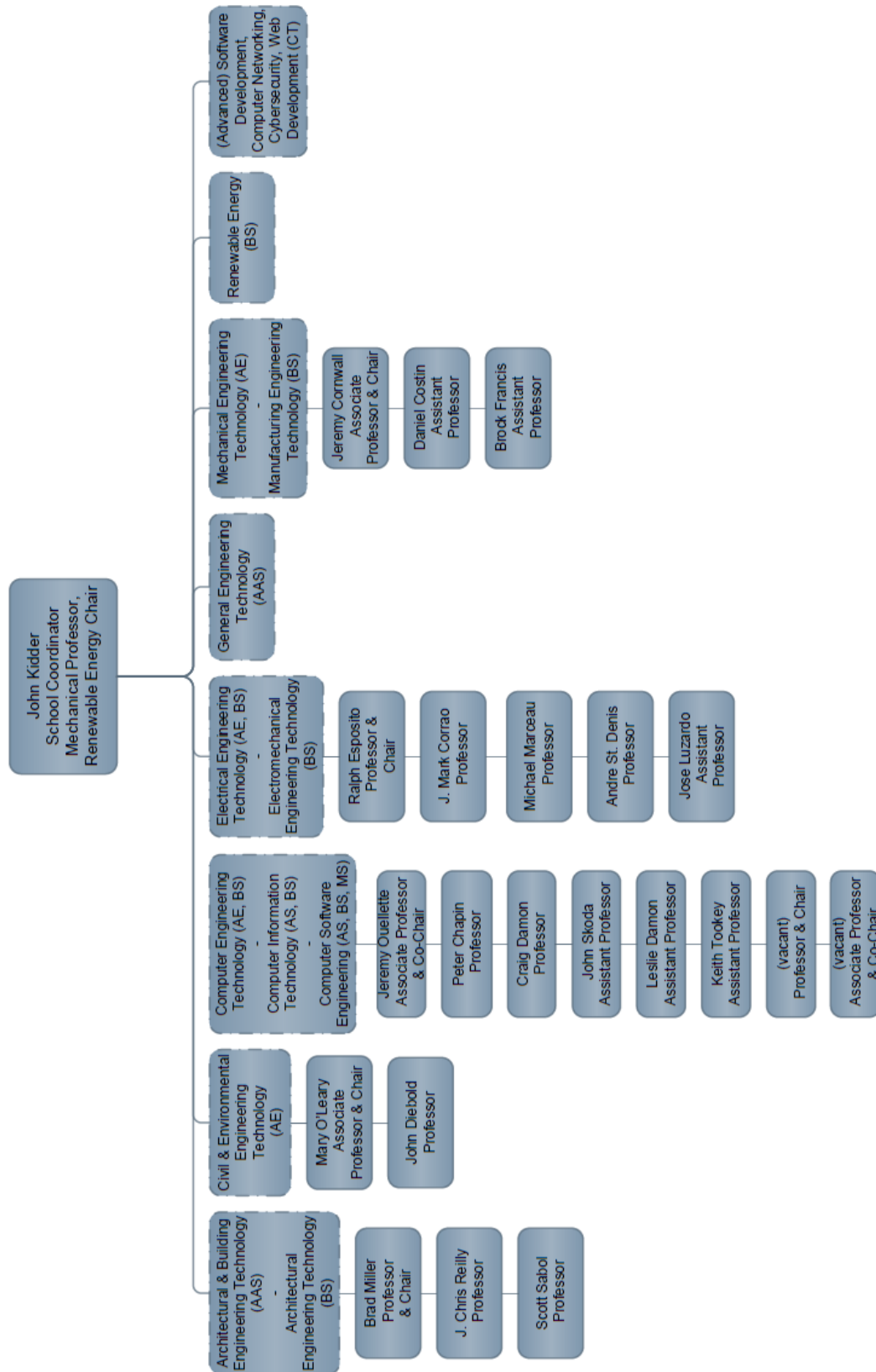
Nursing Leadership



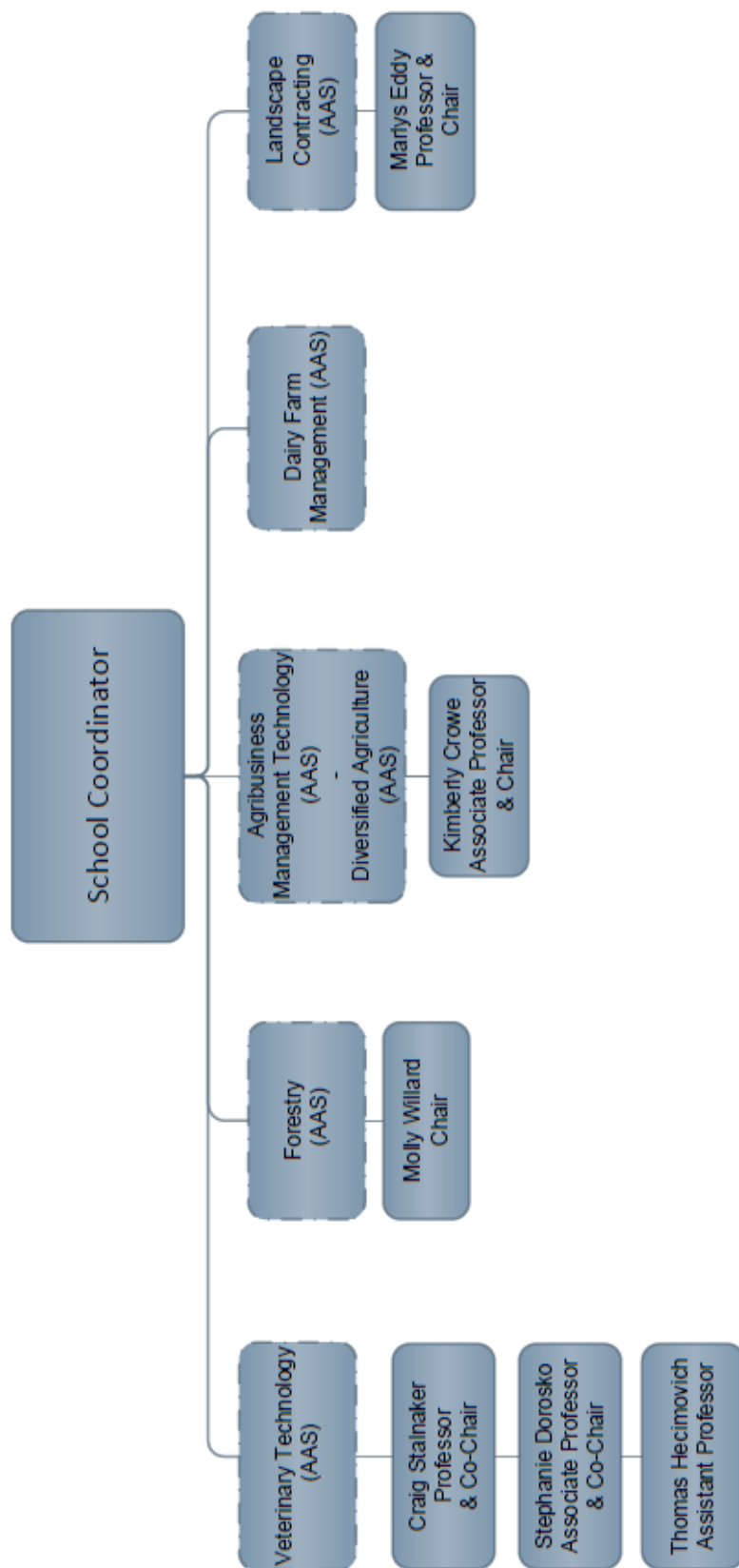
School of Nursing & Health Professions



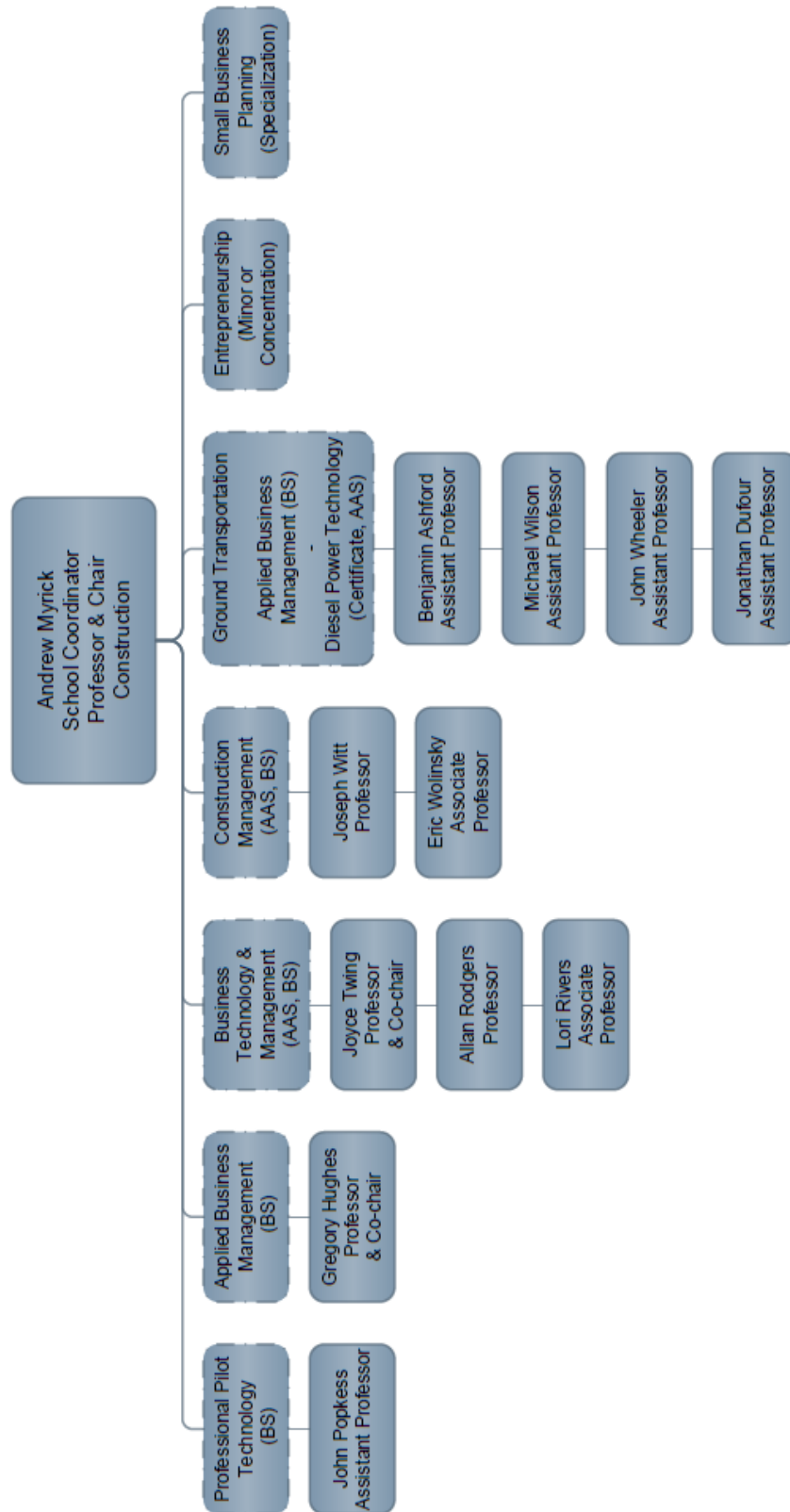
School of Engineering & Computing



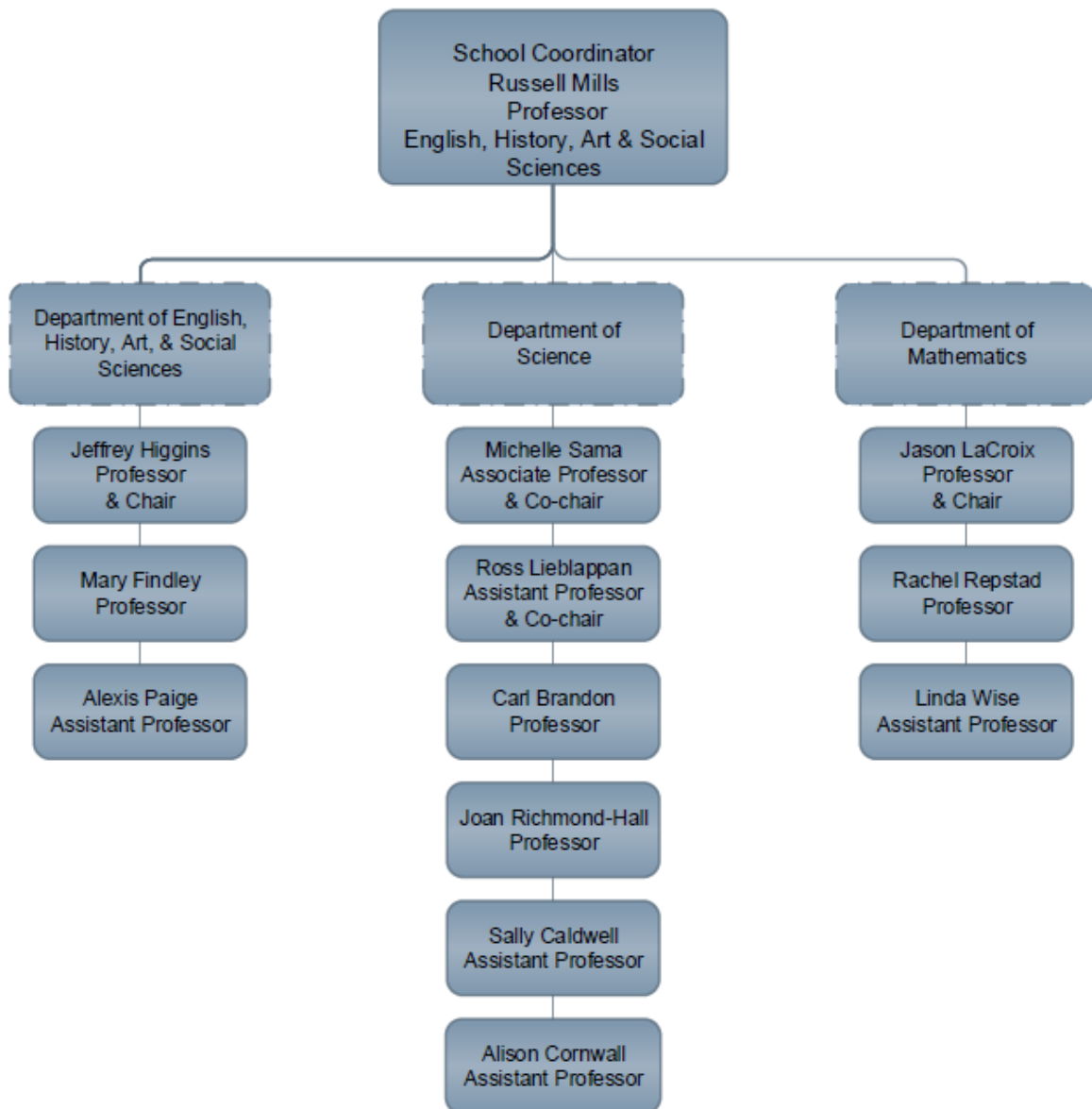
School of Agriculture, Plant & Animal Sciences



School of Professional Studies & Management



School of General Education



NECHE Actions, Items of Special Attention, or Concerns

Since 2015 Interim Report, Acceptance of 5th Year Report, Dated February 10, 2016

Emphasis #1: Further development and implementing a comprehensive approach to assessment that include the general education requirement and using the results to improve academic programming.

Action: Based on the new 2019 outcomes assessment plans, each program determined how each program course would be quantitatively assessed and the level required determining competence. A master document of Outcome Assessments, including general education, is included in the self-study with courses where each outcome will be assessed.

This is discussed in Chapter 4 Academic Programs – General Education Section pg. 45-48 and Chapter 8 – Educational Effectiveness pg. 129-134

Emphasis #2: Continue to enhance the college’s financial stability with attention to diversifying revenue sources and “right-sizing” the institution.

Action: A concern noted in the NEASC visit of 2010, and specifically noted in the interim visit of 2015, is the institution’s success in, “continuing to enhance the institution’s financial stability with attention to diversifying revenue sources and ‘right-sizing’ the institution.” The Academic Plan of the Strategic Plan initially called for a reduction of programs to bring the college’s portfolio more in line with its enrollment figures. However, that goal has since been revised as the college met the concerns of right sizing the institution as mentioned in the new year of the Strategic Plan. A notable change in the Fiscal Plan of the Strategic Plan 2018-2023 is the inclusion of annual funds set aside for strategic reserves and capital improvements.

This is discussed in detail in Chapter Two – Planning and Evaluation – *Planning* pg. 20-23 and Chapter 7 – Institutional Resources - *Economic Outlook: Concerns & Responses* pg. 95-110

Emphasis #3: Ensuring faculty members at off-campus sites are integrated into the institution.

Action: The college has two main campuses: Randolph Center and Williston. The college also delivers some credit-bearing courses at industry partner locations – GE in Rutland and GS Precision in Brattleboro – but these are not certificate or degree programs. The adjunct faculty used are full-time employees within the respective companies. Regarding the nursing department, the PN and ADN programs are delivered in ten locations throughout the state of Vermont and the college has implemented a comprehensive strategy to integrate those faculty into the institution.

This is discussed in detail in Chapter Six – Teaching, Learning, Scholarship - *Integration of Faculty at Off-campus Locations* pg. 86-87

Introduction

Having been identified as a key project of Vermont Tech's strategic planning process, a Pre (NEASC) Accreditation Planning Committee was formed in the spring of 2018. The Committee met that semester to create a plan of action, which they then proposed to the President's Executive Committee, a panel of the college's deans and directors that serve at the president's discretion on this leadership team. The Executive Committee accepted and approved the plan.

President Moulton designated key leaders for the self-study work: Self-Study Chair, Rosemary Distel, Associate Academic Dean; Self-Study Advising Consultant, Dr. Brent Sargent, faculty member (and former Dean of Academic Programs & Regional Campuses). The positions were established in the summer of 2018 as an Academic Planning Team met to support the five-year strategic planning process and NECHE accreditation planning, identifying areas of long-term strategic academic improvement.

Accreditation Liaison & Self-study Committee Chair

- Rosemary Distel, Associate Dean of Academic Affairs

Data First Lead

- Erica Dana, Academic Scheduler and Institutional Research

Standard One: Mission and Purpose	Standard Two: Planning and Evaluation	Standard Three: Organization and Governance	Standard Four: Academic Program	Standard Five: Students	Standard Six: Teaching, Learning and Scholarship	Standard Seven: Institutional Resources	Standard Eight: Educational Effectiveness	Standard Nine: Integrity, Transparency and Public Disclosure
<p>Co-Chairs:</p> <p>Kerry Boska, Director of Career Development</p> <p>Dr. Kimberly Crowe, Department Chair and Professor of Agriculture</p>	<p>Co-Chairs:</p> <p>Michelle Graham, Executive Assistant to the President</p> <p>Susan Currier, Faculty Librarian</p>	<p>Chair:</p> <p>Dr. Joan Richmond-Hall, Professor of Science</p>	<p>Co-Chairs:</p> <p>John Kidder, Professor of Mechanical Engineering Technology</p> <p>Michelle Stearns, Nursing Simulation Program Director</p>	<p>Co-Chairs:</p> <p>Jane Kearns, Library Director</p> <p>Linda Wise, Professor of Mathematics</p>	<p>Co-Chairs:</p> <p>Jean-Marie Clark, Dean of the Williston Campus</p> <p>Jason Pelletier, Professor of Nursing</p>	<p>Co-Chairs:</p> <p>Greg Hughes, Department Co-Chair and Professor of Business</p> <p>Mary Kathryn Juskaiewicz, Associate Dean for Outreach and Support</p>	<p>Chair:</p> <p>Mary O'Leary, Department Chair and Professor of Civil Engineering Technology</p>	<p>Co-Chairs:</p> <p>Amelia Chaulk, Director of Marketing & Communications</p> <p>Uinda Haver, Department Co-Chair and Professor of Nursing</p>
<p>Joyce Twining, Department Co-Chair and Professor of Business</p>	<p>Jon Alvin, Student</p> <p>Elizabeth Steele, Nursing Site Director</p> <p>Geri-Lynn Cohen, Assistant to the Associate Dean of Nursing</p> <p>Alexis Pajon, Professor of English</p> <p>Richard Owens, Residence Life</p>	<p>Dave Rubin, Associate Dean of Administration</p> <p>Tricia Coxson, Office of the Chancellor</p> <p>Pat McQuibben, President</p> <p>Brent Sargent, Retired Dean of Williston Campus</p>	<p>Craig Damon, Professor of Computer & Information Systems</p> <p>Susan Currier, Faculty Librarian</p> <p>Jeff Higgins, Department Chair and Professor of English, Humanities, and Social Sciences</p> <p>Dan Costin, Professor of Mechanical Engineering Technology</p> <p>Dr. Cherylene Warren, Program Director of Dental Therapy</p> <p>Julie Cote, Nursing Site Director</p> <p>Kyle Thompson, Student</p> <p>John McGulmines, Student</p> <p>Carolyn Starnard-Carlo, Department Co-Chair and Professor of Nursing</p>	<p>Mary Kathryn Juskaiewicz, Associate Dean for Outreach and Support</p> <p>Jessica Van Doren, Assistant Dean of Admissions</p> <p>Jason LeClerc, Department Chair and Professor of Mathematics</p> <p>Jesse Bickern, Student</p> <p>Hilary Linahan, Director of Athletics</p> <p>Cathy McCullough, Executive Director of Student Services</p> <p>Susan Polen, Director of Center for Academic Success</p> <p>Jason Erner, Dean of Students</p>	<p>Rachel Reipstad, Professor of Mathematics</p> <p>John Leavitt, Student</p> <p>Lisa Fox, Nursing Site Director</p> <p>Bonnie Lord, Librarian</p> <p>Darlene Jones, Associate Registrar</p> <p>Erica Davis, Academic Scheduler</p> <p>Craig Damon, Professor of Computer & Information Systems</p> <p>Matt Gallagher, Department Co-Chair and Professor of Electrical/Electromechanical Engineering Technology</p> <p>Bethany Crowley, Professor of Nursing</p> <p>Catherine Cavell, Student</p>	<p>Steve Behrigh, Manager of Information Technology Infrastructure</p> <p>Jane Kearns, Library Director</p> <p>Ted Manast, Director of Facilities</p> <p>Li Tyler, Dean of Administration</p>	<p>Ellen Grimes, Program Director of Dental Hygiene</p> <p>Dave Jarmy, Professor of Electrical/Electromechanical Engineering Technology</p> <p>Ross Libbleppert, Department Co-Chair and Professor of Science</p> <p>Shella Bannister, Professor of Dental Hygiene</p> <p>Phiona Milano, Student</p> <p>Steve Al-Jalal, Director of VAST & Assistant Director of Secondary Education Initiatives</p> <p>Brent Sargent, Retired Dean of Williston Campus</p>	<p>Mary Kathryn Juskaiewicz, Associate Dean for Outreach and Support</p> <p>Ross Mills, Professor of English, Humanities, and Social Sciences</p> <p>Dave Rubin, Associate Dean of Administration</p> <p>Nate Ball, Director, Conferences & Events; Assistant Director of Admissions</p> <p>Veronica Golden, Library Cataloger</p> <p>Jessica Hayth, Human Resource Specialist</p>

NECHE 2020 Accreditation Timeline

Spring, 2018

- Pre (NEASC) Accreditation Planning Committee meets and proposes a plan of action to the Executive Team

Summer, 2018

- President designations: Self-Study Chair: Rosemary Distel, Associate Academic Dean and Self-Study Advising Consultant: Brent Sargent, faculty member (former Dean of Academic Programs & Regional Campuses)
- Academic Planning Team commences for the summer

Fall, 2018

- All College Meeting with President Moulton announcing Self-Study kick-off
- Attendance at NECHE Self-Study 2-Day Workshop – President Moulton, Rosemary Distel, Brent Sargent
- Self-Study Steering Committee designations made: two co-chairs per Standard Team; one faculty and one staff (where possible). Meeting every month.

Spring, 2019:

- Project Management training and Self-Study
- Self-Study Writer designated: Amanda Chaulk, Director of Marketing & Communications,
- Standard Team first drafts submitted by June 1, 2019

Summer, 2019

- Standard Team drafts are reviewed; includes comments/additions

Fall, 2019

- First draft of Self-Study written and distributed to Standard Teams Co-Chairs for comments/additions/edits
- Second Draft of Self-Study Narrative completed and distributed to All-College Community for review and comments.

Spring, 2020

- Self-Study Editor designated; Jeff Higgins, Professor & Chair, English, Humanities, and Social Sciences department
- Draft submitted to NECHE for review
- Final Draft updated to include most recent Data First stats

Summer, 2020

- Self-Study finalized, including all appendices and submitted to NECHE and Visiting Team
- Final work room docs

Institutional Overview

Before Vermont was a state in the Union, it had declared itself an independent country and crafted its own constitution. Many remember this constitution because it was the first in North America to declare the abolition of slavery. More importantly to the history of Vermont Technical College, it was the first to mandate funding for public education. In 1806, the Orange County Grammar School was founded in Randolph Center. Mr. William Nutting was its principal and is the namesake of one of Vermont Tech's residence halls. These were the first steps in the college's history of educating the citizens of Vermont.

After 60 years as the Grammar School, the institution was chosen to become the state's first normal school for the purpose of educating teachers, again by legislative mandate. The Randolph Normal School's first principal was Edward Conant, after whom an academic building is named. The school was noted for being, "well supplied with apparatus for use in teaching chemistry and physics, and with a working library. It has an excellent corps of teachers and maintains a high standard of scholarship," according to *The Illustrated Historical Souvenir of Randolph, Vermont*. Some things have always been true about Vermont Tech.

About the same time to the north, The University of Vermont was appointed "land grant" college status for the purpose of teaching practical agriculture curriculum. After 25 years of never granting a degree in agriculture from UVM, the Vermont State Grange pressed for the development of a state agriculture school, focused on the practical application of agricultural education. Thus, the Vermont School of Agriculture was born in 1910 at the Normal School site. The school opened with 56 students. The School of Agriculture served to educate farmers for Vermont.

In the 50's, the Vermont School of Agriculture almost closed its doors. The college's history could have ended there at a time when nearly 300 farms were going out of business each year and the school's enrollments were low. Then governor, Joseph Johnson, noted in his inaugural address of 1957 that, "We still need trained young men on our farms, but we also need trained workers in industry. Until such a time as a program can be developed for greater use of the facilities of this school, not only in agriculture but in other fields, I would recommend its closing." At the same time, the Commissioner of Agriculture was reporting, "a mechanical technical revolution in Vermont agriculture," in his biennial report of 1957-1958.

In response to evolving educational needs of Vermont's workforce, technical courses were added to the offerings of the school in 1957 and the institution was given a new name reflecting this expanding mission: Vermont Agricultural and Technical Institute (VATI). It was the first and only technical institute in Vermont, with an initial enrollment of approximately 75 students. It was then that the college educated not only the farmers, but the highway engineers and electrical engineers for Vermont's growing industrial production.

It was not long after the industrial revolution that led to the VATI name that the college changed names again as Vermont Technical College was founded. In 1962, the college was authorized to grant degrees of Associate in Applied Science. The Associate of Engineering degree was first granted in 1965. In 1993, the College was approved to award its first bachelor's degree program, the Bachelor of Science in Architectural Engineering Technology. A short time later in 1994, the nursing programs were added to the college. Even today, Vermont Tech's Practical Nursing program is the longest running of its kind in the country, established originally as the Thompson School of Nursing in 1907 in Brattleboro. By 2015, Vermont Tech was authorized to award its first master's degree in software engineering.

The College continues to evolve. Throughout its history, throughout its evolution, one thing remains the same. The grand purpose, the mission, the strategic intent of Vermont Tech is to meet the educational

needs of Vermont's workforce, to educate its citizens in the industries that are relevant and needed for its society and economy.

Since the last review, the college has experienced a number of key leadership changes without disruption to operations and often with beneficial results. In July of 2016, Patricia Moulton was named the Interim President and assumed her position by September. There was a national search where Moulton was a candidate. She was the successful finalist and was offered the position. The Board of Trustees named Moulton the college president at their March 25, 2017 trustees' meeting. As she took her position, one of her first named objectives was to lead the college through a formal strategic planning process. President Moulton's goals for the development of a plan were articulated as:

- The plan sets the direction for the college and establishes priorities. It defines how Vermont Tech views success and prioritizes strategies/actions to get the college there.
- It gets everyone all on the same page, rowing in the same direction to achieve the goals of the college.
- It helps focus decision-making. There are many good ideas for new programs or initiatives. The plan will help the college determine which ideas fit best, which do not and which may want to be pursued in the future.
- It helps to better align resources to goals.
- It helps with communicating the college's strategic direction. It lets the college community and its partners know where the college is going and how to get there. It gives stakeholders a clear sense of how they can support Vermont Tech's success.

The Strategic Plan is a major theme of the 2020 Self-Study.

Just prior to the President's Office leadership change, the college reinstated a Development position to aid with the diversification of revenue. The college has more recently recruited for an Academic Dean and Dean of Student Affairs. Both Deans were the result of successful national searches, and they have integrated seamlessly into the President's leadership team. Another key resource the President added to her leadership team is the new Chief Technology Officer, who was hired in the summer of 2019. This represents the college's focus on the use of technology to further its educational mission.

Stability of key leadership positions is important to the successful implementation of strategic initiatives listed throughout the Self-Study.

In addition to personnel, the college took on a reorganizational process since the 2015 Interim Report. Through a deliberative process, the college evaluated the benefit to students with a reorganization of its majors into schools. The study pointed to positive benefits and the college faculty considered what programs could align into different areas of study. The college settled on five schools and began a phased implementation of the reorganization in the summer of 2018. In its efforts to deepen its recognition as a baccalaureate-level institution and provide students with opportunities for cross-collaboration, the organization into Schools is a major innovation for the college.

Articulated in detail in Standard Seven, the college has adopted an adaptive approach to its financial planning. Since the 2015 Interim Report, the college has undertaken a number of "right-sizing" initiatives. These have resulted in balanced budgets in the last few years. The college's conservative budgeting approach is a contributing factor for its financial stability.

Vermont Tech continues to make progress, dedicating time and effort into assessment of student outcomes. Since the 2015 Interim Report, the college has winnowed the 18 student learning outcomes into the nine [Educated Person Outcomes \(EPO\)](#) stated in our catalog and on the website. Specific courses that meet the EPO have been identified within programs and the general education curriculum. The development of assessment measures of the EPO is ongoing among all academic departments. Further details about the college's efforts at assessment are woven throughout the self-study.

COVID-19 Impact and the College's Response

From the President's Office

In mid-February, like most of North America, we at Vermont Tech were all watching the coronavirus in Europe and China with great interest. We were grateful it was not here, yet.

In late February 2020, the college began focusing on the coronavirus due to a planned trip to London, Paris and Amsterdam in May for our Architectural Engineering students. That trip was cancelled as were all international trips and out of state trips to large cities or known areas with COVID-19 cases.

Also in late February, we activated our Incident Response Team (IRT) comprised of the President, members of her Senior Leadership Team, Public Safety, communications, IT, and for health emergencies, our Health Officer, and our Associate Dean of Nursing, who is also a nurse. Our first meeting was on Thursday, February 27 to prepare for COVID-19. It was at the end of spring break for the college with students and faculty returning to campus starting Friday and Saturday. Our IRT had been meeting for the last few years for tabletop exercise scenarios around an active shooter, a bomb threat, and alerts at various campuses. We had not done a virus drill. We had a small norovirus concern the year before, so had some experience with a health scenario. Fortunately, some members of the Senior Leadership Team and our Health Officer had been through the preparation for H1N1, which turned out to be helpful. We had 3,000 N95 masks in storage for that event, along with other materials.

Vermont Tech had employees and students who had traveled domestically and internationally over the break, raising concern about if they were coming from locations with identified COVID-19 cases. We instituted protocols to report out-of-country travel to the Health Officer. If anyone was showing any symptoms, they were told NOT to come to campus, to contact their primary care provider, and to let the Health Officer know. We instituted cleaning protocols; hand sanitizers and disinfectant wipes were deployed at all of our campuses and distant sites. Signs were placed at every door, in all classrooms and labs, alerting to proper hand washing and cold/virus hygiene. These were in place by the close of business the Friday before the end of break with students returning Friday evening through the weekend.

Early concerns were how to keep people safe here on campus. We also began discussing finishing the semester through remote delivery and possibly sending students home. The State of Vermont had its first case of the novel coronavirus on March 7, 2020. We had our first suspected case on our Randolph Center campus on March 10. That student did not have the coronavirus and we all breathed a collective sigh of relief. Shortly thereafter on March 11, the WHO declared the coronavirus a pandemic.

Move to remote delivery: On Thursday, March 12, the Chancellor of the Vermont State Colleges System (VSCS) alerted all the VSCS institutions that face-to-face classes would end on Friday, March 13, 2020 for two weeks. All students were asked to go home by the end of the day Sunday, March 15. All foreign and domestic travel was cancelled, all public events were cancelled, buildings on the campus were closed to the public, and social distancing was put in to effect. All employees who could were sent to work at home. Technology solutions were developed for employees after we solved access and equipment needs

for students. Most employees could work at home effectively; many had to due to the closure of schools and daycare facilities.

At that same time, Vermont Tech announced to students that we would take a two-week “extended spring break” to enable time to prepare for remote delivery. We announced classes would resume on March 30. This two-week break would replace the spring break originally scheduled for April.

Each VSCS institution developed their own plans for transitioning to remote delivery. Vermont Tech took a two-week break to plan given the unique nature of our hands-on, applied education. Others took a one-week break to transition to remote delivery. Vermont Tech cannot easily replace lab time, and faculty needed time to research and implement solutions. The college immediately began planning including:

- Our Chief Technology Officer with the IT Department surveyed students about connectivity, and equipment and technology needs at home. They were able to deploy MiFi, computers, and other resources to students to enable them to access education remotely.
- Residential students concerned about returning to COVID-19 “hot spots” or those with travel difficulty remained on campus.
- Food service continued in a “grab-and-go” format with students eating in their rooms and using residence hall kitchens.
- Employees were sent home to work remotely. IT was able to assist deploying technology needed to effectively work at home.
- Library services, already heavily enabled for remote access and service, moved all resources to that modality.
- The Center for Academic Success enabled remote delivery of tutoring and other services.
- Mental health counselors arranged for telehealth services for students.
- Each program developed unique solutions for lab and clinical experiences.
- Zoom meetings were held with students and employees, collectively and separately to enable Q&A.
- FAQ’s were posted on our website, which were regularly updated.

We also planned for a robust outreach to students during and after the first week of remote delivery. We asked faculty to report to Student Affairs any student that did not log in for remote classes that first week. Faculty did direct outreach to students and we added an “outreach team” to triage the names of unengaged students to determine the best person to connect. In many cases, it would be faculty. We also engaged student affairs staff, including athletic and international, our Center for Academic Success (CAS), and other volunteers, to contact the students they knew best and ask how things were going. Team members fed that back to IT, faculty, and CAS as appropriate for follow up. The need could be tutoring, technology, discussion with faculty, etc. This process had been successful. At one point, there were 150 students in the triage roster. Many have re-engaged, while some still struggle.

“Stay at Home, Stay Safe”: The decisions were made for us by the Vermont Department of Health and our Governor. On March 24, the Governor announced a “Stay at Home, Stay Safe” order for all of

Vermont. Businesses were asked to close, schools had already been closed, events were cancelled, and we all had to stay at home effective 5pm on March 25. That same day, the Chancellor announced the VSCS institutions would not be returning to face-to-face classes for the balance of the semester. The planning that began for a temporary remote-learning scenario was now permanent through the end of the semester.

The Stay at Home order meant students could not retrieve their belongings from the residence halls. This was complicated by the notice from Vermont Emergency Management they may needed our residence halls and gymnasiums for emergency response. Thankfully, this virus has not spread to the point of needing those resources and our residence halls have remained as students left them. We did a room check early on for any food items that would decay and thankfully, encountered very little.

Student Survey: In March, about the second week of remote delivery, we sent a survey to our students to see how it was going. It was also to gather information on their fall 2020 plans and if goals for college may have changed post COVID. The findings were both helpful and alarming:

- **Of graduating seniors:**
 - 54% say it was going ok.
 - 13% say it's a real challenge.
 - 20% say they prefer to be in-class.
- Key issues the graduating seniors were having:
 - 65% prefer in person/hands-on learning. Not surprising given our format.
 - 20-25% having technical issues. (internet connection especially with a parent working at home, inadequate equipment, difficulty hearing/seeing material)
 - 18% "other": loss of labs; dissatisfaction with inconsistency in way professors have handled the technology; teaching methods and engagement; miss the classroom and interaction, social aspects; and distractions being at home.)
- Post-graduation:
 - 38% have jobs
 - 46% are looking or had jobs rescinded and are looking again.
 - 36% were planning or are now considering post-grad studies.
 - 16% are sitting it out or just don't know.
- **Of undergraduates:**
 - 54% say it is ok.
 - 28% say it is very challenging.
 - 4% say they may quit if on-line format continues.
 - Up to 15% appear to be at risk of not continuing with Vermont Tech.
 - 9% said they are attending class but do not expect to finish the year.

- 6% say they are attending class but really need help.
- Key issue with undergraduates:
 - 70% prefer in person, hands-on.
 - 25-35% experience technical issues. Same issues as graduating seniors.
 - 14% experience distractions at home, technology issues, miss aspects of the classroom experience.
- Undergraduates:
 - 75% said they will be continuing at Vermont Tech.
 - 25% unwilling to commit.

There are many key takeaways from this survey. Three major themes emerged:

- The need for more than usual assistance with job placement for our graduates. Likely to see a shift in our 99% placement rate and/or we should ask later due to COVID recession.
- Improve on-line technology and teaching.
- Assure high touch personal attention to our students.

The survey yielded a lot of great data to inform our work going forward. All faculty and staff have had access to the survey results. Faculty have been actively working on improving for next fall. Our CTO is working closely with the Academic Dean on strategies to improve teaching remotely. We are engaging with Alumni to seek more mentors and potential job placement.

Faculty have also seen how remote learning CAN work for an applied, practical technical education. This past spring semester had not been ideal at all. They are now looking at low residency options, a mix of face to face and remote delivery, and options for capturing more working adult students and degree completers. This is the upside of the COVID experience.

Planning for Fall: The Stay at Home, Stay Safe Order remains in effect at the time of this writing. Commencement ceremonies have been postponed. We have surveyed graduating seniors for their preference for a postponed ceremony. We will confer degrees as usual. Summer on-line courses continue. Summer camps for high school and middle school students have been cancelled. Events for summer remain cancelled. Members of our administration are participating in re-opening planning with the State. The Governor is slowly “turning on the spigot” of the Vermont economy and slowing lifting restrictions for businesses and organizations.

Fall planning is underway. We intend to be open for face-to-face classes while monitoring COVID restrictions and practices. We are developing protocols for re-opening in the fall.

Local cases: I am pleased to report as of this writing, we have not had a COVID case among any of the employees or students that we know of. A member of our leadership team lost her father to COVID in April. She was self-isolated for more than a month as she resides on the Randolph Center campus.

Financial: Efforts to keep enrolled students and retain deposited students are ongoing and robust. We have no doubt there will be impacts and we are working with our Legislature to mitigate those impacts. CARES Act funding is helpful but grossly inadequate for projected losses.

Vermont Tech expects to end this current fiscal year with an operating surplus, even after accounting for the COVID-19 expenses. Modeling for FY21 finances is discouraging if COVID-19 restricts students from attending. In this way, Vermont Tech is no different than any college or university.

From the Office of the Dean of Academic Affairs

As consequence of the COVID-19 outbreak Vermont Technical College had to move its traditional delivery of instruction into remote modalities.

After extensive consultation with faculty and staff, as well as personnel at the Vermont State Colleges System level and our external constituents (hospitals, flight academy, industry partners, etc.) we developed a plan for continuation and completion of the semester, which was implemented immediately when the need to dismiss the students from campus became a reality.

The plan included multiple approaches, customized to the needs of the different courses and programs.

Some of the modifications implemented were:

- Moving as much of the current semester's content to Canvas, our LMS. This necessitated training and support for faculty in order to make a swift transition with minimal disruption of the classes under way. The IT department gathered our most experienced faculty, the Canvas Champions to offer initial and ongoing training and support starting as early as the decision to go remote was reached.
- Providing hardware and software support for students in the transition. The college understands the limited internet availability in rural areas of VT and the IT team developed alternatives (hot spots, cellular access support, hardware lending, etc.) to bring accessibility to our students.
- Supplementing our online delivery with remote video conferencing using Zoom for synchronous delivery of didactic content.
- Contacting the VT Board of Nursing to secure approval for increased simulation and decreased clinical experiences for the students, within the national parameters. Other program accrediting bodies were also contacted and their guidance sought and implemented.
- Developing alternative laboratory experiments that students could carry out at home or through remote analysis of faculty demonstrations. Given the nature of our offerings, many of our classes have labs that do not lend themselves to the online format. For those courses, and individually considering the capacity and appropriateness of each approach, we developed plans for the completion of labs at a later date when the circumstances allow, including reduced capacity laboratories, delayed laboratories to be offered once the emergency subsidies or substitution of the experiments in question while preserving the learning objectives of the course.

In support to these academic efforts, the IT department increased its efforts to bring wider support online for students, faculty and staff. Surplus hardware was ordered and loaned, and software license agreements

were extended, or expanded where possible. Laptops, Verizon MiFi (hotspot) devices, Wireless internet USB dongles, drawing/writing tablets, SIM card storage, headphones/mics, and webcams were deployed to those in need within the VTC Community. Software licensing was extended to support the influx of online users for products such as Respondus Lockdown Browser and Monitor, Adobe Suite, Zoom, and Splashtop. Splashtop was utilized for the community to provide a secure connection to on-campus labs and offices to facilitate remote work with programs not conducive for local installation on borrowed, or personal machines such as resource heavy CAD software. VPN server spaces were increased by VTC and the VSCS Chancellor's Office, and a remote application server was made available to Staff and Faculty.

Through the use of college-owned cell phones, office phone forwarding, and an online IT ticketing system (Manage Engine ServiceDesk), efforts were pushed to remote support where IT Staff could respond to helpdesk requests and remotely connect to user's computers to help troubleshoot issues as needed.

From the Office of the Dean of Students

Student Affairs and IT created a retention support alert system to address student challenges. Follow up and persistent "intrusive advising" model using a variety of communication modalities was used in order to reach students. Alerts were generated by faculty, staff and student self-referrals. The number of these alerts remained consistent throughout the semester. 170 student reports were submitted.

Faculty and staff have the ability to send alerts through the new Student Affairs Concern form, Aviso (new advising software), and the Academic Dean's Office.

The Dean of Students and the Associate Dean for Outreach and Support met weekly with the Academic Dean, the Dean of the Williston Campus, the CTO, the Assistant Dean of Admissions, the Executive Director of Key Student Services and the Director of Marketing and Communications to monitor alerts and recognize trends. Student Affairs, Financial Aid and IT provide direct outreach to students.

The Dean of Students is serving on three external groups regarding COVID-19: a group working with the Vermont Department of Health; a workgroup for all Colleges in Vermont establishing reopening guidelines; and the New England Higher Education Virtual Roundtable with State Public Health Officials. At the college, the Dean is chairing an internal reopening committee.

The Health Center responded to the initial impact of COVID-19 asking students, faculty and staff to contact the Coordinator of Health Services regarding their travels during vacation, ending March 1, 2020. This resulted in two faculty quarantining for a two-week period and thirteen other VTC community members being asked to report any health concerns to the Health Center. No further issues developed from this group.

Subsequent to this, with the change to remote delivery and the departure of the majority of students from the Randolph Campus, the focus of the Health Center shifted to monitoring those few students who remained in the residence hall. The Coordinator regularly reviewed updates from the CDC and State Health Department regarding measures to safeguard students, faculty and staff and the coordination, procurement and distribution of PPE supplies. Most recently, the Coordinator began planning for measures to be taken in with the resumption of in person delivery and the start of the fall semester.

The Student Affairs team ensured that vulnerable or marginalized members of our community didn't experience a disproportionate negative impact on their educational progress, physical and mental well-being by offering critical services, support and resources. These included continual advising and

advocacy, online tutoring, campus housing, food security, internet enabled devices and internet access.

We pivoted to provide online community meetings so groups could continue to maintain critical social, cultural and educational connections.

The students of concern team continued to meet regularly.

Counselors transitioned to using tele counseling, in a variety of ways, depending on the needs of the client. A few new students started to see counselors because of new stressors they were encountering.

IT and tutoring services developed a plan to deliver tutoring services remotely. Training took place with more than fifty tutors on how to use Zoom, for a group, and/or 1:1 tutoring. Regular emails were sent out to all students assuring them that tutoring would continue. We provided tutors with any textbooks, cameras or support, for themselves, as needed.

Cohorts were created for all TRIO and probation students, as well as non-TRIO students for easier support from the Center for Academic Success. Students were contacted by telephone, email and Zoom contact. This included over 225 students, in all programs and from all campuses.

TRIO reestablished the student grant competition for qualifying students. The application was changed to focus on topics, which would be helpful to students during this time: gratitude, resiliency, grief etc. Almost \$19,000 was awarded. All feedback from all applicants was expressing appreciation for the helpfulness of the topics to them at this difficult time.

The Coordinator of Disability Services collaborated heavily with IT on providing information and training to instructors about how to get their courses online quickly and while ensuring that they had at least bare-bones information to continue to provide access to students with disabilities. The Coordinator provided guidance and counseling to students about how to communicate with their faculty and instruction in the use of technology that would guarantee their access to their materials. The Coordinator joined a working group that will assist faculty in future planning for online instruction. The Coordinator also began meeting with incoming students for the fall semester through Zoom.

Student Affairs developed and quickly changed policy regarding students remaining on campus. Most students were encouraged to leave for an extended spring break, but we anticipated returning to campus later in the spring semester. As directives from the State government were provided, we worked quickly to communicate information to all students. The majority of the student population left campus when requested. Student belongings were secured in their rooms. We continue to work on plans for safe student retrieval of their belongings when the stay at home order in the state is removed.

A handful of students were unable to leave and remained on campus for the duration of the spring semester. We have safely supported these students by requiring proper social distancing and serving meals to go on a limited basis in the dining hall.

Orientation was moved to remote delivery with both synchronous and asynchronous modules.

The delivery of student activities was repurposed to online to help maintain a sense of community and engagement. Student Council continued to meet regularly via Zoom. They successfully passed revisions to the constitution, which have been in development all year. A student representative from the Randolph and Williston campuses and the nursing sites have been appointed to a "Transitional Taskforce," charged by President Moulton.

Standard One - Mission and Purpose

Vermont Technical College Mission

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

Vermont Technical College 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.

Vermont Technical College Institutional Objectives

- Establish a high-quality academic environment
- Broaden the students' experiences, both academically and socially
- Emphasize the combination of theoretical concepts and practical applications in the curriculum
- Prepare students to adapt to changing technology
- Offer academic and personal support services that enhance student learning
- Furnish placement services for students, graduates, and alumni
- Afford opportunities for faculty and staff development
- Pursue strong liaisons with Vermont's K-12 population and post-secondary institutions
- Inform the general public and potential students of opportunities at Vermont Tech
- Encourage a large and diverse population to enter Vermont Tech
- Strengthen relationships with our community partners
- Provide outreach programs to meet the needs of entrepreneurs, employers, and employees
- Maintain continuing communication and relationships with alumni

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 consistently strives to reach their full potential, can think critically, is globally aware, is civically engaged, is curious, and is an effective communicator. The baccalaureate outcomes outlined in the catalog are how the educated person definitions are implemented at the programmatic level.

Description

The Vermont Tech Mission Statement aligns with the Vermont State Colleges System (VSCS) Mission Statement, by providing affordable, high quality, student-centered, and accessible education, fully integrating professional, liberal, and career study consistent with student aspirations and regional and state needs. Vermont Tech's Mission Statement received minor edits as part of the 2010 NEASC reaccreditation self-study process. It was affirmed in the 2015 interim report as reflecting three essential elements: the character of what and how the college teaches; the constituents the institution serves; and the needs programs address. At the request of the college president in 2016, an Institutional Priorities Committee was formed and tasked with articulating Vermont Tech's priorities. The committee's charge was to coordinate opportunities for input from the college community and to think creatively about the role the institution plays for various stakeholders, including employees, communities, students, the state of Vermont, and the industries served. The committee completed secondary research, convened focus groups, and solicited survey data from Vermont Tech students, faculty, and staff. Nearly 500 participants provided input that led to a revised, condensed Mission Statement (Institutional Priorities Report, Workroom). Approval of the revised Vermont Technical College Mission Statement was received along with the 2019-2023 Strategic Plan approval on December 06, 2018 from The VSCS Board of Trustees. The Mission Statement is located on the Vermont Tech website on the [Fast Facts page](#) and [Foreword](#) of the course catalog. The [Values](#) and definition of an [Educated Person](#) are also located on the website. The college has made it a priority to have a mission-driven focus on all campuses. This was reinforced in September 2018, when the President's Office offered lanyards with display cards of the Mission Statement to all employees of the college.

In the spring of 2019, a Vermont Tech business professor surveyed Randolph and Williston students with a SWOT analysis. There were 142 responses to a paper survey asking students to provide their feedback in the context of the college's mission statement, which was written on the survey form (see documents in the Workroom). Based on the ranking of the college's perceived strengths, the qualities of the mission statement were again validated by these data. The top characteristics were the small class size and student-to-teacher ratio, hands-on learning, placement rate, a knowledgeable, helpful, and experienced faculty, and helpful student support and staff personnel. The results serve to appraise the revised mission statement for the Strategic Plan Committee, which has made the community understanding of the statement a focus of their plan to lead Vermont Tech into the future.

Appraisal

While the Mission Statement is broad and general in and of itself, with the combination of the Mission Statement, Values, Institutional Objectives, and Educated Person Statement of Philosophy, Vermont Tech clearly identifies the students and constituents the college seeks to serve. The nature of the academic programs offered, and the values of teaching, learning, and community the college holds paramount are articulated in these definitions. The college's 2019 ranking in the 96th percentile nationally, according to the Georgetown University Center on Education and the Workforce's [study](#) on return on investment for

4,500 colleges and universities, underscores Vermont Tech’s preparation of students, “for immediate workplace success.”

These statements reflect the college’s traditions as a career-focused, technical-based education, while expanding its vision of the future to include additional professional degrees and improved continuing educational opportunities.

The concise Mission Statement provides for a more memorable Mission and gives the basis for identifying institutional priorities. Elaboration in the additional statements aligns these priorities with the college’s vision for the future.

Based on regular evaluation, key stakeholders continuously validate the mission statement.

Strengths

- A reflection of the college’s strengths
- A more memorable statement
- Mission statement is frequently validated in routine evaluation

Challenges

- A generalized Mission Statement

Projection

- The President will lead a college-wide effort to validate, affirm, or update the mission statement as a result of the college’s post-COVID 19 transition.

Standard 1: Mission and Purposes		
Attach a copy of the current mission statement.		
Document	Website location	Date Approved by the Governing Board
Institutional Mission Statement	https://www.vtc.edu/meet-vtc/fast-facts	
Mission Statement published		
Fast Facts	Website location	Print Publication
https://www.vtc.edu/meet-vtc/fast-facts	https://www.vtc.edu/meet-vtc/fast-facts	n/a
Course catalog	https://www.vtc.edu/table-of-contents/foreword/	Course catalog
Strategic Plan	https://www.vtc.edu/strategic-plan/	Strategic Plan
Related statements		
VSC Mission Statement	Website location	Print Publication
https://www.vsc.edu/system-facts/mission-vision/	https://www.vsc.edu/system-facts/mission-vision/	
Please enter any explanatory notes in the box below		

Standard Two - Planning and Evaluation

The college's Strategic Plan 2018-2023 sets the direction for the college and establishes priorities. It defines how the institution views success and prioritizes strategies and tactics to get there. The document, and the formal process to implement it, is updated and maintained as a living document. The plan gives college stakeholders a clear sense of how they can support Vermont Tech. The planning committee used Institutional Research to inform the plan and identify priorities.

The quarterly Strategic Plan Review meetings of the President's Senior Leadership Team (SLT) are the forums at which project updates are required. These updates are saved to the central meeting minutes file location on the shared drive. Metrics, as outlined in the Strategic Plan as the dashboard, are available for monthly SLT operational meeting's agenda. The Strategic Plan defines a process to update the plan annually with an additional year's objectives and plans added. The plan revisions will maintain a rolling five-year planning horizon. Institutional Research reports are part of the plan's annual long-term metrics, helping to identify areas of strength or concern.

Institutional Research (IR) at Vermont Tech has shifted from a full-time position within the college to one IR staff position at the Chancellor's Office, centrally supporting all four institutions of the Vermont State Colleges System. However, Vermont Tech still maintains the most basic IR responsibilities through an additional assignment contract with a current staff member. That staffer is a member of the Data Standards Team – a team with membership across the VSCS institutions – tasked with standardizing reports. This team is striving to standardized fields across the system, with the goals of making it easier to get data and improving accuracy of data.

Vermont Tech maintains an unorthodox but highly effective Institutional Research program, despite having eliminated its' FT Director of Institutional Research during a financially driven RIF in 2015. Currently the institution's I.R. functionality is dispersed between a number of college offices, with each department managing and overseeing data collection and integrity related to their expertise area, and overall reporting and coordination managed by an employee on a side contract. Key contributors include the institution's Academic Scheduler, who oversees the program and manages the aggregation of data for much of our external reporting and internal decision-making, and the institution's Dean of Administration, who once served as Director of Institutional Research and currently manages many aspects of the institution's financial analysis and reporting. The program is proficient at completing routine data collection and reporting functions, such as maintaining periodic enrollment snapshots, maintaining a common data set according to industry standard, and providing summary and unit data to internal and external constituencies as appropriate. Additionally, the program has undertaken a number of more sophisticated ad-hoc analyses in the past 24 months in order to support internal decision-making and key stakeholder engagements. Attached, please find the following examples of the department's output: (1) an example of the weekly revenue forecasts provided to the institution's executive leadership; (2) excerpts from an in-depth annual academic cost-revenue analysis conducted in partnership with, and with endorsement from, the institution's Faculty Assembly; and (3) a multi-variate demographic presentation of the student body, prepared and delivered to the State of Vermont's Treasurer's Office during a budgetary exercise earlier this year. In short, Vermont Tech maintains an unconventionally lean, but inventive and extremely productive, Institutional Research program—an unambiguous source of strength for the institution.

Every December, Vermont Tech's IR staff completes a Common Data Set (CDS). The CDS is shared with departments for further evaluation and assessment. This information is also used publicly for yearly surveys including the College Board, Petersen's Guide, U.S. News & World Report, Wintergreen, Princeton Review, Open Doors, IPEDS, and more. The CDS spreadsheets are located on an internal

shared drive storage and posted to the college's [website](#). Staff and faculty make ad hoc data requests of IR throughout the year. Every semester, five "snapshots" are run: one for all registered students that details their major and GPA; a second to report the number of student academic credits currently enrolled; a third details all the courses taken by students; a fourth report counts full and part-time faculty; a fifth details all faculty and their workload. These reports are stored and shared in the Institutional Data Requests folder on the R drive and are the backbone of the college's internal data reporting for financial, enrollment, disability services, retention, Perkins grant requirements, etc. Other reports are built or developed for ad hoc institutional reporting as needed. Vermont Tech IR stakeholders are currently evaluating the college's data storage and the relative availability of data sources to the college community with an eye toward continuous quality improvement.

Vermont Tech is currently a member of a Global Partnership with external consultants, Education Advisory Board (EAB). Vermont Tech began this partnership in September of 2015 with memberships in EAB's COE and Academic Affairs forums and added a membership in the Enrollment Management forum in March of 2016. In this global partnership, Vermont Tech has access to all of EAB's membership forums, their best practices research, implementation guidance, and national peer meetings. The contract term is June 17, 2018 through June 17, 2021.

The Vermont State Colleges System Board of Trustees Long Range Planning Committee began a new initiative in May of 2019: Serving Students by Securing the Future of the Vermont State Colleges System. This system-wide support will align with our institution-level strategies; including financial sustainability. The White Paper and project timeline can be found on the VSCS [website](#) under the Board of Trustees content. The White Paper focuses on the forces at work in higher education generally and specifically to the Vermont State Colleges. The Paper provides analysis on 6 major forces: 1) Historically weak demographics; 2) Bottom ranked State support of public higher education; 3) Accelerating pricing pressures; 4) Barriers to adaptability; 5) Changing student preferences and attitudes; and 6) Disruptive technology and delivery. The "Securing the Future" initiative asked each college to develop plans responsive to these challenges. The Board of Trustees accepted those plans. Vermont Tech is moving forward with those plans.

For Vermont Tech specifically, our plan calls for realistic enrollment projections; "right sizing our Randolph Center campus by examining the re-purposing of certain building; expansion at our Williston campus through public/private partnerships to assure growth capacity; alternative modalities to open programs to working adults and more graduating high school seniors; improved retention and graduation rates; greater affordability for students; and increased system collaboration. Implementation will take 3-5 years.

Planning

Description

Vermont Tech has a demonstrated and documented history of long-term planning as evidenced by the college's strategic plans (2011-2016; Institutional Priorities; and [2018-2023](#)). Since the last 10-Year Accreditation Report, the college has invested effort in strategic planning. In November of 2011, Vermont Tech released the Strategic Overview 2011-2016 (see Workroom). That planning process involved an in-depth survey of the whole college community, in-person sessions with over 300 participants, and a 10-person SWOT-analysis working group that documented the priorities identified in the surveys. During the time of implementation of the Strategic Overview 2011-2016, the college experienced financial hardship and change of leadership, limiting the college's ability to meet its strategic goals. As the college was stabilizing its finances (chapter 7), new leadership initiated a smaller-scale planning process in late 2015

to help identify strategic priorities. That process also involved a steering committee, focus groups, and a college-wide survey that resulted in a report with five key priorities (Students, Access, Community, Finances, and Programs) and a shortened [Mission Statement](#). A step of the 2018-2023 strategic planning process included an evaluation of previous plans and the findings are noted in the Planning Appraisal.

The [2018-2023 Strategic Plan](#) development was led by a committee of mostly Executive Committee members and facilitated by the Interim Academic Dean, an experienced facilitator of planning projects. Starting with a January 2018 retreat, the college initiated the planning process intent on completion by the start of the 2018-2019 academic year. The scope was defined as 18 separate sub-plans covering such areas as academics, marketing, external relations, facilities, and finances. The components of the Strategic Plan had champions leading their development, overseen by the President. A new Vision Statement was developed specifically for the Strategic Plan through various drafts and input from the college community with meetings, surveys, and an electronic “suggestion box” developed to provide anonymous input. The statements of the Vision are the pillars on which the Strategic Plan was built. Sub-plan champions worked most often with committees to create their strategies, tactics, and goals. A wide variety of students, faculty, staff, and a number of external partners, provided input.

In June of 2018, the college contracted for a Facilities Assessment for the Randolph Center Campus. This work evaluated the state of properties and costs for maintenance and repairs. It is included in the Strategic Plan, along with a vision for the Williston campus, in the Physical Plant sub-plan. An assessment of demography in New England and specifically Vermont was used to inform the Enrollment Plan and corresponding enrollment targets and fiscal plans (see chapters 5 & 7). [Multi-year goals](#) are incorporated into the Strategic Plan in consideration of overall college goals. Multi-year goals are laid out for individual focus areas in 13 sub-plan areas, include: Academic Organization; Academics; Accreditation; Alumni Relations; Development; Enrollment; External Relations; Fiscal Plan; Human Resources; Marketing; Physical Plant; Students and Technology.

Overall goals for the college emerging from this process include:

- Stabilizing enrollments with an expectation of a 5% reduction in enrollment over the 5 year plan;
- Increased strategic reserves to \$2 million dollars;
- Double our satisfaction rate of our key stakeholders;
- Increase by 5 the number of programs accessible to nontraditional students;
- 100% replacement plan for IT infrastructure and no planned use of technology beyond its useful life;
- Increase our regional consumer preference score by 2%;
- Reduce the number of degree programs by six.

In September 2018, the President’s Office distributed lanyards with display cards to all Vermont Tech employees. The card had a unique URL for the website where the Strategic Plan is hosted. The intention of this effort was to raise awareness of the plan and its online location. Results were mixed, but the number of views of the strategic plan on our web site grew immediately following deploying the lanyards.

The Strategic Plan 2018-2023 was completed and eventually approved by the Vermont State Colleges System Board of Trustees in December of 2018. The [final plan](#) lives on the college website under the [Office of the President](#) content.

Budgeting as a process has many components at Vermont Tech. The Fiscal Plan has established the overall priorities of the college, so departments and administration can collaborate on annual operating budgets for programs and offices. The Executive Committee establishes capital project priorities and

creates budget reports quarterly for presentation to the VSCS Board of Trustees. A final annual fiscal allocation comes from the State of Vermont's budget with additional resources coming from state and federal grants. The college has dedicated one staff member whose time is largely allocated to the pursuit and development of corporate, alumni, and foundation resources. The financial budgeting process was recently under review and a new formal written policy ([Policy T221 Budgeting Process](#)) is now complete through the work of a joint faculty-administration working group. Systematic budget management is aided by Synoptix budget reports that are sent to all budget managers monthly.

Appraisal

A concern noted in the NEASC visit of 2010, and specifically noted in the interim visit of 2015, is the institution's success in, "continuing to enhance the institution's financial stability with attention to diversifying revenue sources and 'right-sizing' the institution." The Academic Plan of the Strategic Plan initially called for a reduction of programs to bring the college's portfolio more in line with its enrollment figures. However, that goal, less than 32 programs (down from 38), has since been revised as the college met the concerns of right sizing the institution as mentioned in the new year of the Strategic Plan. The goal of reducing the number of degree programs was replaced with a goal of annual evaluation/check of all programs considering financial, enrollment and other factors (the college did drop two underperforming programs: Equine Science and Fire Science). The program evaluation process is still being developed. A notable change in the Fiscal Plan of the Strategic Plan 2018-2023 is the inclusion of annual funds set aside for strategic reserves and capital improvements. Specifically to allocate up to \$400,000 per year for capital reserves, and build strategic reserves to \$2 million dollars by 2024. This reflects the priorities of the plan to create a more resilient operating budget and to invest more in the physical plant.

A step of the Strategic Plan 2018-2023 process was an assessment of previous planning projects. That summary identified that many of the goals of the 2011-2016 Strategic Plan and the 2016 Institutional Priorities were either achieved or continued to be applicable for the 2018-2023 process. The continuing themes were integrated into the work of the 2018-2023 Strategic Plan. Some areas of success from the previous plans include:

- New program development to create a financial template and consider comprehensive programs costs. A new budget template is available for all program idea champions in conjunction with support from the Dean of Administration.
- Develop a marketing plan and influencer strategy: Based on the 2013 branding study, a new marketing plan was developed and largely implemented.
- College-level activities and leadership opportunities: a new Multicultural Club was student-led in development and supported by Student Affairs staff; the president launched the Gender Equity initiative and a lecture series was developed. The following year's Culture of Community initiative resulted in the formation of a community service committee with student participation; a Pride in Place committee was formed to better support student life in developing traditions and activities that are student-focused and maintained over time.

Of the current Strategic Plan goals and tactics, a review of the year's activities at the annual plan update committee meeting on October 18, 2019 identified corrections and adjustments to the next goal-setting and planning cycle. Internal and external environmental scans resulted in the need for further investigation and additional assignments. Continued and consistent review of the Strategic Plan will support the college's physical responsibilities. Dedication to a project management style implementation

of the Strategic Plan, with its consistent structure of monthly reports, has initiated better planning and implementation at all levels. This is evidenced by the large and diverse group of the college community devoted to the strategic planning process. Institutional decision-making, including allocation of resources, is still a concern that is being addressed as part of the strategic plan.

Currently, there is inconsistency in reporting by project managers, and SLT agendas can often be too full to accommodate a robust discussion of strategic plan projects. An assessment of the past year's performance at implementing the Strategic Plan at the September 5, 2019 steering committee meeting resulted in a change to the management plan. Instead of inclusion of strategic planning as an agenda item on the monthly operational meetings, the Senior Leadership Team now gathers quarterly with only the Strategic Plan as its agenda. Project reporting is now due at these meetings in lieu of the monthly requirement.

The college's focus on financial stability, budget resilience, collaborative planning, and pursuit of additional revenue, collectively, help the institution plan for a realistic future with financial sustainability. A more consistent budget planning process has been initiated to create more understanding and transparency for institutional constituents, as evidenced by the new budget policy.

Evaluation

Description

In 2019, Vermont Tech purchased the *Council for the Advancement of Standards in Higher Education*, 10th Edition (CAS standards) to assist non-academic departments with assessment. The college hosted a Pre-Assessment Day training on January 16, 2020 with all non-academic departments to review the CAS standards and discuss implementation. The President has asked departments to address these standards annually in departmental reports.

The college has sought data and feedback, which it has used for institutional decision-making in a number of ways:

- Participation in the Marshall Marketing consumer preference survey as a part of the Math+Science=Success advertising campaign in which Vermonters rated a 75% awareness of Vermont Tech in 2018 (60% for all adults in all designated market areas). Preferences data informs media buying and planning. Awareness data are metrics for strategic plan objectives and goals.
- A 2018 market research study evaluated the potential impact of reorganizing the college into schools. Data show that the model might increase net promoter scores particularly among guidance counselors. Implementation of the [Schools Model](#) began in spring 2019.
- Vermont Tech initiated an annual assessment of lab and clinical equipment needs and enhancement, informed by faculty development relative to instructional innovations in their field. Also influencing the needs is response to student satisfaction surveys noting the age of current simulators. Examples include the purchase of two physical labs and one mobile lab, and telepresence technology to replace Vermont Interactive Technology after cuts to state funding.
- A deferred maintenance plan was completed by architects and civil engineers in spring of 2018 resulted in the establishment of several strategic plan goals for the Physical Plant Plan to be completed over the next 2-5 years. Also informing those goals was feedback provided by students

in their annual satisfaction survey, faculty through their governance organization, the Faculty Assembly, and committee meetings regarding concerns about residence hall deferred maintenance and flooding in some buildings.

- Student satisfaction survey feedback related to safety, as well as trends in campus safety in higher education, led to the development of a safety fee and corresponding committee. Improvements include installation of new public-safety technology, door locks, and card-only access in more locations.
- Student satisfaction survey feedback related to connectivity in the Randolph Center residence halls led to the installation of new Wi-Fi technology in all dorms over the 2018-2019 academic year and following summer to accommodate all current and future demand.

Appraisal

As part of the college's regular development and improvement, it has been determined that better documentation of the evaluation process and outcomes is necessary. Advancement of project management training that was offered in 2019 should continue to be part of the regular development and improvement of the college. A centralized document location has been created to provide more transparency and improve the process to encourage more engagement within and among interested parties.

The need for systematic evaluation and evidence of using results to guide decision-making has been a concern since the NEASC visit of 2010. The need for systematic feedback from past and current students that drives institutional improvement was also identified in the 2010 visit, some of which has been addressed by the processes that resulted in the Institutional Priorities (2016), the Educated Persons Outcomes, and the Strategic Plan 2018-2023. Demonstrable evaluation methods include the survey work related to previous strategic plan and priorities processes, the Senior Leadership Team Focus Group, the All-College SWOT Analysis survey initiative, Student Faculty Evaluations every semester, Academic Program Evaluations, the Schools Model research, the annual Student Satisfaction Survey, and the External Branding survey. Instances where Vermont Tech has demonstrated implementation of planning efforts include the revised Annual Program Review Policy, the Institutional Priorities Report, and Education Person Outcomes Mapped to Courses project.

While the college does collect systematic feedback from students, evidence is lacking that this feedback is a "demonstrable factor in institutional improvement." More action-oriented and systematic oversight of this process is being developed and advanced by stability in several key administrative positions. Academic departments are regularly reminded to complete assessments and retain data to be collected and evaluated on the college's new January Assessment Day. Information, examples, and faculty assessment mentors are now available for assistance with this assessment process.

The college lacks a clear metric for evaluating whether Vermont Tech's consolidated bachelor's degree program outcomes are met. While evidence shows these outcomes figure strongly into academic planning, there was little evidence as to their evaluation of systematic follow-up into whether these outcomes are met. A recent initiative is working on this weakness with the initial step of ensuring that all bachelor's degree program outcomes can be clearly tracked to courses and assignments within the degree programs.

Vermont Tech maintains an unorthodox but effective Institutional Research system, despite having eliminated a fulltime Director of Institutional Research during a financially driven RIF in 2015. Currently the institution's I.R. functionality is based upon each department managing and overseeing data collection

and integrity related to their expertise area, with the overall reporting and coordination managed by an employee on an additional assignment contract. Most of the reporting is through a software called Informer, which can be complex. The Chancellor's Office is currently working on better data solutions, increased training, and standard reports for all to use.

While annual student satisfaction surveys have provided informative data, the fact that the survey tool was built internally misses the opportunity to benchmark the college against peers. A national satisfaction survey like NSSE would assist with direct peer comparison, but funding is not currently available for such a tool.

Strengths

- Demonstrated history of long-range planning
- Central office is currently working on better data solutions
- Training on Informer 5 and creating standard reports will improve reporting process
- A more consistent budget planning process is underway, creating better transparency and understanding
- Continued and consistent review of Strategic Plan will support physical responsibility

Challenges

- Need for additional IR support is still a concern
- Changing structure at the Chancellor's Office for Institutional Research
- Inconsistency in adhering to project-management style implementation of latest Strategic Plan
- State legislature is crucial for securing the college's financial base, but is unlikely to make major changes
- Need for systematic evaluation and evidence of using results to guide decision-making is noted since NEASC visit in 2010
- Reporting through Informer is complex
- Need for simplified, reduced Strategic Plan that enables better focus

Projection

- Develop Informer 5 training and create standard reports for all to use to improve reporting processes. This should help ease the reliance on the part-time IR position.
- Enhance the centralized document location with a procedure for submitting and receiving information.
- Review and update the Strategic Plan annually to better align with realistic goals and continue using project management steps.
- Establish Assessment Planning and Evaluation days twice per year for all college departments.

Standard 2: Planning and Evaluation

PLANNING		Year approved by governing board		Effective Dates		Website location
Strategic Plans		?		?		?
Immediately prior Strategic Plan		2011		2011-2016		link
Current Strategic Plan		2018		2018-2023		link
Next Strategic Plan						
		Year completed		Effective Dates		Website location
Other institution-wide plans*						
Master plan		draft		draft		link
Academic plan		none		n/a		n/a
Fiscal plan		2018		2018-2023		link
Technology plan		2018		2018-2023		link
Enrollment plan		2018		2018-2023		link
						link
Development plan		2018		2018-2023		link
Plans for major units (e.g., departments, library)*						
?	Alumni	2018		2018-2023		link
	Communication	2018		2018-2023		link
	External Relations	2018		2018-2023		link
	Financial Aid	2018		2018-2023		link
	Human Resources	2018		2018-2023		link
	Marketing	2018		2018-2023		link
	Academic Success	2018		2018-2023		link
	Activities	2018		2018-2023		link
	Athletics	2018		2018-2023		link
	Career Development	2018		2018-2023		link
	Diversity & Inclusion	2018		2018-2023		link
	Library	2018		2018-2023		link
	Orientation	2018		2018-2023		link
	Student Health	2018		2018-2023		link
	Public Safety	2018		2018-2023		link
	Residence Life	2018		2018-2023		link

EVALUATION

Academic program review

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

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

VSC PreCip every 5 years

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

VSC Policy 101 (PreCIP)
VSC Policy 109
Accreditation Self-Studies
2019 Professional Pilot Technology
2017 Agriculture, Computer Science, Equine Studies, Landscape
2016 Business Technology & Management
2015 General Education

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

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

Strategic Planning
Transition Advisory Task Force

Example: Advising: www.notrealcollege.edu/advising

Security and Fire Report: <https://www.vtc.edu/wp-content/uploads/2020/05/Vermont-Tech-2019-Final-ASR.pdf>

Immunization Report: https://www.vtc.edu/wp-content/uploads/2020/05/2018-19_college-univ_imm_template-004.pdf

Website location

? 2019

Every 5 years VSC PReCip: Program Review & Continuous Improvement Process - workroom docs

PReCip review schedule available in workroom

? [VSC Policy 101](#)

[VSC Policy 109](#)

available in workroom

available in workroom

available in workroom

available in workroom

available in workroom

[Strategic Plan](#)

available in workroom

Date

2014

2019

2019

Standard Three - Organization and Governance

Description

Vermont Technical College is one of four institutions in the Vermont State Colleges System (VSCS). The governance structure of the VSCS is defined by Vermont State Statutes ([Title 16: Education, Chapter 72: Vermont State Colleges](#)) establishes the purpose, corporation, and power of the Vermont State Colleges system. A Board of Trustees, which is the governing body of the Corporation of the Vermont State Colleges System and has complete and full authority over administration, oversees the system and operation, financial affairs, selection and appointment of officers and employees as set forth in No. 247 (H.422) of the Acts of 1961 and as amended from time to time. The Chancellor of the VSCS represents the board in operations. The board operates under [Bylaws](#) most recently updated in September 2017 and available on the VSCS public web site.

All employees of Vermont Technical College are employed by the Vermont State Colleges System and subject to system [Policies and Procedures](#). The college has a manual of policies and procedures that guide specific aspects of operation in addition to those covered in the VSCS policy manual. All college and system policies and procedures are public and available on the employee portal and the college and system public web sites.

The policies reflect the public mission of the system and the college and are regularly amended and updated to reflect changing public needs. For example, a new VSCS [Policy 316, Protection of Minors and Mandatory Reporting of Child Abuse and Neglect](#), has recently been implemented (in 2020) and training on it mandated for and provided to every system employee.

Vermont Tech has an extremely strong sense of mission throughout its organizational structure, from administration through faculty, staff, and students. The Vermont Tech Mission Statement reflects the college's unique role and purpose within the VSCS: "We provide career-focused technical and professional education in a caring community, which prepares students for immediate workplace success and continued learning." The Vermont Tech mission statement syncs with the VSCS mission statement and the organizational structure and policies of the college and Chancellor's Office are clearly focused on supporting that mission.

The VSCS Board of Trustees, VSCS leadership, and Vermont Tech college faculty and staff are aware of the public mission of the VSCS and the unique mission of the college. They fulfill their roles as outlined in the VSCS employee job descriptions, with a clear notion of how those roles address and function within the system and college missions. In the most recent employee climate survey, 86% of respondents stated that they "agree" or "strongly agree" that they understand how their work contributes to the overall mission and goals of the college.

The college regularly adjusts aspects of its operating structure to fulfill its mission best. Such adjustments may result from strategic planning efforts, leadership decision making, or management analysis of institutional effectiveness.

The college's governance involves representative participation by students, staff, faculty, and administration through a system of standing constituent councils and committees, including the Student Association, Staff Council, Faculty Assembly, and President's Senior Leadership Team (SLT) and Executive Committee. Each constituency of the college is also represented in various system-wide constituent governance bodies to promote open communication and representative input.

Appraisal

The structure, governance, and operating relationships for the VSCS Board of Trustees, the VSCS Chancellor, and Vermont Technical College employees are clearly delineated in state statute, VSCS policies, and Vermont Technical College policies. All Vermont Tech employees are provided with official documents and necessary and appropriate information to fulfill their official roles with the VSCS and the college.

The public mission of the VSCS and the unique college mission of Vermont Tech are clear and essential aspects of every employee's work, as borne out in recent college and system strategic planning analyses and as evident in their everyday work focus. All constituent groups of the college have open communication with and representation on system-wide constituency groups. As a relatively small college and system, communication is active, robust, and helpful.

Governing Board

Description

The VSCS Board of Trustees consists of fifteen members. The Governor appoints five members, four are elected by the Board, and four are state legislators who are elected by the Vermont House of Representatives. Each of those members serves a four-year term. The fourteenth member is a student elected by the VSCS Student Government Association who serves a one-year term and can be re-elected to a second one-year term. The Governor of Vermont is the fifteenth, *ex-officio*, member of the Board. The board is legally constituted by statute, outlined in Section A of the Vermont State Colleges System's (VSCS) [Manual of Policy and Procedures](#).

Vermont State Statute dictates the structure of the VSCS Board of Trustees. A description of the Board and its responsibilities is outlined in Section A of the Vermont State Colleges System (VSCS) Manual of Policy and Procedures. The Board of Trustees operates according to published bylaws and the VSCS has clear policy regarding conflict of interest: VSC Policy 207: Trustee and Executive Conflict of Interest Policy. As indicated above, the VSCS Board of Trustees accept and fulfill their roles as fiduciaries of the VSCS. Their meetings and minutes are open and available to the public.

The Board of Trustees creates a framework for the operation of the system's four colleges. This framework is outlined in the [VSC Manual of Policies and Procedures available on the VSCS web site](#). The Board charges the VSCS Chancellor with the management and leadership of the VSCS. The Chancellor, in turn, delegates authority for individual college operations and leadership to the four college presidents. Responsibilities and authority for each level within the system are spelled out in system policy.

Each college is responsible for its financial administration, staffing, facilities, educational program development and administration, and student life.

The VSCS performs regular reviews of college performance to ensure college mission and goals are maintained and measured. The [VSCS Manual of Policy and Procedures](#) outlines several such reviews.

The VSCS Board oversees system and college operations through five standing committees: Finance and Facilities; Education, Personnel and Student Life; Priorities; Executive; and Audit. In addition, full board meetings are held quarterly. From time to time, the Board creates *ad hoc* task forces to address specific

issues. The committees meet monthly and make recommendations to the full board at its full meetings, four times per year.

The primary role of the committees is to review and approve the efforts of each college: annual budgets, major facilities projects, educational programs, and student life and services initiatives. The committees also review the ongoing progress of initiatives at all the colleges. The board ensures that ongoing initiatives and proposed new projects are appropriate to each college's mission and have a reasonable likelihood of success, as well as ensuring they fall within the VSCS mission and strategic-planning goals.

The Board of Trustees recognizes the role of the campus CEO (college president) and, through the VSCS Chancellor, delegate day-to-day college operating and management decisions to the president. The Board has a comprehensive set of Board Policies that appropriately limit/guide the President's decision-making.

The board recruits, hires, and evaluates the college's CEO directly through the Office of the Chancellor. The college president, deans, and chief student and fiscal officers are part of all board meetings. The college president serves at the pleasure of the board and the Chancellor, and is subject to annual review and proactive contract renewal by the board annually.

The Board delegates to the individual colleges, through the Chancellor, responsibility for their financial viability, program development, college initiatives, and risk management. There are various reviews that occur to make sure mission goals are maintained and measured. [The VSCS Manual of Policy and Procedures](#) outlines several such reviews.

In 2016, the Board of Trustees created an advisory Long-Range Planning Committee. The role of this committee is a result of 2013 strategic planning efforts to identify areas of shared vision and potential for the Vermont State Colleges as a system (see documents in Workroom). The Committee created [six strategic priorities](#) in 2015-2016, which Vermont Tech has used to measure alignment in its own strategic plan. As per [Policy 505 Strategic Planning](#) developed in 2018, the Board of Trustees reviewed and approved the college's strategic plan with a formal vote at the December 2018 Board meeting.

In August of 2019, the Chancellor, with support from the Board of Trustees, published a white paper titled, [*Serving Vermont's Students by Securing the Future of the Vermont State Colleges System*](#). The paper was the precursor to developing concrete, strategic actions the system and each state college can take to secure their futures in the rapidly changing environment of higher education, especially in the Northeast. The Chancellor and Board representatives established an open process with several actions: meeting with stakeholders on each campus; creating a dedicated email and website specifically for this initiative, inviting input from everyone; publishing meeting agendas in advance; meeting with community leaders to gain external perspectives; and sharing materials developed through the process on the website. An October Long-Range Planning Committee meeting [memo](#) highlighted the next steps in the process as housed among individual colleges to develop their unique responses. The Board reviewed initial college-specific proposals presented by each president at their December 2019 meeting. The Board recognizes the role of the colleges' presidents, delegating all day-to-day operating and management decisions to them.

Appraisal

The Vermont State Colleges Board of Trustees understand and accept their mission to guarantee the quality and integrity of each of the member colleges.

The process for appointing members of the VSC Trustees and the Board's policy regarding conflict of interest are clear, and membership on the Board is transparent and accessible. The Board acts in the public good and for the benefit of the VSC system, its constituent colleges, and the State of Vermont.

The division of authorities and responsibilities between the system office and the college is clear and documented in system policy. System resources are equitably distributed and administered among the colleges.

Recent changes designed to centralize administrative functions at the Chancellor's Office in order to create efficiency and changes in leadership have altered the budget process at Vermont Tech. The VSCS Board of Trustees has a comprehensive and effective system for monitoring and managing the college's policies, fiscal planning and execution, and physical and programmatic initiatives. The process ensures sound and coordinated fiscal, programmatic, and services efforts by the college and among the four colleges of the system. One perennial issue involves the setting of the annual tuition rate, which is a function of the Board. The Board sets tuition and most fees for the four colleges.

As a comparatively small collegiate system, communication and oversight between the trustees, chancellor, and leadership at each college is vibrant and direct. The college president and senior officers are given a degree of autonomy and authority to manage most key decisions of the college in line with the college's unique mission and the VSCS overarching mission.

Internal Governance

Description

The President of Vermont Technical College is its chief executive officer. The president establishes the annual budget proposal to the system as well as the specific administrative and staffing structure for the college (see Vermont Tech Organizational Chart). The president is responsible for operating within the annual budget parameters.

Annual budget revenue is an estimate of tuition and fee revenue, state support (apportioned by the VSCS), grants, gifts, and special funds. Budget expenses are determined on an annual basis in each college's budget proposal, which is submitted to the Chancellor's Office.

The final budget is decided upon by the VSCS and approved by the trustees. All annual faculty and administrative support are accounted in the budget proposal. The president must then make final spending and staffing decisions based on the final budget.

Because budgets tend to change incrementally year-to-year, the president can determine annual staffing in spring for the subsequent fiscal year.

The president determines the structure of the college's leadership. While previous recent presidents have used a cabinet and extended cabinet model, President Moulton has moved to a Senior Leadership Team and Executive Committee model. The Executive Committee includes the senior representatives from each administrative department and meets biweekly with the President to discuss and act on significant college strategies, initiatives, activities, and concerns.

The Senior Leadership Team is a deliberative body that meets monthly. The team is comprised of faculty and staff union representatives, deans, and directors. Their role is to monitor the implementation of the strategic plan, bring issues of the institution to the team and the president, and report meeting discussions and decisions to their various departments, offices, and unions.

The President also attends monthly meetings with the Faculty, monthly Staff Council meetings, and Student Assembly meetings as appropriate, to ensure and enhance communication among these groups and the president.

Over the past ten years, Vermont Tech has had numerous changes in leadership—on both the college level and the system level. Since 2016, however, stable and consistent leadership has prevailed. Patricia Moulton was named Interim President in July of 2016 and President on March 25, 2017.

Vermont Tech's President and her senior staff communicate and consult with others at the college through several bodies: Executive Committee, Senior Leadership Team, Faculty Assembly, Staff Council, All College Meetings, monthly emails, and open office hours each semester.

The Chief Academic Officer at Vermont Tech is the Dean of Academic Affairs. In 2016, then Academic Dean Phillip Petty stepped down and was replaced on an interim basis by Business Professor and former College President, Allan Rodgers. Acting Dean Rodgers, with President Moulton, led the college through a robust strategic planning process, an institutional-assessment planning process, and the initial stages of the self-study review. In 2019, after a national search, Dr. Ana Gaillat was named the new Dean of Academic Affairs at Vermont Tech. Dr. Gaillat has continued the planning, assessment, and self-study efforts begun by Dean Rodgers.

The college's organization and governance structure ensures that the Dean of Academic Affairs reports directly to the college president and has full authority and oversight responsibility for all aspects of the college academic programming.

The Dean of Academic Affairs is responsible for the oversight, integrity, and quality of all educational programming, including off-campus, continuing education, distance education, evening, and weekend programs, as well as all consortia agreements with high schools, tech centers, and other non-Vermont Tech entities.

The Vermont Tech Faculty Assembly is the primary governance body for faculty. New program proposals, significant changes to existing programs, and college policies are reviewed by the Faculty Assembly and the Dean's Programs and Curricula Committee, and recommendations are made to the Dean of Academic Affairs, President, Chancellor, and Board of Trustees. Faculty Assembly is governed through by-laws established by the Vermont Tech Faculty. Vermont Tech follows these by-laws by conducting monthly Faculty Assembly meetings according to an established schedule and distribution of agendas and meeting minutes in both electronic and hard copy format.

In addition to numerous *ad hoc* committees and task forces, Vermont Tech faculty participate in campus decisions through five standing committees of Faculty Assembly: Academic Affairs, Facilities and Services, Faculty Development, Student Affairs, and Faculty Evaluation.

- The Academic Affairs committee, among its other duties, reviews proposals for revisions to existing curricula and proposed curriculum additions, and reports to Faculty Assembly their recommendations on programmatic changes.
- The Facilities and Services committee represents faculty on issues concerning the physical campus, including issues brought forth at Faculty Assembly meetings (e.g. computer equipment and infrastructure, use and care of existing equipment, condition of classrooms, etc.), and elicits appropriate responses. This committee meets monthly during the academic year with the Dean of Administration and the Director of Facilities.
- The Faculty Development committee is responsible for promoting academic and professional growth. The committee solicits and makes recommendations on appropriating faculty development funds and sabbatical requests. Recent work recommended and approved for funding included workshops on teaching "soft skills", on

creating on-line courses, and in using Canvas, the VSCS's on-line Learning Management System.

- The Student Affairs committee addresses concerns related to students. Recent discussion and recommendations have included availability of health and emergency personnel on campus.
- The Faculty Evaluation committee is responsible for the review of full-time faculty members scheduled for reappointment, promotion, or tenure. After review, the committee makes recommendations to the Academic Dean and the President. The final decision of reappointment, promotion, and tenure rests with the President.
- The Executive Council consists of a representative from each of the five standing committees of the Faculty Assembly plus its Officers. This group meets monthly with the President to relay information on discussions, decisions, and meeting schedules.

In addition, the Vermont Tech chapter of the Vermont State Colleges Faculty Federation (VSCFF) meets monthly to discuss issues related to workload, compensation, promotion, schedules, roles of department chairs and academic advisors, the calendar, and other faculty issues. The VSCFF negotiates the contract with the VSCS administration.

Students at Vermont Tech have input into college and system governance in through: one VSCS student representative on the Board of Trustees, Student Council, and Vermont Technical College Student Government.

While the college itself does not have a formal mechanism for periodic review of the college's organizational structure and system of governance, institutional accreditation through NECHE and program accreditation by outside organizations such as ABET, NATEF (ASE), CARC, CAAHEP, AVMA, and CNEA create opportunities for regular review and assessment.

Appraisal

Under the leadership of President Moulton, the college has experienced steady guidance, a gradual leveling of its financial position, and steady enrollment. Morale has improved across the faculty and staff, and the college is experiencing a positive period of planning, execution, and operations. Most members of the college faculty and staff believe the college is being guided on a steady course in the right direction by its leadership.

While an institution always desires more and better communication, the level of communication, trust, and constituent participation at Vermont Tech today is at a satisfactory level. The governance mechanisms are sufficient to ensure positive input across the institution.

The academic program quality and integrity at Vermont Tech are sound and competently managed by the Dean of Academic Affairs and the college faculty.

Strengths

- Legally established Board of Trustees that gives autonomy to college President
- BOT and Chancellor's Office provide clear strategic direction

Challenges

- Chancellor's Office often creates directives without distinct college input
- Each of the VSCS institutions have distinct programs and different needs

- College reporting requirements allow for routine oversight by BOT
- BOT needs to take larger role in eliminating inter-college inconsistencies and unconstructive competition among institutions
- President's Senior Leadership Team is a representative body of the college community
- Faculty Assembly, Staff Council, and Student Council are organized bodies that enable communication across the institution

Projection

- The Dean of Academic Affairs will review new academic development and review policies internally.
- The Faculty Assembly will revisit academic approval process at the Board of Trustees to ensure academic changes do not result in duplication within the VSCS.
- The Dean of Academic Affairs and the Faculty Assembly will develop an annual academic program review calendar to ensure sufficient time for an orderly wind-down and completion of terminated academic programs.

Standard 3: Organization and Governance (Board and Internal Governance)	
Please attach to this form:	
1) A copy of the institution's organization chart(s).	
2) A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.	
If there is a "sponsoring entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the	
Name of the sponsoring entity	
Website location of documentation of relationship	
Governing Board	Website location
By-laws	https://www.vsc.edu/wp-content/uploads/2018/04/VSC-BOT-Bylaws-as-amended-2017-09-28.pdf
Board members' names and affiliations	https://www.vsc.edu/board-of-trustees/members-committees/
Board committees *	Website location or document name for meeting minutes
? All Board committees	https://www.vsc.edu/board-of-trustees/members-committees/
All Board committee meeting materials	https://www.vsc.edu/board-of-trustees/meeting-materials/
Major institutional faculty committees or governance groups*	Website location or document name for meeting minutes
Faculty Advisory Boards	Faculty Advisory Boards Minutes Folder
Faculty Assembly	Faculty Assembly Minutes Folder
Programs & Curriculae	P&C Minutes Folder
Major institutional student committees or governance groups*	Website location or document name for meeting minutes
Student Council	
Other major institutional committees or governance groups*	Website location or document name for meeting minutes
Executive Committee	Executive Committee Minutes Folder
Incident Response Team	IRT Minutes Folder
NECHE Accreditation Committee	NECHE Minutes Folder
Safety Committee	Safety Committee Minutes Folder
Senior Leadership Team	Senior Leadership Minutes Folder
Staff Council	Staff Council Minutes Folder
Strategic Planning	Strategic Planning Minutes Folder

Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes)						
(Insert additional rows as appropriate.)						
	Location (City, State/Country)	Date Initiated	Enrollment*			
			2 years prior (FY 2019)	1 year prior (FY 2020)	Current year* (FY 2021)	
? Main campus	Randolph Center, VT/USA	7/1/1962	766	745	568	
? Other principal campuses	Williston, VT/USA	1/5/1985	447	463	423	
? Branch campuses (US)	Bennington, VT/USA	9/1/1994	29	44	44	
	Brattleboro, VT/USA	9/1/1994	34	41	33	
? Other instructional locations (US)	CVMC, Berlin, VT/USA	8/1/2020	--	--	16	
	Dartmouth, Hanover, NH/USA	8/1/2018	--	6	8	
	Keene, NH/USA	8/1/2018		14	5	
	Littleton/Lancaster, NH/USA	8/1/2019	--	7	11	
	Lyndonville, VT/USA	8/1/2016	21	20	17	
	Middlebury, VT/USA	8/1/2004	9	9	8	
	Morrisville, VT/USA	8/1/2018		17	18	
	Newport, VT/USA	8/1/2000	7	15	18	
	Rutland, VT/USA	9/1/2004	--	--	9	
	Springfield, VT/USA	8/1/2004	17	--	--	
	St. Albans, VT/USA	8/1/2002	24	27	33	
	Wilder, VT/USA	8/1/2002	26	19	15	
? Branch campuses (overseas)	n/a	n/a	0	0	0	
? Other instructional locations (overseas)	n/a	n/a	0	0	0	
Educational modalities						
	Number of programs	Date First Initiated	Enrollment*			
			2 years prior (FY 2019)	1 year prior (FY 2020)	Current year (FY 2021)	
Distance Learning Programs						
Programs 50-99% on-line	0		--	--	--	
Programs 100% on-line	3	9/1/93	111	102	91	
? Correspondence Education	0		--	--	--	
Low-Residency Programs	0		--	--	--	
Competency-based Programs	45		648	667	682	
Dual Enrollment Programs			328	405		
Contractual Arrangements involving the award of credit	1		45	49	50	

Standard Four - The Academic Program

Mission and Purpose

Description

Vermont Technical College currently offers a portfolio of [programs](#) that range from one to four years in duration. Organized into five schools, the college has 8 certificate programs, 22 associate degrees, 16 bachelor's degrees, and 1 master's degree. Vermont Tech's newly organized Schools are: Agriculture, Plant, and Animal Sciences; Engineering and Computing; General Education; Nursing and Health Professions; and Professional Studies and Management. Every academic program has a structured curriculum map and published learning outcomes. Vermont Tech is also home to the Vermont Academy of Science and Technology (VAST), an independent school approved for grade 12. The college's department for Continuing Education and Workforce Development offers training, programs leading to industry-recognized credentials, apprenticeships, and non-credit offerings.

As demonstrated by a historically high and consistent placement rate, as well as an equally high rate of employed graduates working in their fields, Vermont Tech's programs are successfully aligned with careers and recognized fields of study. This is discussed in more detail in Chapter 8: Educational Effectiveness.

Programs are coherently defined by program objectives, student learning outcomes, curriculum maps, and course outlines. Curriculum maps define the scope and sequence of courses needed for completion. Most programs have developed matrices that articulate the student learning outcomes with courses and flowcharts that should prerequisite sequencing. Course outlines articulate learning outcomes and goals specific to that course. Across the portfolio, course outlines are reviewed annually by faculty and are consistent in structure and content. Curriculum for all programs is easily accessible online and provided in a semester-by-semester format to demonstrate a student's path to completion. The knowledge, intellectual and academic skills, competencies, and methods of inquiry to be acquired in each program are articulated on each [major's](#) Curriculum webpage and the catalog. [General Education Requirements](#) are also found in the online and print catalog. Specific course information is also easily accessed via the course catalog and online curriculum maps.

Students are provided course and instructor evaluations for all courses. The faculty evaluation committee and Academic Dean assess instructional methods and procedures for each instructor during a performance review. Faculty evaluation is based on teaching effectiveness, including: knowledge of the subject matter; effectiveness in facilitating learning; ability to help student think critically; ability to organize courses; clearly defining learning objectives; and addressing the needs of diverse learners.

The admissions standards are designed to select students who will be academically successful in their program but not to be exclusionary. The college was recently added to the Common App, increasing the ease with which students can apply. VSCS [Policy 303 Admissions and Transfer of Credit](#) encourages and welcomes applicants who have the ability and motivation to meet the academic and social responsibilities of college-level work. Vermont Tech had a 69% acceptance rate for the fall 2018 class, defined as "less selective" by U.S. News & World Report.

Retention is a priority for Vermont Tech. The Center for Academic Success offers tutoring, counseling, career planning and assistive technology resources to all students regardless of modality. The Center staff also provide unique programs for TRiO-eligible students and those with learning differences and

disabilities. The role of the Center for Academic Success and the college's TRiO program are described in further detail in Standard Five.

Appraisal

The college clearly articulates objectives and student learning outcomes for all majors. Historically the programs with external accrediting bodies (including ABET, NATEF (ASE), CARC, CAAHEP, AVMA, and CNEA), define the programs more comprehensively to correlate learning outcomes to courses, and conduct outcomes assessment and evaluation. Recently, academic planning has moved to have all programs more formally articulate outcomes with curriculum and to conduct assessment of learning. Academic departments of these programs perform internal evaluations either annually or semi-annually. The results of these evaluations are published and available through the Academic Affairs office. Data to-date demonstrate that assessments are used to evaluate, measure, and revise curriculum as needed within these programs.

Assuring Academic Quality

Description

Through academic administration and faculty participation, the college has a system of academic oversight to maintain the quality of the academic programs. The Programs and Curricula (P&C) Committee, the Academic Affairs Committee of the Faculty Assembly and the full Faculty Assembly review all credit-bearing courses and new programs. The institutional policies related to courses and program development, review, and closure are outlined in Vermont Tech Policies and Procedures [T104 Curriculum Change](#) and [T117 Academic Program Development and Review](#). Policy T117 in particular includes a flowchart outlining the parties involved in the review process, including academic administration, faculty, and Board of Trustee participation. As noted in the flowchart, faculty recommendations from their reviews are passed on to the President for final approval. These policies are applied as changes to curriculum are proposed and new programs are ideated. The review of academic programs, as also outlined within Policy T117, is an annual process as of academic year 2019/2020.

The college develops, approves, administers, and on a regular cycle reviews all academic programs. At the board and system level, the Council of Presidents, the Education, Personnel and Student Life (EPSL) Committee, the Chancellor, and the Board of Trustees implement VSCS-level academic policies, including [Policy 101 Program Review and Continuous Improvement Process](#), [Policy 102 Approval of New Degrees and Majors](#), and [Policy 109 Annual Program Enrollment and Cost Effectiveness Review of Existing Programs](#). These review policies consider continuous improvement of the programs, including assessment of student success and feedback from external advisory boards. Vermont Tech is a member of the research consortium organized by Education Advisory Board (EAB), whose resources are used for external perspective with current labor market data and assessment of competitive programs. In AY 2019, the college received six custom market research studies, had eight consultations with experts and researchers, submitted 17 "Ask EAB" requests, and sent two senior leaders to national meetings.

Academic planning and evaluation are done at the program and college level and used for overall planning. At the program level, academic planning and evaluation is done through department meetings, advisory board meetings, and assessment and evaluation activities. At the college level, academic planning and evaluation is done by the Program and Curricula (P&C) committee, which is chaired by the Dean of Academic Affairs and includes department and program chairs as well as representatives from student life, admissions, and the library. The most recent update to the strategic plan involved academic retreats comprised of faculty and staff to identify strengths, weaknesses, opportunities, and threats to the

academic program and planning and evaluation. The results of this initiative are integrated into the College's Strategic Plan. Items documented in the academic plan include demonstrable improvements in the management of new and changing programs, advising, retention, teaching, technology, and integration with the VSCS.

The college has established policy related to instances where programs are eliminated, or program requirements are changed. According to Policy T117, "any decision to terminate a program must carry with it a plan to allow students currently enrolled in the program a reasonable amount of time to complete the requirements for the degree." Normally, this period would be one year after students would be expected to complete the program. As stated in the catalog, students have a prescribed amount of time to complete degree requirements following the catalog under which they were admitted. When programs are changed, enrolled students have a prescribed amount of time in which to finish their degree with the program as defined in the catalog under which they enrolled. After such time, students follow the new path of the changed program.

Some programs at Vermont Tech require external resources outside its direct control. For these cases, the college maintains a number of memoranda of understanding with external partners to support programs with physical space, clinical placements, and internships (see Workroom). The college has continued use of space beyond its institutional campuses for the Professional Pilot, Continuing Education, and Nursing programs. Agreements also exist with outside institutions for clinical placement, internships, or job placement for the Nursing, Dental Hygiene, Respiratory Therapy, Radiologic Science, and Professional Pilot programs. Agreements are also in place with other VSCS colleges to provide consistent classroom availability as multiple sites around the state, as well as with two high-school level technical centers, for this same purpose. The Hartness Library is a shared resource between Vermont Tech and the Community College of Vermont with a shared budget structure. The library systems are cloud-based, hosted, and maintained using software as a service (SaaS).

The programs at Vermont Tech have expected levels of achievement that are appropriate to the degree level and the specific major field of study and that support the program objectives. In the curriculum maps for all academic programs, each program builds upon the previous level to support a constructivist approach to learning. (Appendix – Alignment of Program Outcomes with Conceptual Threads and Bloom's Taxonomy). Sequence placement of program and general education courses allow the student to begin their education at the knowledge and understanding levels of Bloom's Taxonomy. As the student progresses to the completion of the associate degree program, the weight of application and even analysis level outcomes increase. Finally, bachelor degree students are expected to show competency in analysis, evaluation, and creation level learning outcomes. Appendices A and AA demonstrate the progression of Bloom's Taxonomy related to learning outcomes in all three programs.

Bachelor-level and associate-level degrees require general education courses in English Composition and Technical Communication. Graduate degree students complete a Master's Project with an oral defense requirement. The college also offers elective courses in writing and oral communication from several departments. In addition, librarians deliver research and information literacy instruction as part of the co-curricular activities for all first-year English classes. Their instruction also touches on inquiry and critical judgement development. At the request of faculty, embedded librarians appear in the course learning management system.

In recent years, the college faculty have used Telepresence technology to live stream lectures to distance learners in the Nursing Program. Procedural manuals are available at each Telepresence site to assist students, faculty, and staff in the use of the technology. Training is provided to students and faculty to aid in their familiarity with and success in the classroom. The training curriculum has expanded and evolved

over the years as the college's use and management of the technology has grown. Initial wireless microphone technology has been replaced with wired microphones to increase the reliability of the audio component. Hartness Library provides students with bibliographic instruction on how to access resources as well as virtual tutorials for offsite training. This makes library resources accessible to all students in all locations. A troubleshooting page on the library website alerts students to vendor outages and alternate sources during any outages

Appraisal

General Education requirements in math, English, and science adequately establish the appropriate level of achievement for the different degree-levels. Information literacy is included within the outcomes of some programs and for all programs resides within the English general education requirement with co-curricular assistance provided by librarians. Programmatic student-learning outcomes provide standard and appropriate expectations for student achievement. Programs engage with external advisory boards to evaluate and update the program. The majority of academic programs have identified which courses cover skills in inquiry, critical judgement, and independent learning beyond what is included in general education courses. Student learning outcomes in English Composition ensure that students demonstrate competence in written and oral communications and acquire the skills of information literacy. The learning outcomes of Technical Communications ensure that students demonstrate competence in effective speaking, technical writing, organization, and presentation skills. The Master's Project presentation requirement ensures that graduate students can complete research and communicate their findings in a professional manner. The Student Outcomes Assessment Process is described in detail within Chapter 8: Educational Effectiveness.

The use of Telepresence is likely to grow beyond the Nursing and Allied Health Programs based on the strategic plan objective to increase the number of accessible programs by 2023. This will require additional training for faculty, staff, and students located at both the sending and receiving sites. Off-campus classrooms, used to expand lectures to multiple locations, will need continual monitoring and expansion. Additional clinical agreements could be required for any increase in programming and enrollment for health profession programs.

Nursing compares ATI (Assessment Technologies Institute testing) group scores used for student NCLEX (National Council Licensing Exam) practice and program benchmarking and NCLEX pass rates, along with Total Program Evaluations between the traditional and distance learning sites for the PN and ADN programs.

Below are examples from the VTC 2019 Self-Study for the Nursing program's CNEA Accreditation:

Table I-A.2 – NCLEX Pass Rates First Time Test Takers

Graduation Year	NCLEX-PN Pass Rate				NCLEX-RN Pass Rate				
	Trad. Campus	Distance Sites	VTC Avg.	Nat'l Avg.	Trad. Campus	Distance Sites	VTC Avg	Nat'l Ave. ADN-RN	National Average all RN
2019	93%	86%	88%	86%	93%	84%	87%	87%	90%

2018	95%	96%	96%	86%	94%	86%	88%	85%	88%
2017	98%	98%	98%	85%	94%	76%	81%	84%	87%
Most recent three year average	95%	93%	94%	85%	94%	82%	85%	86%	89%

Table I-B.5a – ATI Comprehensive Predictor Results by Site

Sites	ATI Score	PN			ADN		
		2017	2018	2019	2017	2018	2019
Bennington	SGA	73	74	69	71	72	69
	SGS	All>60%	All>60%	All>60%	All>60%	All>60%	DNM 1
Brattleboro	SGA	72	73	72	70	68	71
	SGS	All>60%	All>60%	All>60%	DNM 1	DNM 1	DNM 1
Keene	SGA	N/A	65	74	N/A	N/A	N/A
	SGS	N/A	DNM 2	All>60%	N/A	N/A	N/A
Lyndon	SGA	73	73	79	65	68	68
	SGS	All>60%	All>60%	All>60%	DNM 3	All>60%	DNM 1
Middlebury	SGA	77	N/A	75	N/A	73	N/A
	SGS	All>60%	N/A	DNM 1	N/A	All>60%	N/A
Morrisville	SGA	N/A	N/A	N/A	N/A	N/A	68
	SGS	N/A	N/A	N/A	N/A	N/A	DNM 1
Newport	SGA	76	75	77	69	70	N/A
	SGS	All>60%	All>60%	All>60%	All>60%	DNM 1	N/A
Randolph	SGA	77	74	69	75	76	69
	SGS	All>60%	All>60%	All>60%	All>60%	All>60%	All>60%
Springfield	SGA	70	76	69	70	70	65
	SGS	All>60%	All>60%	DNM 3	All>60%	All>60%	DNM 2

St. Albans	SGA	70	78	70	67	68	71
	SGS	All>60%	All>60%	All>60%	All>60%	All>60%	DNM 1
White River Junction	SGA	74	77	80	70	70	73
	SGS	All>60%	All>60%	All>60%	All>60%	All>60%	All>60%
Williston	SGA	74	78	75	68	71	70
	SGS	All>60%	All>60%	All>60%	DNM 2	All>60%	DNM 1
Williston West	SGA	71	68	70	N/A	N/A	N/A
	SGS	All>60%	DNM 1	DNM 1	N/A	N/A	N/A
Windsor	SGA	N/A	N/A	N/A	70	66	67
	SGS	N/A	N/A	N/A	All>60%	DNM 2	All>60%

Table I-B.5b – ATI Comprehensive Predictor Results by Site

	ATI SCORES	PN			ADN		
		2017	2018	2019	2017	2018	2019
Program average	SGA	74	75	73	69	70	69
% sites meeting ELA of >60%	SGS	100	82	75	70	73	30
Most recent three year average	SGA	74%			69%		
	% sites meet ELA of 60% on major areas	85%			59%		

Undergraduate Degree Programs

Description

All the undergraduate degree programs at Vermont Tech include general education (math, science, English, arts and humanities, and social science) requirements to provide a substantial and coherent introduction to the broad areas of human knowledge and methods of critical thinking and inquiry. As a career-oriented college, all the programs also focus on in-depth mastery of at least one disciplinary or interdisciplinary area.

Along with program requirements, all students are required to meet Graduation Standards before a degree is awarded, by demonstrating competence in written and oral communication, information literacy, and quantitative reasoning. These graduation standards are evaluated for competency at the associate and bachelor levels. The college's General Education requirements seek to:

- Foster an appreciation in each student for the major domains of human achievement;
- to provide a common educational experience;
- to refine ethical reasoning, critical thinking, writing, information literacy, communication, and quantitative and qualitative reasoning skills;
- to nurture civic, cultural, and global awareness and responsibility;
- to celebrate diversity and common values;
- to foster lifelong learning; and
- to produce well-rounded graduates.

This philosophy also aligns with Vermont Tech's definition of an 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 consistently strives to reach their full potential, can think critically, is globally aware, is civically engaged, is curious, and is an effective communicator."

General education requirements are assessed by degree level with an associate degree student required to meet a 20-credit minimum and a bachelor degree student required to meet a 40-credit minimum.

The Arts, Humanities, and Social Science electives within the general education requirements expose students to methods of inquiry and major concepts in the arts and humanities, human behavior, personality, politics, economics, and the social context of human interaction. Courses at the lower level are offered as survey and special topics courses to expose students to a broad array of concepts and enhance reading, writing, and communication skills. Courses at the upper level require a higher level of learning and understanding.

In addition to general education requirements, all programs have a major or concentration with a prescribed curriculum of in-depth study. Each program's curriculum is defined in the college's catalog and on the website. The college provides students and faculty with a password-protected portal to access program evaluation information that details coursework students have completed or are still required for their graduation requirements.

Appraisal

A summer 2018 planning project, led by faculty and performed by a committee, instituted a master list of academic outcomes for each course. During the 2020 AY, academic departments created a Program Outcomes Master List (including Educated Person Outcomes), identifying courses and assessment rubrics where those outcomes are evaluated. The Student Outcomes Assessment Process is described in detail in Chapter 8. The Nursing Program is ahead of the rest of the college when it comes to experience with using Student Assessment for continuous improvement of curricula and instruction. All other academic programs have begun that process and will be able to use the Nursing Program's experience to develop their own methods for using student assessment data for continuous improvement in instruction. Similarly, the Nursing Program has the most experience in using Telepresence Technology and that training will be expanded to other academic programs that will utilize Telepresence Technology to grow their enrollment.

General Education

Description

The general education requirement for the associate and bachelor-level programs is defined in the catalog as a minimum requirement for mathematics, science, English, arts and humanities, and social science (shown below). The general education component of every program seeks to foster an appreciation for the major domains of human achievement; to provide a common educational experience; to refine ethical reasoning, critical thinking, writing, information literacy, communication, and quantitative and qualitative reasoning skills; to nurture civic, cultural, and global awareness and responsibility; to celebrate diversity and common values; to foster lifelong learning; and to produce a well-rounded graduate.

Vermont Tech is committed to the intellectual and personal development of every student. Our educational programs seek to foster the development of the whole person. This philosophy aligns with Vermont Tech's Definition of the Educated Person:

The general education goals are further articulated in as Educated Person Outcomes (EPO), shown below:

- 1) Effectively speak, write, and communicate with a team;
- 2) Exhibit effective scientific and quantitative reasoning and problem-solving skills appropriate to their program field;
- 3) Prove effective qualitative and algorithmic reasoning skills;
- 4) Demonstrate an informed personal, civic, and social awareness;
- 5) Exhibit an informed aesthetic and cultural awareness;
- 6) Establish effective and ethical decision-making skills;
- 7) Find and critically consider information from a wide range of sources;
- 8) Demonstrate essential skills and duties expected of professionals in their program field;
- 9) Continuously acquire new concepts, skills, and technologies in their program field.

Depending on specific program requirements, each associate degree student completes a minimum of the following general education requirements:

Associate degree requirements (20 credits minimum):

- 1 credit of information technology
- 3 credits of English (composition, writing, and research)
- 3 credits of mathematics/critical thinking
- 3 credits of technical communication
- 4 credits of natural or physical sciences
- 6 credits of arts/humanities or social sciences

Bachelor's degree requirements (40 credits minimum)

Depending on specific program requirements, each bachelor degree student completes a minimum of the following general education requirements plus any other general education courses required to meet the 40 credit minimum:

- 3 credits of English (composition, writing, and research)
- 3 credits of information technology

- 3 credits of technical communication
- 6 credits of other general education courses
- 6 credits of mathematics/critical thinking
- 7 credits of natural or physical sciences
- 12 credits of arts/humanities and social sciences (3 credits minimum at the 3000 level)

Arts & Humanities and Social Sciences Electives

Each student is exposed to methods of inquiry and major concepts in the arts and humanities and to an understanding of human behavior, personality, politics, economics, and the social context of human interaction. An interdisciplinary course, INT-1005 Self, Career, and Culture was established in 2015 as a common offering with these outcomes. Courses at the lower level (1000-2000 level) expose students to a broad array of concepts and enhance reading, writing, and communication skills. Courses at the upper level (3000-4000) require a higher level of learning and understanding. Social science electives include survey courses related to economics, history, psychology, and sociology. Arts & humanities offerings typically include courses in literature, music, writing, arts and culture.

English Requirements

Each student completes ENG-1061 English Composition or its equivalent or a sequence of courses that emphasizes reading and writing and requires the successful completion of a research paper. Degree students may satisfy the requirements by completing one of the following as determined by placement: ENG-1042 and 1060; ENG-1060; or ENG-1061. Students who do not place into ENG-1060 or 1061 may take ENG-1042 and 1060 to complete requirements, which may require summer courses or additional terms.

Each student completes ENG-2080 Technical Communications or its equivalent that emphasizes the principles and forms of communication in the workplace, including a technical report specifically related to the student's major and career interest. Each student completes coursework that emphasizes effective speaking, organization, and presentation skills.

Information Technology Requirements

Each student is introduced to computer information technology to include internet orientation, research, and email, word processing, and software applications applicable to their field of study.

Mathematics/Critical Thinking Requirements

Each student completes the mathematical or empirical techniques for problem solving in logic and critical thinking appropriate for their program of study. In addition to the regular mathematics offerings, there are other courses under separate subject listings that satisfy the logic and critical thinking component of this requirement.

Natural Sciences Requirements

Each student is introduced to natural or physical sciences, including a lab experience. The course of study is determined by the major and can be filled by coursework available as electives. These science courses include BIO, CHE, and PHY, as well as appropriate coursework under other prefixes.

Appraisal

All Vermont Tech associate degree programs require at least 20 credits in General Education and all baccalaureate degree programs require at least 40 credits in General Education. Twenty of the 22 associate degree programs (91%) require more than 20 credits in General Education and 15 of the 16 baccalaureate degree programs (94%) require more than 40 credits in General Education. (See Tables 4A & 4B in the Appendix).

The three most significant general education initiatives at Vermont Tech over the last five years have been the development of the Educated Person Outcomes (EPO), the EPO Course Identification and Assessment process, and the creation of the School of General Education.

In 2011, then-Academic Dean Patricia Menchini empaneled a “General Education Task Force” to deal with improving the baccalaureate culture specific to General Education at the institution. The task force worked diligently in the succeeding years to rethink the college’s approach to general education and a baccalaureate culture. The General Education Task Force had stable but evolving membership, with representation from the administration, program faculty, and general education faculty.

The task force first explored what it means to be a baccalaureate-educated student at Vermont Tech. The result of those wide-ranging deliberations was the development of a *Statement of General Education at Vermont Technical College* which delineated nineteen outcomes that every baccalaureate graduate of the college should be able to demonstrate.

These outcomes were then refined into the nine Educated Person Outcomes (EPO) and subsequently approved by the Faculty Assembly and the President. The EPO have become the touchstone on which Vermont Tech has made decisions regarding the design of its general education program and the specific courses within it.

In the fall of 2019, faculty identified general education courses that assess EPO and/or program outcomes (see EPO Table Below). Faculty use multiple methods of assessments through which students demonstrate their learning outcomes specific to course material and the larger program objectives, such as test questions, essays, presentations, written reflections, problem-solving projects, and hands-on performance assessments relevant to the field. Clinical and internship assessments employ external instructors and preceptor systems to evaluate students’ growth in field experiences, which increases a programs’ ability to identify areas of educational effectiveness and improvement.

Educated Person Outcomes (EPO)	General Education Courses Identified for Assessment Tools
1) Effective oral, written, and team communication skills	ENG1060, ENG1061, ENG2080
2) Effective scientific and quantitative reasoning and problem-solving skills appropriate to the student’s program field	PHY1041, CHE1031
3) Effective qualitative and algorithmic reasoning skills	MAT1331, MAT2021
4) Informed personal, civic, and social awareness	INT1005
5) Informed aesthetic and cultural awareness	HUM Elective

6) Effective and ethical decision-making skills	INT1005
7) Ability to find and critically consider information from a wide range of sources.	ENG1060, ENG1061

Finally, when Vermont Tech reorganized its academic programs into five Schools, it created the School of General Education, which is comprised of the Mathematics Department, the Science Department, and the English, Humanities, and Social Sciences Department. The School of General Education Mission Statement:

The School of General Education at Vermont Tech is committed to fostering in all students an appreciation for the major domains of human intellectual achievement. We provide opportunities for students to refine skills in critical thinking, scientific, quantitative, qualitative, and ethical reasoning, information literacy, and written and oral communication. We seek to nurture civic, cultural and global awareness and responsibility, to celebrate diversity and common values; to foster lifelong learning; to master analytical thinking to systematically tackle real world issues through experimentation, and to produce a well-rounded graduate.

The college does not guarantee that general education or elective courses are available and reserves the right to withdraw or restrict any offering if registration exceeds class capacity, an insufficient number of students enroll in the course, or if the availability of faculty or other resources are limited. This does not waive the imperative for students to complete each requirement prior to receiving a degree. Some courses offered by major departments may fulfill the general education elective requirements, but only for students who are not majoring in the department where these courses are offered and only if the English, Humanities, and Social Sciences Department and the Dean of Academic Affairs have approved the courses for elective credit.

Course requirements may be fulfilled by simultaneous enrollment at other VSCS schools under the VSCS Consortium Agreement. Students cannot use one course to meet more than one requirement within their program except to meet a graduation standard or dual major/degree requirement.

The students work with their advisors to develop a plan to meet the general education elective requirements without requiring additional class loads or semesters at the college.

The Major or Concentration

Description

The rationale for each undergraduate degree program at the college has been developed by combining appropriate accreditation board input (NECHE and discipline-based, e.g. ABET), Advisory Board input, and college and departmental faculty input. The clarity and order of the degree programs are visible in the stated outcomes and program curriculum that are published in the college catalog and on the website. The objectives for the majors in academic programs are reviewed annually. These program objectives are used as guidance to develop the learning outcomes of program coursework. To inform prospective students, and to provide clarity to existing students, these learning outcomes are stated in the college catalog description for each academic program. The learning outcomes appear in more detail on each course outline. As can be seen on the program course matrices in the college catalog, introductory courses, particularly in general education, are sequenced to provide the foundation for the discipline-specific coursework in later semesters. In-depth study of a discipline or interdisciplinary area is shown in the

Appendix in Table 4A to require at least 33 credits at the associate level and at least 61 credits at the bachelor level that are focused on the program's field of study. Coursework at the upper levels of Vermont Tech programs generally have prerequisites that consist of introductory and intermediate general education courses (particularly math and science as shown on Table 4A) and introductory program courses.

Academic programs at Vermont Tech lead to professional careers. To ensure an in-depth exposure to the knowledge and critical thinking skills that are used in those professions, the faculty make extensive use of the lecture/lab and studio and clinical formats in degree-program courses. In some of the clinical settings, labs, and studios, the students apply the theories that they have learned in lecture to real-life problems. For example, in Thermodynamics and Fluids or Physics labs, engineering technology students test theories and hypotheses presented in classroom lectures. In healthcare clinical courses, students practice on high-fidelity human simulators before direct patient care. In the dental lab, students practice on each other as they graduate their skill levels. Many of the labs, and all of the studios and clinical practicum, employ the use of simulated professional activities to ensure effective knowledge and practice in a student's area of specialization. This concept is most salient in the capstone "senior project" courses at the end of many academic program curricula. Programs that lead to licensure or certifications, such as nursing, respiratory therapy, professional pilot, dental hygiene, and veterinary technology achieve high exam and certification pass rates.

External accreditation provides programmatic accreditation. Examples of the accrediting bodies include Accreditation Board for Engineering and Technology (ABET); National Automotive Technicians Education Foundation (NATEF); Automotive Service Excellence (ASE); Committee on Accreditation for Respiratory Care (CARC); Commission on Accreditation of Allied Health Education Programs (CAAHEP); American Veterinary Medical Association (AVMA); and Commission for Nursing Education Accreditation (CNEA). The Federal Aviation Administration establishes standards for pilot certifications, which dictates the licensure of professional pilot students.

Appraisal

Appropriate breadth and depth of learning is evidenced by Vermont Tech's extremely high placement rate, employers of graduates continuing to come back to Vermont Tech to recruit additional employees, student success in advanced degree programs, and articulation agreements with other institutions that enroll Vermont Tech graduates with advanced academic standing. In a 2019 survey of employers, 99% responded that they would "definitely" or "probably" hire a VTC graduate in the future. Of current employers, 75% responded they would "definitely" hire a Vermont Tech graduate in the future.

The Academic Affairs Committee, the Programs and Curricula Committee and the Faculty Assembly specifically examine new programs for proper depth and breadth. The Academic Dean's Office participates in advisory board meetings to ensure the depth and breadth of academic program offerings meets professional needs.

The nursing department provides an example of continuous quality improvement using data as a part of a rigorous systematic evaluation plan. In all three nursing programs, multiple data points are collected throughout the year based on a feedback schedule developed by the department. The data are compared to expected levels of achievement (ELA), and used to inform implementation of improvement plans. Data collection includes:

- Total Program Evaluation (TPE)
- Clinical Agency Evaluations (CAE)

- Graduate Surveys
- Employer
- ATI test scores
- NCLEX (licensure) pass rates
- Program completion rates
- Job placement rates.

Graduate Degree Programs

Description

A substantive change document was submitted in 2017 for the Master of Science in Software Engineering (see Workroom). It details the following:

- Design and rationale for the program;
- Resources and expectations;
- Faculty numbers, credentials, and experience;
- Criteria and process for admission;
- Curriculum, and scholarly and professional activities that are part of the program;
- Degree requirements.

Applicants to the Master of Science in Software Engineering program must submit their undergraduate transcripts, a personal essay, and GRE test results to the Admissions Department, which then forwards the information to the chair of the program. The program chair reviews this information as part of the admissions process. The program chair makes a determination regarding which students are accepted into the program and notifies Admissions of the decisions. Admissions then contacts students with acceptance or denial decisions. There is no published minimum required GPA or GRE scores for the applicant. The criteria and process for graduate admissions are outlined in the substantive change documentation.

Vermont Tech is exploring the launch of a second master's program to support Vermont's new law approving professional licensure of Dental Therapists in the state. A substantive change application will be filed with the college's accreditors at the appropriate time.

Appraisal

Vermont Tech developed and launched its first graduate level program in 2017 with the Master's in Software Engineering Program. This academic progression followed Vermont Tech's policy for program development and created a substantive change report to the college's accrediting organization. To date, this graduate program has had four students complete the degree. The program chair is experientially qualified and credentialed to teach at the graduate level. While new to the Vermont Tech program portfolio, the Master's in Software Engineering program is rigorous, requiring students to complete a capstone course that meets graduate program standards and approval of the program chair.

The graduate program meets the accreditation standards related to the master's level. The program requires course work and learning at levels beyond those found in the undergraduate programs, building and expanding upon previous knowledge from them. Applicants are reviewed and approved by the

program chair. Students admitted to the Master's in Software Engineering program must complete the GRE. Program outcomes are clearly stated on the [website](#).

Meeting accreditation standards for the master's level, each program has defined outcomes that are appropriate to the graduate level. To assess achievement of course and program outcomes, courses may measure acquired knowledge and skills through a variety of means, including but not limited to examinations, quizzes, essays, research papers, and capstone projects.

Integrity in the Award of Academic Credit

Description

The majority of degrees offered by Vermont Tech (35 of the 39 or 90%) follow naming standards consistent with the higher education industry. Exceptions to this norm are:

- Architectural & Building Engineering Technology;
- Business Technology & Management;
- Computer Software Engineering; and
- Landscape Contracting.

Many professional programs also fall under the accreditation standards of specialized accreditors, including ABET, CNEA, The Commission on Accreditation for Respiratory Care and CODA, and/or follow the guidelines of professional licensure requirements like the Veterinary Technology and Professional Pilot programs. This provides additional assurance that programs are offered at the appropriate level and length, with content that meets national standard outcomes. For all programs at the college, graduation requirements stipulate that a student must complete at least 60 credits for an associate degree, 120 credits at the baccalaureate level, and 30 credits for a master's degree. Some programs require additional credits, but the college demonstrates constraint on the additional number of credits for undergraduate degrees. Eighty six percent of associate degrees are in the range of 61 to 68 credits. Ninety-five percent of bachelor's degrees are in the range of 120 to 124 credits.

The Graduation Standards include general education requirements for every program. As previously stated, associate-level degrees require 20 general education credits and bachelor-level degrees require 40 credits of general education coursework. General education courses are available to Vermont Tech students from any of the VSCS institutions, including Vermont Tech, and are publicly available on our respective websites and within the Portal registration system. Students work with their advisors to select courses that help them graduate in the allotted time. Vermont Tech's course catalog is also printed. Copies are made available to the faculty at the start of each fall semester. The catalog, and related website content, is updated annually each summer and care is taken to remove courses that have not been taught in two years from the course list.

The Academic Dean is responsible for all issues related to academic programs, courses, classes, class scheduling, academic departments, faculty assignment and evaluations, student advising, grading, academic standings, graduation requirements, and graduation standards. The Academic Dean is responsible for overseeing the delivery of all courses offered for credit by Vermont Tech, whether they are offered on or off-campus. Each academic program or major is assigned to a specific School and Department under the Academic Dean, and depending on the number of students in the program, a department will have a department chair or program director and additional faculty required to conduct and deliver the program. [Policy T109 Off-Campus Credit Courses and Programs](#) provides a system for

control and review of these courses. The Academic Dean or her administrative designee evaluates instructors of off-campus courses and programs.

It is also through the college's policy of shared governance that faculty are involved in credit assignments. The Programs and Curricular Committee, Academic Affairs, and Faculty Assembly review and approve new courses, course changes, and new programs, along with credit assignments (according to [Policy T104 Curriculum Change](#) and [Policy T117 Academic Program Development & Review](#)). The Registrar assigns and awards credit according to the VSCS [Policy 108 Transfer of Credit](#). Each transcript is evaluated against documented program requirements (see Catalog and website curriculum maps/minimum requirements) to determine completion and award of the appropriate degree. These grades are recorded and stored on their official VSCS transcript. Graduation standards are clearly stated and accessible on the Vermont Tech website. Per [Policy T315 Graduate Participation](#), the Registrar is responsible for monitoring the completion of degree requirements. Prior to the awarding of degrees, the Registrar sends the list of graduation candidates to the Faculty Assembly for confirmation as a final safeguard.

Examples of how the published graduation requirements, course outlines, and academic competencies are consistently applied in the degree certification process is noted throughout programs. The awarding of program degrees accurately reflects student attainments through documented course outcome alignment with formative, performance-based, and summative objective assessments. The dental hygiene program provides a document that maps the competencies that includes psychomotor skills, knowledge of when and how to use the competency, demonstration of the values of the profession, and the ability to communicate the knowledge and values. Furthermore, the desired behavior must be performed at or above an acceptable level defined by standards, and accomplished without assistance. Competency 1 of the dental hygiene curriculum is "Graduates must be competent in the application of ethical reasoning, ethical decision making, and professional responsibility as they pertain to the academic environment, research, patient care, and practice management." A clear identification is noted that this competency is measured in course DHY 1011 with assessments that include a Written Examination, Pre-clinical Evaluation, Critical Error, and Daily Log as well in other courses throughout the program.

The Bachelor of Science of nursing (BSN) program also provides a portfolio that is updated throughout the program and demonstrates how academic competencies are consistently applied and measured. The BSN program is delivered 100% online and the portfolio provides exemplars of student work relating to student learning outcomes. For example, in NUR 3120, Palliative and End of Life Care, a case study assignment meets the outcomes relating to the BSN program in the areas of Nursing Process, Scientific Principles, Communication, Legal/Ethical, Nursing Role, Provider of Care, Teaching/Learning, and Accountability/Self-Growth; the assignment also supports the Vermont Tech Educated Person Outcomes of 1-3, 6-9.

In the pre-licensure nursing programs, a "nursing student handbook" outlines graduation requirements, competencies, and policies specific to those programs. One such example is the application of a minimum "passing" grade of 77/100 for nursing courses, and clinical courses that are graded pass/fail. Clinical work for the PN and ADN programs is graded on a pass/fail basis with clearly delineated clinical learning objectives in the form of "anecdotal notes."

Vermont Tech does not have a specific policy on grading criteria. Vermont [Tech Policy T103 Grading System and Calculation of Grade Point Average](#) establishes the grading system and requires each faculty member to include on the syllabus the numerical equivalent for each letter grade. There are no requirements that criteria reflect learning objectives nor that they are effectively applied. [Policy T107 Cheating and Plagiarism](#) provides definitions for cheating and plagiarism, identifies academic sanctions,

describes notification requirements to students, and outlines the procedure for student appeal. Penalties for cheating are administered by course faculty with support from the Academic Dean's office. Vermont Tech [Policy T101 Academic Affairs](#) outlines procedures relating to academic probation and dismissal. Academic probation and dismissal are based on grade point average. Probation is not a punitive measure, but is used to identify students who may need additional services, consistent with educational purposes.

The college has invested in Turnitin software designed to detect plagiarism in written student work. This software is available to faculty and staff through the learning management system. The college also recently changed learning management systems to Canvas, which utilizes Respondus software as a safe exam browser to help assure credit integrity for test taking. Faculty will require training to implement this system.

Transfer Credit and Assessment of Prior Learning

Vermont Tech's transfer student population has comprised 57% and 54% of incoming classes in the past 2 years. It is a significant part of the college's enrollment. The college website contains lists of [articulation agreements](#) with other institutions for both transferring into Vermont Tech and transferring credits to another college or university. The Admissions staff includes a dedicated transfer coordinator who, with the Registrar and appropriate faculty, have established the college's list of Community College of Vermont (CCV) [course equivalents](#) also listed on the website. CCV, as a sister institution in the Vermont State Colleges System, is partnered with Vermont Tech and the other four-year institutions to provide a Direct Admissions program. Applicants to CCV designate the four-year institution where they will complete their bachelor's degree at the time of enrollment in an associate degree. The admissions teams of CCV and Vermont Tech coordinate their efforts on behalf of the student, and a Vermont Tech admissions counselor continues to connect with the student during their enrollment at CCV. There is no application required at the time of completion of the CCV degree and transfer to Vermont Tech, as long as the student meets the eligibility requirements. Vermont Tech receives many student transfers from CCV. Dual enrollment students are able to transfer credit from their courses at Vermont Tech at the discretion of the receiving post-secondary institution.

Numerous policies relate to the transfer of credit. Transfer credit, credit for prior experience, and credit for non-collegiate sponsored learning is awarded in accordance with the VSCS' policies. In accepting transfer credit, the institution exercises the responsibility to ensure that students have met its stated learning outcomes of a program at all degree levels. The [Transfer Credit and Advanced Standing Policy](#) is outlined on the Registrar's pages of the website. The [prior learning assessment](#) is managed and assessed through the VSCS at the Community College of Vermont. Examinations may be required to show competence in a subject matter. Credits awarded for life experience is limited to 16 and no more than 50% of program requirements may be obtained by advanced placement. These restrictions are both articulated in the catalog. There is also a requirement that students successfully complete a minimum number of credits at Vermont Tech, specified by level:

- Certificate and associate degrees: 15 credit minimum;
- Bachelor's degrees: 30 credit minimum;
- Master's degrees: 18 credit minimum.

The acceptance of transfer credit does not substantially diminish the proportion of intermediate and advanced coursework in a student's academic program. The Registrar in consultation with the Department Chair makes course-by-course transfer determinations. When special credit evaluation is needed, the Department Chair makes the review and decision. Upon awarding a waiver or course substitution, the [course waiver form](#) or [course substitution form](#) is completed by the Department Chair and returned to the

Registrar's office. Vermont Tech is the final arbiter of what transfer credit it accepts, which can depend on factors like a student's academic record, the college or university attended, and the program selected.

Online Learning and Distance Education

Vermont Tech uses Telepresence technology as well its LMS, Canvas, to offer online and distance education. The college has 14 classrooms around the state with Telepresence technology, including five on the Randolph Center and Williston campuses. This synchronous learning platform allows instructors and students to reach additional classrooms in disparate locations with interactive capabilities. Online classes are also offered asynchronously through recorded lectures and online discussion boards. The use of these technologies has allowed the college to offer fully online programs, like the BSN and Applied Business Management bachelor's degrees, and the Cybersecurity, Computer Networking, and Nurse Re-Entry certificates. Telepresence is the backbone of the Nursing certificate and associate degree programs with four regions reaching nine sites and two campuses around Vermont.

Regardless of course location or modality, all courses must be consistent with Vermont Tech's educational objectives and academic standards, inclusive of its accreditors and specific accrediting bodies as applicable. The Program and Curricula Committee, the Academic Affairs Committee of the Faculty Assembly, and the full Faculty Assembly, as well as the Board of Trustees, review all credit-bearing courses and new programs where appropriate, regardless of location or modality. Their recommendations are passed on to the President for final approval as outlined in [Policy T104 Curriculum Change](#) and [Policy T117 Academic Program Development & Review](#). Academic programs are developed and delivered by faculty with appropriate credentials and relevant professional experience. Courses offered through Dual or Concurrent Enrollment, at extended campus sites, and through the office of Continuing Education and Workforce Development (CEWD) are consistent with the educational objectives of Vermont Tech, are integral parts of the institution, and maintain the same academic standards as courses offered on the residential campuses. Online and off-campus credit courses and degree programs are incorporated into the college's mainstream procedural, policy, and oversight functions.

Each department has measurable outcomes and accompanying assessments to evaluate them. Learning outcome performance data is collected and analyzed by individual faculty and their respective departments. If the effectiveness of a course is questionable, based on an assessment of student outcomes compared to those defined in the course outline, the department will consider the course outcomes, competencies, content, and length to determine what changes are necessary to maintain Vermont Tech's academic standards and educational objectives. The college faculty use the same course outline format across all courses.

Student support services are also provided to all students regardless of location or modality. The Center for Academic Success (CAS) offices are physically located at the Randolph Center and Williston residential campuses, and CAS staff connect with students in person, on the phone, and in Zoom meetings, as detailed in Standard 5. All programs and courses, and students, faculty, and staff have access to Hartness Library resources, whose resources and accessibility are detailed in Standard 7. Some programs have CCV librarian support.

The Vermont State Colleges System provides network identities to access college resources, including email for communication. This network login is required for students to access their LMS, ensuring that the student enrolled in the course is the one logging in to the system. [VSCS Policy 502 Computing and Telecommunications Technology Conditions of Use](#) requires that all users keep confidential their username and password and to change their password regularly. In addition, each student signs an academic integrity contract for online courses certifying that their submitted work is original and not

submitted by another user. As previously mentioned the college uses Turnitin and Respondus software to prevent plagiarism and cheating in online platforms as well. Any breach of these policies can result in being removed from a course and dismissed from a program.

Department Chairs and full- and part-time faculty are expected to communicate with students in a timely fashion. This communication is monitored by the Dean of Academic Affairs via student evaluations to ensure there are no issues, which could negatively affect student learning. Expectations for faculty office hours are outlined in the faculty federation contract. Faculty typically include office hours in course syllabi.

Long-range strategy and direction of off-campus, continuing education, online, or evening and weekend programming is handled through the President's Senior Leadership Team. In addition, these monthly meetings address issues that cross-divisional lines or concern conflicts and alignment between modalities. The [Vermont Tech Strategic Plan Overview 2018-2023](#) is provided on the college website, and is updated annually.

Appraisal

Without a specific policy on grading criteria, the college has the opportunity to develop guidelines, which state that grades will be based on clearly stated criteria that reflect learning objectives. The topic should be addressed with the Faculty Assembly to build consensus on a format to which all programs can adhere. The criteria should be consistently applied, and appropriate to the degree level. Some information for transfer students is found in the Admissions portion of the website and some in the Registrar's area. Not all information contains an equal amount of detail nor is it equally easy to find.

The effectiveness of articulation agreements has not been evaluated beyond the course transfer process and is an area of opportunity for the college's continuous improvement.

Given that the Canvas learning management system is new, faculty require additional training to implement the capabilities of the software, including the Respondus software, to prevent cheating during online exams.

Some programs have difficulty recruiting tutors at off-campus sites. These sites have recruited and hired graduates for tutoring to assist with this issue. If off-campus sites and online programs experience counseling gaps, the College reaches out to local providers for assistance.

Instructional equipment upgrades for Telepresence technology continues to improve the delivery of content via distance learning. It is important that as programs expand, geographically and academically, that academic standards and consistency be maintained. School coordinators, department chairs, and administrators should ensure that student services, equipment availability, instructor qualifications, and curricula are consistent and equitable across the college.

In a coordinated effort between academics and information technology departments, the college needs to continue to upgrade and replace technology equipment yearly, according to consistent standards that meet the needs of the users of educational spaces as indicated in the Vermont Tech [Strategic Plan](#). The College would benefit from a response team to address educational equity deficiencies as they arise to mitigate the potential of adversely affecting student learning.

An area identified as an opportunity for growth is in the evaluation of effectiveness of transfer credit and articulation agreements. According to the Academic Dean, the college has evaluated transfer credit at the course level, but not in any formalized process for its articulation agreements.

Strengths

- Many policies currently in place are recommended to continue as-is
- The uniform course outline provides consistency across Vermont Tech courses
- Improvements to the annual program review process will include student evaluations
- The Strategic Plan includes specific goals and initiatives in support of academics
- Telepresence, its use and quality, will continue to grow
- The college's historically high placement rate is reflective of academic quality and alignment to industry

Challenges

- Consistent evaluation of effectiveness across the college
- New software/LMS requires additional time and training to optimize
- Certain topics and procedures lack formal policies creating inconsistencies
- Formal policies for the course syllabus and teacher-student communication are desired
- Retention data should be collected and disseminated better
- Easing the transfer process for students.

Projection

- The Academic Dean will create a regular report of retention for each department, broken down to calculate the retention rates for traditional students, non-traditional students, dual-enrollment students, and other categories of students that may be helpful to identify areas where improvement is needed;
- The academic programs will continue to assess student-learning outcomes and work with external advisory boards to gather information and data annually for continuous improvement;
- The college will work towards the academic goals of the Strategic Plan 2018-23, which include:
 - 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;
 - 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);
 - Complete assessment and revisions in new and changing program management process (Year 1);
 - Advising and retention; student evaluations (Year 2);
 - Teaching; VSCS integration (Year 3);
- Starting in 2019/20, Policy T117 will include an annual program review that evaluates enrollment, fiscal performance, career placement, and the results of student evaluation scores;
- The School of General Education will review and update all general education course outlines to include appropriate Educated Person Outcomes;
- The faculty will design and implement tools embedded in appropriate courses for assessing Educated Person Outcomes;
- The Academic Dean's office will lead an initiative to document how assessments are used to continually improve teaching and learning within general education courses;
- The Master's in Software Engineering Program will continue to evaluate its effectiveness through student and employer surveys;

- Development of any future graduate level programs will follow Vermont Tech and VSCS program development policies to assure that they meet or exceed college and accrediting organization standards.

Standard 4: The Academic Program								
(Summary - Degree-Seeking Enrollment and Degrees)								
Fall Enrollment* by location and modality, as of Census Date (T19FA)								
Degree Level/ Location & Modality	Associate	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking
Main Campus FT	300	292	0	0	0	0	0	592
Main Campus PT	36	24	0	0	0	0	0	60
Other Principal Campus FT	52	184	3	0	0	0	0	239
Other Principal Campus PT	51	53	5	0	0	0	0	109
Branch campuses FT	8	0	0	0	0	0	0	8
Branch campuses PT	29	0	0	0	0	0	0	29
Other Locations FT	13	0	0	0	0	0	0	13
Other Locations PT	60	0	0	0	0	0	0	60
Overseas Locations FT	0	0	0	0	0	0	0	0
Overseas Locations PT	0	0	0	0	0	0	0	0
Distance education FT	0	11	0	0	0	0	0	11
Distance education PT	0	77	0	0	0	0	0	77
Correspondence FT	0	0	0	0	0	0	0	0
Correspondence PT	0	0	0	0	0	0	0	0
Low-Residency FT	0	0	0	0	0	0	0	0
Low-Residency PT	0	0	0	0	0	0	0	0
Unduplicated Headcount Total	549	641	8	0	0	0	0	1,198
Total FTE	442.14	547.50	4.96	0.00	0.00	0.00	0.00	994.61
Enter FTE definition:	IPEDS: PTx0.39285 7+FT=FTE							
Degrees Awarded, Most Recent Year	284	115	0	0	0	0	0	399

Standard 4: The Academic Program						
(Summary - Non-degree seeking Enrollment and Awards)						
Fall Enrollment* by location and modality, as of Census Date (T19FA)						
Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT	36	1	0	37	592	629
Main Campus PT	0	14	0	14	60	74
Other Principal Campus FT	38	0	0	38	239	277
Other Principal Campus PT	0	6	0	6	109	115
Branch campuses FT	45	0	0	45	8	53
Branch campuses PT	0	0	0	0	29	29
Other Locations FT	58	1	0	59	13	72
Other Locations PT	0	216	0	216	60	276
Overseas Locations FT	0	0	0	0	0	0
Overseas Locations PT	0	0	0	0	0	0
Distance education FT	0	0	0	0	11	11
Distance education PT	0	0	0	0	77	77
Correspondence FT	0	0	0	0	0	0
Correspondence PT	0	0	0	0	0	0
Low-Residency FT	0	0	0	0	0	0
Low-Residency PT	0	0	0	0	0	0
Unduplicated Headcount Total	177	238	0	415	1,198	1,613
Total FTE	177.00	94.71	0.00	271.71	994.61	1,266.32
Enter FTE definition:	IPEDS: PTx0.392857+ FT=FTE					
Certificates Awarded, Most Recent Year	147					

Standard 4: The Academic Program						
(Headcount by GRADUATE Major)						
For Fall Term, as of Census Date						
		3 Years Prior	2 Years Prior	1 Years Prior	Current Year*	Next Year Forward
	Number of Credits	(Fall 2017)	(Fall 2018)	(Fall 2019)	(Fall 2020)	(Fall 2021)
Master's (add more rows as needed)						
Computer Software Engineering	45	7	6	8	2	1
Total		7	6	8	2	1
Doctorate (add more rows as needed)						
	-	0	0	0	0	0
Total		0	0	0	0	0
First Professional (add more rows as needed)						
	-	0	0	0	0	0
Total		0	0	0	0	0
Other; specify (add more rows as needed)						
	-	0	0	0	0	0
Total		0	0	0	0	0
Total Graduate		7	6	8	2	1
* Enter here the number of credits students must complete in order to earn the credential (e.g., 36 credits in an M.B.A.)						
Please enter any explanatory notes in the box below						
Our fall census date is October 15, so the numbers that appear here for Fall 2020 are unofficial numbers						

Standard 4: The Academic Program (Headcount by UNDERGRADUATE Major)						
	Number of credits*	3 Years Prior (Fall 2017)	2 Years Prior (Fall 2018)	1 Year Prior (Fall 2019)	Current Year** (Fall 2020)	Next Year Forward (goal) (Fall 2021)
For Fall Term, as of Census Date						
Certificate (add more rows as needed)						
Advanced Software Development	19	1	-	1	1	1
Computer Networking	20	-	-	-	-	-
Cybersecurity	19	-	-	-	2	1
Diesel Technology	29	1	-	6	5	5
Forestry	15	4	1	-	-	-
Paramedicine	39	12	10	22	33	15
Practical Nursing	35	169	155	171	183	183
Software Development	23	2	2	-	2	2
Web Development	20	3	2	1	-	1
Total		192	170	201	41	22
Associate (add more rows as needed)						
Agribusiness Management	65	5	7	5	6	4
Architectural & Building Engineering Technology	65	6	5	10	10	7
Automotive Technology	65	36	32	38	21	22
Business Technology & Management	61	17	12	19	9	9
Civil & Environmental Engineering Technology	65	40	27	33	23	19
Computer Engineering Technology	68	7	6	10	6	6
Computer Information Technology	61	6	8	10	11	7
Computer Software Engineering	61	9	12	9	7	5
Construction Management	66	20	20	18	10	9
Dairy Farm Management	63	22	26	14	7	7
Dental Hygiene	93	-	-	-	-	-
Diesel Power Technology	62	34	26	32	14	17
Electrical Engineering Technology	64	30	18	25	22	15
Entrepreneurship	60	1	1	4	3	2
Equine Studies	62	27	20	11	-	-
Fire Science	65	21	14	6	-	-
Forestry	64	0	-	10	6	3
General Engineering Technology	60	3	1	2	6	2
Landscape Design & Sustainable Horticulture	63	14	11	13	7	6
Mechanical Engineering Technology	65	36	39	35	25	27
Nursing	70	146	133	155	160	148
Radiologic Science	77	-	-	17	31	30
Respiratory Therapy	69	31	35	19	13	19
Veterinary Technology	64	68	66	58	48	46
Undeclared	-	-	-	-	-	-
Total		579	519	553	445	410
Baccalaureate (add more rows as needed)						
Applied Business Management	120	16	16	14	14	12
Architectural Engineering Technology	124	30	29	33	34	28
Business Technology & Management	120	56	67	80	55	45
Computer Engineering Technology	123	26	35	34	26	22
Computer Information Technology	120	43	35	32	23	22
Computer Software Engineering	122	48	57	62	67	64
Construction Management	123	45	38	33	34	33
Dental Hygiene	120	76	80	75	77	77
Diversified Agriculture	122	16	22	8	9	9
Electrical Engineering Technology	123	36	40	34	34	32
Electromechanical Engineering Technology	130	64	68	57	37	36
Entrepreneurship	120	5	7	9	6	6
Interdisciplinary Studies	120	-	-	-	1	2
Manufacturing Engineering Technology	120	23	25	23	20	18
Nursing	120	81	69	56	59	66
Professional Pilot Technology	121	39	48	50	50	57
Radiologic Science	120	-	-	14	7	4
Renewable Energy	121	10	22	21	13	15
Sustainable Design	120	2	1	-	3	-
Undeclared	-	41	40	44	50	43
Total		657	699	679	619	591
Total Undergraduate		1,428	1,388	1,433	1,105	1,023
* Enter here the number of credits students must complete in order to earn the credential (e.g., 69 credits in an A.S. in Nursing)						
Please enter any explanatory notes in the box below						
**Our fall census date is October 15, so the numbers that appear here for Fall 2020 are unofficial numbers						

Standard 4: The Academic Program (Credit Hours Generated and Information Literacy)						
Credit Hours Generated By Department or Comparable Academic Unit						
?		3 Years Prior (FY 2018)	2 Years Prior (FY 2019)	1 Year Prior (FY 2020)	Current Year* (FY 2021)	Next Year Forward (goal) (FY 2022)
Undergraduate (add more rows as needed)						
?	Aviation	90	87	82	46	141
	Agriculture	89	83	93	35	84
	Architectural Engineering Technology	115	142	66	58	59
	Business	233	145	196	90	194
	Civil Engineering Technology	71	68	71	34	64
	Computer Science	300	269	280	108	252
	Construction Management	115	111	100	61	90
	Dental Hygiene	312	282	293	99	264
	Electrical Engineering Technology	294	283	298	116	268
	Electromechanical Engineering Technology	50	50	56	32	50
	Emergency Medical Services	0	0	37	36	33
	English, Humanities, & Social Sciences	237	245	248	105	223
	Equine Studies	90	70	54	0	0
	Fire Science	97	85	29	0	0
	Ground Transportation Services	183	176	184	60	166
	Landscape	68	60	62	24	56
	Mathematics	194	225	211	89	190
	Mechanical Engineering Technology	357	306	334	148	300
	Nursing	1,219	1,226	1,233	493	1,110
	Radiologic Science	0	0	116	46	104
	Respiratory Therapy	90	92	86	40	77
	Science	292	311	306	120	275
	Veterinary Technology	119	112	119	51	107
	Total	4,615	4,428	4,554	1,891	4,107
Graduate (add more rows as needed)						
	Computer Software Engineering			48	7	43
	Total	0	0	48	7	43
Information Literacy Sessions						
	Main campus					
	Sessions embedded in a class	10	11	10	0	10
	Free-standing sessions	0	0	0	0	0
	Branch/other locations					
	Sessions embedded in a class	4	4	4	0	4
	Free-standing sessions	0	0	0	0	0
	Online sessions	0	1	0	9	9
URL of Information Literacy Reports:						
Please enter any explanatory notes in the box below						
Our fall census date is October 15, so the numbers that appear here for FY21 are unofficial numbers for the fall term; Emergency Medical Services was rolled into Fire Science prior to FY20						

Standard Five - Students

Admissions

Description

Vermont Tech enrolled a student body of 1,964 in FY2019, according to the Data First form, with 84% in-state students and the remaining 16% from other states and 24 countries. Among those enrolled in undergraduate programs, 56% are full-time and 44% are part-time students. Graduate enrollments are 83% part-time and 17% full-time students. The total full-time equivalent is 1,442. By gender, the students are 53% male and 47% female. By ethnicity, the students identify as 91% white and 9% other ethnicities or of unknown race, slightly more diversified than the state's census figures of a population that is 94% white. The study body contains a 47% enrollment of first-generation students. Vermont Tech has a strong commitment to working with those students who may need additional assistance during the admissions process and while enrolled. Within the applicant pool, a slightly higher percentage of applicants are transfer students into our undergraduate programs at 54% compared to 45% of FTFY students.

Academic departments have determined [minimum requisites](#) for majors. Admissions, in accordance with Vermont Tech's mission statement, strives to attract and enroll a capable student body that meets these minimum requirements into high quality, technical education programs. Prospective student data that are collected to make evaluations are GPA and placement and standardized testing. Standardized testing is required of some, but not all, students, as specified on our website application instructions. We accept SAT, ACT, or Accuplacer for first-time first-year students. All health majors must take the Accuplacer if they do not have transferable credits in math or English. In collaboration with the Math department, Admissions has begun analyzing evaluation data in order to determine if placement test scores adequately demonstrate math preparation. The Admissions team provides outreach and counseling to the following prospective students:

- Early College;
- New and traditional;
- International;
- Transfer;
- Veterans;
- Graduate.

These students may pursue our campus-based programs in Randolph Center and Williston, our extended nursing sites, and online programs.

Pathways for high school students include the college's accredited high school program, the Vermont Academy of Science and Technology (VAST), dual enrollment, and concurrent enrollment. VAST applicants work with the Admissions office. High school students pursuing dual and concurrent enrollment work with the Assistant Director of Secondary Education Initiatives and Academic Affairs.

In 2016, the Vermont State Colleges System began offering the [Direct Admission](#) program, which allows one application to the Community College of Vermont (CCV) and seamless pathways, with no additional application, to one of seven Vermont Tech majors. This has the potential to save money for prospective students due to the low cost of CCV tuition and eliminating uncertainty for students. While enrolled at CCV, a Vermont Tech Assistant Director of Admissions also works with the student to ensure they follow their academic plan and are prepared for enrollment at Vermont Tech. To date, six students have enrolled via the Direct Admission program.

Staff from Admissions visit high schools, attend college fairs, and other recruitment events in Vermont, New England, New York, New Jersey, and Pennsylvania. Annually, the college hosts between 10-16 campus-based events.

Admission is offered to candidates whose credentials indicate promise of academic success. Applicants who do not meet normal admission requirements may be admitted provisionally based on completing additional coursework prior to enrolling. For the fall of 2018, 16% of new enrolled students were admitted provisionally, meaning additional coursework or application information was required. This cohort increased to 21% for the fall of 2019.

Application requirements and admission deadlines are clearly stated on the college's [website](#), as well as in the course [catalog](#). Predominantly, the college's admissions deadline is a rolling one. The exceptions are programs with a priority deadline of December 1, including Dental Hygiene, Practical Nursing, Radiologic Science, and Veterinary Technology. The Associate Degree in nursing program's priority application deadline is March 15. Applicants who apply to these programs after December 1 are reviewed on a space-available basis. The Early College program, VAST, uses a June 1 priority deadline.

Admissions determines eligibility for admission through a variety of methods, including evaluation of high school and/or college transcripts, ACT/SAT scores, Accuplacer placement testing (Accuplacer), letters of recommendation, and personal statements. Emphasis is placed on transcripts and standardized or placement testing. Required application materials vary depending on applicant type (first-year, transfer, or re-admission) and intended major. Dental Hygiene, Nursing, Radiologic Science, and Veterinary Technology are competitive programs and therefore the admissions process is more selective. With the exception of students who bring transfer credits in English and math, the Accuplacer is required for applicants to Nursing, Radiologic Science, Dental Hygiene, Respiratory Therapy, and VAST. Accuplacer may also be used as an alternative to SAT or ACT standardized tests for high school students seeking admission to all other majors. Other select applicants may be asked to take the Accuplacer if Admissions determines that the assessment will provide further insight into the applicant's potential for academic success.

In 2018, in an effort to increase accessibility to the admission process, Vermont Tech began offering applicants the option to take the Accuplacer at any one of the 12 CCV locations in the state. Simultaneous to the broader availability of the test, Vermont Tech began using the Next Generation version of the Accuplacer. Due to this switch, which was required by Accuplacer, we do not have enough collected yet to analyze the efficacy of our placement matrix.

Starting with the fall of 2019 entering class, all incoming students who have not taken the math section of the Accuplacer were asked to do so during Orientation sessions in June and July. These results are post-admission so are used for advising and statistical research into math competency of incoming students.

Next Generation ACCUPLACER	
Score: Quantitative Reasoning, Algebra & Statistics	Vermont Tech Placement
Less than 231 in QRAS & Less than 263 in Arithmetic	Math 0: Preparatory coursework necessary
231-242	Math 1: Preparatory coursework necessary
243-259	Math 2: MAT 1210 Principles of Mathematics/MAT 1440 Applied Math for Health Sciences
260-274	Math 3: MAT 1311 Precalculus I
275 or higher in QRAS & placement into Advanced Algebra/Functions	Math 4: MAT 1420 Technical Mathematics
275 or higher in QRAS & 275 or higher in Advanced Algebra/Functions	Math 5: MAT 1520 Calculus
Score: Reading and Writing	Vermont Tech Placement
260 or lower in each section	English 1: ENG 1042 Introduction to College English
261-271 in each section	English 2: ENG 1060 Freshman Composition
272 or higher in each section	English 3: ENG 1061 English Composition

Referrals are made to the Center for Academic Success and the Learning Specialist for any applicant that self-identifies learning differences. The applicant and Learning Specialist discuss any needs for the admission process and during enrollment. At the recommendation of the Learning Specialist, Admissions can provide accommodations for placement testing as necessary.

The college's GPA requirements, grading system, and retention policies are clearly stated on the college [website](#). These are also covered during the new student Welcome Weekend advising sessions.

Appraisal

In an effort to streamline and automate, Admissions has transformed many functions and procedures throughout the process over the last six years. Beginning with admission for fall 2018, the college became members of the Common App and offer that option for all majors and campuses. Slate, the college's first customer relations management (CRM) software, was first used starting in 2017. The CRM has allowed the college to increase applicant self-service with expanded materials checklists and supplemental materials uploads. The software supports hosting webinars, evaluates and analyzes data more extensively, and easily communicates with prospective students and applicants through email and text. It allows for the tracking of inquiry form and application submissions in the website's Google Analytics to better track effectiveness of marketing efforts. Many admissions functions have been automated including collection of online inquiries, application and supplemental document collection, decision release, increasing efficiency, and reducing staff time. These functions are developed, monitored, and adjusted on a continual basis by the Admissions team. For fall 2019, the Admissions department processed more than 2160 applications and admitted more than 1325. Since the fall of 2014, there is a 27% increase in applications. The incoming classes have ranged from 660-700 over the last three years. These data are used to develop program benchmarks and enrollment targets, as required in the strategic planning process.

Based on the Strategic Plan 2016-2026, the college plans to establish five-year benchmarks and enrollment targets by programs. Its current practice has been to set enrollment in the aggregate, which has informed the marketing and recruitment efforts in general, but can be further driven by program-specific goals. Also per the strategic plan, the enrollment assumption from a budgeting perspective is a decrease of 2% annually, a reflection of the demographic trends of the Northeast. The marketing and admissions efforts instead look to retain flat enrollment growth of the incoming class at minimum overall. Deposits demonstrate that efforts have succeeded in doing so over the last five years:

	<u>9/1 Deposits</u>	<u>% change</u>
2015	651	N/A
2016	680	4%
2017	655	-4%
2018	706	8%
2019	699	-1%
AVERAGE:		2%

The type and frequency of recruitment events have increased in an effort to serve prospective students. In addition to fall open house events in Randolph Center and Williston, Admissions hosts fall open houses at the Bennington and Brattleboro nursing locations. Beginning in 2012, Admissions added monthly Saturday information sessions during the academic year with four sessions in the fall semester and four sessions in the spring semester. On average, there are 8-15 prospective students at each session. Admitted Student events were added in 2013 and have evolved to entail several Admitted Student information sessions during the months of March and April. Information sessions specific to the Early College VAST population began in 2014. Additionally, in 2014, the college's signature Try a Major Day event was launched. There are now three held yearly in Randolph Center and Williston, averaging approximately 300 attendees in Randolph and 100 attendees in Williston annually. In 2017, another event innovation was the development of "Explore" events for prospective students in Engineering and Ground Transportation majors. Starting in the 2018-2019 academic year, Admissions began hosting webinars for special populations including Nursing, Dental Hygiene, and VAST. The webinars are an excellent way for Admissions to inform prospective and current applicants about programs and policies in an accessible and convenient format. There were 11 webinars held in AY18-19 with 95 attendees. As the college migrates its organization into schools, Admissions intends to host school-specific events. All events are published on the website with online registration. Total campus visits, across all campuses and sites, increased by 38% between 2014 and 2018. To illustrate the increase in frequency of events, the number of events held in 2013-2014 was 11. The number of events scheduled for 2019-2020 is 19, correlating with the sharp increase in visit numbers over the same period. Due to the implementation of Slate, the website now hosts a [full list of off-campus events](#) where Admissions counselors are traveling for perspective students to find a college representative in their area. The college, through department-specific initiatives, has also created and run [summer camps](#) that align with majors, partnered with high schools for year-end programs, and participated in external events to promote their programs locally and nationally.

For continuous improvement, Admissions sends every event attendee a post-event survey to share their experience, ask questions, or make suggestions or comments. While the response rate is relatively low at 10%, the information and feedback is still useful to make sure events are beneficial to prospective students and their families.

Admissions and Marketing work collaboratively to ensure the public is aware of the college and open house events. The marketing plan encompasses TV, radio, and digital advertising, as well as print and electronic mail to prospective students.

The total number of Admissions staff increased by three since 2012, bringing the college staffing in line with its sister institutions within the VSCS. Current staffing levels are appropriate for the expected workload needed to bring in the current yearly new student enrollment. The staff bring with them a variety of experience at other institutions, both public and private.

Prior to the implementation of Slate, appropriate assessment of recruitment efforts was not always available due to the lack of systems. For instance, website traffic could not be analyzed all the way through completion of an application. Beginning with the incoming class of 2018, Admissions and Marketing are better able to track and analyze their efforts. Admissions is able to correlate total historical number of inquiries per geographic area, and per recruitment event to determine return on investment of counselor's time attending off-campus events. A designated member of the Admissions staff reviews all events to determine that they are the correct target audience and would likely yield interest. Marketing is able to view conversion on the application form by marketing channel (e.g. paid search) to determine effectiveness and if potential yield is covering the expense of the effort.

Some academic departments are tracking their retention individually, and through bi-monthly reporting from the SMS, data are available for overall headcount and FTE, with breakdowns by state of residency and program. The Registrar's Office records student withdrawals and reports out the reason given by the withdrawing student. Admissions is undertaking a project to look at a sample of students entering over a 2-3 year period. The plan is to analyze a number of data points in an effort to understand the lifecycle of students and points at which they are likely to withdraw. The goal of the study is to identify weak points with retention and persistence. The new practice of administering the Accuplacer math assessment post-admission for all incoming non-transfer students will help identify achievement gaps with particular groups of students. However, having readily accessible data that can be used for planning, decision-making, and evaluation is not always available without significant effort, which hampers those activities.

Implementation of the Strategic Plan 2018-2023 has begun, which contains several enrollment management goals. However, there are concerns that enrollment initiatives may not be realized within the timeline established because of the impacts of the COVID-19 pandemic.

Student Services and Co-Curricular Experiences

Description

Vermont Tech's mission statement describes a "caring community" which guides its offerings of student services. There is a wide array of available services, which are accessible to students across all campuses and modalities. Students can find and reference services and co-curricular opportunities via the college website, through the online campus engagement platform, "Presence", on the portal, during new student orientation, at the Center for Academic Success (in-person, phone, and online via Zoom), and Student Affairs (in-person, phone, and online). Student Life Coordinators at both the Randolph Center and Williston campuses send weekly emails to students. Student Affairs staff schedule hours at other campuses each semester, in addition to their accessibility by phone, email, and Zoom.

In the summer of 2019, Vermont Tech received funding from the J. Warren & Lois McClure Foundation to launch an initiative focused on leveraging a number of existing federal programs that support students. This would provide assistance with not only tuition and expenses related to education and training, but provide support for things like childcare, housing, transportation, counseling, and other services that make it possible for eligible individuals to engage in higher education. The initiative has the strong support of four different state agencies that administer these federal programs. Another strong supporter is Advance Vermont, a Vermont nonprofit that promotes the notion that "The prosperity of Vermont's people and its

communities is directly tied to the extent to which every person in Vermont can access, afford, and attain education and training after high school.” The goal is creating the appropriate business relationships, referral processes, and business models necessary to serve seamlessly existing Vermont Tech students who are eligible for these programs but might not know they exist. Alternatively, state agencies serving eligible participants who are seeking pathways to education and training can make direct referrals to Vermont Tech. Ultimately, the initiative aims to grow enrollment in certificate and degree programs; increase access to support services that will, in turn, lead to increased persistence; and increase the number of students successfully completing post-secondary credentials.

The Library participates in all orientations, ensuring that students are aware of the services available in-person, online 24/7 through the Library website, and in the course management system. At Orientation, librarians communicate that library help is available 80 hours per week in-person, using an 800 number, email, text message or live chat (49.5 hours). An online library Orientation is available in Canvas (the course management system) and on the website. (See Standard 4 for more details).

Through the college portal, students have access to Canvas and Aviso; tutoring requests; academic advisor; and degree audit. Tutoring is available for most subjects and is free to students for one hour per subject, per week, through the Center for Academic Success (CAS). CAS is also the home for the Learning Specialist and TRiO services. The Randolph campus food shelf is also located in the CAS office and a similar resource is available in Williston to make sure students’ most basic food needs are met to ensure learning. The Career Development department offers semi-annual career fairs, and workshops throughout the year on topics like resume writing, mock interviews, and job-hunting.

Systematic feedback is gathered from students in the annual student satisfaction survey and in periodic Student Health Assessment and The Healthy Minds surveys. In January of 2019, Vermont Tech was selected to join the JED Campus program for a four-year collaboration. JED Campus is a national non-profit whose purpose is to help high schools and colleges reduce the risk of substance abuse and suicide among students. Outcomes of the JED collaboration will be enhancements to Vermont Tech’s mental health and suicide prevention programming and systems, access to expert resources, and development of partnerships to support students, families and the college community.

Resources specifically available to students in Randolph Center include the part-time Health Officer and three (outside contracted) part-time mental health counselors. Students and employees receive free flu vaccinations to promote a healthy campus. The college covers the cost of the first three visits with the part-time mental health counselors, which can include substance abuse counseling. The college has a relationship with Central Vermont Medical Center for inpatient needs and a local mental health referral network. The college also has a relationship with a Licensed Social Worker, off campus, for the needs of veteran students. Intramural and exercise programming is available at the SHAPE fitness center. The Williston campus also has relationship with local healthcare and mental health professionals. There is access to a part-time mental health counselor by appointment. The Williston gym has fitness equipment available to students 24/7 on campus. For each of the extended sites, the Site Director has established relationships with local clinicians and local resources to support each site. The Site Director coordinates with individual students to provide resources as needed. All students have access to academic support programs such as learning style inventories, financial literacy, and stress- and time-management counseling available through the Center for Academic Success.

Per the VSCFFA, academic advising may only be done by faculty. Faculty are required to have office hours to meet with students outside of class, which are publicized in course syllabi. Most are readily available outside of their stated office hours as well. Faculty are often professionals in the industry of

their subject matter as well and are able to discuss career opportunities for students by major. Some faculty provide drop-in hours or additional weekly study sessions and recitations for their classes.

There are six staff in the Center for Academic Success's Randolph Center office, including the Learning Specialist. One part-time staff member supports the Williston location. These staff also support the extended sites for nursing and online students. The Randolph Center and Williston campuses have drop-in assistance for all math classes, approximately 20 hours a week and 6 hours a week respectively. Additionally, most of the Randolph Center drop-in hours also offer assistance for various science classes. These hours are publicized in flyers around campus, in table toppers in the dining hall and campus center, via emails to students, and during any discussions with and presentations to students regarding tutoring in general. Students may self-refer to the Center or be referred by faculty or staff from other departments. Students identified in the early academic alert system are referred to CAS to identify any academic support needs, get assistance, and find more success.

Available CAS services are described on the college website, in literature posted around campuses, and in periodic emails to students. Services are discussed during orientation at all sites and at new faculty orientation. Some faculty of introductory courses invite CAS staff into their classrooms during the first month of classes to reiterate CAS services. Each semester, new and returning faculty also receive a document describing how and when to refer students to CAS.

In the past two years, online tutoring has increased:

	<u>2017-2018</u>	<u>2018-2019</u>
Total tutor hours	319	406
Total number of visits	245	387
Total number of students	18	24

Students who experience a disability (physical, emotional, or learning) meet with the Learning Specialist in person or by phone to review disability documentation and discuss accommodations needed. These accommodations range from additional time on tests or distraction-reduced environments for test taking to accessible books, exams via computer, writing programs, scribes, single rooms, etc. The Learning Specialist creates letters describing the accommodation plan and students decide with whom among their faculty they will share the documentation. The Learning Specialist also meets with faculty twice a year to discuss accommodations identified. Assistive Technology is also a resource for students and must first be available for students with disabilities. The focus has shifted in recent years to include options that are free and native to the operating system of students' computers, and applicable to a number of platforms. Training is also available to faculty who are utilizing technology as part of their classes in an effort to support them in making materials accessible for all students, regardless of disability. The technologies most often used by Vermont Tech students are Sonocent for note taking, Dragon Dictate for writing, and book reading programs, with many more available.

The Student Support Services TRiO Annual Performance Report (APR) data is required yearly with goals set in four areas. The following is last year's data:

	<u>2018 goal</u>	<u>2018 result</u>
Persistence	70%	92%

Good Academic Standing	85%	96%
Graduate within four years	48%	73%
Continuing to a bachelor's degree	25%	27%

TRiO support services are federally funded and available to all students, including trained peer mentors for first-semester students.

Career Services and the Center for Academic Success collaborate on career guidance and provide several resume workshops, which are offered in person both fall and spring semesters at the two residential campuses. Students at the extended sites and online work with the offices via Zoom or email on this content. At the two career fairs – one each semester in fall and spring – space has sold out for the last five years with capacity of 100 businesses. Student attendance fluctuates from 225-400 students, often depending on the strength of the job market. The number of faculty who offer credit for attendance has declined. In the most recent year, only three or four faculty required attendance and student participation dropped from 450 in 2018 to 200. Students can access online career resources, including the job board. The website includes links for a career guide, internships, career assessment tools, resume-writing tips, interviewing tips, and links to organizations.

The Career Services staff was reduced in 2012 from two full-time employees (11-month and 10-month contracts, respectively) to one full-time, 10-month employee. Despite that, the response rate for the annual outcomes survey is extremely high, trending to an all-time high of 92% in 2018.

Orientation on each campus provides students with an overview of campus services and includes specific content for the following departments:

- Center for Academic Success
- Library
- Information Technology
- Student Accounts (billing)
- Financial Aid
- Public Safety
- Title IX

Students are guided to the Student Handbook and Academic Affairs policies. During a separate event, students meet with their academic departments and academic advisors over Welcome Weekend to understand their academic expectations more specifically.

As affirmed in the college's [Equity and Diversity statement](#), "All members of the Vermont Tech community—students, staff, and faculty—are expected to respect each other and to respect the differences and diversity each person brings to the community." Starting in 2016 in response to climate survey feedback that identified an opportunity to improve the college's sense of inclusiveness and community, an ad hoc group assembled by the President developed ideas, of which three were moved forward through the work of volunteer committees. The Gender Equity programs included a speaker series, respect awareness campaign, and diversity and gender equity training. The following year, the President advanced the Gender Equity Initiative to explore "community" and added community volunteering to the working committees. In the fall of 2018, a new Diversity Committee was formed. There is an International Student Resource Coordinator on the Randolph Center campus four days a week and in Williston one day a week. Williston also has a Student Services Coordinator. Student Affairs trains

Resident Assistants on issues of diversity and communication. They also participate in additional Title IX training during Welcome Weekend. All new faculty participate in Title IX training at their orientation, which also explains Policy 311, FERPA, hazing, and reviews the student code of conduct. Resident Assistant passive programming, Student Affairs programming, and Hartness Library programming all provide opportunities to learn more about Black History Month, Martin Luther King Jr. Day, the election process, and college policies and resources. Residential Life began offering gender-neutral housing in the 2017-2018 academic year, starting in Morey Hall. Since then, four students have participated. Single-person, gender-neutral bathrooms are available on one floor of the Old Dorm residence hall.

The Financial Aid office consists of three and a half staff, including the Executive Director, who award, process, and counsel students regarding resources, debt, and their financial aid packages. Creating access to higher education is a primary focus at Vermont Tech as noted in the mission statement. The Financial Aid office educates students and their families about the application process and the range of resources available through the Vermont Tech website and college publications. The office utilizes established policies and procedures to deliver over \$15.2M in annual federal, state, and institutional aid. Financial aid awards are based on demonstrated need, as determined by the Free Application for Federal Student Aid (FAFSA). Student aid is packaged within federal guidelines and first-year students are mailed an initial hard copy award letter. Returning students and all subsequent award letters are made available on the portal, where students are notified via email of their financial aid package and/or revised award.

Vermont Tech's latest cohort default rate for FY2016 is 5.6%. While this is a small uptick from the 5.3% of the class of FY2015, it is down from a high of 6.8% in FY2011 and well below the FY2015 national average of 10.8%. Statistics as indicated on the Common Data Set show 84% of students borrow (from all sources) with an average debt of \$24,480 among graduates. A financial planning guide brochure produced annually is used by Admissions to help prepare students for the anticipated costs and expenses of a college education. Prospective students can use the net price calculator on the college's website to estimate expenses as well. An estimated cost of attendance sheet is included in the financial aid award letter. Students are not required to accept their financial aid and can use the declination form to decline or revise (decrease) all or part of any aid offered. First time federal loan borrowers are required to complete an online loan entrance counseling session provided by the Department of Education. Federal loans will not post to a student's account without proof of an Entrance Counseling session. In-person and/or Telepresence group Exit Counseling sessions are offered to Randolph Center and Williston sites for all federal borrowers, graduates or otherwise, to help students better understand their rights and responsibilities, and to promote debt management skills accordingly. A comprehensive exit information packet is mailed to students who do not attend a group session. Financial literacy tools and resources are provided on the college website. While department staff strive to proactively promote the information, website traffic to the page is a fraction of website traffic overall (.01%) and only .7% of traffic to all financial aid webpages. Financial Aid staff developed a financial literacy presentation to share in first-year classes, but typically only one faculty member request the presentation.

In addition to its focus on student wellness and access to resources, Student Affairs is central to the student-life experience of Vermont Tech students at the two main residential campuses. The department is responsible for all aspects of student life and resident assistant staff. At the start of the fall 2019 semester, the college housed 494 students in its residence halls, with occasional overflow of students in local apartments in Williston. There were 435 residential students on the Randolph Center campus and 59 residential students in Williston for FY2020. Student Affairs supports over 30 student-led clubs and organizations each year, that fluctuate based on student interest and engagement. Student activities coordinators on both campuses help plan events, and aid students with club management, budgeting, event planning, populating the app, adherence to policies and procedures, and advising. Student clubs are advised by faculty or staff and are required to have officers, a constitution, and to perform community

service. Extended sites receive funding through the student activity fee according to the same formula that distributes funds to other student organizations. This budget supports student activities and clubs for academic or social purposes, which can change based on student interest. Student Councils also govern students on each of the two residential campuses. Student clubs and governance are excellent opportunities for students to gain leadership experience and engage with their community. Student leaders are encouraged to apply for the student representative on the Vermont State Colleges System Board of Trustees, a one-year position commitment.

Students at the residential campuses may take advantage of employment opportunities such as tour guides, library support, facilities, helpdesk technicians, and many other department-specific functions. Student may use work-study federal funding or use direct hire. Staff are committed to making those work activities valuable leadership and career experiences for the student.

The mission of the Vermont Tech Athletic Department guides it to develop student-athletes into the best versions of themselves through participation in varsity sports. The Athletic department is also responsible for recreational and intramural activities. The Athletic department personnel engage in behaviors grounded its core values of integrity, community, accountability, and leadership to lay a foundation for both classroom and athletic success.

The college has eight varsity teams in four sports: basketball, cross-country, soccer, and track & field. Intramural sports can change based on student interest, but a consistent number of offerings have included ultimate Frisbee, 5v5 basketball, volleyball, skiing and snowboarding, futsal, floor hockey, and rock climbing. Randolph Center student have access to the SHAPE fitness facility, which includes fitness classes, a weight room with cardio equipment, and a recently renovated, heated, indoor pool. Williston students can use a fitness center with cardio equipment and weights on campus. The department also maintains a low-ropes course, a rope tow at the ski hill, and a trail system on the Randolph Center campus to provide outdoor recreational opportunities for students.

In 2011, the college varsity athletic program was a member of the Sunrise Conference of the NAIA, which disbanded during that year. Vermont Tech has also been a member of the USCAA and YSCC since 2005. Since transitioning in 2012 solely to the United States Collegiate Athletic Association (USCAA) and Yankee Small College Conference (YSCC), Vermont Tech has maintained membership and adhered to the by-laws of both organizations, including increasing eligibility requirements to above USCAA minimums to match those of any Vermont Tech student in academic good standing. Shortly after the change in conferences, the Assistant Athletic Director/Coach position was cut in 2012, along with baseball and softball varsity sports. The budget has been reduced several times since FY2012. While it is a challenge, the department is maintaining a staff of one full-time Director of Athletics, one full-time SHAPE Manager and Intramurals Coordinator, and six part-time coaches. The department has contracted with a local healthcare provider, Gifford Medical Center, to provide athletic training services to cover 100% of home games and 1 practice per week for Randolph Center varsity sports.

Athletics staff collaborate with the Student Resource Coordinator to create a system of academic support in order to ensure that student athletes are getting the academic support that may not be otherwise available to them based on the timing of their practices and game travel. They are also working with faculty committees to assist with guidelines regarding academic release time for participation in athletic contests, and to assess the possibility of adding sports to right size the athletic program according to the strategic plan goal. The department is implementing procedures for athletic-academic monitoring and support by updating the student athletes' handbook with new, required procedures [see the Student-Athlete Handbook in the Workroom].

Coach recruiting is focused on both in-state and out-of-state students from diverse backgrounds to help the college meet its diversity goals and improve the college experience for all students. Through its management of varsity sports, participation has increased from an average of 60 students in FY11-17 to an average of 82 students FY18-19. There has been an increase of participation among female student athletes from a 36% average in FY11-17 to nearly 50% average in FY18-19. Athletics added track & field to accommodate spring student athletic activities, and created an SAAC Club for better student engagement. An Athletics goal included in the 2018-2023 Strategic Plan is for an 81% retention rate of student athletes. The benchmark retention rate is 76%. The collaboration with the Student Resource Coordinator is designed to facilitate this retention increase.

Staff responsible for student services are hired according to the standard policies and procedures of the Vermont State Colleges System and Vermont Tech job descriptions, including specific job criteria for related education and work experience. The Student Affairs Leadership Team is comprised of 9 professional staff members: five hold advanced degrees, three bachelors' degrees and the one person who does not have a college degree is professionally certified and has significant law enforcement experience and training.

The Vermont Tech [Student Handbook](#) includes a code of conduct and grievance procedures. The Dean of Students recently updated it in the fall of 2019. Training at orientation includes content for Title IX and Policy 311 and 311A. Staff who support the articulation and implementation of policies and procedures include Student Affairs and Academic Affairs representatives. The Associate Academic Dean hears all academic appeals. Student Affairs staff are responsible for all non-academic disciplinary offenses at the college. The Dean of Students assigns cases, annually reviews policies, and administers the Student Satisfaction survey.

Residence hall meetings are held at the start of each semester to review policies and procedures with students. They can also occur on an as-needed basis. The Director Residence Life or the building's Residence Director facilitate these meetings. Residence-hall floor meetings also occur at the start of every semester. They too have be held on an as-needed basis. The Student Handbook clearly articulates the disciplinary appeals process, which involves the Student Discipline Board, the Dean of Students, faculty, and peer students. Student Affairs uses the Council for the Advancement of Standards (CAS) ethical standards. The General Counsel Office of the Vermont State Colleges System reviews policies and procedures.

The Vermont State Colleges System has developed a set of clearly stated ethical standards by which Vermont Tech complies and is committed to protecting the security and integrity of official records created or maintained by the colleges or system. The students' rights, responsibilities, and grievance procedures are available in the Student Handbook, which is made available to all students through the Vermont Tech website (appendix) and emailed to all students at the start of each semester.

The college adheres to institutional privacy practices to ensure the privacy and confidentiality of all students. Records are released to students upon request or by subpoena when required. (Records Retention Policy Appendix) To inform students of their right to privacy, the Student Records Policy is published in the Student Handbook made available electronically on the College's website. The Registrar's Office complies with all FERPA regulations and provides guidance to the college community in this area.

Vermont Tech administers its own Student Satisfaction Survey on an annual basis. The results are reviewed and trends identified at the Executive Committee, Senior Leadership Team, and department level. Student Affairs distributes a newsletter two to three times a semester to the college community via

email, describing department initiatives and achievements. Student Affairs content is included in the President's Annual Report to the VSCS Board of Trustees. Other data and assessments available to the college include the APR of TRiO outcomes and processes facilitated by the JED organization, including an assessment, the Healthy Minds Survey (summer 2019), and student focus groups. With the hire of the new Dean of Students, Student Affairs staff have begun compiling an annual report for each department as of FY2020 to assess student success and set goals for future years.

Appraisal

Vermont Tech provides many levels of academic support to its undergraduate students. The small size of the student population increases faculty's ability to provide individualized attention to students. Students in all programs would benefit from internship experience. Students self-report that there are inconsistencies in academic advising and the college lacks a formal evaluation of or training for advising (there used to be an Advising Committee chaired by a faculty member, but the position was never refilled when the faculty member retired). The development of a job description for a Director of Advising and Retention has been drafted and is being vetted to assist with this.

A survey was sent to 2019 Randolph summer orientation participants as a means to gauge success and determine areas that need improvement. The survey measured satisfaction with: check-in, morning resource tables, workshop sessions, lunch, general academic session, and closing session, and included a comment section. The survey utilized a Likert Scale asking respondents to choose poor, could be better, average or excellent. Survey responses were anonymous. The survey had a 20% response rate for the June session and a 9% response rate for the July session. Most respondents felt that check-in, morning resource tables, lunch, general academic information, and the closing session were excellent or average. Responses for the workshop sessions were more varied, particularly the IT and Center for Academic Success/Library sessions for the June orientation. Many rated those poor, could be better, or average. Staff planning Orientation for 2020 will be utilizing this information to make appropriate adjustments to the program. The 2020 plan is to expand surveys to include Williston students and family members who attend programs in both Randolph Center and Williston.

Student tutoring needs are met on each campus. If the numbers on these campuses increase, there might not be enough personnel to address needs in a timely manner. The 900 Randolph Center campus students are well served with three part-time mental health counselors, a college nurse, Public Safety (available 24 hours a day, seven days a week), the first-responders team, and access to local physicians and a hospital. The Williston campus, with only a small residential population, lacks a health center but is conveniently located near many healthcare facilities. There are on-call relationships with a mental health counselor and local hospital to serve the Williston students. The distance sites comprised mainly of non-traditional students, lack on-campus mental health counseling and health services. All students may receive three counseling visits at no charge. In extenuating circumstances, the college has been able to go beyond the three-visit limit. The lack of a counseling center has been noted on the JED Campus assessment, as something the college should seriously consider establishing.

Unfortunately, extended sites lack consistency of Student Affairs services. While the college has had the personnel available to respond in emergencies, consistent daily interactions are lacking. Student Affairs is developing its mission and philosophy, and the staff will need to publicize it well once adopted.

Some faculty believe the Center for Academic Success only provides tutoring. While specific academic support is extremely important, in past years the soft skills have taken more staff time. Increasing faculty understanding of all services offered by CAS to make more referrals would increase retention and student

wellbeing. Increasing the presence of CAS staff in first-semester classes for presentations of services would improve awareness and communication of supports.

According to several student-centered organizations, orientation is the first step in retention. Research on first generation students supports how important integration into college is during early days. Reducing the orientation from a two-day overnight event to a six-hour session reduces opportunities for key student populations to make connections and invest early in retention.

The college lacks a first-year experience position, though it has been proposed in the Strategic Plan. Most faculty do not consistently encourage the job search information or processes for jobs and internships as early as students' first year of attendance. It is less effective and more stressful for students when referred during the last semester before graduation.

The college has recently formed a Diversity Committee to identify needs in this area and provide awareness and educational trainings. Efforts have been sporadic and currently need to be focused and developed further. A draft position for a Coordinator of Diversity, Equity and Inclusion has been created to address these needs, but funding the position is the challenge.

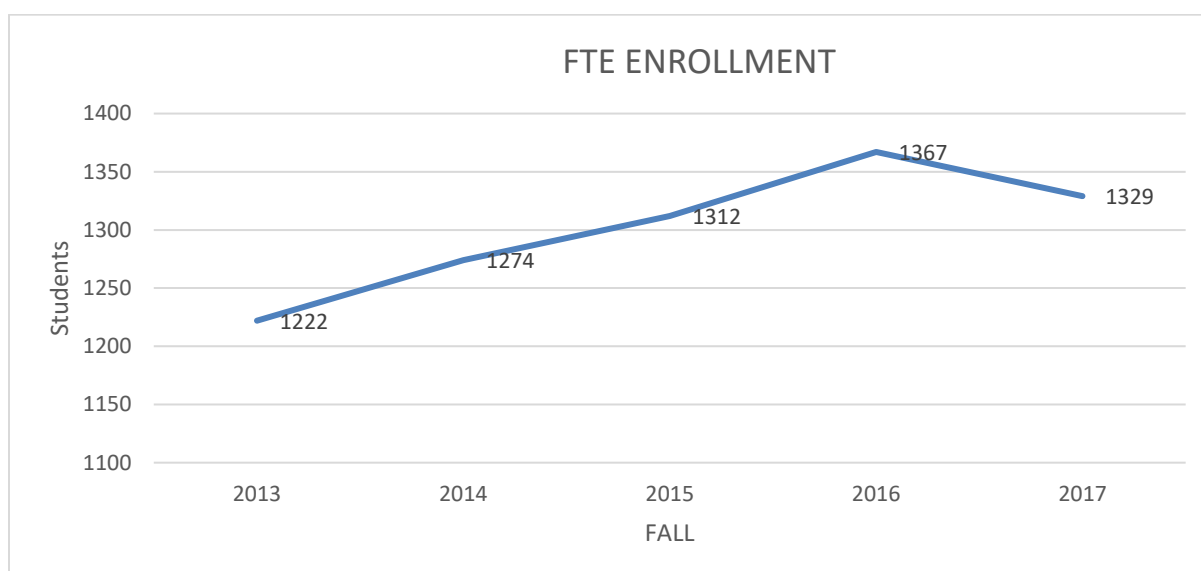
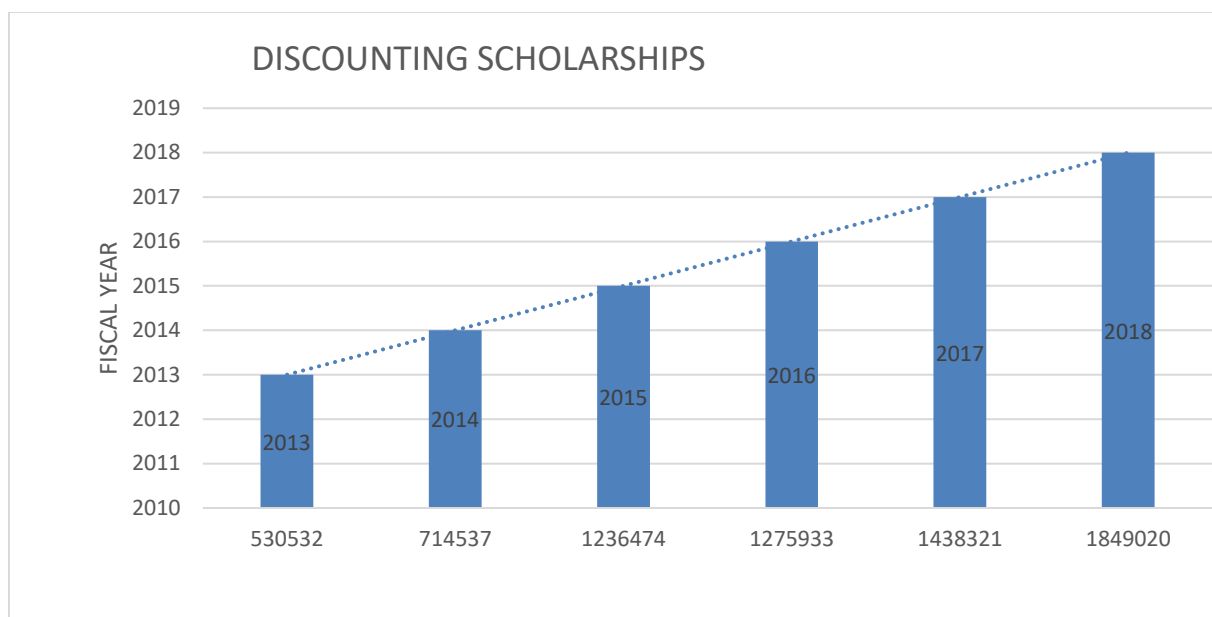
The process workflows developed within the current Ellucian software product Colleague have enabled the Financial Aid office to deliver aid in a timely and equitable manner while maintaining federal compliance. There have been no major findings in current audits.

Students can access financial aid web services via the portal at any time. All student documents are imaged and stored electronically. While student financial information is provided across many media, it can be difficult to navigate prior to receiving the actual bill. There are five different tuition rates based on varying majors. Complicated tuition tables, and course, program, or other fees based on major, make it difficult for prospective students to estimate costs easily.

While processes have been streamlined, the Financial Aid department is in the process of establishing the self-service module in Colleague for mobile-enabled access to electronic services to keep current with digital upgrades. In anticipation of the self-service module, process workflows were reviewed by financial aid and student account team across the VSCS to create a user-friendly product that will be intuitive and convenient.

The structure of the Financial Aid office has morphed to be included within a single Key Student Service unit, along with the Registrar and Student Accounts offices. The department publishes a newsletter to prompt, promote, and publicize announcements, important dates, and key student information that is pertinent.

The college has steadily increased its discount funding over the past five years (see Discounting Scholarships chart). While the investment has kept enrollment at a steady level given regional demographics, there is room for improvement on yield for this investment (see FTE Enrollment chart). As a result, administrators are re-evaluating the scholarship offerings going forward to maximize funding dollars with a comprehensive enrollment strategy.



For student athletes, the new academic mentoring program is working, but needs improvement in order to help improve the current retention rate and meet the institutional goal of the strategic plan. Increases in the student-athlete population, as defined in the strategic plan, are not sustainable if additional budget cuts are enacted. The Athletic department has developed a process monitoring athlete graduation and retention rates using data [see the spreadsheet in the Workroom]. The newly formed student-athlete training and orientation program that launched in the fall of 2019 is too new to measure impact on graduation and retention yet, but data are being collected for future analysis.

A generalized summary of recent student satisfaction surveys suggest that Vermont Tech students are less inclined to participate in campus events and athletics. Randolph students also indicated a dissatisfaction with residence hall bathrooms and the condition of buildings. For student support services and facilities, a lack of resources impedes progress towards making improvements in those areas, especially toward

supporting student mental health, residence hall maintenance, and student activities. There is not a counseling center and the department lacks other professional positions that are found at sister institutions. The efforts by the Chancellor's office to procure software to aid the areas of residence life, discipline, and case management should add to the capacity of the team. These resources have been acknowledged by the college and a goal of the fiscal plan of the College's Strategic Plan is to set aside annual funds for capital improvements.

With regard to publicly available policies, the college has thorough guidelines, policies, and procedures regarding student discipline. Information provided is clear and consistent. Vermont Tech subscribes to the recommended industry standards as prescribed by professional organization (i.e. AACRO, NASFAA, NASPA, NACUBO, etc.) in this regard. Student Affairs regularly uses the data from Student Satisfaction surveys to inform decisions and make changes in the areas of student activities and residence life. Results have been shown through capital project improvements and specific campus programming and events.

Projections

- The College President has established a Strategic Enrollment Management Team. The team met for the first time in May, 2020 and was charged with developing a five year strategic plan to be approved by June of 2021:
 - The SEM plan will be a data-informed process that recognizes the college's changing environment, maximizes our efforts to support the entire student lifecycle, accomplish the College's Strategic Plan and improve outcomes for our students.
- The Dean of Student Affairs will work with the VSCS General Counsel to update the Student Code of Conduct and Policy 311 to meet the new Title IX regulations issued by the Department of Education.
- Student Affairs and Academic Affairs will work on a joint venture to centralize advisement. Centralized Advisement will be developed for students with Primary (Faculty) Advisors and Secondary (Staff) Completion Coaches.
- Student Affairs and Academic Affairs will develop a First Year Experience program and FYE course.
- The Student Affairs department will continue to assess student experience and success through an annual report process. This assessment will look at the Council for the Advancement of Standards as a bench mark when conducting this annual assessment and will focus on improving Student Affairs services at extended sites.
- The Fiscal Plan goal of the College's Strategic Plan is to set aside annual funds for capital improvements.
- A Coordinator of Diversity Equity and Inclusion was hired in January of 2020. This person will work with departments, offices and students across VTC to reduce barriers and support the enrollment, retention, and inclusion of all students regardless of their identity or background. Special attention will be spent supporting students more vulnerable to not completing their degree due to marginalized identity statuses.
- The college will consider Adding 2 new sports programs to enhance Recruitment and Retention.

Standard 5: Students						
(Admissions, Fall Term)						
Complete this form for each distinct student body identified by the institution (see Standard 5.1						
					?	
Credit Seeking Students Only - Including Continuing Education						
	3 Years Prior (FY 2018)	2 Years Prior (FY 2019)	1 Year Prior (FY 2020)	Current Year (FY 2021)	Goal (specify year) (FY 2022)	
Freshmen - Undergraduate	?					
Completed Applications	?	687	930	991	900	
Applications Accepted	?	438	635	664	560	
Applicants Enrolled	?	204	213	218	195	
% Accepted of Applied		63.8%	68.3%	67.0%	58.6%	62.2%
% Enrolled of Accepted		46.6%	33.5%	32.8%	29.5%	34.8%
Percent Change Year over Year						
Completed Applications		na	35.4%	6.6%	-15.9%	8.0%
Applications Accepted		na	45.0%	4.6%	-26.5%	14.8%
Applicants Enrolled		na	4.4%	2.3%	-33.9%	35.4%
aptitude of enrollees: (define below)	?					
ACT Composite		22	23	20.49	21	21
Transfers - Undergraduate	?					
Completed Applications		797	944	913	950	900
Applications Accepted		424	511	477	530	486
Applications Enrolled		297	320	322	383	330
% Accepted of Applied		53.2%	54.1%	52.2%	55.8%	54.0%
% Enrolled of Accepted		70.0%	62.6%	67.5%	72.3%	67.9%
Master's Degree	?					
Completed Applications		7	8	2	0	0
Applications Accepted		4	3	2	0	0
Applications Enrolled		4	1	1	0	0
% Accepted of Applied		57.1%	37.5%	100.0%	-	-
% Enrolled of Accepted		100.0%	33.3%	50.0%	-	-
First Professional Degree	?					
Completed Applications		0	0	0	0	0
Applications Accepted		0	0	0	0	0
Applications Enrolled		0	0	0	0	0
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
Doctoral Degree	?					
Completed Applications		0	0	0	0	0
Applications Accepted		0	0	0	0	0
Applications Enrolled		0	0	0	0	0
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
Please enter any explanatory notes in the box below						
There are no official Admissions goals overall, but the goals for capped programs is: Dental Hygiene: 26; Associate Degree Nursing: 174; Practical Nursing: 195; Radiologic Science: 18; Respiratory Therapy: 18; Veterinary Technology: 36						

Standard 5: Students (Enrollment, Fall Term)							
Complete this form for each distinct student body identified by the institution (see Standard 5.1)							
						?	
Credit-Seeking Students Only - Including Continuing Education							
			3 Years Prior (FY 2018)	2 Years Prior (FY 2019)	1 Year Prior (FY 2020)	Current Year (FY 2021)	Goal (specify year) (FY 2022)
	UNDERGRADUATE	?					
FIRST YEAR	Full-Time Headcount	?	602	624	657	501	596
	Part-Time Headcount	?	199	182	180	228	197
	Total Headcount		801	806	837	729	793
	Total FTE	?	680	695	728	591	673
SECOND YEAR	Full-Time Headcount		295	313	284	263	289
	Part-Time Headcount		70	74	72	88	76
	Total Headcount		365	387	356	351	365
	Total FTE		322	342	312	298	319
THIRD YEAR	Full-Time Headcount		115	85	107	86	98
	Part-Time Headcount		57	45	61	53	54
	Total Headcount		172	130	168	139	152
	Total FTE		137	103	131	107	119
FOURTH YEAR	Full-Time Headcount		32	41	36	45	39
	Part-Time Headcount		14	39	20	38	28
	Total Headcount		46	80	56	83	67
	Total FTE		37	56	44	60	50
UNCLASSIFIED	Full-Time Headcount	?	7	7	4	4	6
	Part-Time Headcount		8	13	13	9	11
	Total Headcount		15	20	17	13	17
	Total FTE		10	12	9	8	10
Total Undergraduate Students							
	Full-Time Headcount		1,051	1,070	1,088	899	1,028
	Part-Time Headcount		348	353	346	416	366
	Total Headcount		1,399	1,423	1,434	1,315	1,394
	Total FTE		1,188	1,209	1,224	1,062	1,172
	% Change FTE Undergraduate		na	1.8%	1.3%	-13.2%	10.3%
GRADUATE		?					
	Full-Time Headcount	?	2	1	3	0	1
	Part-Time Headcount	?	4	5	8	5	3
	Total Headcount		6	6	11	5	4
	Total FTE	?	4	3	6	2	2
	% Change FTE Graduate		na	-17.0%	107.2%	-68.0%	10.9%
GRAND TOTAL							
	Grand Total Headcount		1,405	1,429	1,445	1,320	1,398
	Grand Total FTE		1,191	1,212	1,230	1,064	1,174
	% Change Grand Total FTE		na	1.7%	1.5%	-13.5%	10.3%
Please enter any explanatory notes in the box below							
Our fall census date is October 15, so the numbers that appear here for Fall 2021 are unofficial numbers							

Standard 5: Students					
(Financial Aid, Debt, Developmental Courses)					
Complete this form for each distinct student body identified by the institution (see Standard 5.1)					
? Where does the institution describe the students it seeks to serve? https://www.vtc.edu/financial-aid/					
	(FY 2014)	(FY 2015)	(FY 2016)		
? Three-year Cohort Default Rate ? Three-year Loan repayment rate (from College Scorecard)	3.8	4.3	5.3		
			78%		
	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
	(FY 2018)	(FY 2019)	(FY 2020)	(FY 2021)	
? Student Financial Aid					
Total Federal Aid	\$14,922,855	\$15,664,047	\$16,823,654	\$8,587,053	\$9,188,146
Grants	\$2,397,072	\$2,461,043	\$2,592,798	\$1,914,196	\$2,048,189
Loans	\$12,392,941	\$13,048,704	\$14,079,856	\$6,548,857	\$7,007,277
Work Study	\$132,842	\$154,300	\$151,000	\$124,000	\$132,680
Total State Aid	\$1,414,811	\$1,303,584	\$1,384,388	\$1,246,399	\$1,333,646
Total Institutional Aid	\$2,468,658	\$3,230,899	\$3,669,542	\$2,834,794	\$3,033,230
Grants	\$2,046,689	\$2,815,225	\$2,940,277	\$2,283,126	\$2,442,944
Loans	\$0	\$0	\$0	\$0	
Total Private Aid	\$852,099	\$913,540	\$1,296,883	\$856,802	\$916,788
Grants	\$852,099	\$913,540	\$1,296,883	\$856,802	\$916,788
Loans	\$0	\$0			
Student Debt					
Percent of students graduating with debt (include all students who graduated in this calculation)					
Undergraduates	76%	80%	79%	n/a	
Graduates	100%	0%	100%	n/a	
First professional students	0%	0%	0%	0%	
For students with debt:					
Average amount of debt for students leaving the institution with a degree					
Undergraduates	\$21,055	\$22,359	\$21,980	n/a	
Graduates	\$16,015	\$0	\$17,000	n/a	
First professional students	\$0	\$0	\$0	\$0	
Average amount of debt for students leaving the institution without a degree					
Undergraduates					
Graduate Students					
First professional students	\$0	\$0			
Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)					
English as a Second/Other Language	0%	0%	0%		
skills)	0%	0%	0%		
Math	0%	0%	0%		
Other	0%	0%	0%		

Standard 5: Students						
(Student Diversity)						
Complete this form for each distinct student body identified by the institution (see Standard 5.1)						
For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell eligibility), provide information on student admissions and enrollment below. Use current year data.						
Undergraduate Admissions information		Completed Applications	Applicants Accepted	Applicants Enrolled		
? Category of Students (e.g., male/female); add more rows as needed						
Male	473	334	197			
Female	357	152	326			
No Response	3	2	4			
Graduate Admissions information		Completed Applications	Applicants Accepted	Applicants Enrolled		
? Category of Students (e.g., male/female); add more rows as needed						
Male	0	0	0			
Female	0	0	0			
Undergraduate Enrollment information		Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (specify year)
? Category of Students (e.g., male/female); add more rows as needed						
Male	496	205	701	576.54	933	
Female	378	308	686	499.00	461	
White	726	439	1,165	898.46	1,157	
Black or African American	26	13	39	31.11	39	
Asian	12	5	17	13.96	17	
Hispanic/Latinx	28	11	39	32.32	39	
Indigenous American or Pacific Islander	5	0	5	5.00	4	
2 or more races	40	22	62	48.64	62	
Unknown race/ethnicity	19	15	34	24.89	34	
Graduate Enrollment information		Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (specify year)
? Category of Students (e.g., male/female); add more rows as needed						
Male	0	5	5	1.96	5	
Female	0	0	0	0.00	0	
White	0	5	5	1.96	5	
Black or African American	0	0	0	0.00	0	
Asian	0	0	0	0.00	0	
Hispanic/Latinx	0	0	0	0.00	0	
Indigenous American or Pacific Islander	0	0	0	0.00	0	
2 or more races	0	0	0	0.00	0	
Unknown race/ethnicity	0	0	0	0.00	0	
Please enter any explanatory notes in the box below						
Our fall census date is October 15, so the numbers that appear here for Fall 2020 are unofficial numbers						

Standard Six - Teaching, Learning, and Scholarship

Faculty and Academic Staff

Description

Vermont Tech's Mission Statement is "We provide career-focused technical and professional education in a caring community which prepares students for immediate workplace success and continued learning."

The faculty is responsible for the technical and professional education and contribute greatly to the caring community through their work as instructors, advisors, club sponsors, and other co-curricular activities.

The role of faculty, full- and part-time, is defined in the Faculty Federation Agreement, which was renegotiated and ratified in September 2019. The contract stipulates the period for evaluation cycles and allocation of professional development funds. The process for filling vacancies is also articulated in the contract.

The faculty ranks include Professor, Associate Professor, Assistant Professor, and Instructor. Per the Data First form, the breakdown of full-time faculty is:

- Professor – 32 (41%);
- Associate Professor– 13 (15%);
- Assistant Professor– 32 (41%);
- Instructor – 2 (3%).

In addition to full and part-time faculty, the college employees Adjunct and Clinical Faculty for instruction for a total of 283 faculty. As a percentage of all instructors:

- Adjuncts are the largest group at 37%;
- Full-Time Faculty (28%);
- Part-Time Faculty (23%);
- Clinical Faculty (12%).

However, the percentage of courses taught by Full-Time Faculty:

- 61.87% in FY2019;
- 62.73% in FY2018.

The educational attainment of the faculty is distributed across:

- Bachelor's (11%);
- Master's (60%);
- Doctorate (29%) degrees.

The vast majority of degrees are at the graduate level. There are also faculty who hold professional certification as well as their post-secondary degrees in fields like Veterinarians, Pilots, Certified Flight Instructors, and Professional Engineers. The three Librarians all have master's degrees. The Hartness Library also employs a Faculty Librarian, the Library Director, and Library Technicians for circulation coordination, cataloging, acquisitions, and coordinating remote services. The college lacks instructional designers; however, an Instructional Technologist position is planned. Vermont Tech's faculty is distributed among 21 departments. New faculty attend a one-day orientation, offered in August and January, which is facilitated by the Academic Dean's office.

Degree requirements for full-time faculty are quantified in the Faculty Federation Agreement and for part-time faculty in the Part-Time Faculty Contract. The VSCFFA and part-time contract require that faculty qualifications are relevant to the coursework and program for which they are teaching. When a faculty member is seeking tenure and promotion, they must demonstrate proficiency in teaching, scholarly and professional activities, and service to the college and/or community.

Faculty accessibility to students is stipulated in the full-time Faculty Federation Agreement, Article 24, Section A1, and states, “In addition, the faculty agree to post and maintain reasonable office hours. It is also expected that faculty members will be responsive to student needs for academic advice and other consultations beyond posted office hours through special appointments and email correspondence.” There is no further definition of “reasonable” hours or “responsiveness” to student communication. Article 18 of the Faculty Federation Agreement articulates the role of faculty as Academic Advisors to students.

The college’s shared governance model is in part included in the Faculty Federation Agreement, Article 3, Section A5, which states that the college, “maintains the right to make rules, regulations, and policies not inconsistent with the provisions of this Agreement.” Faculty and academic staff are invited to help set policy and have a voice in the process. Faculty Assembly is the faculty’s governing body. Its leadership is made up of elected officers (Moderator, Vice Moderator, and Secretary-Treasurer). The Moderator received three credits of release time for this work. Other members of the Assembly are assigned to standing committees, of which there are five:

- Academic Affairs (six members);
- Facilities and Services (four members);
- Faculty Development (three members);
- Faculty Evaluation (six members);
- Student Affairs (three member).

The work of these committees is reported to the Faculty Assembly and shared with the President. The Faculty Federation Agreement specifies that college service, like the assignments listed above, is a significant criterion for promotion and tenure.

Professional development is encouraged by the regular allocation of funds for scholarly activities as outlined in Articles 30 and 31 of the Faculty Federation Agreement. Advance Study grants are defined in Article 30 for research, improvement in teaching, or creative work in literature or arts. Sabbaticals are supported for research or to pursue discipline-related projects or career-advancing opportunities, as outlined in Article 30 of the VSCFFA. In FY2018, \$172,000 in funds was available for Advance Study grants and sabbaticals. Article 31 defines the Professional Expenses fund for use in travel to professional meetings, workshops, journal subscriptions, or other discipline-related activities. The fund provides \$1,000 to each faculty member annually. In FY2018, \$80,000 in funds was available for Professional Expenses. Separately, the librarians have access to professional development funds in order to develop and maintain skills.

Tracking of the Advance Study Grants utilization shows the following:

- In the fall of 2017 \$43,611.87 was granted;
- In the spring of 2018 \$25,829.42 was granted;
- In the fall of 2018 \$53,340.54 was granted;
- In the spring of 2019, \$24,920.12 was granted.

In Professional Expenses funding, of the \$80,000 available for use in FY2018, \$53,948 (67%) was spent.

Recruitment of faculty at Vermont Tech is an orderly process with procedures outlined in articles of the Faculty Federation Agreement. A Department Chair leads much of the work. The process to select full-time faculty is available in the workroom.

Appointment procedures for full-time faculty are outlined with more detail in the full Article 21 of the VSCFFA, available in the workroom. Timelines for reappointment are also located in Article 21. The process for hiring part-time faculty is less structured than the above procedure. The Academic Dean and Department Chair work together for recruiting and hiring part-time faculty. All faculty are assigned a mentor, sign a Teaching Oath, and attend faculty orientation, designed to facilitate responsible and ethical teaching.

On the website, in the job post, and in advertisements for positions, the college asserts that it is an Equal Opportunity employer and does not discriminate based on race, color, ancestry, place of birth, gender, gender identity, sexual orientation, national origin, age, or veteran status. The college also does not discriminate against a qualified individual with a disability or whose status is protected under the law. Specific language is included on job details to address diversity goals, which states, "Vermont Tech strongly encourages applications from members of ethnic minority groups and other under-represented backgrounds. In compliance with ADA requirements, we will make reasonable accommodations for the known disability of an otherwise qualified applicant."

The faculty of Vermont Tech is 63% male and 37% female. There are not currently any faculty who have identified with other genders. Of the 188 faculty, 103 identify as White while another large segment is categorized as Unknown race/ethnicity (80). The population of faculty who identify as non-white are 3% of the total faculty. This same group is 5% of the total of all faculty who identify of a known ethnicity (108).

Faculty teach courses in support of academic programs, which is a direct fulfillment of our mission. They also support students and provide college service outside of the classroom as student club advisors, chaperones of student trips and service projects, and as committee members in Faculty Assembly and across the college. Faculty are expected to teach 12 credits per semester. According to the Data First form, faculty, regardless of rank, had a median teaching load of 13.04 credit hours in FY2019. The previous year, teaching loads varied among Professor, Associate, and Assistant at medians of 13.40, 13.79, and 12.18 credit hours respectively. Workload medians have remained relatively consistent over the two years. Workload maximums documented in the Data First form vary by rank for both FY2019 and FY2018, with fewer credit hours of overload in FY2019. The normal individual workload shall be 24 credit hours or its equivalent per year. At Vermont Technical College, a full-time semester load shall be defined as 18 contact hours or 12 credits, whichever is less. Faculty may not deliver more than 24 credits of lecture or 5 lab-based courses, including release time and overloads, per semester in the VSC system. Each Department Chair, usually in consultation with department faculty, determines course assignments. Faculty assignments and workload have followed changes to institutional conditions. As we have offered more courses online and via Telepresence technology, faculty assignments and workloads have changed to accommodate those needs.

The procedure for evaluation of faculty is defined in the VSCFFA in Article 20. Faculty evaluations are based on three performance areas: teaching effectiveness, scholarship and professional activities, and service to the college and community. The article outlines specific procedures for supporting documents, like self-evaluations, and specific roles for those involved, such as the Academic Dean and the faculty applicant.

Non-tenured faculty and candidates for promotion and tenure are evaluated by the Faculty Evaluation Committee of the Faculty Assembly on a regular schedule as outlined in the contract. The Faculty Evaluation Committee consists of three tenured and three non-tenured faculty. The Committee Co-chairs review course evaluations and an instructor's personnel file to establish recommendations, which are joined with those of the Academic Dean, and sent to the President for her final decision about reappointment, promotion, tenure, or termination. Faculty members are given opportunities to respond to the comments and recommendations from the Committee and Dean if anything is perceived as inaccurate. Promotion and tenure guidelines are found in the VSCFFA, Articles 22 and 23.

The Post-Tenured Review (PTR) of faculty is completed every six years. This process, too, is based on the three performance areas outlined in the faculty contract. Unlike non-tenured faculty or candidates, this review is strictly an administrative function of the Academic Dean and the participating faculty. Their self-evaluation is submitted to the Dean, with updates about their work in each of the performance areas, since their last evaluation. Both parties may request a meeting to discuss the self-evaluation, and the Dean may work with the faculty to develop a three-year development plan if concerns exist in any of the areas. The Faculty Evaluation Committee may be called upon to make recommendations if there is a disagreement between the faculty member and Dean about the proposed development plan. The faculty member provides a progress report to the Dean at the end of the development plan.

For the purposes of improving instruction and assisting the Academic Dean and President in their reappointment decisions, Department Chairs observe the part-time faculty with input by an appointed Peer Review Committee. The evaluation criteria and process are outlined in detail in the Collective Bargaining Agreement of the Part-time Faculty Federation. The Peer Review Committee consists of two part-time faculty appointed by the Dean and one full- or part-time faculty appointed by the Faculty Federation, and is established at the beginning of each semester. The Dean sends notification of part-time faculty classroom observations and evaluations to the impacted faculty member and the Peer Review Committee. The Department Chair's formal evaluation is made based on an evaluation portfolio prepared by the faculty member, classroom observations, and student evaluations, and any other available information related to teaching performance. As with the non-tenured faculty, any perceived inaccuracies of the evaluation may be addressed in a meeting with the Dean or her designee along with a written response to be included in their personnel file.

[Policy T205](#) Grievance Procedures outlines reporting protocols for who receives grievances based on an employee's union status or students. Students specifically use the [Academic Incident Report](#) form for grievances, available on the college's website. Article 14 of the VSCFFA outlines the procedure for faculty to file and report grievances. Academic Freedom is also covered in the VSCFFA in Article 7.

Appraisal

Vermont Tech, like many higher education institutions, works hard to support students to be successful in their academic efforts. The College offers a variety of resources, but those resources are not well known among all who advise and support students. While advising is covered in Article 18 of the VSCFFA, it does not address accessibility to students and focuses on registration over advising. Faculty accessibility is not enforced or assessed. The advising role of faculty should encompass more than registering students for classes.

According to the National Center for Educational Statistics, a "good" student-to-faculty ratio is U.S. colleges is 18:1. With Vermont Tech's 15:1 ratio, our student-to-faculty proportion is very good.

Evidence of scholarship among full-time faculty members is not formalized nor presented to the college in a standard way. Knowledge, skills, and experiences gained through professional development are not shared institutionally and faculty are not mandated to report on their activities.

Faculty recruitment and hiring is an orderly process. Internal communications have improved now that regular emails are shared with open positions. Only a portion of the system is automated at this time. Difficulty finding appropriate forms and getting access to the system creates inefficiency in the process. More training and information about the hiring process is needed, as is specific training to ensure equal opportunity hiring on inclusive hiring practices.

The criteria for faculty recruitment, appointment, retention, evaluation, promotion, tenure, and policies for resolving grievances are all easily located and available to all faculty. However, regular review of our tenured faculty with the rank of full professor is not consistent. There lacks a specific policy regarding ethical behavior for faculty and the Teaching Oath is not very in-depth. No part of the review and evaluation process is focused specifically on measures of ethical behavior.

As a system, there continues to be a struggle with how to balance time commitments of faculty from different teaching modalities. Several adjustments to the lecture equivalent of lab time have occurred.

Though faculty are evaluated every six years after receiving tenure, there lacks a clear process for measuring that all faculty are, “current in the theory, knowledge, skills, and pedagogy of their discipline or profession” across all disciplines. While specific faculty, like nursing, must maintain a professional license as an easily recognizable indicator of currency, no measure is defined for all faculty.

Teaching and Learning

Description

Programs are reviewed every five years, according to the Vermont State Colleges System [Policy 101](#) Program Review and Continuous Improvement Process (PReCIP). Program faculty are prepared for the process with training offered by the VSCS Academic Officer seven months in advance of program review. Components of that process include an analysis of educational outcomes and description of continuous improvement processes. Many programs have advisory boards composed of representative industry professionals. These boards meet regularly to review curriculum for currency with industry standards and needs.

Students evaluate courses routinely and faculty are encouraged to use this feedback to inform their instructional methods. Course evaluations are used in faculty evaluation processes at the pre- and post-tenure levels, which can also be used to inform instructional quality and methodology. Faculty are invited to the annual VSCS academic retreat, which often addresses pedagogical issues. The college has also started a “virtual brown bag lunch” series to discuss teaching issues. The Academic Dean’s office held an academic planning retreat in the summer of 2019. The effort was well received by faculty who encouraged the Dean to continue this practice in the future.

Instructional methods include lecture, labs, and clinical placements. In courses with a lab and project-based learning, the lab and project activities support and build on material learned in lecture. Instruction supports the learning objectives as described in course outlines. Courses are taught in multiple modalities, sometimes within a single course, using face-to-face instruction, Telepresence, recorded lecture, online learning, and bundled labs. An objective of the strategic plan is to increase the number of non-traditional-accessible programs from seven to twelve by 2023. Use of Telepresence technology in particular is the

method that allows the college to reach nursing students at eleven sites around the state. The State of Vermont eliminated funding Vermont Interactive Television from the state budget in 2015. With this cut, the college developed a plan to use Telepresence technology in its place to run the distance programs. In the fall of 2015, the Paramedicine program tested the technology. In January of 2016, Telepresence went live for all programs that use it. The college's IT department has had one person designated to Telepresence support since its inception. This IT staff member is able to assist students and faculty with technical issues when they occur.

The mathematics faculty restructured the Technical Mathematics curriculum into a two-semester pre-calculus sequence in response to student achievement and preparedness. The mathematics faculty also launched a pilot of offering recitations in the FY2020 academic year. Vermont Tech has also begun an OER initiative to reduce financial hardship on students while maintaining academic standards.

As noted previously, faculty are evaluated based on their teaching effectiveness. Use of student course evaluations and faculty self-evaluations that outline their professional development activities and scholarly efforts in this process aim to enhance the quality of teaching and student learning. This information determines the retention and advancement of faculty. Program evaluations, as outlined in VSCS Policy 101 also routinely assess programmatic learning outcomes. Weaknesses or deficiencies require a plan that details program improvement strategies. College administration reviews results of student and employee surveys, and receives feedback from Faculty Assembly as issues arise regarding institutional faculty support and sufficiency of faculty staffing. Accreditation programs, Faculty Assembly, advisory committees, and the Program and Curricula Committee regularly take part in dialog to improve faculty's efficiency and effectiveness.

There is a cadre of full- and part-time faculty teaching in each major, which caters to different learning styles. As shown on the Data First form, full-time faculty by program range from zero (where a staff director is the program lead) to 20 full-time nursing faculty. Additionally, some programs have no part-time faculty (as in Dental Hygiene) to 23 part-time instructors in Business. The median number of full-time faculty for all 21 programs is three (3) and the median for part-time faculty is four (4). Some majors have a limited number of full-time faculty, leading to students taking courses with the same instructors throughout their degree program. Students also take courses to meet General Education and elective course requirements at other VSCS institutions, exposing them to a broader range of faculty and diversity of experiences. Approximately 100 students per semester are enrolled in other VSCS courses. For fall 2019, 116 of the 1,567 students with an active Vermont Tech degree program (7%) took a course at another VSCS institution.

At the time of hiring, all new faculty attend an orientation that briefly reviews the role of academic advisor and resources available to students. The college lacks formal advisor training and evaluation of faculty advising. The current process of evaluation relies on peer-to-peer support for learning best practices of advising. All students are assigned an advisor as they are admitted into their major, typically with a faculty teaching in their program of study. Faculty in General Education are also assigned student advisees, predominantly those students that are undeclared in their major. The college had been using an academic alert system that can be used by any faculty. It notifies the Academic Dean's office and the student's advisor of the student's progress and the possible need for referral of the student to learning resources. An exception to this practice occurs when students take courses at a sister college where alerts are not shared across institutions. A new advising and alert system Aviso (purchased system-wide for the VSCS) was piloted in spring 2020 and will be fully implemented for fall 2020.

The college funds a faculty development account and encourages its use. (Article 30). The college also funds a professional development account for faculty. The college supports sabbaticals for faculty to

conduct research or pursue creative activities. The parameters of sabbaticals, regarding frequency, topics of research, salary payment, etc. are listed in Article 30. (Appendix G of the faculty federation agreement and article 30)

Integration of Faculty at Off-campus Locations

Off-campus locations include the nursing department: the PN and ADN programs which are delivered in ten locations throughout the state of Vermont (Bennington, Brattleboro, Lyndon, Middlebury, Morrisville, Newport, Randolph Center, St. Albans, St. Johnsbury, and Williston), with plans to further develop program offerings in Rutland, Vermont, at Central Vermont Medical Center in Berlin, Vermont, and in New Hampshire's neighboring communities. The ten locations are grouped into five administrative regions: Central, Northeast Kingdom, Northwest, Southeast, and Southwest. The goal is that each region has a Site Director who oversees the day-to-day operations of that region, including facilitation of delivery of all programs in the region. Faculty have a "primary" home in one of the regions; however, due to the nature of the program distribution and expertise of the faculty members, teaching assignments may overlap regions. In this case, faculty and the additional Site Director(s) work together regarding program delivery and meeting student needs. Faculty in all nursing programs and regions have the opportunity to attend regularly scheduled regional nursing meetings throughout the academic year, as well as regional/BSN program Advisory Board meetings held twice yearly. Nursing Department concerns and successes, student concerns and successes, clinical agency news, faculty responsibilities, budget updates, important dates, and other institutional/department/faculty considerations are discussed at the monthly meetings. Use of technology, such as conference calls and Zoom video conferencing, has resulted in greater participation in regional meetings for those faculty and staff members who cannot attend in person.

Nursing faculty members have representation as members of the Faculty Assembly, on Nursing Department committees, and opportunity to sit on other college committees. Vermont Tech committee participation by nursing faculty is on a voluntary basis as vacancies arise and individual interests and schedules allow. However, committee participation is strongly encouraged as part of the faculty role, especially for tenure track faculty. One hundred percent of the full-time nursing faculty participated in one or more Vermont Tech committees in the 2019-2020 academic year. The Vermont Tech adoption of Zoom as the college sponsored video conferencing tool has made it much easier for faculty at distance sites/campuses to participate in committee work and have an increased presence on institutional committees.

In addition to monthly regional nursing meetings, the entire Nursing Department meets at least twice a year and as needed at an all-faculty/staff gathering in Randolph Center. This event is organized and facilitated by the Associate Dean of Nursing. Discussion topics include announcements, potential institutional and department changes, resources, vendors, faculty successes and concerns, accreditation, review of the Systematic Evaluation Plan, and faculty/staff of each program level from around the state are given time to meet.

Vermont Technical College is committed to providing a supportive environment for new employees. In doing so, the college requires all new faculty to attend a full day of orientation, however, the Nursing Department requires new employees to attend two full-day orientations to include a half-day introduction session for the use of telepresence technology and a half-day standardized simulation training. Nursing faculty are also required to attend monthly ongoing orientation meetings to address common areas of concern for faculty, which include management of challenging student behaviors and how to foster an environment that is student-centered and conducive to learning.

The Nursing Department provides a mentorship program for all new nursing faculty and clinical associates. Full-time faculty member Jason Pelletier facilitates the mentorship and orientation. Expectations of the mentors are outlined in the New Nursing Faculty Orientation Handbook. Checklists are included for both the new faculty member and the mentor to complete, ensuring that the new faculty member has the information and support needed for a successful transition to the academic setting. When a mentor is selected, the decision is based on the mentor-mentee geographic location, type of teaching experience that will be required (online, telepresence, or face to face), the program level, and the “fit” of mentor to the mentee. All nursing full-time faculty are expected to step into the mentorship role once they have sufficient experience in the department to support their leadership as a mentor. A formal mentor-training program is not in place at this time, but there is a plan in place. Frequent mentor-mentee contact either by email, phone, Zoom, or face-to-face to discuss successes and concerns aid in the transition for the new employee and enable the mentor an opportunity to grow as a leader.

Appraisal

Vermont Tech is constantly working on improving our teaching and learning strategies. Within the coming year, the college will have new student advising software Aviso to improve communication and retention. This tool will enable the college to standardize the student advising process. With positive feedback from the Student Success module, use of the software will be expanded institution wide.

The IT Department is hiring an Instructional Technology Specialist to work with faculty. The virtual brown-bag lunches have been well received, but some faculty are unable to attend due to class scheduling. Support for pedagogical issues has been lacking, but the Instructional Technology Specialist will work with faculty to improve their use of technology in the classroom. This factor is important for the college to meet its strategic goals to expand accessible programs, improve student experience, as well as improving student learning across the various satellite locations.

The limited number of full-time faculty in some majors can be problematic for students. Having multiple faculty members allows students to see different academic strengths and viewpoints.

The lack of formal training for and evaluation of advising leads to some inconsistency in advising. Encouraging more faculty to use the new Aviso academic advising and alert system would improve student success.

Strengths

- Changed to Schools Model to improve communication and student outcomes
- Face-to-face, Telepresence, hybrid, and online course offerings provide options for students
- Started a Student Success learning module
-

Challenges

- Involving faculty from all sites and disciplines in college decisions
- Consistency of effective faculty advising
- Lack of a specific policy regarding ethical behavior for faculty.
- Consistent faculty evaluation, especially for post-tenure review.

Projection

- Define the role of faculty advisor beyond student registration and monitor advising.
- Train advisors on student services, including financial aid, paying student bills, accessing tutors, contacting mental health counselors, and utilizing services of the Center for Academic Success
- The Academic Dean's office will provide more routine, consistent faculty evaluation
- Require faculty to share professional development learning with peers
- Align math pathways and General Education outcomes among VSCS institutions

Standard 6: Teaching, Learning, and Scholarship				
(Faculty by Category and Rank; Academic Staff by Category, Fall Term)				
	3 Years Prior (FY 2018)	2 Years Prior (FY 2019)	1 Year Prior (FY 2020)	Current Year (FY 2021)
? Number of Faculty by category				
Full-time	78	78	82	75
Part-time	104	127	122	105
Clinical	23	24	27	24
Research	0	0	0	0
Visiting	0	0	0	0
Total	205	229	231	204
Percentage of Courses taught by full-time faculty				
	62.73%	61.87%	61.92%	65.10%
? Number of Faculty by rank, if applicable				
Professor	34	32	32	30
Associate	16	13	15	14
Assistant	31	33	35	31
Instructor	0	0	0	0
Total	81	78	82	75
? Number of Academic Staff by category				
Librarians	3	3	5	5
Advisors	0	0	0	0
Instructional Designers	0	0	0	0
Total	3	3	5	5

Standard 6: Teaching, Learning, and Scholarship						
(Highest Degrees, Fall Term)						
			3 Years Prior	2 Years Prior	1 Year Prior	Current Year
			(FY 2018)	(FY 2019)	(FY 2020)	(FY 2021)
Highest Degree Earned: Doctorate						
Faculty	Professor		10	11	11	10
	Associate		5	9	8	8
	Assistant		6	8	9	8
	Instructor		0	0	0	0
	No rank		0	0	0	0
	Other		0	0	0	0
	Total		21	28	28	26
Academic Staff	Librarians		0	0	0	0
	Advisors		0	0	0	0
	Inst. Designers		0	0	0	0
Highest Degree Earned: Master's						
Faculty	Professor		18	21	20	18
	Associate		11	9	8	6
	Assistant		14	14	17	17
	Instructor		0	0	0	0
	No rank		0	0	0	0
	Other		0	0	0	0
	Total		43	44	45	41
Academic Staff	Librarians		3	5	5	5
	Advisors		0	0	0	0
	Inst. Designers		0	0	0	0
Highest Degree Earned: Bachelor's						
Faculty	Professor		4	4	3	2
	Associate		1	2	2	0
	Assistant		3	1	3	3
	Instructor		0	0	0	0
	No rank		0	0	0	0
	Other		0	0	0	0
	Total		8	7	8	5
Academic Staff	Librarians		0	0	0	0
	Advisors		0	0	0	0
	Inst. Designers		0	0	0	0
Highest Degree Earned: Professional License						
Faculty	Professor		0	0	0	0
	Associate		0	0	0	0
	Assistant		1	1	2	3
	Instructor		0	0	0	0
	No rank		0	0	0	0
	Other		0	0	0	0
	Total		1	1	2	3
Academic Staff	Librarians		0	0	0	0
	Advisors		0	0	0	0
	Inst. Designers		0	0	0	0

Standard 6: Teaching, Learning, and Scholarship									
(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)									
		3 Years Prior (FY 2018)		2 Years Prior (FY 2019)		1 Year Prior (FY 2020)		Current Year (FY 2021)	
		FT	PT	FT	PT	FT	PT	FT	PT
? Number of Faculty Appointed									
Professor		0	0	0	0	0	0	0	0
Associate		0	0	0	0	1	0	0	0
Assistant		10	0	11	0	9	0	6	0
Instructor		0	0	0	0	0	0	0	0
No rank		0	0	0	0	0	0	0	0
Other		0	0	0	0	0	0	0	0
Total		10	0	11	0	10	0	6	0
? Number of Faculty in Tenured Positions									
Professor		32	0	31	0	34	0	30	0
Associate		17	0	14	0	15	0	13	0
Assistant		0	0	0	0	0	0	0	0
Instructor		0	0	0	0	0	0	0	0
No rank		0	0	0	0	0	0	0	0
Other		0	0	0	0	0	0	0	0
Total		49	0	45	0	49	0	43	0
? Number of Faculty Departing									
Professor		2	0	0	0	1	0	0	0
Associate		1	0	2	0	3	0	0	0
Assistant		4	0	3	0	2	0	0	0
Instructor		0	0	0	0	0	0	0	0
No rank		0	0	0	0	0	0	0	0
Other		0	0	0	0	0	0	0	0
Total		7	0	5	0	6	0	0	0
? Number of Faculty Retiring									
Professor		3	0	0	0	3	0	0	0
Associate		0	0	0	0	1	0	0	0
Assistant		0	0	0	0	0	0	0	0
Instructor		0	0	0	0	0	0	0	0
No rank		0	0	0	0	0	0	0	0
Other		0	0	0	0	0	0	0	0
Total		3	0	0	0	4	0	0	0
Fall Teaching Load, in credit hours									
Professor	Maximum	21.73	0	21.74	0	21.06	0	24.00	0
	Median	13.40	0	13.04	0	14.12	0	13.60	0
Associate	Maximum	21.06	0	19.04	0	22.77	0	20.68	0
	Median	13.79	0	13.04	0	13.45	0	13.00	0
Assistant	Maximum	25.44	0	19.05	0	24.41	0	19.37	0
	Median	12.18	0	13.04	0	13.04	0	12.70	0
Instructor	Maximum	0	0	0	0	0	0	0	0
	Median	0	0	0	0	0	0	0	0
No rank	Maximum	0	12.38	0	9.35	0	11.76	0	9.66
	Median	0	3.34	0	4.02	0	4.02	0	6.50
Other	Maximum	0		0	0	0	0	0	0
	Median	0		0	0	0	0	0	0

Standard 6: Teaching, Learning, and Scholarship									
(Number of Faculty by Department or Comparable Unit, Fall Term)									
	3 Years Prior		2 Years Prior		1 Year Prior		Current Year		
	(FY 2018)		(FY 2019)		(FY 2020)		(FY 2021)		
	FT	PT	FT	PT	FT	PT	FT	PT	
Number of Faculty by Department (or comparable academic unit); insert additional rows as needed									
? Aviation	1	13	1	7	1	6	1	6	
Agriculture	1	7	2	2	1	3	1	3	
Architectural Engineering Technology	3	3	3	2	3	2	3	2	
Business	4	10	3	18	4	11	4	5	
Civil & Environmental Engineering Technology	2	1	2	1	2	1	2	2	
Computer Science	7	5	7	3	7	4	6	4	
Construction Management	3	0	3	0	3	0	3	0	
Dental Hygiene	3	0	3	0	5	0	3	3	
Electrical Engineering Technology	6	11	7	6	6	13	5	7	
English, Humanities, & Social Sciences	4	10	3	10	4	10	4	9	
Equine Studies	1	4	1	3	1	2	--	--	
Fire Science	0	6	0	4	0	2	--	--	
Ground Transportation Services	3	1	3	1	4	1	3	4	
Landscape	1	5	1	2	1	3	1	2	
Library	1	0	1	0	1	0	1	0	
Mathematics	4	6	3	4	3	8	3	1	
Mechanical Engineering Technology	4	12	5	9	4	9	5	8	
Nursing	17	4	20	3	19	3	18	2	
Paramedicine	0	3	0	3	0	3	0	3	
Radiologic Science	--	--	--	--	1	1	1	2	
Respiratory Therapy	0	1	0	1	0	1	0	1	
Science	5	7	5	8	5	9	5	6	
Veterinary Technology	2	1	2	1	2	1	3	0	
Total	72	110	75	88	77	93	72	70	

Standard 6: Teaching, Learning, and Scholarship (Faculty and Academic Staff Diversity)				
For each type of diversity important to your institution (e.g., gender, race/ethnicity, other), provide information on faculty and academic staff below. Use current year data.				
Faculty	Full-time	Part-time	Total Headcount	Headcount Goal (specify year)
? Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed				
Male	40	100	140	135
Female	40	45	85	90
White	61	54	115	110
Black or African American	0	0	0	2
Asian	2	0	2	2
Hispanic/Latinx	2	1	3	4
Indigenous American or Pacific Islander	0	0	0	1
2 or more races	0	0	0	1
Unknown race/ethnicity	15	90	105	90
Academic Staff	Full-time	Part-time	Total Headcount	Headcount Goal (specify year)
? Category of Academic Staff (e.g., male/female, ethnicity categories); add more rows as needed				
Male	8	0	8	8
Female	15	0	15	15
White	12	0	12	9
Asian	0	0	0	0
Black or African American	0	0	0	1
Hispanic/Latinx	0	0	0	1
Indigenous American or Pacific Islander	0	0	0	0
2 or more races	0	0	0	1
Unknown race/ethnicity	11	0	11	0
Please enter any explanatory notes in the box below				
Academic Staff doesn't include non-faculty instructional staff; from the college's Strategic Plan: "The College will implement and expand a targeted recruitment process to increase diversity of faculty and staff. Recruitment materials that speak to a diverse audience. Results - Increase in a diverse group of applicants. New Culture in the Community Committee"				

Standard Seven - Institutional Resources

Human Resources

Description

Human resources policies are readily available, consistently applied, and periodically reviewed. Policies provide for the fair redress of grievances.

Terms of employment are clear, and compensation is adequate to ensure that the college can attract and retain qualified administrators, faculty, and staff. The college employs effective procedures for the regular evaluation of all personnel. The college ensures sufficient opportunities for professional development for administrators, faculty, and staff.

Vermont Tech has 367 employees, including 188 instructional staff, as well as 179 full-time and part-time staff in other categories across four campuses and eight distance-learning locations across the state.

Vermont Tech's represented employees are covered by one of five collective bargaining agreements. A Personnel Handbook covers non-represented staff. Employees receive a written appointment letter upon hire that outlines their position, salary, terms, and conditions of employment. Collective bargaining agreements and the Personnel Handbook determine the salaries, workload, evaluation, promotion, and grievance procedures. The non-faculty salary ranges, agreements, policies, and procedures are available through the VSCS Portal.

- [Full-time Faculty Federation Agreement](#)
- [Part-time Faculty Collective Bargaining Agreement](#)
- [Professional, Administrative and Technical Unit](#)
- [United Professional Supervisory Unit](#)
- Non-union employees follow the [Personnel Handbook](#)
- [Salary ranges](#) for NBU, PAT, SUP, and VSCSF are set by the Vermont State Colleges system

Appraisal

Vermont Tech believes that creating the best workplace environment possible for the individual is at the core of the Vermont Tech community. The college provides a generous benefit package to all of its benefits-eligible faculty and staff. Benefits include comprehensive medical and dental insurance, sick leave, paid vacation and holidays, a 403(b) plan with contributions made on an employee's behalf, and group long-term disability and life insurance options.

Recognizing the need for efficiencies in our communications, systems, process, and policies, the Vermont State Colleges System is currently consolidating benefits and payroll to the Chancellor's office through technology. The introduction of new software, UltiPro, will automate core processes for employees. This is in line with our 2018-2023 Strategic Plan.

Financial Resources

Description

Vermont Tech is a financially stable public institution whose primary source of funding is student revenue. Having embraced an adaptive posture to changing market conditions, the most concerning of which is an evolving and shrinking student market, Vermont Tech has rebounded from several extremely difficult mid-decade financial years. Accumulating an operational loss of \$7.3MM from FY12 through FY15 (see Table 7D), the Vermont Tech Executive Team and community have worked hard to return to a period of equilibrium, with a cumulative operational surplus of \$0.7MM from FY16 through FY19. This recovery has occurred despite a 9.3% decline in Fall FTE enrollment from its peak in FY2010 to FY2018 (see enrollment table, below). Vermont Tech strives, in the coming years, to balance a number of important financial and operational goals in order to remain economically sustainable. In particular, these financial imperatives include the repayment of operational debt sustained during mid-decade losses; strategic investment in capital, infrastructure, and new programing; and the need to adapt proactively to changing market conditions.

CHART 7D				
Year	Budget	Actual	Diff	Growth
FY 2008	24,031,052	26,634,325	2,603,273	
FY 2009	26,858,528	28,200,781	1,342,253	0.8%
FY 2010	28,847,731	29,569,240	721,509	2.3%
FY 2011	30,940,300	31,377,057	436,757	4.6%
FY 2012	31,514,603	30,900,076	-614,527	0.4%
FY 2013	33,145,903	31,941,237	-1,204,666	7.3%
FY 2014	33,150,062	31,380,906	-1,769,156	3.8%
FY 2015	32,950,317	34,203,678	1,253,361	5.0%
FY 2016	32,584,263	34,191,478	1,607,216	-4.7%
FY 2017	34,319,109	35,526,590	1,207,481	0.4%
FY 2018	36,680,569	36,198,609	-481,960	3.2%
FY 2019	36,237,360	37,220,579	983,219	0.1%

Fall FTE Enrollment

Year	FTE
2008	1406
2009	1433
2010	1455
2011	1405
2012	1401
2013	1302
2014	1274
2015	1286
2016	1335
2017	1306
2018	1319
2019	1507

Revenues

Vermont Tech, as a public institution, receives financial support from the State of Vermont through appropriations to the Vermont State Colleges (VSC) system. This appropriation is allocated to the four institutions comprising the VSCS via a formula set by the System's Chancellor, with input from the Board of Trustees and the College Presidents. Approximately one sixth (17.2% in FY19 – chart 7B) of Vermont Tech's unrestricted (IE operating) revenue comes from state appropriations.

Though partially funded by the State of Vermont, tuition, fee, and auxiliary student revenue is the predominant source of unrestricted funds for the institution, constituting approximately five sixths of Vermont Tech's unrestricted revenue. (In FY19, 65.7% and 11.5% respectively from 'Tuition & Fees' and 'Dorm & Dining' – chart 7B).

Modest amounts of unrestricted revenue from other sources, aside from appropriations and student revenue, comprise the small balance of Vermont Tech's funding (5.6% in FY19 – chart 7B). These sources include rental of facilities; conferences; sales related to enterprises related to our Agricultural Program, including the farmstead; contract revenue; gifts and giving; and investment income.

Expenditures

As an institution for higher learning, ensuring excellent student educational outcomes remains Vermont Tech's highest budgetary priority, and is in the forefront of all aspects of resource allocation and financial decision making. Two fifths of Vermont Tech's operational budget is devoted to instruction (42% in FY19 – Table 7B), and another fifth is split between academic support (9% in FY19) and student services (12%).

CHART 7B										
Unrestricted Fund Analysis										
Year	Approp.	As %	Tuition/Fee	As %	Dining/Dorm	As %	Other Rev.	As %	Total	% Total
FY08	5,809,451	21.8%	13,873,882	52.1%	3,976,338	14.9%	2,974,653	11.2%	26,634,325	100.00%
FY09	5,614,329	19.9%	16,244,700	57.6%	4,417,308	15.7%	1,924,444	6.8%	28,200,781	100.00%
FY10	6,051,934	20.5%	17,574,242	59.4%	4,139,182	14.0%	1,803,882	6.1%	29,569,240	100.00%
FY11	5,739,094	18.3%	18,545,774	59.1%	4,216,386	13.4%	2,875,803	9.2%	31,377,057	100.00%
FY12	5,417,804	17.5%	18,990,323	61.5%	4,276,148	13.8%	2,215,801	7.2%	30,900,076	100.00%
FY13	5,423,603	17.0%	19,817,355	62.0%	4,248,188	13.3%	2,452,092	7.7%	31,941,237	100.00%
FY14	5,695,699	18.2%	19,517,465	62.2%	3,999,009	12.7%	2,168,731	6.9%	31,380,906	100.00%
FY15	5,703,274	16.7%	20,522,923	60.0%	3,950,103	11.5%	4,027,379	11.8%	34,203,678	100.00%
FY16	5,706,962	16.7%	22,086,256	64.6%	4,008,462	11.7%	2,389,799	7.0%	34,191,478	100.00%
FY17	5,849,869	16.5%	23,595,498	66.4%	3,872,618	10.9%	2,208,606	6.2%	35,526,590	100.00%
FY18	6,402,326	17.7%	23,929,934	66.1%	4,022,339	11.1%	1,844,009	5.1%	36,198,609	100.00%
FY19	6,402,039	17.2%	24,459,953	65.7%	4,279,371	11.5%	2,079,215	5.6%	37,220,579	100.00%
	0.9%		5.3%		0.7%		- 3.2%			

Vermont Tech maintains two residential campuses and approximately eleven non-residential satellite campuses, the number and location of which vary according to market demand primarily in our Nursing and Allied Health programs. Maintaining the physical plant comprises approximately one tenth of Vermont Tech's unrestricted budget (11% in FY19).

The remainder of Vermont Tech's unrestricted budget is dedicated to Institutional & Administrative Support (20% in FY19) and other operations (6% in FY19).

GASB

A ruling of the Government Accounting Standards Board (GASB) also affected the college's profitability. The ruling required institutions to recognize the future costs of retirement benefits in its present year accounting. Subsequently, GASB 75 replaced the original standard from FY2008 and the VSCS adopted it in 2018. Starting in 2018, this obligation has been recognized centrally in the VSCS budget and individual colleges are no longer assessed this expense. The following profitability chart does show the surplus or deficit without the GASB in order to evaluate Vermont Tech is operating efficiency properly.

Year	Actual Rev	Actual Exp	Surp/(Def)	GASB Expense	Surp/(Def) w/o GASB
FY 2008	26,634,325	28,206,793	-1,572,468	1,402,400	-170,068
FY 2009	28,200,781	29,448,260	-1,247,479	1,402,400	154,921
FY 2010	29,569,240	31,298,848	-1,729,609	1,849,015	119,406
FY 2011	31,377,057	31,979,889	-602,832	1,340,286	737,454
FY 2012	30,900,076	33,836,560	-2,936,484	1,720,897	-1,215,587
FY 2013	31,941,237	35,186,220	-3,244,983	1,534,168	-1,710,815
FY 2014	31,380,906	35,829,518	-4,448,613	1,159,584	-3,289,029
FY 2015	34,203,678	36,431,295	-2,227,617	1,139,733	-1,087,884
FY 2016	34,191,478	35,558,879	-1,367,400	887,894	-479,507
FY 2017	35,526,590	35,377,565	149,025	1,071,221	1,220,246
FY 2018	36,198,609	36,275,909	-77,301	0	-77,301
FY 2019	37,220,579	37,188,033	32,546	0	32,546

Economic Outlook: Concerns & Responses

State appropriation for higher education has long been a concern area in the State of Vermont, and it continues to decline as a percentage of the Vermont Tech's revenue. With approximately 17% (chart 7A) of operational revenue deriving from state appropriation, Vermont Tech is at a competitive disadvantage to similar schools both regionally and nationally (where the average percentage of funding is 30%). The Vermont State Colleges System and Vermont Technical College have worked to communicate the need for increased funding to the State of Vermont. The former Chancellor of the State Colleges (who worked as the State Treasurer and Secretary of Administration of the State of Vermont prior to his current post) led a recent initiative to shift state funding to the State College system, in exchange for limitations on annual tuition rate increases. This initiative has been qualitatively successful, in that it has provided additional FY19 funding and established a meaningful dialogue between the Vermont State Colleges and the State of Vermont. Unfortunately, these efforts, so far, have only translated to modest financial gains in quantitative terms. Viewed longitudinally, the state has cumulatively increased its appropriation to the Vermont State Colleges System by only 10% over the last decade, a compound annual growth rate of merely 0.9% (\$5.8MM in FY08, \$6.4MM in FY19 (chart 7A). Ultimately, though recent efforts suggest the possibility of positive future movement, policy and funding decisions at the State Government remain an area of concern, leaving Vermont Tech dependent on student revenue.

CHART 7A						
State Appropriation % of Total Revenue						
	Actuals, Unrestricted			Initial Budget, Unrestricted		
	Approp.	Revenue	%	Approp.	Revenue	%
FY08	\$ 5,809,451	\$ 26,634,325	21.81%	\$ 5,809,452	\$ 24,031,052	24.17%
FY09	\$ 5,614,329	\$ 28,200,781	19.91%	\$ 5,954,689	\$ 26,858,528	22.17%
FY10	\$ 6,051,934	\$ 29,569,240	20.47%	\$ 5,954,688	\$ 28,847,731	20.64%
FY11	\$ 5,739,094	\$ 31,377,057	18.29%	\$ 5,954,688	\$ 30,940,300	19.25%
FY12	\$ 5,417,804	\$ 30,900,076	17.53%	\$ 5,652,403	\$ 31,514,603	17.94%
FY13	\$ 5,423,603	\$ 31,941,237	16.98%	\$ 5,651,931	\$ 33,145,903	17.05%
FY14	\$ 5,695,699	\$ 31,380,906	18.15%	\$ 5,821,491	\$ 33,150,062	17.56%
FY15	\$ 5,703,274	\$ 34,203,678	16.67%	\$ 5,956,161	\$ 32,950,317	18.08%
FY16	\$ 5,706,962	\$ 34,191,478	16.69%	\$ 5,956,161	\$ 32,584,263	18.28%
FY17	\$ 5,849,869	\$ 35,526,590	16.47%	\$ 5,846,962	\$ 34,319,109	17.04%
FY18	\$ 6,402,326	\$ 36,198,609	17.69%	\$ 6,396,962	\$ 36,680,569	17.44%
FY19	\$ 6,396,962	\$ 37,220,579	17.19%	\$ 6,396,962	\$ 36,237,360	17.65%

Factors related to enrollment dictate a second major economic concern. First and largely related to State Appropriation as discussed above, Vermont's public institutions are among the most expensive in the country and price sensitivity is an issue among Vermonters. Secondly, and equally concerning, are declining HS graduation rates in Vermont and the neighboring states from which the institution traditionally recruits students.

With appropriation growth low and the overall size of the student market contracting, Vermont Tech is and has been forced to adapt both proactively and reactively. In the past five years, Vermont Tech has undertaken a number of right-sizing measures designed to decrease its financial footprint. These measures have included several reductions in force.

- 2014 RIF. In 2014, Vermont Tech has a staff headcount of 151 and by 2016, this number had reduced to 128, a 15% reduction. Educational efficiencies reduced the number of tenured, non-tenured, and adjunct faculty positions. Between 2013 and 2016, Vermont Tech eliminated nine full-time faculty positions through resignations, early retirement, retirement, and layoffs: a 10% reduction in faculty headcount.
- 2015 Educational efficiencies. In addition to personnel strategies to control expenses, educational efficiencies initiated in 2015 were generated by reducing the number of credits required for Vermont Tech's degree programs, as well as a revised approach to delivering General Education courses. The credit reduction also brought programs more in line with industry standards and provided consistency of credits across the portfolio. These cost control measures resulted in a reduced deficit in FY2016 and a healthy surplus of \$1.2 million in FY2017.
- 2018 Program Curtailment & Teach-out. In FY2018, two programs (Equine Studies and Fire Science) were identified for closure and a teach-out their programs to current students. The Equine Studies and Fire Science associate degree programs are no longer offered to new applicants and entering students.
- 2020 RIF and Layoffs. In advance of and concurrent with the FY20 budget development cycle, Vermont Tech again conducted a reduction in force, removing five administrative positions, targeting a combined savings of approximately \$0.4MM.

Additionally, right-sizing measures have included an initiative to discontinue any ventures or enterprises not directly related to the institution's core competency of educating students. Vermont Tech is currently exploring the sale or operational discontinuation of several unprofitable capital assets.

In short, though continued drop in high school graduation rates have exerted a downward pressure on enrollment and student revenue for the past decade, Vermont Tech has and continues to adapt to meet this reality.

Brand and product strength.

In the higher education industry, students are increasingly approaching school choice from an outcomes-based perspective. Vermont Tech's applied, hands-on, and outcome-driven approach to education is increasingly relevant in this changing industry and market. Incredible student outcomes—95%+ job placement rates and a 96th percentile (nationwide) return on investment (according to the Georgetown University Center on Education and the Workforce's [study](#)) provide the foundation of brand.

Additionally, our increasing ties to industrial partners and our innovative, collaborative approach to Continuing Education provide excellent pathways to students who may have, ten years prior, been unlikely to seek higher education. These factors, combined with an innovative culture and a demonstrated ability to adapt to changing conditions, position Vermont Tech excellently to take advantage of the ongoing sea change in higher education, as well as the changing expectations of our customers.

Leveraging of system resources; increasing focus on core competency.

Consolidations and system efficiencies have also created budgetary flexibility and provided reinvestment opportunities. Operations for several functions have moved centrally to the Chancellor's office to provide operational efficiency. Beginning the fall of 2016 and continuing to date, a series of non-student-facing functions are offered as shared services system wide. Accounting and finance functions that were once performed on campus are now being performed in the central office. The consolidation of these functions resulted in \$0.4MM of savings over the past two years. These savings allowed the college to invest in the Admissions team, under the theory that an increase in salesforce could increase enrollments. Deposits for the incoming classes of FY2017, FY2018, FY2019, and FY2020 have been 661, 686, 704, and 693, respectively. Applications also increased with 1,759, 2,113, 2,156, and 2,162 for the same corresponding years. Recognizing that healthcare expenses are contributing factors to operational efficiency, the VSCS began offering employees an alternative healthcare option beginning in 2018. During this year, the institution realized a \$0.2MM decrease in health care, compared to the prior year.

Resource Management, Compliance

Vermont Tech is a fundamentally conservative institution, financially. The Vermont State Colleges System mandates the maintenance of required reserves for 2.5% of operational budgets. Vermont Tech has remained in compliance, with approximately \$0.9MM in required reserves. Furthermore, Vermont Technical College has continued to rebuild its strategic reserve, ending FY19 with an additional \$1.2MM in reserves. Vermont Tech's Strategic Plan calls for continuing to fund this reserve, reaching \$2.0MM by the year 2024.

The bond debt, as well as the monetary and investment resources, of the Vermont State Colleges are managed at the system level, led by the VSCS's Chief Financial Officer, who previously served as Vermont's Deputy State Treasurer, where he oversaw the State's investment and debt management programs. Under the supervision of the VSCS CFO, the VSCS employs a strong accounting team, who operate according to a robust, Board-mandated set of policies and protocols designed to ensure that financial operations are conducted in accordance with accounting principles. The VSCS CFO has successfully refinanced all VSCS bonds recently enabling substantial interest savings.

Compliance regarding federal, state, and foundation grants is overseen at the system level by the VSCS Grants Compliance Officer, and at Vermont Tech by the Associate Dean of Administration, who has over

20 years' experience in federal grants management. The Grants Compliance Officer coordinates with the VSCS accounting team. System-level policies and procedures reflecting the Uniform Guidance are in place and enforced.

The VSCS conducts an annual internal audit pursuant to VSCS Board Policy 432: Internal Audits, with oversight by the Board of Trustees' Audit Committee. Additionally, the VSCS undergoes an annual Single Audit and Financial Audit by an external third-party CPA firm, O'Connor & Drew. The VSCS, with Vermont Tech as a component, have received unqualified opinions for several years.

Budget and Planning Cycle

Vermont Tech conducts its budget development cycle in accordance with Vermont Tech Policy 221: Budgeting Process, which dictates the timeframes, methodologies, and expectations of the budget process. The Dean of Administration conducts oversight on the process, which incorporates feedback from all levels of the institution:

- The Board of Trustees sets tuition rates following consultation with the College Presidents and System Chancellor. Additionally, the Board reviews and, eventually, approves budgets.
- The Chancellor's Office and Dean of Administration research and provide budgetary assumptions regarding important quantitative aspects of budget build, including expected health care costs, known labor rate increases, and likely enrollment levels. The system CFO and the Dean of Administration build budget models to incorporate these budgetary assumptions.
- The President of the College, in conjunction with the Dean of Administration, reviews budgetary materials with the President's Executive Committee to set budgetary goals for the coming year, including the development of targets regarding staffing and operational expenditure levels.
- Budget managers prepare budgetary requests based on provided materials, and each meets with the President and members of the Executive Committee to set operational budgets at the line-item level.

Budgets are monitored at all levels of the institution, and financial diligence is mandated.

- Budget managers and budget supervisors receive automated, detailed, monthly reports for review. Any projected variances from budget are promptly communicated to the Dean of Administration and to the budget manager's Executive Committee budget supervisor.
- The Dean of Administration provides weekly budgetary updates to the President and the Executive Committee. Every month, executive committee supervisors review budgets and implement corrective measures as necessary.
- Quarterly Financial Reports are prepared by the President and the Dean of Administration for review by the Chancellor's Office and by the Board of Trustees.

Financial & Strategic Planning

Financial planning and financial stability play central roles in the College's Strategic Plan 2018-2023. A pillar of Vermont Tech's Strategic Plan Vision is to be enduring, continuing into the future with robust fiscal strength. There is a multi-year financial plan embedded into the Strategic Plan and financial processes in place to measure adherence to these plans.

The overarching goal of the financial plan is to provide a blueprint by which to maintain and continue to build financial stability. The goal is expressed through several objectives and criteria:

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 million 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 annually into capital investment.
3. The financial plan will be built upon realistic and responsible assumptions regarding critical environmental conditions, such as enrollment trends, tuition rate increases, and healthcare costs.
4. The financial plan will be built “at the 30,000’ level” and will provide general budgetary goals for each of the five years of the plan. This will allow flexibility during subsequent years’ budget processes for adapting to an ever-changing landscape.

The financial plan also articulates the forces at plan in the budgeting process:

- Vermont Tech expects to see a 4.2% decline in high school graduation rates from academic year 2018-2019 to academic year 2023-2024.
- This decline is assumed to affect the primarily traditionally aged programs, where enrollment will naturally follow this trend, and therefore have projected proportional declines in these programs.
- For primarily non-traditionally aged programs, most notably programs of the School of Nursing and Health Professions, the enrollment trend projection is assumed level based on robust enrollment trends over many years, combined with an ever-growing need in the state of Vermont for graduates with these critical skills.

Additional assumptions include:

- The Board of Trustee will approve annual 3% tuition rate increases during the period of the plan;
- The State of Vermont will provide a level general appropriation annually;
- Inflation will generally remain at 2%;
- Salary and wage inflation will remain at 2.5%;
- Healthcare cost inflation will remain at 6%.

In broad terms, achieving these objectives outlined above (based on the aforementioned assumptions) leaves an annual budgetary gap of \$435,000 for each of the first four years of the strategic plan, with a \$285,000 gap in the final year. The financial plan identifies three avenues for closing the gap: operational efficiencies, new revenue, and reformation of discounting policy. Addressing these challenges in the annual budgetary process will involve stakeholders identifying and enacting specific measures in order to stay within the general guidelines of the plan, which entails achieving a small surplus each year and closing the \$435,000 gap projected.

The VSCS Board of Trustees approved the Strategic Plan in December of 2018 with all of its corresponding financial objectives.

Financial Viability of Academic Programs

Vermont Tech understands that a deep, nuanced, and shared understanding of the financial impact of Academic Programs is central to the economic stability of an institution. Vermont Tech has recently launching a shared-governance initiative—drawing on the work, expertise, and insight of both administrative and faculty team members—with the goal of developing a comprehensive programmatic cost accounting model. This model will inform decision makers in their consideration of the financial implications of opening and closing programs, as well as decisions related to expansion and contraction of resource allocation.

Vermont Tech has moved aggressively to shift, programmatically, to better position itself to changing demographics, both adding and curtailing programs in accordance with market realities. The Strategic Plan 2018-2023 established a Smart Objective that by 2023, the number of degree programs will be less than 32 with a benchmark of 38 in the fall of 2018. This target was set after the interim Dean of Academic Affairs conducted an analysis of programs and enrollments among like schools. Efforts between the Administration and Faculty Assembly to stabilize the process and data used during the most recent program closures will inform other processes moving forward, with opportunity to improve communication and consistency of data. As part of the 2018 Summer Academic Planning, the committee began to articulate criteria for program expansion, merger, closure, and development as follows.

Expansion considerations:

- Economic and market viability;
- Location choices and how to consider different locations;
- Modality choices and how to consider different modalities;
- Opportunities for “one cohort” special locations or modalities (e.g. a degree-completion program; offered on a campus only once every 5+ years instead of a continuous program);
- Obtaining estimates of enhanced enrollment and the make-up of the additional enrollment (i.e. transfers, non-traditional, traditional);
- Resource needs and effect on program delivery as expansion occurs; and
- Scheduling issues resulting from expansion.

Merger considerations:

- Effect on economic viability;
- Determining the marketability of common programs with specialty tracks versus all individualized programs;
- How degrees would be formally named on diplomas if there are specializations, concentrations, or tracks; and
- Advising and scheduling issues that can result from merging programs and keeping tracks.

Closure considerations:

- Effect on institution's economic viability;
- How drastic closure would be on the program and the overall institution;
- Informing industry and market being served, as well as any applicable advisory boards, with early warnings of program viability concerns;
- Informing legislative members of program viability concerns due to the cost/revenue influence of program closure decisions and public funding status;
- Identifying and employing generally understood program attributes that signal vulnerability to closure;
- Establishing timelines for closure analyses and remediation efforts;
- Applying methods to improve vulnerable programs if analysis demonstrates that a program can realistically be expected to become viable;
- Including program faculty and staff in program analysis and improvement planning;
- Consideration of mission and other non-economic factors;
- Evaluating quality issues with existing programs; and
- Making use of resources developed in the draft "toolbox" efforts previously developed for targeted engineering programs.

New program considerations:

- Economic viability & enrollment projections;
- Robust business plan & clear targets & goals;
- College-wide engagement in program development; and
- Avoidance of enrollment cannibalization.

Institutional Advancement

For many years, the majority of Vermont Tech's fundraising efforts were first directed towards soliciting contributions primarily for scholarship support from alumni, faculty, and staff; and second towards generating funds in the form of grants from federal and state government sources. From FY2014 through FY2016, budget cuts eliminated positions in the Development or Alumni Relations offices, resulting in very little outreach to alumni and no direct solicitation of donors. Some regular and unsolicited donations, as well as some unexpected bequests, were recorded by staff from the Marketing department, following up with only the IRS-required acknowledgment letters and data entry, but no true stewardship.

Donations during that period are listed below. The exact allocations of the donations – alumni, unrestricted, cash vs gift-in-kind, et cetera – are not perfect, as data entry varied among departments. A state grant for updating equipment in the Advanced Manufacturing Lab required a \$500,000 match from private and corporate donors, accounting for approximately \$100,000 to \$150,000 each year for three years. With an empty development office, these solicitations fell to the College President as a mini-campaign.

FY2015: \$319,922.76 in total cash gifts, including:

- \$86,280.39 from alumni (not including current faculty & staff), including:
 - \$69,730.39 in a single alumni bequest
- \$14,400.40 in unrestricted giving;
- \$9,762.40 in gifts from current faculty & staff

FY2016: \$332,263.79 total gifts, including:

- \$17,930.00 from alumni (not including current faculty & staff);
- \$31,000.93 in unrestricted giving;
- \$27,588.29 was from faculty & staff contributions, including:
 - \$7,233 from the College President.

The position of Associate Dean of Resource Development was reinstated in August of 2016, and fundraising efforts resumed including pursuing private foundation grants, corporate philanthropy and sponsorships, and individual donations from alumni and community members. With a staff of just one AmeriCorps VISTA for one year, the Associate Dean began building and rebuilding relationships among current donors, lapsed donors, and prospective donors. For alumni, more effort and resources were put into alumni engagement such as boosting Homecoming attendance, creating new events such as an Alumni Dinner Cruise and pop-up events around New England, and revamping existing events such as the Knights Scramble Golf Tournament to improve outreach and boost donation revenue.

Most higher education philanthropy studies indicate that to encourage donations from alumni in their later years, the college must engage them within the first eight years from graduation. The Development & Alumni Relations Office is doing this by more media and social media outreach to new alumni, connections with businesses hiring alumni, pop-up events in specific majors or regions, bringing new alumni back to the Career Fair as representatives for their businesses, and getting more of the younger alumni back to Homecoming. One recent initiative for this is the “Five Year Time Capsule Letter” in which new graduates are given a special envelope to write a letter to themselves about where they hope to be in five years, seal it, and leave it with the Alumni Relations office. In five years, we will return it to them, unopened, along with an invitation to their Fifth Reunion Homecoming. Our hope is that this will bring more young alumni back to campus, with fond memories and a new affinity for Vermont Technical College.

Development is a long game, and some of these actions will take time to bear fruit (the first Time Capsule letters will not return to campus until 2024), but development outreach, contact, and revenue-generation is improving, and without putting an extra burden on the president’s time or other offices. Solicitations and

appeals over the last four years have targeted more unrestricted giving, in an effort to give to the college more flexibility in utilizing donations effectively.

FY2020: \$373,745 in total cash gifts, including:

- \$76,480 from alumni (not including current faculty & staff);
- \$113,029 in unrestricted giving;
- \$14,755 from current faculty & staff;
- \$210,000 from foundations.

Projections for Development anticipate a growth rate in donations of 10% to 25% per year, with more focus on foundation giving and major donor cultivation in FY2021 and beyond.

All development activities are carried out in accordance with generally accepted legal and ethical practices for college and university fund-raising, and with the applicable VSCS policies, procedures, and guidelines. All gifts are transmitted to the Business Office on the day of receipt for posting to the appropriate scholarship accounts.

Policies

VSCS #430 – Endowment Investment and Spending Policy

VSCS #408 – External Funding: Proposals for Grants

VSCS #412 – Endowments, Gifts, and Quasi-endowments

VTC #T502 – Grants and Contracts

Endowment

Vermont Tech accepts and maintains endowments – separate funds established through charitable gifts – with the intent of producing revenue in perpetuity. Customarily, the donor stipulates that the gift shall be endowed, and usually designates how and where the endowment can be distributed, such as to a specific department, scholarship, et cetera. Per VSCS Policy #412, the endowment principal will not be spent, but will be held in investment to earn revenue in interest that shall be spent to the specific purpose. Gifts received for endowments must be invested for one year before distributions can be made.

The following accounting demonstrates how Vermont Tech’s Endowment Fund has grown since FY 1996.

FY 1996 \$2,108,763
FY 1997 \$2,541,541
FY 1998 \$2,943,072
FY 1999 \$3,264,710
FY 2000 \$3,575,932
FY 2001 \$3,852,181
FY 2002 \$4,050,001
FY 2003 \$3,926,611
FY 2004 \$3,844,701

FY 2005 \$3,871,415
FY 2006 \$4,426,920
FY 2007 \$4,460,527
FY 2008 \$4,776,443
FY 2009 \$4,904,277
FY 2010 \$4,229,013
FY 2011 \$5,115,209
FY 2012 \$5,076,451
FY 2013 \$4,040,171
FY 2014 \$4,696,723
FY 2015 \$4,587,677
FY 2016 \$4,970,952
FY 2017 \$5,509,271
FY 2018 \$5,711,490

Appraisal

The analysis of Operating Expenses shows that Vermont Tech has been able to ensure that the educational quality of its programs is supported. Funds have been allocated as necessary to ensure the achievement of its academic goals through the consistent disbursement of funds for instruction, academic support, and student services. This demonstrates that Vermont Tech manages its financial resources and allocates them in a way that reflects its mission and purpose. This also demonstrates that the college's financial records clearly relate to its educational activities.

An analysis of the Revenue Unrestricted Funds shows how stagnation of growth in the State's Appropriation has manifested itself in increasing reliance on tuition and fees. In 2008, tuition and fees made up 52% of the college's annual revenue; in 2018, that number reached 66%. Revenue from room and board has decreased as a percent of total revenue, reflecting the lack of attractiveness in Vermont Tech's Randolph Center residence halls, where the largest percentage of students reside.

A closer look at the revenue to expense of Vermont Tech's budget reveals that the college has already done a commendable job of controlling costs in recent years, which resulted in significantly lower deficits and a surplus in FY2017 and FY2019. Further, the college has an approved strategic plan that offers a sound and realistic path forward, assuming enrollment declines in existing programs proportional to demographic trend analysis. The persistence of Vermont Tech's financial stability will involve a multi-pronged approach of finding new sources of revenue and implementing cost-cutting initiatives.

Information, Physical, and Technological Resources

Description

Vermont Tech is a statewide, multi-site institution, with its main campuses located in Randolph Center and Williston, Vermont. The college also maintains nine satellite campuses primarily focused on nursing programs in: Newport, St. Albans, Morrisville, Lyndon, Middlebury, White river, Rutland, Bennington and Brattleboro. The college's many physical resources include:

- residential, academic, recreational and administrative buildings;
- campus grounds;

- farmland, pasture land and forested land;
- athletic fields and recreational trails;
- leased facilities;
- laboratories and equipment;
- farmstead, apple orchard, market garden, and maple sugaring operation;
- the anaerobic biodigester and other renewable energy facilities; and
- the Burn Simulator training facility,

All of its physical resources support its programs of instruction and student activities. These physical resources are designed, managed and maintained to serve institutional needs as defined by the mission and by taking into account the academic, student life, and administrative functions of the college. The Randolph Center Campus is situated on 590 acres with over 30 buildings (466,000 sq. ft.) and the Williston Campus is situated on 12 acres with seven buildings. The nine leased satellite nursing program sites fully support the nursing program and are strategically located close to local health care providers for essential student clinical placement.

Vermont Tech works diligently on an ongoing basis to provide accessible, safe, and healthy facilities for the college community. Efforts are made each year to ensure that the college remains in compliance with the Americans with Disabilities Act. The college employs a Learning Specialist that assists any student with temporary or permanent accessibility accommodations and can act as a liaison between the student and the Facilities Department should the need arise. In addition, the college undergoes periodic reviews of its facilities, leased and owned, by various regulatory, compliance, and accreditation bodies, which helps to ensure that it remains compliant with all existing standards and regulations, as well as apprised of new rules as they are promulgated. These entities include, but are not limited to: VT Agency of Education, Office of Civil Rights; VT Agency of Agriculture; VT Department of Environmental Conservation; VT Department of Labor; and VT Department of Public Safety. Lastly, new construction and renovation projects on each campus and the nursing sites take into account the standards and regulations required by these and all applicable State entities.

Safety of the buildings and grounds is influenced by many factors, and responses to perceived safety concerns involve coordination with other departments on campus. The college has made considerable investments in safety-related infrastructure over the past decade and it has augmented the organizational structures associated with health and safety issues. Examples include:

- Cameras: Security camera systems are in place on both campuses;
- Alertus: The college has implemented the Alertus Mass Notification System for crisis communication and emergency notification;
- Exterior site lights: All exterior campus site lights (160) have now been upgraded to LED, completing an extensive five-year phased project;
- Electronic Card Access Control: A customizable system has been installed in all RC Campus classrooms/lab doors, as well as on all student room doors in one of the four residence halls, with two additional residence halls slated for completion in summer 2020. The Williston Campus has

been upgraded with access control on exterior doors, as well as on all residence hall room doors; and

- Safety Fee: A new fee was implemented in 2016 to fund safety-related projects and upgrades driven by Student Affairs.

Vermont Tech maintains a Safety Committee, comprised of key staff, faculty and administrators including: Dean of Student Affairs; Director of Public Safety; Director of Facilities; Director of Human Resources; Health Services Coordinator; Associate Dean of Administration; Associate Academic Dean; Executive Assistant to the President; Chemical Hygiene Officer; Faculty representatives; Farm Technician; Lab Technicians; VSEA Representative, a representative from Sodexo; and a representative from the Williston Campus. The Committee generally meets monthly, with ad-hoc sub-committee work accomplished in the interim. Meeting agendas typically include: Chemical Hygiene Officer's update; Public Safety Director's update; Human Resources Director's update; review of injury and incident reports; and the Order of the Day (established in advance per the Safety Committee Work Plan). The Work Plan itself is established at the outset of every Academic Year, typically including reviews of: Chemical Hygiene Plan; Emergency Action Plan; Hazcomm Plan; Blood Borne Pathogen Plan; required safety-related trainings; and lab safety/inspection protocols.

The college maintains an Incident Response Management Team (IRT), which consists of key personnel who have been assigned duties in accordance with the Federal Emergency Management Agency Incident Command System. Space on campus (the President's Board Room) has been identified and properly outfitted as the Command Center, where emergency and incident response are coordinated. Tabletop training activities are periodically held to simulate potential emergencies and threat exercises and several members of the group have completed the FEMA training module on incident response, as well as other specialized training. The IRT reviews and updates (as necessary): the Emergency Action Plan, Fire Warden List, Emergency Contact Lists, and Emergency Policies and Procedures, which are then reviewed by Safety Committee.

Safety considerations in academic buildings include but are not limited to: fire doors to separate exit stairwells from building corridors; upgrades of stairwell handrails; positive latching hardware for doors; and fire alarms and smoke/CO detection systems that communicate directly with a local Fire Department emergency dispatch service. Residential and Facilities staff inspect the residence halls, room by room, during each break period to identify areas of concern, occasionally requiring students to remove or correct safety-related concerns immediately upon notification. Fire drills are conducted semi-annually for residence halls and annually in academic buildings. An outside contractor inspects Residence Hall fire alarm systems before the beginning of each semester, and fire alarm systems for all other buildings are inspected annually. Public Safety personnel inspect all fire extinguishers monthly. The college has an emergency backup generator that provides electricity for the Randolph Center campus to operate in the event that utility power is interrupted.

Security is maintained on the Randolph campus through 24-hour coverage with a department composed of a full-time Director, two full-time and seven part-time officers and, during the academic school year, work-study students that provide clerical support. Residence hall staff and students (RA's) are trained as support in security, safety, property protection and fire safety issues. After-hours entry to academic buildings is controlled by card access. Students are provided after-hours access to various facilities, as need dictates. The Public Safety staff has developed a system of "community policing" by working closely with Resident Directors, Resident Assistants, faculty, and staff on campus to maximize security and safety efforts throughout the college.

The college continues to incorporate sustainability practices into all construction, renovation and maintenance projects, reflecting best practices in the industry to the greatest extent possible. Currently, the college is participating in an initiative led by Efficiency Vermont, which calls for a student-led efficiency study on campus, culminating with the implementation of interventions. Two solar arrays that feed into the grid were constructed on the Randolph Center campus in the past decade, providing revenue to offset electrical expenses and educational opportunities for Renewable Energy students. Likewise, a wind turbine was erected as a demonstration project. It was recently disabled in a weather incident but plans to upgrade and re-install a turbine are afoot. As noted in the 2010 Self-study, the Campus Center has attained Gold LEED certification. The Judd Hall renovation was designed to meet Silver LEED standards. More efficient interior and exterior lighting is being installed, weatherization upgrades are being carried out, and more “green” cleaning products and practices are being used. Other notable sustainability projects include:

- Campus lights have almost all been converted to LED;
- 2 EV charging stations were installed and plans for additional stations are pending;
- Large gymnasium lights in SHAPE and Judd were converted to high-efficiency LEDs;
- The college works continuously with Efficiency Vermont in a number of ways to reduce electrical consumption:
 - Upgrades of interior lighting to LED when replacement of ballast/fixtures is necessary;
 - Lighting Controls (daylighting, timers, motion sensors, education/information, etc.) for more efficient operation;
 - Replacement of mechanical motors and pumps with more energy efficient models; and
 - Replacement/installation of pipe and mechanical equipment insulation.

Another major project directly related to sustainability and renewable energy is VTCAD, Vermont Tech’s anaerobic biodigester. This facility was still in the planning stages when the 2010 Self-Study was written. Through a combination of grant and bond funding, the project passed through all design, construction and regulatory hurdles to achieve commissioning by the Department of Public Service in 2015. Essentially, the facility takes in manure from the farm and substrates from Vermont-based food and beverage industries, such as brewery waste and Ben & Jerry’s ice cream. The resulting anaerobic digestion process eventually turns this mixture into gas, which in turn is used to create electricity that is fed into the grid, and bio solids, which is used as bedding for cows on the farm. An internship program focusing on digester operation and maintenance was implemented, with mixed results, and the facility serves to provide educational opportunities for Renewable Energy students, students studying biology and chemistry, and outside groups seeking tours and informational sessions.

The college has invested over \$9,000,000 in capital repair and grant funding to improve building and campus infrastructure. These projects have ranged from upgrading flooring, windows, and roofs, to completing major building renovations as well as repairing/replacing parking lots, walkways, and utility infrastructure (water, electrical, sewer, storm water, mechanical systems, etc.).

The Vermont State Colleges System (VSCS) contracts with Sodexo USA to provide food services to each of the VSCS residential campuses, including Vermont Tech’s Randolph Center Campus. In addition to a full-service cafeteria that offers three meals per day and is open for service (when classes are in session)

from 7:00am-6:00pm, Sodexo also operates a snack bar located in the Campus Center that serves students daily and offers a late-night food option. The VSCS also contracts with Follett Corporation to manage and maintain each of the colleges respective bookstores. The Vermont Tech Bookstore is located on the Randolph Center Campus, but also serves the Williston Campus. To maintain the facilities and grounds at the Williston Campus, the college contracts with several third-party companies to provide routine and emergency custodial, grounds, and maintenance services.

Appraisal

The two residential campuses of Vermont Tech have distinctly different issues with regard to physical plant. In 2018, in order to identify, prioritize and address these issues, the college retained the services of architects, civil engineers, and mechanical-electrical engineers to complete a deferred maintenance study on the Randolph Center campus and farmstead. The college also prepared a space utilization proposal for the Williston Campus.

The deferred maintenance study focusing on the Randolph Center Campus 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. This study includes a model code assessment and a notation of deficiencies, as well as an assessment of building, life safety, and accessibility compliance according to the following: Building - 2015 IBC International Building Code; Life Safety - 2015 NFPA 101 Life Safety Code; and Accessibility - 2010 ADA Standards.

The Williston Campus Space Utilization exercise resulted in multiple proposals, all of which are either under consideration or under being implemented currently:

- Utilize existing classroom space for new Radiologic Sciences program;
- End retail lease on ground floor of Building 700 to facilitate Dental Therapy program fit-up;
- Consider Paramedicine for a portion of this space;
- Update the 2012 “Master plan” for Williston and obtain fresh cost estimates;
- Prepare for a capital campaign for Williston expansion;
- Provide temporary solutions for parking, including razing the former “Sandwich Shop” to create a parking area;
- Research additional opportunities for expansion by leasing/acquiring properties adjacent to the Williston campus, as well as on the nearby Global Foundries campus; and
- Explore prospects for public/private partnerships related to potential new construction, possibly to include a retail food operation.

In preparation for the Vermont Tech Master Plan, the college digitally inventoried all space available for education. The college is fortunate to have campus locations that are easily accessible to surrounding communities. Furthermore, faculty, staff, and students recognize the importance of the physical environment to maximize learning. The college provides an excellent learning and working environment consistent with its mission and purpose, with the result that some programs are at capacity. The nursing program, for example, has many more applicants than the present staff and laboratory facilities and

clinical affiliates can accommodate. The college recently completed a Space Utilization Assessment at the Randolph Center Campus to identify student centered space, academic space, and administrative space in an effort to be better able to reallocate and consolidate these resources as needed.

In an effort to decrease administrative burden, minimize risk, and refocus Vermont Tech's limited resources on its core mission, the college made a difficult decision to move away from operation and maintenance of VTCAD at this time. While the initial business plan for VTCAD had projected revenue that would more than offset operational expenses, such that initial college investments would be paid back within a decade, a number of complex developments has resulted in a significantly different reality. Performance has generally varied between flat and negative. Administrators, faculty and staff associated with VTCAD have worked fastidiously to overcome operational issues, many of which stem from outside pressures beyond Vermont Tech's control. However, in the current budget environment, and with the backdrop of a strategic imperative to shrink the physical plant in Randolph Center as part of a broader strategy to refocus on the core mission, the administration decided to search for a third-party partner for the operation and maintenance of VTCAD. A request for proposals to operate, lease or purchase VTCAD did not yield beneficial proposals and the facility has ceased operations and mothballed until further notice.

The Vermont Tech Enterprise Center (VTEC), an initiative of the college designed to promote and support entrepreneurialism, consists of two large off-campus buildings in Randolph. Currently, they house the Vermont Small Business Development Center and the Vermont Manufacturing Extension Collaborative, as well as fledgling businesses using the Center to launch their enterprises. The upper building burned and was rebuilt in 2012. This facility, in the interest of decreasing the college's physical assets in Randolph and refocusing administrative efforts, is scheduled to be sold in the near future. Resulting proceeds will be reinvested in physical plant.

The college's farmstead has received a number of upgrades since the 2010 Self-study, including: a large, engineered manure pond, funded through the state of Vermont; an addition to the maple sugar shack to accommodate a state-of-the-art reverse-osmosis system; and a custom automatic footbath to improve and maintain hoof health. Recently, Red Barn Consulting, a renowned farm consultant, conducted an appraisal of the farmstead and made recommendations for significant upgrades, which are currently under consideration.

Other appraisal efforts include:

- The college has commissioned an Asset Management Plan for both its water/sewer and storm water infrastructures (results expected in 2020);
- White & Burke Architects have been engaged to spearhead a preliminary planning effort on the Williston campus geared around expansion possibilities; and
- As academic accrediting bodies make the site visits required by certain degree programs, facilities associated with those programs are appraised, often resulting in required interventions.

Commencing in 2005, approximately \$95,000 per year has been budgeted for improvements in residence life on the Randolph campus. To eliminate major frustrations of students, Public Safety and Facilities at the Randolph Campus, installation of a new card access system was completed in the summer of 2009. While the college continues to upgrade the health and safety of the residence halls, they are still often cited by students as being one of the least attractive aspects of the college. The basement areas in Keenan and Morey are in need of renovation, as do most of the residence hall restrooms.

In order to assess the perception of our students and staff regarding the adequacy of the physical plant at Vermont Tech, we have implemented a survey for each constituency. A Student Satisfaction Survey is conducted each semester, and an Employee Satisfaction Survey is conducted each spring. Overall, results of the surveys showed satisfaction with campus facilities as high. Comments generated from the survey reflected several of the improvements made and expressed areas of concern. Students expressed approval of upgrades to multimedia and common areas in the residence halls and SHAPE/Campus Center.

Student Satisfaction with Public Safety indicated an overall rating of 91% as satisfied or very satisfied in the fall of 2009.

Library Resources

The Hartness Library System supports the curricular and research needs of the Community College of Vermont and Vermont Tech through the provision of information resources, services, and instruction at two Vermont Tech campuses, online, and at multiple nursing sites and CCV academic centers around the state.

Vermont Tech's Randolph Center campus is home to Hartness Library, where the majority of the physical resources and Library staff are based. There are eight full-time Library staff members at the Randolph campus, which includes support staff (acquisitions, circulation, technical processing, and interlibrary loan), three professional librarians and the Library Director who is also a professional librarian. The Vermont Tech campus in Williston houses a smaller Hartness Library, staffed by a professional librarian. Hartness Library's Assistant Director at CCV supervises three professional librarians who take care of operations on the CCV side with the support of library staff in Randolph. All library staff perform functions specific to their institution and some functions that serve the library system as a whole.

Hartness Library in Randolph is open 80 hours per week, with a librarian available to provide help in person or online for 75 of those hours. The Library has seating for 114, with 24 public computer workstations and printing and scanning resources. A large conference room and two smaller group study rooms are available for students to use. Specifically for commuter students, Hartness Library provides a student lounge and lockers with a microwave and refrigerator. The Hartness Library in Williston provides all the same services as in Randolph with seating for 55, four small study rooms, and two larger-group study rooms.

Budgeting for the Hartness Library is provided by both colleges, with proportion of contribution based on FTE population (70% CCV and 30% VTC). All online and physical resources purchased are available to student, faculty and staff at both institutions, with licensing agreements negotiated for the Library system as a whole.

Students have access to a print collection at Hartness, which contains 42,500 titles, and may broaden their search to include all the Vermont State Colleges (350,000 titles). Requesting titles from the Hartness Library or any of the Vermont State Colleges is easily done using the shared VSCS online catalog, which was recently upgraded. A recently updated online inter-library loan (ILL) service is available to request books and journal articles within and outside of the Vermont State Colleges System. All books are mailed to the student's home or the campus/site of choice at no charge and can be mailed back or returned to any VTC campus, nursing site, or CCV academic center around the state.

Hartness Library's electronic resources are available from the Library homepage, which is easily accessed from the college homepage, within the Vermont Tech learning management system or on the web at hartness.vsc.edu. All subscription electronic resources are accessible 24 hours a day on or off campus using a proxy server for remote access authentication. Hartness uses a discovery service allowing users to

search across most of the collection, including the shared VSCS catalog, from a single search box. Students have access to 119 journal and reference databases via the Hartness Library website providing access to over 60,000 unique full-text journal titles. The Library has a growing collection of 225,000 eBooks and over 25,000 streamed videos. Usage of the collection and library services is solid (there were 223,546 views of full-text, eBook, and streamed video in 2018) and is evaluated regularly to ensure access is seamless and to inform collection development. Library usage statistics for gate count, reference questions, and more are available in the Hartness Annual Report available on [the Library Mission & Policies](#) page.

The library's well-articulated [Collection Development Policy](#) sets collection goals and priorities to provide a complete, focused, and cost-effective collection, and encourages the participation of the colleges' learning communities in the selection process. The Director, Assistant Director, and librarians work closely with faculty to ensure the collection and services meet the needs of programs at both institutions. The Library's Liaison Program ensures that one member of the professional staff is assigned to each academic program liaising with the faculty to ensure the programs' library needs are met.

Reference librarians are available during most operational hours (75 hours per week) to answer questions which are handled in person, on the phone using an 800 number, via email, text, or live online chat reference (live chat and text reference are available 49.5 hours a week). Because Hartness serves a large population of students online, the Library system is committed to providing remote students with the same level of service as those who have access to the physical library. The Library's live chat service usage is growing with Vermont Tech students. In 2018, Hartness librarians helped 191 Vermont Tech students over chat versus 90 in 2017, representing a 112% increase. Vermont Tech librarians' presence in the course management system has also been steadily gaining. Vermont Tech librarians were embedded in 104 classes in 2017, 98 classes in 2018, and 103 classes in 2019.

Librarians teach information literacy in the classroom and as embedded librarians in the course management system. The library's YouTube videos and interactive tutorials, accessible from the website, provide instructional content easily embedded into courses. Topics such as evaluating sources, understanding plagiarism, finding peer-reviewed articles, and how to cite sources are included.

In an effort to help students with the climbing costs of textbooks, the library maintains a physical reserve collection in Randolph and in Williston. Librarians proactively review course textbook requirements and evaluate feasibility of purchasing for reserves with consideration of student impact. Copies of eBooks are also considered, especially for classes not based at a campus. Hartness librarians support faculty in locating Open Educational and library resources to use as alternatives to textbooks. An OER pilot program in several classes at Vermont Tech the last few semesters has proven successful.

Hartness Library is currently working on developing a strategic plan for 2018-2023 to guide the development of resources and services for the coming five years. As part of the process, this spring the Library staff conducted a survey to collect input from students, faculty, staff, and administrators to inform our strategic planning. To view draft priorities, survey results, and to learn more about the planning process visit [Hartness Library Strategic priorities 2018-2023](#).

Technology Resources

The Information Technology budget is organized for operational spend and to support small and large projects. Forecasting and actuals are tracked between the CTO and Dean of Administration. Input from the President and other leadership is included in the development of annual budgets. Prioritized projects are driven by routine and standard infrastructure needs, but also by core mission: academic needs. A

prime example of technology supporting academics is the use of Telepresence equipment to support statewide access.

Department and IT leadership is working on a monthly budget tracker to review ongoing spend needs and reprioritize money as needed. The IT Department is also looking to formalize a few committees that help prioritize spending, including a faculty and staff committee that provide IT input and governance. An Assistant CTO was recently promoted from within in the fall of 2019, who will have shared oversight of budget with CTO for checks and balances. Vermont Tech's IT budget is informed by IT strategies out of the Office of Chancellor (OC) as well.

The college's learning spaces and equipment are the classrooms and Telepresence rooms. Vermont Tech has, and is building out, a sustainable financial plan for new hardware and software. It is a goal of the recently hired CTO to work more collaboratively with faculty on learning environments, as well as designating an IT staff member committed to that partnership. There are approximately 65 non-Telepresence classrooms in Williston and Randolph Center combined. All classrooms are configured with the following, as of the summer of 2018:

- 2x HDMI ports (desktop/laptop connections);
- 1 projector;
- Ceiling speakers connected to projector for both HDMI connections;
- Pixie controls for projectors;
- PC/Monitor instructor station; and
- Some have technologies to support interactivity: Smartboards, for example.

There are approximately 15 Telepresence-enabled rooms in all corners of the state; 14 are classrooms and one is a tutoring space. The classrooms are equipped with the following to support as much interactivity and immersion as possible:

- Two 75" TVs, one touch enabled;
- ~12 tabletop microphones;
- Clip-on instructor microphone;
- Speakers, either wall or ceiling mounted;
- 3 cameras;
- 2 pressure sensitive floor mats;
- AV Bridge;
- Instructor station; and
- Dual-screens for the instructor station, including one touch monitor that can be folded down and written on like a tablet.

The Telepresence instructor stations are equipped with adjustable standing desks and clearances ensure wheelchair accessibility. In telepresence classrooms, students with hearing disabilities have been accommodated with headphones or closed captioning.

Networking infrastructure is managed locally by IT department staff through basic systems administration, and the department is in close partnership with IT resources at the Office of the Chancellor for network support. New wireless access points were installed in Randolph Center residence halls during the winter and summer breaks of 2018, and a wireless management system was implemented in the summer of 2018.

IT services are provided to Vermont Tech through both local and Chancellor's Office IT teams. Servicedesk, a centralized ticketing system, prioritizes and escalates support calls based on priority, need, and best resources for support. The IT Council and the IT Leadership team between all the VSCS institutions meet monthly for collaborative conversations and planning. Vermont Tech's CTO attends all these meetings. The Assistant CTO attends if she is unable. Upcoming IT planning will prioritize operational sustainability with a vision toward supporting the academic mission. The IT Council and VSCS IT Leadership are committed to collaboration as much as possible.

The VSCS provides and prioritizes cloud-based solutions where appropriate. All student email is hosted in the Microsoft Office 365 cloud. The Learning Management System is Canvas, a popular LMS, which includes a mobile app version. The college uses a popular and growing tool, Zoom, to support Telepresence sites and remote teaching, learning, and collaboration. Zoom courses can be recorded and redistributed. The priority of Vermont Tech's IT department is to provide self-service where possible.

IT security and cybersecurity are priorities of the college and system as a whole. IT security is supported with a variety of resources and tools. The firewall and email filtering are handled centrally by the OCIT. Antivirus software is Microsoft Windows Defender, which is connected to the Microsoft Configuration Manager server for updates and management. The VPN is a desktop PC running Windows Server. Access is only granted through requests by employees' supervisors and approvals by the CTO and President. The college has an opportunity to improve service in the area of VPN use and access. Encryption is now through Sophos (hosted by the Chancellor's Office), which uses Bitlocker on Windows and FileVault on Mac. The system is moving away from Symantec PGP encryption with a sunset date of December 2019. Encryption is primarily for employee laptops. A full-disk encryption requires employees to set a passphrase, which is required on every reboot. The IT department does not manage security cameras throughout the campuses.

The Office of the Chancellor Office manages security education and has a small team dedicated to the efforts. The OC's Cybersecurity Team collaborates with local IT to educate users where possible. Vermont Tech's IT will remain focused on these efforts. A member of the Cybersecurity Team sits on the IT Council, so these conversations are threaded throughout the Council's work.

A disaster-recovery plan is being built out at the Chancellor's Office starting in FY20. All institutions in the system will be working on this for the period of a year or more. A local Incident Response Team responds to immediate issues related to information security, as demonstrated by an incident in 2018 of a data breach that was resolved without any negative impact on personal identities.

[IT policies](#) are reviewed annually by the IT Council. Local policies and Service Level Agreements need to be reviewed as part of the commitment to operational improvements. In preparation for GDPR regulations, the college is reviewing data collection efforts and elimination of data that is not required for the purpose it was supposed to be collected. This effort is led by the Chancellor's Office.

The college values data-driven decision-making. An example of a data-driven evaluation was the move to Canvas, which illustrates the system and college's commitment to investing in systems that improve services and provide more data. Much of this work is done in partnership with the Chancellor's Office.

The local IT department will be developing a Balanced Scorecard with major department metrics to help ensure resources are being properly prioritized and allocated.

Appraisal

Hartness Library's collections and services are strengthened by serving and being funded by the two colleges. With a large population of students and faculty served entirely online, the collections and the services are robust.

While we are still evaluating the Hartness survey conducted in spring 2019 to inform strategic priorities, it is clear that library support for non-traditional students is an area that needs improvement.

Usage of the Library's resources and services shows that students are using the resources and our services as documented in our annual report however, our assessment of library impact on student retention and success is lacking.

Strengths

- Policies and procedures are clear and consistent.
- College has demonstrated ability to control costs
- Campuses are strategically located; satellite campuses increase accessibility
- Randolph Center campus currently has physical plant required to meet academic and administrative needs
- Large footprint in Randolph Center can accommodate growth
- Strong industry partners can help VTC leverage resources to grow and innovate

Challenges

- Processes for orientation and onboarding are manual
- Supporting all personnel in all locations
- Limited footprint on Williston campus
- Limited residential space on Williston campus
- Parking is limited on Williston campus
- Limited capital resources places high priority on prioritizing deferred maintenance and identifying non-VSCS resources for expansion and innovation

Projection

- Focus on improving user library experience, (especially non-traditional, online, and students with disabilities) by examining ease of access to online resources, support services and modalities for providing help.
- Cultivate a culture of continuous improvement. Conduct regular assessment of in-person instruction and embedded librarian services to improve services and offerings. Several assessment efforts are underway, but library staff need to develop more consistent assessment and evaluation of resources and services to demonstrate their impact on learning.
- Support student retention. Expand efforts to help faculty implement Open Educational Resources and library resources and reserves to retain students by lessening the impact of textbook costs.
- Develop a faculty and staff governance group in the fall of 2019 to ensure partnerships and community input into how IT plans, administers, and provides services.
- Consider public/private partnerships, particularly on the main residential campuses in Randolph Center and Williston, in the context of renovating existing spaces and/or purchasing, leasing or building new ones.
- Prioritize infrastructure planning related to the advent of electrical vehicles, such as fleet conversion and charging infrastructure. Implementation is likely to occur in phases, across a number of years.
- Explore the concept of partnerships with industry to: inform curriculum development; articulate educational, training and career pathways; and, most importantly, from a facilities sustainability perspective, to subsidize the purchase and maintenance of state-of-the-art equipment. This may include agreements to conduct research utilizing college labs and equipment.
- Implement the current 5-year Strategic Plan, as well as the plan currently being finalized for the VSCS Board of Trustees' "Securing the Future" project, both of which generally call for contraction of the non-educational physical assets associated with the Randolph Center campus and expansion of the educational and residential assets associated with the Williston campus.

Standard 7: Institutional Resources												
(Headcount of Employees by Occupational Category)												
For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.												
	3 Years Prior			2 Years Prior			1 Year Prior			Current Year		
	(FY18) 2017-2018			(FY19) 2018-2019			(FY20) 2019-2020			(FY21) 2020-2021		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	79	109	188	78	102	180	80	145	225			0
Research Staff	0	0	0	0	0	0	0	0	0	0	0	0
Public Service Staff	0	0	0	0	0	0	0	0	0	0	0	0
Librarians	3	0	3	4	0	4	3	0	3			0
Library Technicians	4	0	4	4	0	4	4	0	4			0
Archivists, Curators, Museum staff	0	0	0	0	0	0	0	0	0	0	0	0
Student and Academic Affairs	11	5	16	10	18	28	9	4	13			0
Management Occupations	63	5	68	65	2	67	58	4	62			0
Business and Financial Operations	4	0	4	3	0	3	3	0	3			0
Computer, Engineering and Science	14	2	16	14	1	15	7	0	7			0
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	4	7	11	6	6	12	6	5	11			0
Healthcare Practitioners and Technical	0	0	0	0	0	0	0	0	0	0	0	0
Service Occupations	19	8	27	20	6	26	21	5	26			0
Sales and Related Occupations	0	0	0	0	0	0	0	0	0	0	0	0
Office and Administrative Support	18	2	20	17	4	21	16	2	18			0
Natural Resources, Construction, Maintenance	8	2	10	8	2	10	7	2	9			0
Production, Transportation, Material Moving	0	0	0	0	0	0	0	0	0	0	0	0
Total	227	140	367	229	141	370	214	167	381	0	0	0
Please enter any explanatory notes in the box below												
IPEDS reporting not yet available for current year												

Standard 7: Institutional Resources						
(Statement of Financial Position/Statement of Net Assets)						
Fiscal Year ends - month & day: (06/30)		2 Years Prior (FY 2018)	1 Year Prior (FY 2019)	Most Recent Year (FY 2020)	Percent Change 2 yrs-1 yr prior 1 yr-most recent	
	ASSETS (in 000s)					
?	Cash and Short Term Investments	\$16	\$166	\$144	964.1%	-13.0%
?	Cash held by State Treasurer	\$0	\$0	\$0	-	-
?	Deposits held by State Treasurer	\$0	\$0	\$0	-	-
?	Accounts Receivable, Net	(\$3,934)	\$9,954	\$14,752	-353.1%	48.2%
?	Contributions Receivable, Net	\$0	\$0	\$0	-	-
?	Inventory and Prepaid Expenses	\$0	\$0	\$0	-	-
?	Long-Term Investments	\$589	\$445	\$287	-24.4%	-35.5%
?	Loans to Students	\$0	\$0	\$0	-	-
?	Funds held under bond agreement	\$0	\$0	\$0	-	-
?	Property, plants, and equipment, net	\$33,568	\$32,617	\$31,241	-2.8%	-4.2%
?	Other Assets	\$0	\$0	\$0	-	-
	Total Assets	\$30,240	\$43,183	\$46,424	42.8%	7.5%
	LIABILITIES (in 000s)					
?	Accounts payable and accrued liabilities	\$0	\$0	\$0	-	-
?	Deferred revenue & refundable advances	\$358	\$561	\$565	56.7%	0.7%
?	Due to state	\$0	\$0	\$0	-	-
?	Due to affiliates	\$0	\$0	\$0	-	-
?	Annuity and life income obligations	\$0	\$0	\$0	-	-
?	Amounts held on behalf of others	\$0	\$0	\$0	-	-
?	Long-term investments	\$0	\$0	\$0	-	-
?	Refundable government advances	\$605	\$605	\$605	0.0%	0.0%
?	Other long-term liabilities	\$0	\$0	\$0	-	-
	Total Liabilities	\$963	\$1,166	\$1,170	21.1%	0.3%
	NET ASSETS (in 000s)					
	Unrestricted net assets					
	Institutional	(\$9,596)	\$4,388	\$6,718	-145.7%	53.1%
?	Foundation	\$0	\$0	\$0	-	-
	Total	(\$9,596)	\$4,388	\$6,718	-145.7%	53.1%
	Temporarily restricted net assets					
	Institutional	\$5,559	\$5,790	\$5,733	4.2%	-1.0%
?	Foundation	\$0	\$0	\$0	-	-
	Total	\$5,559	\$5,790	\$5,733	4.2%	-1.0%
	Permanently restricted net assets					
	Institutional	\$34,277	\$33,005	\$33,973	-3.7%	2.9%
?	Foundation	\$0	\$0	\$0	-	-
	Total	\$34,277	\$33,005	\$33,973	-3.7%	2.9%
	Total Net Assets	\$30,240	\$43,183	\$46,424	42.8%	7.5%
	TOTAL LIABILITIES and NET ASSETS	\$31,203	\$44,349	\$47,594	42.1%	7.3%

Standard 7: Institutional Resources (Statement of Revenues and Expenses)							
	3 Years Prior	2 Years Prior	1 Year Prior	Most Recently Completed Year	Last Year	Current Year	Next Year Forward
Fiscal Year ends: (06/30)	(FY16)	(FY17)	(FY18)	(FY19)	(FY20)	(FY21)	(FY22)
OPERATING REVENUES (in 000s)							
? Tuition and fees	\$ 22,086	\$23,595	\$23,930	\$24,460	\$25,749	\$21,993	\$24,288
? Room and board	\$0	\$0	\$0	\$0	\$0	\$0	\$0
? Less: Financial aid	-\$919	-\$1,190	-\$1,628	-\$2,022	-\$2,138	-\$2,180	-\$2,180
Net student fees	\$21,168	\$22,405	\$22,302	\$22,438	\$23,611	\$19,813	\$22,108
? Government grants and contracts	\$0	\$0	\$0	\$0	\$0	\$0	\$0
? Private gifts, grants and contracts	\$0	\$0	\$0	\$0	\$0	\$0	\$0
? Other auxiliary enterprises	\$4,008	\$3,873	\$4,022	\$4,279	\$3,709	\$1,396	\$3,902
Endowment income used in operations	\$0	\$0	\$0	\$0	\$0	\$0	\$0
? Other revenue (specify): Sales & Service	\$1,412	\$1,224	\$1,181	\$1,343	\$1,014	\$894	\$872
Other revenue (specify):	\$675	\$572	\$481	\$367	\$92	\$153	\$0
Uncategorized	-\$58	\$7	\$0	\$0	\$5	\$0	\$0
Net assets released from restrictions	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Operating Revenues	\$27,206	\$28,081	\$27,986	\$28,427	\$28,431		\$26,882
OPERATING EXPENSES (in 000s)							
? Instruction	\$14,661	\$15,088	\$15,653	\$15,596	\$15,106	\$15,661	\$15,794
? Research	\$16	\$16	\$19	\$20	\$14	\$14	\$15
? Public Service	\$536	\$287	\$246	\$278	\$157	\$162	\$55
? Academic Support	\$3,315	\$2,949	\$3,195	\$3,215	\$2,901	\$3,008	\$2,932
? Student Services	\$4,233	\$4,166	\$4,231	\$4,371	\$3,010	\$3,126	\$2,970
? Institutional Support	\$6,984	\$6,666	\$7,693	\$7,495	\$8,448	\$8,759	\$9,076
Fundraising and alumni relations	\$0	\$0	\$0	\$0	\$0	\$0	\$0
? Operation, maintenance of plant (if not allocated)	\$4,010	\$3,944	\$3,612	\$4,191	\$4,193	\$4,347	\$4,351
? Scholarships and fellowships (cash refunded by public institution)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
? Auxiliary enterprises	\$0	\$0	\$0	\$0	\$0	\$0	\$0
? Depreciation (if not allocated)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
? Other expenses (specify):	-\$2	\$0	\$0	\$0	\$0	\$0	\$1
Other expenses (specify):	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total operating expenditures	\$33,752	\$33,116	\$34,648	\$35,167	\$33,829		\$35,193
Change in net assets from operations	-\$6,547	-\$5,035	-\$6,662	-\$6,740	-\$5,397		-\$8,311
NON OPERATING REVENUES (in 000s)							
? State appropriations (net)	\$5,707	\$5,850	\$6,402	\$6,402	\$7,129	\$7,142	\$7,142
? Investment return	\$39	\$47	\$47	\$22	\$39	\$0	\$0
? Interest expense (public institutions)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Gifts, bequests and contributions not used in operations	\$321	\$359	\$136	\$348	\$377	\$130	\$200
? Other (specify):	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other (specify):	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Net non-operating revenues	\$6,067	\$6,256	\$6,585	\$6,771	\$7,546		\$7,342
Income before other revenues, expenses, gains, or losses	-\$480	\$1,220	-\$77	\$32	\$2,148		-\$969
? Capital appropriations (public institutions)							
? Other (specify):							
TOTAL INCREASE/DECREASE IN NET ASSETS	-\$480	\$1,220	-\$77	\$32	\$2,148		-\$969

Standard 7: Institutional Resources (Statement of Debt)							
FISCAL YEAR ENDS month & day (06/30)		3 Years Prior (FY 2017)	2 Years Prior (FY 2018)	Most Recently Completed Year (FY 2019)	Last Year (FY 2020)	Current Year (FY 2021)	Next Year Forward (FY 2022)
	Long-term Debt						
	Beginning balance	\$16,270	\$15,497	\$14,871	\$14,291	\$13,901	\$13,829
	Additions	\$0	\$0	\$0	\$0	\$0	\$0
	Reductions	(\$773)	(\$626)	(\$579)	(\$390)	(\$73)	(\$302)
	Ending balance	\$15,497	\$14,871	\$14,291	\$13,901	\$13,829	\$13,526
	Interest paid during fiscal year	\$738	\$669	\$695	\$501	\$650	\$597
	Current Portion						
	Bond Rating		S&P A - stable	S&P A - Negative	S&P BBB+ Negative		
	Debt Service Coverage Operating Income / (Annual Interest + Current Portion of Debt)		0.94	1.02	3.41		
	Debt to Net Assets Ratio Long-term Debt / Total Net Assets		0.49	0.33	0.30		
	Debt to Assets Ratio Long-term Debt / Total Assets		0.49	0.33	0.30		
Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met. If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the institution). Also, indicate whether a waiver has been secured from the lender and/or if covenants							
Debt and other figures included herein are from the audited financial statements of the Vermont State College system. OPEB expense/liability due to GASB 75 is excluded from Operating Income and Total Net Assets.							
Line(s) of Credit: List the institutions line(s) of credit and their uses.							
None open							
Future borrowing plans (please describe).							
No new debt							

Standard 7: Institutional Resources (Supplemental Data)						
FISCAL YEAR ENDS month & day (06/30)	3 Years Prior (FY 2017)	2 Years Prior (FY 2018)	Most Recently Completed Year (FY 2019)	Last Year (FY 2020)	Current Year (FY 2021)	Next Year Forward (FY 2022)
NET ASSETS						
Net assets beginning of year	\$29,982	\$30,276	\$30,240	\$43,183	\$46,424	\$40,874
Total increase/decrease in net assets	\$295	(\$37)	\$12,943	\$3,241	(\$5,550)	(\$969)
Net assets end of year	\$30,276	\$30,240	\$43,183	\$46,424	\$40,874	\$39,905
FINANCIAL AID						
Source of funds						
Unrestricted institutional	\$1,190	\$1,628	\$2,022	\$2,138	\$2,554	\$2,878
Federal, state and private grants	\$2,737	\$2,750	\$2,682	\$3,304	\$2,640	\$2,613
Restricted funds	\$135	\$153	\$160	\$150	\$163	\$168
Total	\$4,063	\$4,530	\$4,865	\$5,592	\$5,358	\$5,659
% Discount of tuition and fees	17.2%	18.9%	19.9%	21.7%	24.4%	23.3%
? % Unrestricted discount	5.0%	6.8%	8.3%	8.3%	11.6%	11.8%
Student FTE	1,508	1,456	1,452	1,484	1,197	1,285
Net Tuition Revenue per FTE	\$14,857	\$15,315	\$15,448	\$15,911	\$16,547	\$17,209
FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE						
Please indicate your institution's endowment spending policy: https://www.vsc.edu/wp-content/uploads/2016/10/Policy-430-Endowment-Investment-and-Spending-Policy.pdf						
Please enter any explanatory notes in the box below. Net assets information is from the audited financial statements of the Vermont State College system. Financial aid, discount and net tuition revenue information is at the institutional level.						

Standard 7: Institutional Resources						
(Liquidity)						
FISCAL YEAR ENDS month & day (06/30)	3 Years Prior (FY 2017)	2 Years Prior (FY 2018)	Most Recently Completed Year (FY 2019)	Last Year (FY 2020)	Current Year (FY 2021)	Next Year Forward (FY 2022)
CASH FLOW						
Cash and Cash Equivalents beginning of year	7	7	16	166	144	94
Cash Flow from Operating Activities	1,220	(77)	32	2,148	(5,550)	(969)
Cash Flow from Investing Activities	(1,220)	86	119	(2,170)	5,500	900
Cash Flow from Financing Activities	-	-	-	-	-	-
Cash and Cash Equivalents end of year	\$7	\$16	\$166		\$94	\$25
LIQUIDITY RATIOS						
Current Assets	(\$2,660)	(\$3,932)	\$9,956	\$14,753		
Current Liabilities	\$1,539	\$341	\$541	\$544		
Current Ratio	-1.73	-11.54	18.41	27.10	0.00	0.00
Days Cash on Hand [Cash and Cash Equivalents / (Operating Expenses + Depreciation and other noncash expenses)]/ 365	0	0	103	159		
Please enter any explanatory notes in the box below that may impact the institution's cash flow.						
VTC is a component of the Vermont State Colleges System. Data regarding Assets and Liabilities are derived from the VSCS audited financial statements.						
Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations? If so, please describe and indicate when approvals (if required) were obtained from the state's authority.						
No						

Standard 7: Institutional Resources
(Information Resources)

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
	(FY18)	(FY19)	(FY20)	(FY 2021)	(FY 2022)
Total Expenditures (in 000s)					
Materials	\$271	\$291	\$294	\$294	\$302
Salaries & wages (permanent staff)	\$391	\$361	\$361	\$361	\$371
Salaries & wages (student employees)	\$2	\$2	\$2	\$2	\$2
Other operating expenses	\$23	\$24	\$37	\$37	\$38
Expenditures/FTE student					
Materials	\$224	\$238	\$277	\$277	\$285
Salaries & wages (permanent staff)	\$323	\$295	\$340	\$340	\$350
Salaries & wages (student employees)	\$2	\$2	\$2	\$2	\$2
Other operating expenses	\$19	\$20	\$35	\$35	\$36
Collections					
Percent available physically	14%	10%	10%	10%	10%
Percent available electronically	86%	90%	90%	90%	90%
Number of digital repositories	0	0	0	0	0
Personnel (FTE)					
Librarians - main campus	4	4	4	4	4
Librarians - branch /other locations	1	1	1	1	1
Other library personnel - main campus	4	3	3	4	4
Other library personnel - branch/other locations	0	0	0	0	0
Availability/attendance					
Hours of operation/week main campus	80	80	80	57	80
Hours of operation/week branch/other locations	*76	*76	*76	--	76
Consortia/Partnerships					
Vermont Consortium of Academic Libraries					
WALDO Westchester Academic Library Directors Association					
National Network of Libraries of Medicine Affiliate					
Vermont Department of Libraries Vermont Online Library					
URL of most recent library annual report:		https://hartness.vsc.edu/wp-content/uploads/documents/Hartness-Library-Annual-Report-2017.pdf			
Please enter any explanatory notes in the box below					
*Library is open, but is only professionally staffed in person 40 hours per week; for fall 2020, library is open by appointment, by phone, by email, or by text/chat					

Standard 7: Institutional Resources (Technological Resources)						
		3 Years Prior (Moodle)	2 Years Prior (Moodle)	Most Recently Completed Year	Current Year	Next Year Forward (goal)
		(FY18)	(FY19)	(FY20)	(FY21)	(FY22)
? Course management system	Canvas					
Number of classes using the system		1,003	941	643	643	780
Bandwidth						
On-campus network		1Gig to desktop 1Gig interconnecting	1Gig to desktop 1Gig interconnecting	1Gig to desktop 1Gig interconnecting	1Gig to desktop 1Gig interconnecting	1Gig to desktop 1Gig interconnecting
Off-campus access						
? commodity internet (Mbps)		3Gig via 1Gig WAN (Randolph) 3Gig via 200Mb WAN (Williston)	3Gig via 1Gig WAN (Randolph) 3Gig via 200Mb WAN (Williston)	3Gig via 1Gig WAN (Randolph) 3Gig via 200Mb WAN (Williston)	3Gig via 1Gig WAN (Randolph) 3Gig via 200Mb WAN (Williston)	3Gig via 1Gig WAN (Randolph) 3Gig via 500Mb WAN (Williston)
? high-performance networks (Mbps)		Internet 2--1Gig	Internet 2--1Gig	Internet 2--1Gig	Internet 2--1Gig	Internet 2--1Gig
? Wireless protocol(s)		2.4Ghz 802.11n 5Ghz 802.11n 5Ghz 802.11ac	2.4Ghz 802.11n 5Ghz 802.11n 5Ghz 802.11ac	2.4Ghz 802.11n 5Ghz 802.11n 5Ghz 802.11ac	2.4Ghz 802.11n 5Ghz 802.11n 5Ghz 802.11ac	2.4Ghz 802.11n 5Ghz 802.11n 5Ghz 802.11ac
Typical classroom technology						
Main campus	Instructional computer workstation and digital overhead projector with optional laptop connection					
Branch/other locations	Instructional computer workstation and digital overhead projector with optional laptop connection					
Software systems and versions						
Students	Colleague	18				
Finances	Colleague	18				
Human Resources	Colleague	18				
Advancement	Raisers Edge	7.96.6402.13				
Library	Koha	18.05.08.000				
Website Management	Wordpress					
Portfolio Management	na	na				
Interactive Video Conferencing	Zoom	4.1.35374.1217				
Digital Object Management	Perceptive Content	7.1.5				

Website locations of technology policies/plans

Integrity and security of data

[Data Access Security Policy](#)[Data Security Practices](#)[Data Security Requirements for Third Parties](#)[Definition of What is Secure](#)

Privacy of individuals

[Identity Theft Prevention Program](#)

Appropriate use

[Acceptable Use Policy](#)

Disaster and recovery plan

[Crisis Management Teams](#)

Technology replacement

[Strategic Plan, Technology Sub-plan](#)

Please enter any explanatory notes in the box below

All Data Security & Operational Policies for the Vermont State College System can be found here:
<https://www.vsc.edu/board-of-trustees/policies-procedures/data-security-operational-policies/>

Standard 7: Institutional Resources								
(Physical Resources)								
Campus location		Serviceable Buildings		Assignable Square Feet (000)				
Main campus		27		348				
Other U.S. locations		7		58				
International locations		0		0				
				3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
				(FY 2018)	(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)
Revenue (\$000)								
Capital Appropriations				\$250	\$250	\$250	\$250	\$250
Strategic Plan Investment in Capital				\$0	\$0	\$400	\$400	\$400
Unrestricted Funding to Capital Projects				\$1,201	\$447	\$1,165	\$300	\$300
Gifts, Grants, and all other Cap Funding				\$645	\$378	\$1,168	\$0	\$0
Debt				\$0	\$0	\$0	\$0	\$0
Total				\$2,096	\$1,075	\$2,982	\$950	\$950
Expenditures (\$000)								
All CWIP Expenditures				\$1,175	\$1,401	\$632	\$950	\$950
Renovations, maintenance and equipment				\$0	\$0	\$0	\$0	\$0
Technology				\$0	\$0	\$0	\$0	\$0
Total				\$1,175	\$1,401	\$632	\$950	\$950
Assignable square feet (000)								
				Main campus	Off-campus	Total		
Classroom				16,725	12,524	29,249		
Laboratory				47,833	10,663	58,496		
Office				31,406	9,709	41,115		
Study				4,039	2,900	6,939		
Special				32,714	3,480	36,194		
General				21,449	2,730	24,179		
Support				32,845	4,291	37,136		
Residential				59,615	12,000	71,615		
Other				33,410	6,077	39,487		
Major new buildings, past 10 years (add rows as needed)								
Building name		Purpose(s)		Assignable Square Feet (000)		Cost (000)	Year	
VTEC		Business Development		22.00		\$160	2011	
New buildings, planned for next 5 years (add rows as needed)								
Building name		Purpose(s)		Assignable Square Feet		Cost (000)	Year	

Major Renovations, past 10 years (add rows as needed)					
The list below includes renovations costing \$XXX or more					
Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year	
RC Farmstead	Academic	8	\$28	2015	
Green/Conant	Academic	25	\$69	2015	
Campus	Infrastructure	0	\$41	2015	
Red School House	Academic	7	\$22	2015	
Facilities Center	Infrastructure	14	\$53	2015	
Morey	Residential	47	\$57	2016	
Norwich Farm	Academic	2	\$410	2016	
Nutting	Residential	40	\$85	2016	
Nutting	Residential	40	\$389	2016	
Green Hall	Academic	0	\$43	2016	
Green Hall	Academic	18	\$95	2016	
Morrill Annex	Academic	3	\$955	2016	
Williston Campus	Campus Infrastructure	0	\$63	2016	
RC Campus	Infrastructure	0	\$69	2016	
RC Farmstead	Academic	1	\$1	2016	
VTC State Sites	Academic	0	\$469	2016	
RC Farmstead	Academic	3	\$89	2017	
Morrill Annex	Academic	1	\$470	2017	
RC Farmstead	Academic	0	\$210	2017	
Morey Hall	Residential	1	\$5	2017	
Morey Hall	Student Support Services	47	\$68	2017	
Norwich Farm	Residential	3	\$186	2017	
RC Campus		0	\$10	2017	
Morrill Annex	Academic	2	\$724	2017	
SHAPE	Student Life	6	\$178	2017	
RC Campus	Campus Infrastructure	0	\$199	2017	
RC Campus	Campus Infrastructure	0	\$51	2017	
Morrill Hall	Academic	1	\$100	2017	
RC Campus	Academic	1	\$11	2018	
RC Campus	Campus Planning	0	\$550	2018	
Williston Campus	Academic	1	\$37	2018	
RC Campus	Campus Infrastructure	0	\$63	2018	
Morey Hall		1	\$87	2018	
Nutting Hall	Residential	0	\$30	2018	
Judd Hall	Student Life	15	\$209	2018	
Norwich Farm	Academic	0	\$31	2018	
Williston Campus	Academic	14	\$114	2018	
Morey Hall	Residential/Campus Infrastructure	0	\$68	2019	
Conant Hall	Academic	5	\$80	2019	
RC Campus	Campus Infrastructure	0	\$54	2019	
Green Hall	Administrative	1	\$36	2019	
SHAPE/Judd Halls	Student Life	12	\$82	2019	
RC Campus	Campus Infrastructure	0	\$75	2019	
Keenan Hall	Residential	34	\$378	2019	
Keenan Hall	Residential	34	\$403	2019	
Morey Hall	Student Life	0	\$24	2019	
RC Campus	Campus Infrastructure	0	\$55	2019	
RC Campus	Campus Infrastructure	0	\$108	2019	
RC Campus	Campus Infrastructure	0	\$90	2019	
RC Campus	Safety	0	\$25	2020	
Conant Hall	Academic	19	\$141	2020	
Green Hall	Academic	1	\$63	2020	
Green Hall	Administrative	1	\$33	2020	
Old Dorm	Residential	39	\$15	2020	
RC Campus	Campus Infrastructure	0	\$5	2020	
RC Campus	Campus Infrastructure	0	\$45	2020	
Williston Campus	Residential	0	\$98	2020	
Williston Campus	Campus Infrastructure	1	\$2	2020	

Renovations planned for next 5 years (add rows as needed)									
The list below includes renovations costing \$XXX or more									
Building name	Purpose(s)	Assignable Square Feet		Cost (000)	Year				
RC Campus	Campus Infrastructure		0	\$150	2020				
RC Campus	Campus Infrastructure		0	\$45	2020				
Morey Hall	Residential		47	\$125	2020				
Nutting Hall	Residential		40	\$125	2020				
Old Dorm	Residential		39	\$35	2021				
Administration Bld	Student Support Services		0	\$5	2021				
Hartness	Academic		13	\$86	2021				
Williston Campus	Academic		2	\$12	2021				
Keenan Hall	Residential		34	\$130	2021				
Williston Campus	Academic		3	\$127	2021				
Morrill Hall	Academic		33	\$256	2021				
RC Campus	Campus Infrastructure		0	\$5	2021				
Williston Campus	Residential		0	\$98	2021				
Williston Campus	Campus Infrastructure		1	\$2	2021				
Administration Bld	Student Support Services		15	\$89	2021				
Williston/RC Campus Pavement Repair	Campus Infrastructure		0	\$170	2021				
Conant Window Replacement	Academic		19	\$134	2022				

Standard Eight - Educational Effectiveness

Description

Vermont Tech has put substantial effort into creating a culture of continuous improvement and has made substantial progress to that end. Strategies and actions designed to increase student success result from ongoing assessment of educational effectiveness.

Specific courses are selected where the corresponding course outcomes are assessed. A rubric is developed to assist in assessing the particular outcome being assessed. At the end of the year, the assessment outcomes are reviewed with the department members along with any recommended actions. Typically, corrective actions are required when less than 70% of the students achieve the course outcomes. After the actions are approved, they are implemented and rechecked during the next assessment cycle.

Based on the new 2019 outcomes assessment plans, each academic program determines how each program course will be quantitatively assessed and the level required to determine competence. A master document of Outcome Assessments is maintained (available in [the college OneDrive](#)). Programs new to outcome assessment completed their first 2-3 assessments in the fall of 2019, with the remainder of their program outcomes were to be assessed in the spring of 2020; however, COVID-19 slowed that process. Those programs with an outside accrediting body completed their assessments as timed with their accreditation review cycles. Systematic adoption of annual assessment is in early stages for those programs not required to complete regular assessments by an outside accrediting body. The Continuous Improvement Team has focused on training for faculty in these programs to begin a regular assessment protocol.

The program goal is to assess each outcome annually, noting that in occasional years, an assessment may not occur for various reasons. For the purposes of programs, a year of “data collection” would also be a year for “assessment” of that data and a program “evaluation” of that assessment based on those data. Data are not stored up for multiple years for the reasons mentioned above.

Assessments and analyses of the results are discussed formally among program faculty on a regular, recurring basis. This is typically annually for each assessed outcome, and it is performed in routine department meetings (which are generally held weekly through the academic year). The program faculty responsible for an assessment presents their analysis and recommendations for action, if any. The background of the assessment tool and history related to that assessment are covered. The faculty discuss whether the analysis is consistent with what program faculty see in other coursework that is not formally assessed relative to that outcome (e.g., if an assessment suggests the students attained a level of achievement in oral communication, the faculty will comment as to whether a similar level of achievement is perceived in other courses’ work).

Proposals for actions (changes to the assessment tool, changes to the curriculum, or other changes) are discussed relative to the effect on the entire program and other courses. This includes consideration of prerequisite courses and performance in subsequent courses. Typical actions include “no specific changes at this time” (this may be the case if anomalous performance may be explained and seeing if it repeats in the future is warranted before action), inclusion of specific emphasis or content in a course is needed, or if emphasis, content, or practices across multiple courses in a program are warranted. Examples of the action items are shown on each evaluation document. It is important to recognize that although the evaluation document is drafted by a faculty member, the form and its actions are discussed by the department faculty to either concur or amend the recommended actions.

Appraisal

Vermont Tech has consistently had a 95%+ placement rate for the last decade, and 99% placement rate for the class of 2018, meaning the vast majority of our students immediately found careers or chose to further their education. Clearly, the college is having tremendous success in preparing students for, and placing them in, meaningful technical careers.

Vermont Tech faculty recognize that Generation Z students (born from the mid 1990's – early 2000's) and even Millennials approach learning differently than faculty did in their own educational years, characteristics underscored during a generational presentation given to faculty at a Professional Development day. Many Vermont Tech students are also first generation, uncomfortable or unaware of traditional methods to access help. One aspect of this is that students are often too intimidated to approach faculty alone for help during an office hour. Students tend to move in a group and feel more comfortable approaching faculty with one or two friends in tow. As a result, several faculty began offering help sessions instead of office hours to allow students to seek help in a more comfortable format.

Based on the success of the early adopters of the help-session format and as part of the 2018 Summer Academic Planning within Faculty Assembly, faculty have been encouraged to offer 'help sessions' for at least one of their office hours. A help session is different in that it is in a classroom, not an office, which allows students to attend en masse. Faculty can indicate that they will be reviewing one particular aspect of the coursework or homework from the week. While a formal assessment of this has not been done, anecdotal information indicates that this approach has been successful in getting students to come in for help on assignments.

Assessment data have resulted in updating and refining learning outcomes and teaching strategies within a course, as evidenced by the E-forms. The college has created a series of all-college Continuous Improvement & Assessment mornings in which all-academic and non-academic support units meet within their departments to assess progress on their individual outcomes and identify strategies and plans for improvement in the coming year. Initially these were held in January and May. As programs and college departments become more familiar and adept at outcome assessment, this may be decreased to one event per year. It is anticipated that sharing of outcome assessments and improvement plans across departments, within schools and across academic and non-academic units, will significantly enhance awareness of educational goals and improve educational effectiveness.

While each academic department collects their own data on student assessment, **we will use the Nursing Department as an illustrative model example** in the Self-Study. The assessment records for each program are kept in a central repository located on the college OneDrive here: [the college OneDrive](#).

The nursing faculty and staff at Vermont Tech assess and evaluate the achievement of identified program outcomes by using a systematic evaluation plan (SEP). The SEP is a comprehensive evaluation plan for all three of the nursing programs at Vermont Tech. This tool provides an overview of all programs; it is used to inform implementation of program improvement efforts, and the SEP documents ongoing assessment and evaluation of the Practical Nursing Certificate (PN), Associate of Science Degree in Nursing (ADN), and Bachelor of Science in Nursing (BSN) programs. The Nursing Department has also developed a feedback schedule for each program, which guides data collection of the expected levels of achievement (ELA) and schedules updates of the SEP throughout the year. The ELA data collected is evaluated by faculty and staff regularly and used to update the programs' action plans and results.

The SEP tool and feedback schedules were shared with the Vermont Tech program chairs and faculty as an example of how a systematic evaluation process can be implemented to facilitate Continuous Quality

Improvement (CQI) and its role in student assessment. What follows here is a brief description of the data used in student assessment of program outcomes. It should be noted that additional assessment tools must be implemented regularly to collect individual categories of data regarding student achievement; the SEP cannot effectively be used in isolation.

Nursing uses multiple tools for ELA data collection for the CQI process. Those related directly to student achievement of program outcomes are the program completion rates, NCLEX-PN and NCLEX-RN pass rates, employment rates, graduate surveys, employer surveys, and the Total Program Evaluation (TPE).

Vermont Tech Nursing Program completion rates for the most recent three years can be found in Table I-A.1. The program completion rate benchmarks are as follows: PN program - 80%, ADN program - 85%, and BSN program - 80%.

TABLE I-A.1 – Program Completion Rates

Graduation Year	PN Completion Rate	ADN Completion Rate	BSN 6 Year Completion Rate
2019	90%	96%	47% (first full six year rate)
2018	73%	98%	95%
2017	82%	93%	94%
Most recent three year average	81%	97%	79%

NCLEX pass rate data are collected in two (2) ways. The NCLEX pass results for the PN and ADN graduates (Table I-A.2) are collected by performing a license look-up, as well as from Mountain Measurement reporting. NCLEX-PN and NCLEX-RN official results from Mountain Measurement are reported as aggregate results for the distance sites (Bennington, Brattleboro, Lyndon, Middlebury, Morrisville, Newport, St. Albans, and White River Junction) and the traditional campus-based sites (Williston & Randolph). In order to evaluate the pass rate for each site, individual student's results are collected and verified through the Vermont State Board of Nursing license look-up tool and NURSYS.com. The data that are collected informs decision making about program effectiveness. Due to consistently high NCLEX-PN pass rates, the three-year average benchmark is set at 85%. Faculty and staff have agreed to set the NCLEX-RN pass rate three-year average benchmark at the NLN CNEA required minimum benchmark of 80%. If the benchmarks are not met, changes will be outlined in an action plan, implemented, and the data re-evaluated in the following year to determine effectiveness. Current 2019 graduate results demonstrate both the PN and the ADN-RN pass rates are at the national average.

Table I-A.2 – NCLEX Pass Rates First Time Test Takers

	NCLEX-PN Pass Rate	NCLEX-RN Pass Rate

Graduation Year	Trad. Campus	Distance Sites	VTC Agg.	Nat'l Ave.	Trad. Campus	Distance Sites	VTC Agg.	Nat'l Ave. ADN -RN	National Average all RN
2019	93%	86%	88%	86%	93%	84%	87%	87%	90%
2018	95%	96%	96%	86%	94%	86%	88%	85%	88%
2017	98%	98%	98%	85%	94%	76%	81%	84%	87%
Most recent three year average	95%	93%	94%	85%	94%	82%	85%	86%	89%

The Graduate Survey is an online survey that is completed by graduates six to twelve months after graduation. It is used to collect employment rate data (Table I-A.3) as well as to collect summative data about graduates' perceptions of their preparation for the licensure, preparedness for employment as a new graduate nurse, specific employment information, continuing education plans and experiences, and the preparation to practice the eight conceptual threads that inform the Vermont Tech Nursing curricula (Table I-A.4).

Table I-A.3 – Employment Rates

Graduation Year	PN Employment Rate	PN Response Rate	ADN-RN Employment Rate	ADN Response Rate	BSN Employment Rate	BSN Response Rate
2018	95%	33%	100%	27%	100%	50%
2017	100%	54%	99%	45%	100%	50%
2016	87%	30%	100%	23%	100%	30%
Most recent three year average	95.7%	39%	99.7%	32%	100%	43%

Table I-A.4 – Graduate Self-Evaluation of Program Outcomes at Six Months

Graduation Year	PN Program Outcome Competency	PN Response Rate	ADN Program Outcome Competency	ADN Response Rate	BSN Program Outcome Competency	BSN Response Rate
2018	98%	33%	92%	27%	98%	50%
2017	98%	54%	91%	45%	100%	50%
2016	100%	30%	85%	23%	100%	30%
Most recent three year average	98.7%	39%	89.3%	32%	99.3%	43%

All of the survey tools previously mentioned, including the Graduate Survey, utilize a Likert scale variation to rate each item on the survey as “strongly agree”, “agree”, “disagree”, or “strongly disagree”. The survey results help guide program improvement by informing faculty of data that is then used to assess and evaluate achievement of the identified program outcomes. The faculty have set a benchmark for each data collection result. If it is determined that a benchmark is not met, faculty will identify areas needing improvement and implement any necessary changes through an action plan, which is then reassessed.

The Employer Survey is an online survey that is completed by employers of new graduate nurses six to twelve months after the new graduate nurse has completed the program. The survey is used to collect summative data about the employer’s perception of the graduate’s ability to carry out the PN, ADN, or BSN program student learning outcomes. The Employer Survey is a short one-page assessment and employers are asked not to enter the name of the employee. The survey is intended to take less than five minutes to complete. However, this is by far the most difficult data to collect. The faculty have set a benchmark of 80% of the Employer Survey findings will be “strongly agree” or “agree”. The data for Employer Surveys are presented in Table I-B.4. While the results from employers are very positive and supersede the 80% benchmark, the number of returned surveys is abysmal.

Table I-B.4 – Employer Survey Results

Graduation Year	PN	Total #	ADN	Total #	BSN	Total #
2018	100%	2	100%	4	100%	2
2017	100%	3	99%	4	100%	2
2016	No Data Available					
Most recent two year average	100%		99.5%		100%	

The TPE is an online survey tool that is administered at the completion of each program. It is used to collect summative data about the soon-to-be graduates' general satisfaction with: faculty support and advising; clinical facilities and campus physical facilities; telepresence program delivery (if applicable); availability of resources; classroom support; grading system; and the adequacy of preparation in each of the eight conceptual threads (nursing process, scientific principles, communication, ethical/legal, nursing role, provider of care, teaching/learning, and accountability/self-growth) as related to the program student learning outcomes. The faculty have set a benchmark of 80% of the aggregate student results will be "strongly agree" or "agree" in all categories.

Table I-B.1 – Total Program Evaluation % Selection "Strongly Agree" or "Agree"

Graduation Year	PN TPE	PN Response Rate	ADN TPE	ADN Response Rate	BSN TPE	BSN Response Rate
2019	94%	93%	93%	78%	98%	58%
2018	96%	84%	94%	87%	99%	100%
2017	93%	90%	95%	96%	95%	63%
Most recent three year average	94%	89%	94%	87%	97%	74%

Projection

- Organized by the Dean of Academic Affairs, continued implementation of Assessment Day, continuous improvement assessments and utilization of that data for change and improvement within all academic and non-academic departments.
- The Math Department now has almost three years of data regarding Pre-calculus grades and trends. The college is currently evaluating success and failure rates to identify if this course methodology has resulted in an increase in successful pass rates in Pre-calculus or subsequent courses, such as Calculus.
- Conduct analysis of successful passing and failure rates of non-recitation math sections as compared to previous years to identify if required recitations should be implemented to determine their efficacy in increasing student success rates.
- For all departments, even those with outside accrediting bodies, the focus is to document how assessments are used to improve teaching and learning. The college is creating systems and processes to share assessment outcomes and data, including opportunities for discussion and feedback.

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

Student Success Measures/ Prior Performance and Goals	5 Years Prior	4 Years Prior	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY16) 2015-2016	(FY17) 2016-2017	(FY18) 2017-2018	(FY19) 2018-2019	(FY20) 2019-2020	(FY21) 2020-2021	(FY22)
IPEDS Retention Data							
Associate degree students							
Bachelors degree students	76%	70%	66%	77%	69%		69%
? IPEDS Graduation Data (150% of time)							
Associate degree students	8%	8%	7%	7%	8%		8%
Bachelors degree students	49%	44%	36%	36%	35%		35%
? IPEDS Outcomes Measures Data							
First-time, full time students							
Awarded a degree within six years	52%	58%	53%	53%	53%		53%
Awarded a degree within eight years	55%	58%	54%	54%	54%		54%
Not awarded within eight years but still enrolled	22%	18%	21%	21%	20%		20%
First-time, part-time students							
Awarded a degree within six years	40%	0%	23%	23%	0%		17%
Awarded a degree within eight years	40%	0%	31%	31%	0%		20%
Not awarded within eight years but still enrolled	0%	100%	38%	38%	25%		25%
Non-first-time, full-time students							
Awarded a degree within six years	77%	82%	79%	79%	79%		79%
Awarded a degree within eight years	78%	83%	79%	79%	79%		79%
Not awarded within eight years but still enrolled	11%	9%	11%	11%	10%		10%
Non-first-time, part-time students							
Awarded a degree within six years	71%	71%	52%	52%	75%		60%
Awarded a degree within eight years	73%	74%	55%	55%	77%		65%
Not awarded within eight years but still enrolled	11%	16%	19%	19%	15%		15%
? Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)							
1							
2							
3							
4							
5							
? Other Undergraduate Graduation Rates (Add definitions/methodology in #2 below)							
1							
2							
3							
4							
5							
Definition and Methodology Explanations							
1							
2							
Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)							
Please enter any explanatory notes in the box below							
IPEDs data doesn't include associate retention rates; IPEDs data not yet available for the current year							

Standard 8: Educational Effectiveness (Student Success and Progress Rates and Other Measures of Student Success)						
		Bachelor's Cohort Entering		Associate Cohort Entering		All
?	Category of Student/Outcome Measure	6 years ago	4 years ago	6 years ago	4 years ago	8 years ago
?	First-time, Full-time Students					
	Degree from original institution	25%	14%	29%	32%	54%
	Not graduated, still enrolled at original institution					0%
	Transferred to a different institution					20%
	Not graduated, never transferred, no longer enrolled					26%
?	First-time, Part-time Students					
	Degree from original institution	0%	0%	0%	0%	0%
	Not graduated, still enrolled at original institution					0%
	Transferred to a different institution					25%
	Not graduated, never transferred, no longer enrolled					75%
?	Non-first-time, Full-time Students					
	Degree from original institution	11%	8%	51%	49%	79%
	Not graduated, still enrolled at original institution					0%
	Transferred to a different institution					10%
	Not graduated, never transferred, no longer enrolled					11%
?	Non-first-time, Part-time Students					
	Degree from original institution	17%	4%	59%	68%	77%
	Not graduated, still enrolled at original institution					2%
	Transferred to a different institution					13%
	Not graduated, never transferred, no longer enrolled					8%
Measures of Student Achievement and Success/Institutional Performance and Goals						
		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
		(FY 2018)	(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)
Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)						
1	Retention	70%	71%	89%		
2	Overall Graduation Rate	52%	52%	55%		
3	Transfer Out Rate	20%	20%	16%		
4	Bachelor's Graduation Rate	36%	36%	35%		
5	Job Placement	99%	99%			
6	Work in Field	99%	99%			
7	Employed (Agriculture, Plant, & Animal Science)	74%	74%			
8	Employed (Engineering & Computing)	66%	66%			
9	Employed (Nursing & Health Professions)	62%	62%			
10	Employed (Professional Studies & Management)	93%	93%			
11	Continuing Ed (Agriculture, Plant, & Animal Science)	24%	24%			
12	Continuing Ed (Engineering & Computing)	32%	32%			
13	Continuing Ed (Nursing & Health Professions)	38%	38%			
14	Continuing Ed (Professional Studies & Management)	7%	7%			

Standard 8: Educational Effectiveness (Licensure Passage and Job Placement Rates and Completion and Placement Rates for Short-Term Vocational Training Programs)								
			2 Years Prior		1 Year Prior		Most Recent Year	
			(FY18)		(FY19)		(FY20)	
?	State Licensure Examination Passage Rates							
	Name of exam		# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1	ADEX (regional Dental Hygiene exam)		19	19	15	15	15	15
?	National Licensure Passage Rates							
	Name of exam		# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
	Dental Hygiene National Board Exam		19	18	15	13	3	2
1	NCLEX- PN		52	51	139	138		
2	NCLEX- ADN		31	28	123	114		
	NBRC TMC Exam: High Cut		13	13	14	14	13	13
	NBRC TMC Exam: Low Cut		--	--	--	--	1	1
3	NREMT: Fire Science		6	3	--	--	--	--
4	NREMT: Paramedicine		4	4	5	5	8	8
5	VTNE		20	10	25	13	1	1

Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid								
				3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
				(FY 2018)	(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)
?	Completion Rates							
1	Advanced Software Development			n/a	100%			
2	Diesel Technology (certificate)			n/a	100%			
3	Software Development			n/a	100%			
4	Web Development			100%	n/a			
5				n/a	n/a			
?	Placement Rates							
1	Diesel Technology (certificate)			n/a	100%			
2	Software Development			n/a	100%			

Standard 8: Educational Effectiveness (Graduate Programs, Distance Education, Off-Campus Locations)					
Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2018)	(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)
? Master's Programs (Add definitions/methodology in #1 below)					
Retention rates first-to-second year	50%	n/a	75%	50%	55%
Graduation rates @ 150% time	100%	n/a	n/a		n/a
Average time to degree	2 years	2 years	2 years	2 years	2 years

Job Placement Rates							
Major, per 6 months	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
Agribusiness Management		1	1	5	1		
Applied Business Management		3	2	1	1		
Architectural & Building Engineering Technology		2	1	6	5		
Architectural Engineering Technology		10	10	4	3		
Automotive Technology		10	8	9	9		
Business Technology & Management: AAS		5	1	5	3		
Business Technology & Management: BS		17	10	12	11		
Civil & Environmental Engineering		13	12	9	3		
Computer Engineering Technology: AE		2	0	1	0		
Computer Engineering Technology: BS		2	1	3	2		
Computer Information Technology: AS		2	1	0	0		
Computer Information Technology: BS		3	3	5	4		
Computer Software Engineering: AS		4	3	4	1		
Computer Software Engineering: BS		6	4	6	5		
Computer Software Engineering: MS		1	1	0	0		
Construction Management: AAS		3	3	6	5		
Construction Management: BS		7	7	13	13		
Dairy Farm Management		12	8	7	1		
Dental Hygiene: AS		18	7	15	11		
Dental Hygiene: BS		5	4	15	14		
Diesel Power Technology		9	8	14	11		
Diversified Agriculture		6	4	4	4		
Electrical Engineering Technology: AE		17	8	9	3		
Electrical Engineering Technology: BS		7	7	10	7		
Electromechanical Engineering Technology: BS		9	7	15	13		
Entrepreneurship: AAS		-	-	1	1		
Entrepreneurship: BS		3	3	1	1		
Equine Studies: AS		10	5	4	4	-	-
Equine Studies: BS		3	3	-	-	-	-
Fire Science		1	1	6	6	-	-
Forestry		-	-				
Forestry (certificate)		1	1	-	-	-	-
General Engineering Technology		4	4	3	3		
Landscape Contracting		-	-	-	-		
Landscape Design & Sustainable Horticulture		4	4	1	1	-	-
Manufacturing Engineering Technology		11	11	6	6		
Mechanical Engineering Technology: AE		19	13	18	7		
Nursing: AS		132	108	126	104		
Nursing: BS		5	4	11	11		
Paramedicine (certificate)	*	4	4	1	1		
Practical Nursing (certificate)		121	23	143	28		
Professional Pilot Technology		4	4	8	8		
Radiologic Science		-	-	-	-		
Renewable Energy		1	1	1	1		
Respiratory Therapy		13	13	14	13		
Veterinary Technology		28	23	21	20		

Standard Nine - Integrity, Transparency, and Public Disclosure

Integrity

Description

The behavior standards for Vermont Tech, VSCS, and Board of Trustees is outlined in several reference documents and webpages. The VSCS Policies are available on their [website](#), as are the Vermont Tech policies available [online](#). Specific documentation includes: the Board of Trustees [Handbook](#); the Vermont Tech Institutional Values, contained in the [catalog](#); and employee handbooks and union contracts. Ethical issues can be reported anonymously using the [Whistleblower Hotline](#), following the [Whistleblower Policy 211](#), [FAQ](#), and [Implementation Procedures](#). College concerns can be submitted via an anonymous [web form](#). The Chancellor's Office sends an annual notice regarding the Whistleblower Hotline, reminding the VSCS community of their obligation to act in a manner that is aligned with all policies and invites use of the hotline to report any behavior that is ethically, legally, financially, or otherwise questionable.

The college is fully compliant with all NECHE Commission standards, policies, requirements of affiliation, and requests. All reports have been submitted in a timely manner in compliance with NECHE requirements. Any anticipated changes were, and continue to be, communicated to NECHE prior to moving forward. Vermont Tech adheres to all requirements related to institutional integrity embodied in all other commission standards.

Vermont Tech provides students with a rigorous, broad-based background in technology and applied sciences. Graduates are well prepared to work with scientists, engineers, and other professionals in meeting the challenges of today's high-tech workplaces. They find career opportunities in business, industry, commerce, transportation, agriculture, healthcare, construction, government, and advanced manufacturing.

Vermont Tech emphasizes the core values of dedication, integrity, and responsibility as a foundation for learning, career preparation, and citizenship. The college has many policies in place to protect and promote academic honesty. Policies that govern behavior include the [Student Handbook](#), the [Student Code of Conduct](#), and [Policy T107](#), Cheating and Plagiarism (available online). Resources to support academic honesty include several Hartness Library webpages including "[Avoid Plagiarism](#)," "[Understanding Plagiarism](#)" tutorial, and for faculty, the "[Preventing Plagiarism](#)" webpage.

Additional policies related to the college's core values:

- Inform rights and procedures related to intellectual property rights (Full-Time Faculty Agreement, Article 27; Part-Time Faculty Agreement, Article XIX;
- [Student Handbook](#);
- [Policy 311a](#);
- [Policy T107](#), Cheating and Plagiarism;
- VSCS [Policy 416](#), Use and Ownership of Copyrighted Materials;
- VSCS File Sharing Plan;
- Hartness Library "[Copyright & Fair Use](#)";
- Avoidance of conflict of interest (VSCS [Policy 207](#), Trustee and Executive Conflict of Interest Policy;
- VSCS [Policy 210](#), Employee Conflict of Interest;
- Privacy [Policy T115](#), The Family Education Rights and Privacy Act;

- VSCS [Policy 312](#), Compliance with the family Educational Rights and Privacy Act;
- Student Handbook, [Academic Affairs](#);
- [VSC Web Privacy Statement](#)

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. Through union contracts and handbooks, Vermont Tech, as well as the VSCS, has policies in place to support and protect the rights of faculty, staff, and students to the free pursuit and dissemination of knowledge.

The faculty, staff, administration, and students at Vermont Tech are committed to forming a stimulating, compassionate, and supportive learning community, which fosters the personal and professional growth of all members. Vermont Tech has several policies in place to support a diverse and non-discriminatory atmosphere at the college and system level. Non-discriminatory policies are outlined in union contracts and employee and student handbooks. VSCS-wide policies and Vermont Tech policies are numerous in support of a safe and equitable workplace. HR procedures articulate that Vermont Tech is an Equal Opportunity Employer who, “strongly encourages applications from members of ethnic minority groups and other under-represented backgrounds” in an effort to increase representation among its personnel.

Vermont Tech’s Policy [T205](#), Grievance Procedures, lists who the grievance or hearing officers are for each group and points to the union contract or handbook that applies to individual grievance policies.

Grievance Procedures are dictated in each union contract and handbook:

- Full-Time Faculty Federation: Article 14
- Part-Time Faculty Federation: Article XII
- Staff Federation: Article 10
- United Professionals – PAT: Article 3
- United Professionals – SUP: Article 3
- Personnel Handbook for Non-Unionized Employees: 4P
- Student Handbook – Student Conduct – Student Conduct Procedures

The college provides clubs and activities that help to promote cultural competence and diversity. The president launched a [Gender Equity initiative](#) in FY17 based on input from the college community for improvements in the sense of inclusiveness and community. The activities of the first year were a speaker series, a “respect awareness” communications campaign, and targeted diversity and gender equity training opportunities. Based on the positive experiences of the initial year’s efforts, the new president charged the committees to explore topics related to “[community](#)” for FY18 and FY19. In her charge, she articulated her vision of the college’s culture as:

- An inclusive community that respects those that look, love, worship, live differently than you do.
- A community that is not just tolerant, but respectful and welcoming of diversity.
- A recognition that we live in a “world community” that needs to understand each other to live respectfully and peacefully with each other.

- An environment that is safe for all where everyone feels respected.
- Realizing you do not need to agree with someone to respect them. You can disagree without being disagreeable.
- Debate is different from being disagreeable.
- A little kindness goes a long way to building functional relationships. “Treat others as you would have them treat you!”

The college hosted additional speakers and developed a Community Volunteering committee. The work of this committee arranges events to expose students to ways they can create or affect their community. In early 2018, the committee collected and sent Letters of Gratitude to service members and servicewomen. Last fall, the committee arranged a Voting Drive to help students register to vote, access absentee ballots or local polling places, and find information on candidates and positions. During the spring semester, the committee ran an awareness campaign linked to MLK, Jr. Day and the national campaign “Acts of Service and Kindness.” Students posted what acts of service inspired them, and what they did to serve their own community. In the summer, the committee organized a workspace clean-up day. The committee has already begun planning for the coming year with a theme of giving this fall, and awareness in the spring. The Hartness Library programming also supports diversity and fosters an inclusive atmosphere through efforts like the All-College Book Club, which featured such notable selections as *Not So Quiet*, *Twelve Years a Slave*, and *Euphoria*. In addition, their monthly themed book displays coincided with observations of Black History Month, Hispanic Heritage month, and Native American Heritage Month, among others.

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. In its interactions with various constituents, the college acts with honesty and integrity.

As a teaching institution, Vermont Tech does not have a large-scale sponsored-research program. It does receive some research grants from agencies such as the National Science Foundation, and the college complies with all the policies of the granting agencies. Faculty conduct academic research on an individual basis, and they retain the rights to products of their research under the terms of the Full-Time (Article 27) and Part-Time (Article XIX) Faculty contracts.

The college offers a number of educational and service programs outside of its degree and certificate programs through the Continuing Education and Workforce Development unit. The Associate Dean of Industry Relations and Workforce Development oversees these programs and services.

The college sponsors several [summer camps](#) and competitions to foster interest in education and careers within its major offerings. The camps are run with support from the office of Continuing Education and Workforce Development and funding in part from Perkins and foundation grants. The [Bridge Building](#) competition is sponsored by the Civil & Environmental Engineering Technology department with support from employers and administrative staff. Both types of activities are supported by the Marketing Department.

The college’s administrative operations are overseen by the VSCS, of which the college is a member institution. The operations are further guided by five union contracts governing relations with represented employees and by the employee handbook for non-represented employees.

Responsibilities to students are described in the college catalog and the student handbook. In cases of program curtailment, those programs are “taught out” to ensure that enrolled students are able to finish their degrees in a timely manner. Prospective students are fully informed about the nature of the college’s programs, projected costs, and policies. When programs are discontinued, application to those programs is suspended. [9.6 institution manages with honesty and integrity; 9.7 sponsored activities]

Numerous policies and procedures are reviewed in a consistent manner to ensure accuracy and currency. Student Affairs performs an annual Student Handbook review in which they follow recommendations from the Office of the Chancellor and make necessary updates. This department also has the ability and authority to make ad hoc revisions to the Code of Conduct. Changes made during an academic year usually pertain to necessary updates due to regulatory compliance. If changes are made during the academic year, students are duly notified via email. Within the Student Affairs unit, the Athletics Department follows the guidelines outlined by the college’s conference, Yankee Small Conference (YSCC), and the United States College Athletic Association (USCAA). The Athletic Director is currently the Secretary of the YSCC Board and is part of the committee, which reviews its bylaws. The Student Athlete Handbook and Coach’s Manual are both reviewed yearly. The Equity and Disclosures Act (EADA) is applicable to Vermont Tech’s athletic programs and requires a yearly report from the Athletic Department.

Within Academic Affairs, the VSCS Policy 505, Strategic Planning Policy, articulates that the Board of Trustees shall review the mission, vision, and strategic priorities of the VSCS every three years. It also requires of the colleges that all strategic planning efforts be reviewed at the board level before finalization, with reporting required of implementation. The course catalog is updated each year through a collaborative process involving stakeholders of every major and non-academic department with content in the catalog, and the Academic Dean’s office staff who make the updates. Changes provided by academic departments are cross-referenced with changes that have been approved through governance. The Academic Dean and Associate Dean review the final draft before publication on the website and in a modest number of printed copies. Hartness Library policies are assessed and reviewed annually each summer as well.

Appraisal

While the aforementioned departments all have routine and consistent policy and procedure review processes, others are not consistently reviewed. There is no overarching policy or formalized process of periodic assessment of policies and conditions at the institutional level, applying to all policies and procedures. The College does intend on completing a full review and update of all its current policies, which has been initiated and some work performed to date.

Participants in educational programs and services outside of degree programs, camps, and college-sponsored competitions attend them on one of the Vermont Tech campuses or distance sites, led by faculty who identify themselves as employees of the college. All the programming aligns with majors at the institution. Several competition winners and a few campers have enrolled eventually at the college as VAST and degree-seeking students.

An employee engagement survey was conducted in 2018 with the intention of being repeated annually in the future. Compared to a 2010 Employee Engagement survey results, college employees do have greater reluctance in recommending the college as a good place to work with a 6.7 on a scale of 1-10 with 10 being most likely to recommend the institution compared to an 89.5% “strongly agree” or “somewhat agree” Likert scale in the 2015 Employee Engagement survey. In the 2019 Employee Engagement survey, employees rated 86.54% “agree” or “strongly agree” to understanding how their work, “contributes to the

overall mission and goals of the college.” Another 82.7% “agree” or “strongly agree” with the statement that, “the people I work with treat me with respect.” Eighty seven percent of employees agreed or strongly agreed that, “there are people at work who care about me as a person.” These recent results reflect positively on the working environment at the college for faculty and staff who participated in the survey.

In annual Student Satisfaction surveys, students are asked if they “find Vermont Tech an open and welcoming place?” With survey results in 2017, 2018, and 2019 scoring 93.33%, 90.12%, and 89.2% respectively, the vast majority of students report a positive experience at the college. The slight annual decrease in these rating could signal a need to reflect on whether the efforts of the strategic plan are aligned with maintaining and/or increasing this statistic.

Some data gathered during the speaker series asked participants to reflect on their likelihood of attending future events. Overall, 89% of participants said they would come to future events.

The college’s management policies and procedures are generally open, fair, and transparent, but there are areas of difficulty.

Sometimes unexpected circumstances have created unfortunate situations. For example, the college was planning to offer a program in Radiologic Science in the fall of 2018 and accepted applications to the program. However, the college was unable to hire a director, and the program was not implemented. Students had been notified that their applications were accepted contingent on the program’s ability to open, but many were still disappointed. The Radiologic Science program opened successfully in the fall of 2019. Faculty and staff do not always feel adequately informed or consulted about program development and curtailment.

There is a lack of clarity regarding the budget process as it affects academic programs. Costs are assigned to programs using a complex application of somewhat opaque variables. There is ongoing dialogue between the Faculty Assembly and the college administration regarding the budget process, but this remains a point of tension. The development of a new budgeting process in collaboration between administrative staff and faculty bodes well for dissolution of those tensions in the future.

Transparency

Description

Vermont Tech’s website (vtc.edu) and the Admissions printed materials are the primary methods of correspondence with the public and prospective students. These channels are maintained by the Marketing Department with content owners responsible for providing accurate information about curriculum, financial aid, tuition, application requirements, etc. The website is ADA compliant by virtue of a compliance review and improvement project completed in early 2019. The website contains comprehensive information regarding all majors, including an overview, curriculum maps and minimum requirements, scholarships, career and placement data, locations offered, delivery format, and degree level.

Hartness Library is responsible for content, design, and maintenance of the Library website (hartness.vsc.edu). The website is ADA compliant as well.

Also available on the website is information for prospective students and families about admission and aid procedures. The “Work at VTC” page of the website highlights available positions and the college’s

position as an Equal Opportunity Employer. Vermont Tech Policy T201 lists procedures and policies for hiring and is available on the college's Policies and Public Information webpage. Additional information about employment policies can be found in employee handbooks and contracts.

The official college catalog is the electronic PDF found on the website. That webpage is also home to an archive collection of over 10 years of previous years' catalogs. Annually each summer, the catalog is updated through a facilitated process at the Academic Dean's office. Content owners provide updates or validation of the accuracy of information. Academic change suggestions are cross-referenced with approved governance outcomes. The academic data are then updated on effected majors' pages and reflected on printed materials with curriculum information. Printed curriculum maps are dated at the time of their updates. Hartness Library also holds archival editions of past institutional print course catalogs, dating back as far as 1912.

The college maintains a portfolio of stories of its graduates and faculty, highlighting their successes. This information is readily available on the website centrally as well as from individual major's pages. Hartness Library's oral histories of Vermont Tech, part of its Archival web content, is available on the [website](#). Program placement rates are updated annually based on the 6-Month Job Outcomes survey and maintained both centrally on the web as well as linked to individual major's pages. Each program's curriculum page outlines expected learning outcomes and any applicable licensure exam pass rate. Description of alumni placement or licensure pass rates is not an implicit or explicit guarantee of prospective student's future success.

The [form](#) for making requests for information by prospective students and families is conveniently located on the left hand side of all pages at www.vtc.edu. Admissions staff monitor this form. The college maintains various social media sites, which the public also uses for asking questions and raising concerns. The marketing staff monitor these channels and responds to inquiries.

Audited financial statements are available via the Dean of Administration and the Office of the Chancellor via its Chief Financial Officer. The public can request information from the Vermont State College System (VSCS) [website](#). System data can be viewed on the VSCS System Facts [website](#). The site provides a fact sheet from 2008 to 2015, as well as financial statements from 2012 to 2017.

General Vermont Technical College facts reside on the website's [Fast Facts page](#). Policies & Public Information can be found [online](#), which outlines general data that the public may be looking to locate. Located at the bottom of the Policies and Public Info page is a [link](#) to the full list of Vermont Tech policies and procedures.

The college can receive any additional requests for information by calling the toll-free telephone number at the bottom of every webpage.

Appraisal

The college website strives to be accessible regardless of disability due to compliance with ADA standards. The information available is both comprehensive and specific, with many aspects of financial aid, students, alumni success, placement rates, career data, and program outcomes linked on each major's page as well as in central locations. The entire website major's data is revisited on an annual basis, timed with the availability of updated career projections and placement rate survey results. The web developers contracted to complete the compliance work provide on-going web maintenance for the marketing department as well, ensuring that all new development adheres to ADA standards.

While information regarding processes for grading, assessment, and student discipline is available to the public, it is not always obvious how it all can be accessed. While public policies are linked from the homepage, the college catalog and student handbook are not listed on the opening page of the college's website nor under any of the primary tabs on that page. The various union contracts and employee handbook can be found more readily on the website for the Vermont State Colleges System via a tab described as "Employee Resources," but they are not accessible through the Vermont Technical College website. The college is embarking on a website improvement project aimed at increasing online student resources and making them more useful and accessible. One goal of the project is to improve the site's use for an internal audience by making resources like handbooks and catalogs easier to find. The college's plan to implement a formal written process for periodic review of policies, procedures, or guidelines, etc. will also make the information more current and accurate. The college should also evaluate the usefulness of linking to the Public Records Request process through the Chancellor's Office and maintaining a general email, along the lines of info@vtc.edu, which could be available from every webpage in addition to the phone number.

Public Disclosure

Description

Vermont Tech's website and course catalog are publicly available resources that describe the college and highlight its resources. The catalog is reviewed annually and updated each summer before being posted as a PDF on the college website. The corresponding content of the website is then also updated so that course curriculum maps align with the catalog content. Policies and handbooks also are updated at appropriate times and linked from the site. Content that is accessible from the website and/or catalog include:

- Mission and Institutional Values, the definition of an Educated Person
- Objectives and expected educational outcomes
- Status as a public institution and accreditation
- Requirements, procedures, and policies related to admissions and transfer of credit
- Articulation agreements
- Student fees, charges, and refund policies
- Student conduct, procedures for student appeals and complaints
- Academic integrity and honesty; appeals for student dismissals
- Withdrawing from the college
- Academic programs
- Current courses
- Other available educational opportunities
- Academic policies and procedures
- Degree requirements
- Vermont Tech people
- Directory
- Locations
- Description of the student body and campus setting (Fast Facts)
- Hartness Library
- Public Safety, including parking permits, IDs, and weapon registration
- Resolve (resources and reporting guide for Policy 311 and 311A)
- Health Services

- Center for Academic Success, including TRiO, tutoring, academic counseling and accommodations
- Career Services
- Student Affairs
- Non-discrimination statement
- Non-academic opportunities, including SHAPE, clubs, student council, athletics, use of Presence (student app)
- Placement rates
- Retention and graduation rates, loan default rates (within the Common Data Set)
- Licensure pass rates, including NCLEX, Dental Hygiene and Respiratory Therapy link to national data
- Financial aid and net price calculator
- Average student debt (linked from Fast Facts page to College Scorecard)
- Length of study (curriculum maps by major)

The courses offered by the college are reviewed on an annual basis. Through this review process, any courses not taught in two years are removed from the active course list. In the one case where a program is only offered every other year at a distance site, the routing of that offering is readily available on the program website.

To ensure that students and members of the public are aware of an individual's relationship with the college, employees are listed in the [directory](#) and guided by the [email signature policy](#). In addition to those aforementioned resources, prospective students are also able to find the Admissions team personnel on the "[Admissions Team](#)" page of the website. Accepted students also receive communications on the [website](#).

Appraisal

The college has processes in place for systematic and periodic review of numerous data available on its website to assure currency of information. However, the college lacks such a process for employees listed in the directory. Not all policies are regularly reviewed, and most have not been updated in some time. There is no policy guiding the routine review of policies, so the college intends to develop one.

The college website is a robust resource for prospective students, current students, and employees. The information available is vast and diverse. The college would benefit from making resources easier to find, however, and to group like information together more seamlessly. For instance, it would be helpful if all the students' resources were available in one place of the website rather than in disparate locations between offices and the catalog.

Financial aid information is replete and easily found on the website, located centrally and gathered. Program-specific scholarships are also available at the major-page level, decentralized across the website cross-referenced with specific programs. This makes it easier for prospective students to understand the aid available to them.

Strengths

- The college's Mission Statement is clear and periodically reviewed and affirmed
- College has policies and guidelines that stipulate integrity, and values non-

Challenges

- A formal process is lacking for systematic review and updates to policies
- Training for new employees and incoming students does not include all the

- | | |
|---|---|
| discrimination among students and employees | same information and resources; an opportunity for improvement |
| <ul style="list-style-type: none">• Student information from Student Affairs, marketing collateral, and the catalog in print and on the web are updated annually and available appropriately• The college website is a robust resource of public information | <ul style="list-style-type: none">• Info is available on the website, but transparency could be improved by making content easier to find |

Projection

- The college will create and identify systematic review and update process to policies.
- The college is embarking on a website improvement project aimed at increasing online student resources and making them more useful and accessible. One goal of this project is to improve the site's use for an internal audience by making resources like handbooks and catalogs easier to find.
- The electronic communications policy is from 2005 and will be reviewed for potential updates.
- The college will investigate ways to improve consistent training and resources for new employees and students.

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

?	Policies	Last Updated	?	Website location where policy is posted	Responsible Office or Committee
	Academic honesty	9/10/2018		T107	Academic Affairs
				Avoiding Plagiarism	Library
				Plagiarism Tutorial	Library
				Preventing Plagiarism	Library
	Intellectual property rights	5/26/2016		416	Library
				Fair Use Guidelines	Library
	Conflict of interest	5/26/2016		210	President
	Privacy rights	6/30/2009		T115	Academic Affairs
		7/1/2009		T202	President
	Fairness for students	4/7/2009		T101	Academic Affairs
		6/30/2009		T103	Academic Affairs
		7/1/2009		T113	Learning Skills Specialist
		6/30/2009		T115	Academic Affairs
		7/1/2009		T202	Academic Affairs
	Fairness for faculty	7/1/2009		T205	President
		7/1/2009		T202	President
	Fairness for staff	7/1/2009		T205	Human Resources
		8/1/2010		T208	Student Affairs
		11/1/2009		T211	President
		7/1/2009		T216	Human Resources
		7/1/2009		T218	Human Resources
		4/1/2011		T220	Human Resources
		7/1/2009		T201	Human Resources
		10/1/2009		T203	Human Resources
		7/1/2009		T204	Human Resources
		8/1/2010		T206	Public Safety
	Fairness for employees	7/1/2009		T207	Human Resources
		7/1/2009		T209	Human Resources
		8/1/2009		T213	President
		7/1/2009		T214	Human Resources
		7/1/2009		T215	Human Resources

	7/1/2009	T217	Human Resources
		T219	Human Resources
Academic freedom			
Research			
Title IX	2/19/2015	311	Title IX Coordinator
	7/23/2015	311A	Title IX Coordinator
Other; specify			
Vermont Technical College Policies & Procedures		Policies & Procedures	
VSCS Academic Affairs Policies		Academic Affairs Policies	Chancellor's Office
VSCS Personnel Policies		Personnel Policies	Chancellor's Office
VSCS Student Affairs Policies		Student Affairs Policies	Chancellor's Office
VSCS Business/Financial Policies		Business Policies	Chancellor's Office
VSCS General Policies		General Policies	Chancellor's Office
Non-discrimination policies			
Recruitment and admissions		Nondiscrimination Policy	President
Employment			
Evaluation			
Disciplinary action			
Advancement			
Resolution of grievances			
Students	4/7/2009	T101	Academic Affairs
	7/1/2009	T205	College Judicial Board
	2/19/2015	311	Title IX Coordinator
	7/23/2015	311A	Title IX Coordinator
Faculty	7/1/2009	T205	President
	2/19/2015	311	Title IX Coordinator
	7/23/2015	311A	Title IX Coordinator
			Human Resources, President, or Supervisor
Staff	7/1/2009	T205	Title IX Coordinator
	2/19/2015	311	Title IX Coordinator
	7/23/2015	311A	Title IX Coordinator

Non-discrimination policies

Recruitment and admissions
Employment
Evaluation
Disciplinary action
Advancement

Nondiscrimination Policy
--

President

Resolution of grievances

Students

4/7/2009
7/1/2009
2/19/2015
7/23/2015

T101
T205
311
311A

Academic Affairs
College Judicial Board
Title IX Coordinator
Title IX Coordinator

Faculty

7/1/2009
2/19/2015
7/23/2015

T205
311
311A

President
Title IX Coordinator
Title IX Coordinator

Staff

7/1/2009
2/19/2015
7/23/2015

T205
311
311A

Human Resources, President, or Supervisor
Title IX Coordinator
Title IX Coordinator

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

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	Locations
	Staff Directory
	Admissions: Request Info
Notice of availability of publications and of audited financial statement or fair summary	VSC System Data
Processes for admissions	Apply
Processes for employment	Work at Vermont Tech
Processes for grading	Academic Affairs
Processes for assessment	Academic Affairs
Processes for student discipline	Student Handbook
Processes for consideration of complaints and appeals	Catalog
	Policies & Procedures
	Student Handbook
List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.	
Statement/Promise	Website location and/or publication where valid documentation can be found
Enrollment, diversity, cost of attendance	National Center for Educational Statistics
	NCES at a glance
Success and Job Placement Rates	Our Graduates
Job Placement	National Association of Colleges & Employers
NCLEX Pass Rates	NCLEX
Respiratory Therapy Programmatic Outcomes	Respiratory Therapy
Practical Nursing Gainful Employment Disclosure	Financial Aid
Why Vermont Tech?	Admissions
School of Agriculture, Plant, and Animal Science	School of Agriculture, Plant, & Animal Science
School of Engineering and Computing	School of Engineering & Computing
School of Nursing and Health Professions	School of Nursing & Health Professions
School of Professional Studies and Management	School of Professional Studies & Management
Career Services	Career Services
Institutional Mission and Values	Catalog Foreword
Admissions: Transfer Students	Transfer Applicants
Alumni	Alumni Profiles
Date of last review of:	
Print publications	Annually
Digital publications	2020

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

Information	Website location
Institutional catalog	Course Catalog
Obligations and responsibilities of students and the institution	Course Catalog
	Student Handbook
	Dental Hygiene Student Handbook
	Nursing Student Handbook
	Respiratory Therapy Student Handbook
Information on admission and attendance	Admissions/Aid
Institutional mission and objectives	Catalog Foreword
Expected educational outcomes	General Education Requirements
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	Catalog Foreword
Requirements, procedures and policies re: admissions	Admissions
	Apply
Requirements, procedures and policies re: transfer credit	Transfer Credit & Advanced Standing
A list of institutions with which the institution has an articulation agreement	Articulation Agreements
Student fees, charges and refund policies	Tuition & Fees
Rules and regulations for student conduct	Student Handbook
Procedures for student appeals and complaints	Academic Affairs
	Financial Aid Policies
	Student Handbook
	Title IX
Other information re: attending or withdrawing from the institution	Academic Affairs
Academic programs	Majors
Courses currently offered	Courses by Subject
Other available educational opportunities	Continuing Education & Workforce Development
Other academic policies and procedures	VTC Policies & Procedures (100-level policies)
	VSCS Academic Affairs Policies
Requirements for degrees and other forms of academic recognition	Academic Affairs
	General Education Requirements
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	Vermont Tech People
Names and positions of administrative officers	Vermont Tech Senior Leadership Team
Names, principal affiliations of governing board members	Board of Trustees
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	Locations

Programs, courses, services, and personnel not available in any given academic year.	n/a
Size and characteristics of the student body	Fast Facts
Description of the campus setting	Locations
Availability of academic and other support services	Center for Academic Success
	Career Services
Range of co-curricular and non-academic opportunities available to students	Student Life
Institutional learning and physical resources from which a student can reasonably be expected to benefit	
Institutional goals for students' education	General Education Requirements
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	VTC Policies & Procedures
	Dental Hygiene Board Pass Rates 2019
	NCLEX Pass Rates 2018
	NCLEX Pass Rates 2019
	Nursing Completion Rates 2019
	Our Graduates 2015
	Our Graduates 2016
	Our Graduates 2017
	Our Graduates 2018
	Our Graduates 2019
	Public Success Rate
	VTNE Pass Rates 2019
Total cost of education and net price, including availability of financial aid and typical length of study	Tuition & Fees
	Financial Aid
Expected amount of student debt upon graduation and loan payment rates	College Scorecard (external, linked from Fast Facts)
Statement about accreditation	Catalog Foreword

APPENDIX

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TABLE 4A - Associate Degree Programs

Program	Total Credits	Major Credits	Gen. Ed. Credits
Agribusiness	65	40	25
Architectural & Building	65	35	30
Automotive	65	45	20
Business Technology	61	35	26
Civil & Environmental	65	38	27
Computer Engineering	68	38	30
Computer Information	61	33	28
Computer Software	61	35	26
Construction Management	66	41	25
Dairy Farm Management	63	38	25
Dental Hygiene	93	47	46
Diesel Power Technology	62	41	21
Electrical Engineering	64	34	30

Forestry	64	31	33
General Engineering Technology	60	20	35
Landscape Contracting	63	37	26
Mechanical Engineering	65	35	30
Nursing	83	50	33
Respiratory Therapy	67	45	22
Radiological Sciences	77	51	26
Veterinary Technology	64	44	20
Entrepreneurship	61	33	28

TABLE 4B -Baccalaureate Degree Programs

Program	Total Credits	Major Credits	Gen. Ed. Credits
Applied Business	120	67	49
Architectural Engineering	124	76	45-48
Business Technology	120	78	42-45
Computer Engineering	123	69	49
Computer Information	120	77	43-44
Computer Software	122	79	43
Construction Management	123	82	41
Dental Hygiene	120	61	59
Diversified Agriculture	122	52	44-47
Electromechanical Engineering	125	80	45
Electrical Engineering	123	80	43
Entrepreneurship	120	61	44
Manufacturing Engineering	120	71	40
Nursing	132	84	48

Professional Pilot	121	79	42
Renewable Energy	120	70	50

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

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

1. **Credit Hour:** Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (NECHE Policy 111. See also *Standards for Accreditation* 4.34.)

URL	https://www.vtc.edu/table-of-contents/
Print Publications	Catalog
Self-study/Fifth-year report Page Reference	101

2. **Credit Transfer Policies.** The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (NECHE Policy 95. See also *Standards for Accreditation* 4.38, 4.39 and 9.19.)

URL	https://www.vtc.edu/table-of-contents/
Print Publications	Catalog
Self-study/Fifth-year Report Page Reference	101

3. **Student Complaints.** "Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered." (*Standards for Accreditation* 5.18, 9.8, and 9.19.)

URL	https://www.vtc.edu/student-handbook/
Print Publications	Catalog
Self-study/Fifth-year Report Page Reference	101

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

Method(s) used for verification	The VSCS uses an Identity Management system. Users are assigned unique user names and go through an account activation process to set their own passwords. We do not use generic passwords. Passwords are required to meet a specified complexity which is enforced programmatically. We encourage students to change their passwords every 120 days. Our network usage policies forbid sharing of user accounts and outline possible consequences of violations
Self-study/Fifth-year Report Page Reference	101

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

URL	
Print Publications	
Self-study Page Reference	

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

Chief Executive Officer: _____

Date: 8/21/2020

CATEGORY	1. Where are the learning outcomes for this level/program published?	2. Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone, portfolio, licensure exam)	3. Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	4. What changes have been made as a result of using the data/evidence?	5. Date of most recent review
At the institutional level	CATALOG: General Education Requirements (Educated Person)	Educated Person Outcomes (EPOs); Program and course outcomes; completion of General Education and Graduation Requirements; Pass Rates and Placement Rates	General Education Task Force (as needed); Programs & Curriculum Committee (twice monthly during the academic year); Academic Affairs Committee of Faculty Assembly (monthly during the academic year)	Creation of an Educated Person Statement; outcomes of all courses in all programs on all campuses were updated in 2019 and codified on internal keys and course outlines	n/a
For general education	CATALOG: General Education Requirements	MATH: VSC Quantitative Reasoning Assessment and EPOs 2 and 3 are assessed through problems embedded in exams	MATH: Mathematics faculty members using a rubric designed to evaluate the assessment	MATH: Pre-Calculus went from a 1-semester 5-credit course to a 2-semester course with 6 credits total in an effort to improve retention (fall 2014)	MATH: Policy 101 review in 2005
		EHSS: Written Communications assessment EPO 1; Informational Literacy assessment EPO 7	EHSS: EHSS faculty using chosen assessment assignments	EHSS: Satisfactory performance on Information Literacy assessment is required in ENG 1061	EHSS: 2019
		SCI: VSC Quantitative Reasoning Assessment and EPOs 2 and 3 are assessed through problems embedded in exams and through lab report rubrics	SCI: Science faculty members using a rubric designed to evaluate the assessment	SCI: A committee involving all relevant programs was established to review the PHY 1041 course content, and after review and discussion, several topics were transferred to the responsibility of the particular programs, allowing PHY 1041 to be taught at a proper pace and cover all necessary material; a similar process has just begun for the CHE 1020/CHE 1031 curriculum	SCI: Spring 2020

List each degree program					
<i>Master of Science</i>					
Computer Software Engineering	CATALOG: Computer Software Engineering (MS)	Individual program outcomes are assessed by instructors in specific courses taken by all students in the degree program. Students in this program also undertake a six-credit-hour Master's project course. Feedback from advisory board members on graduate preparedness and current industry trends is also used.	The program chair reviews the program outcome assessments on at least an annual basis. Each instructor interprets the performance of the students in his or her courses. The project course instructor interprets the students in this course. All full-time faculty members in the department either attends or view records of the annual advisory board meeting.	To date, the faculty that teach the graduate courses have had informal conversations and no changes have been seen as necessary. In the future, we will have documented discussions of the entire faculty at least on an annual basis.	2017 Vermont State College's PRoCIP review
<i>Bachelor of Science</i>					
Applied Business Management	CATALOG: Applied Business Management		Professor who teaches the classes and review by department faculty	Revised student learning outcomes; eliminated Business Problem Practicum class from the curriculum and replaced it by adding a selection of "three out of four" instead of "two out of three" classes	March 2020
Architectural Engineering Technology	CATALOG: Architectural Engineering Technology (BS)	Advisory board input, capstone projects, licensure exam results, unsolicited emails from graduates and employers, placement reports	Annually at advisory board meetings; faculty review periodically and with advisory board meeting (unsolicited emails typically reviewed by faculty only)	Curriculum changes	5/19/20 Advisory Board Meeting ; 5/15/20 Capstone; 1/29/2020 Licensure
Business Technology & Management	CATALOG: Business Technology & Management (BS)		Professor who teaches the classes and review by department faculty	Revised student learning outcomes; eliminated one required class and replaced it with opportunity for students to select from four classes instead of three	March 2020

Computer Engineering Technology	CATALOG: Computer Engineering Technology (BS)	Capstone course	Faculty, Department Chair	Added an additional required course in microelectronics in 2018; increased number of elective courses	Spring 2020
Computer Information Technology	CATALOG: Computer Information Technology (BS)	In addition to the processes used for the AS degree, students in this program undertake a year-long capstone course experience which requires competency in most, if not all, program outcomes.	The department chair reviews the program outcome assessments on at least an annual basis. The capstone projects instructor interprets the students in this course. All full-time faculty members in the department either attend or view records of the annual advisory board meeting.	The chair and assessing instructors bring results to department meetings and the group collaborates to identify areas for improvement. For example, as a result of instructor feedback, the department has begun efforts to create more well-defined tracks in the last two years of this degree program.	2017 Vermont State Colleges PReCIP review
Computer Software Engineering	CATALOG: Computer Software Engineering (BS)	In addition to the processes used for the AS degree, students in this program undertake a year-long capstone course experience which requires competency in most, if not all, program outcomes.	The department chair reviews the program outcome assessments on at least an annual basis. Each instructor interprets the performance of the students in his or her courses. The capstone projects instructor interprets the students in this course. All full-time faculty members in the department either attend or view records of the annual advisory board meeting.	The chair and assessing instructors bring results to department meetings and the group collaborates to identify areas for improvement. For example, as a result of recent instructor and student feedback, the curriculum of this degree's junior year was modified to avoid students taking CIS 3030 and CIS 3050 concurrently.	2017 Vermont State Colleges PReCIP review
Construction Management	CATALOG: Construction Management (BS)	Formative assessments in program courses as outlined in outcomes crosswalk; Summative assessment at the ASC Eastern Division Construction Management Contest CPM 4730 (capstone course)	Evidence interpreted by industry representatives at the ASC Eastern Division Construction Management Contest and evaluated by alumni as part of CPM 4030	Participation in the ASC Eastern Division Construction Management Contest; integration of Procore and Bluebeam (Construction Management software) into all courses; expanded curriculum related to Heavy Civil and Commercial Construction; and increased external certifications	May 2020

Dental Hygiene	CATALOG: Dental Hygiene (BS)			The findings are used to make necessary changes to the curriculum. Changes that have been made to the curriculum as a result of the assessment include separating the single 3 credit Community Oral Health course into two courses; implementing a 90-minute seminar on cultural competency with two assignments on cultural competence in DHY 3821 and DHY 3822; and implementing the use of the Velscope and Air Flow in DHY 3821 and DHY 3822.	April 2020
Dental Hygiene Degree Completion	CATALOG: Dental Hygiene (+2 BS)	Licensure Examinations, Graduate, employer, patient and Alumni Surveys	The Program Director tabulates results and the faculty discuss findings at faculty meetings		
Diversified Agriculture	CATALOG: Diversified Agriculture	Course outcomes are assessed by individual instructors; state degree outcomes are assessed in the designated classes; outcome assessments include exam questions, projects, and other assignments	Department chair reviews program outcomes on an annual basis and also reviews the outcomes assessed by department faculty; faculty teaching the designated courses determine the factors on which assessment is based	Curriculum updates have been made to align courses with designated program outcomes. Individual courses have also been updated to assure that course outcomes are met. Student learning outcomes for degree programs were reevaluated in Spring 2019. Changes were made in accordance with Advisory Board approval and input from department faculty.	Spring 2020
Electrical Engineering Technology	CATALOG: Electrical Engineering Technology (BS)	Capstone course	Faculty, Department Chair	Increased number of elective courses	Spring 2020
Electromechanical Engineering Technology	CATALOG: Electromechanical Engineering Technology	Capstone course	Faculty, Department Chair	Modified curriculum; introduced ELT 2061; and replaced modern physics with an elective	Spring 2020
Entrepreneurship	CATALOG: Entrepreneurship (BS)				
Entrepreneurship Degree Completion	CATALOG: Entrepreneurship (+2 BS)		Professor who teaches the classes and review by department faculty	Revised student learning outcomes; added Exploring Business & Entrepreneurship class to first semester and moved Principles of Math to second semester; discussed combining Business Technology & Management degree with Entrepreneurship degree	March 2020

Manufacturing Engineering Technology	CATALOG: Manufacturing Engineering Technology	Capstone course, outcome assessments, ABET review	Faculty, Department Chair, ABET reviewers, advisory board	Revised student learning outcomes. Added or heavily revised these courses: MEC 3021 Manufacturing Processes II; MEC 3120 Advanced Manufacturing & Automation; MEC 3121 Additive Manufacturing; MEC 4220 Product Design & Production	Spring 2020
Nursing	CATALOG: Nursing (BSN)	BSN portfolio, two capstones (Nursing Leadership & Community Health Nursing), student feedback via total program evaluation and graduate survey, employer survey, employment rates	BSN full time faculty review the BSN portfolios in fall and spring; capstone projects graded by capstone course faculty; TPE, graduate surveys and employer surveys are reviewed by nursing leadership (associate dean of nursing, faculty chairs, regional site directors) and shared with faculty/stakeholders	BSN Program Outcomes updated to make more concise in 2018; BSN Portfolio faculty assessment form created and updated; Course learning outcomes updated to align with program outcomes and professional standards	Fall 2019 CNEA Accreditation Visit
Professional Pilot Technology	CATALOG: Professional Pilot Technology	Students are given stage exams in preparation for FAA (Federal Aviation Administration) flight exams. Oral and practical exams are given by FAA examiners for licensure. Students increase levels of licensing from their freshmen through senior years. They are employable in their junior and senior years and can be hired upon graduation. Students are surveyed for updates on hiring and placement. As seniors and graduates, they can be employed as flight instructors and prepare their own students for FAA flight exams. Thus, their performance is measured each time their student passes a stage check or practical test. This provides direct evidence of the instructor's competence.	FAA stage checks, practical exam, and written exam rate data are gathered by faculty and given to the Program Director. Data for all certificates is included in a yearly report to the FAA submitted by the Director.	Based on student pilot performance and pacing data, the private pilot course was extended from one semester to one year to support seasonal weather and improve safety. Commercial Flight II was moved to the summer to allow students to improve the diversity of their flying experience and to permit incoming, already-licensed pilots to begin in the fall and be a year ahead. Two courses were moved from online to face-to-face as faculty transitioned and were trained to teach in the new format.	August 2019 PReCIP review February 10, 2020 FAA audit

Renewable Energy	CATALOG: Renewable Energy	The outcomes are assessed in different courses in the curriculum and in a capstone course.	The outcome assessments are done by individual faculty and then reviewed by a group of affiliated faculty members, coordinated by the Program Director. The external advisory board also reviews the outcomes and curriculum annually and provides feedback.	Added an engineering management course to the program requirements (ARE 4020) per recommendation by the advisory board.	September 2019 Advisory Board
<i>Associate of Science</i>					
Computer Information Technology	CATALOG: Computer Information Technology (AS)	Individual program outcomes are assessed by instructors in specific courses taken by all students in the degree program. Feedback from advisory board members on graduate preparedness and current industry trends is also used.	The department chair reviews the program outcome assessments on at least an annual basis. The instructors who perform these assessments also interpret the results. Most department members attend the annual advisory board meeting.	The chair and assessing instructors bring results to department meetings and the group collaborates to identify areas for improvement. For example, advisory board feedback indicated that IT students needed more exposure to Windows system administration. We are in the process of creating this course.	2017 Vermont State Colleges PReCIP review
Computer Software Engineering	CATALOG: Computer Software Engineering (AS)	Individual program outcomes are assessed by instructors in specific courses taken by all students in the degree program. Students in this program also undertake a semester-long capstone course experience. Feedback from advisory board members on graduate preparedness and current industry trends is also used.	The department chair reviews the program outcome assessments on at least an annual basis. The capstone projects instructor interprets the students in this course. All full-time faculty members in the department either attend or view records of the annual advisory board meeting.	The chair and assessing instructors bring results to department meetings and the group collaborates to identify areas for improvement. For example, as a result of recent instructor feedback, a spring semester offering of CIS 2260 was added so that students who take CIS 2271 in the fall semester can directly progress into this follow-on course without taking a semester off.	2017 Vermont State Colleges PReCIP review

Dental Hygiene (AS is 3-year pathway from BS)	CATALOG: Dental Hygiene (BS)	Licensure Examinations, Graduate, employer, patient and Alumni Surveys	The Program Director tabulates results and the faculty discuss findings at faculty meetings	The findings are used to make necessary changes to the curriculum. Changes that have been made to the curriculum as a result of the assessment include separating the single 3 credit Community Oral Health course into two course; implementing a 90- minute seminar on cultural competency with two assignments on cultural competence in DHY 3821 and DHY 3822; and implementing the use of the Velscope and Air Flow in DHY 3821 and DHY 3822.	April 2020
Nursing	CATALOG: Nursing (ADN)	ADN clinical end of program evaluation forms, student feedback via total program evaluation and graduate survey, employer survey, Assessment Technologies Institute (ATI) comprehensive predictor, NCLEX-RN licensure exam pass rates, employment rates	ADN Faculty; TPE, graduate surveys and employer surveys are reviewed by nursing leadership (associate dean of nursing, faculty chairs, regional site directors) and shared with faculty/stakeholders	Curriculum updates to align course learning outcomes and program outcomes with current evidence and professional standards; focused faculty efforts re- integrate pharmacology with adult care content and support student accountability for learning	Fall 2019 CNEA Accredit ation Visit
Radiologic Science	CATALOG: Radiologic Science	Registry review mock exam, pass rates of ARRT RT exam	Full-time faculty	Counsel students on weak areas prior to ARRT RT exam	Spring 2020
Respiratory Therapy	CATALOG: Respiratory Therapy	Attrition/retention; positive placement; NBRC credentialing exams; employer satisfaction surveys; graduate satisfaction surveys; program personnel resource surveys; student resource surveys	Committee on Accreditation for Respiratory Care Programs (CoARC) annual report and 10-year comprehensive evaluation with self-study and site visit	Pharmacology course added to the curriculum for AY21	2028 site visit with an annual report due on Februar y 1, 2020
Associate of Engineering					

Civil & Environmental Engineering Technology	CATALOG: Civil & Environmental Engineering Technology	Capstone course CET 2050; Outcomes are assessed each year in identified courses; informal questioning and written survey of Advisory Board; anecdotal evidence (emails/comments from students, former students, and employers) is also considered. Formal graduation standards in the areas of written communication, oral communication, quantitative reasoning, and information literacy are undertaken in specific classes.	The responsible faculty member oversees the assessment and makes recommendations as necessary. The department reviews the assessment and discusses any correlation or ramification to other courses within the program. Curriculum changes are reviewed and approved through the Programs & Curriculum Committee and then Faculty Assembly.	Recent modifications include CEET faculty agreeing to award partial HW and exam points to annotation within calculations (i.e., "value obtained from snowload in Table E") to ensure students are aware of the importance of the reasoning behind data use. Other recent changes involve reinforcing units and unit conversions early in courses, and having a specific calculation be practiced more often in HW or in class prior to exams. Curriculum modification included switching physics and chemistry such that freshmen now take physics first fall semester, followed by chemistry in spring.	May 2020
Computer Engineering Technology	CATALOG: Computer Engineering Technology (AE)	Capstone course	Faculty, Department Chair	Extended capstone experience to one year duration and added an introduction to engineering course in 2015	October 2014
Electrical Engineering Technology	CATALOG: Electrical Engineering Technology (AE)	Capstone course	Faculty, Department Chair	Modified curriculum; restructured DC/AC circuits course; introduced a recitation period for ELT 1031 lab; introduced ELT 1015, Introduction to Engineering; and made the capstone course two semesters	Spring 2020
Mechanical Engineering Technology	CATALOG: Mechanical Engineering Technology	Capstone course, outcome assessments, ABET review	Faculty, Department Chair, ABET reviewers, advisory board	Revised student learning outcome; minor revisions to curriculum to better align with ABET outcomes	Spring 2020
Associate of Applied Science					

Agribusiness Management	CATALOG: Agribusiness Management	Course outcomes are assessed by individual instructors; state degree outcomes are assessed in the designated classes; outcome assessments include exam questions, projects, and other assignments	Department chair reviews program outcomes on an annual basis and also reviews the outcomes assessed by department faculty; faculty teaching the designated courses determine the factors on which assessment is based	Curriculum updates have been made to align courses with designated program outcomes. Individual courses have also been updated to assure that course outcomes are met. Student learning outcomes for degree programs were reevaluated in Spring 2019. Changes were made in accordance with Advisory Board approval and input from department faculty.	Spring 2020
Architectural & Building Engineering Technology	CATALOG: Architectural & Building Engineering Technology (AAS)	Advisory board input, placement results, Architectural Design II projects, unsolicited emails from graduates and employers	Annually at advisory board meetings; faculty review periodically and with advisory board meeting (unsolicited email typically reviewed by faculty only); Architectural Design II projects seen by faculty and sometimes practitioners	Curriculum changes	5/19/20 Advisory Board Meeting , 5/15/20 Architectural Design II projects
Automotive Technology	CATALOG: Automotive Technology	ASE certification testing (voluntary); capstone course ATT 2030 Advanced Engine Performance; practical examinations during laboratory sessions using NATEF tasks as benchmarks	Interpretation is done by faculty; tasks are performed, students indicate their perceived level of competence, faculty indicate level of performance achieved in each skill area	Evaluation of classroom and lab effectiveness; specialty workshops held for students who have difficulties with certain tasks, e.g., valve adjustment and basic electrical testing procedures review for seniors, alignment procedure review for freshmen	VSC PReCIP review 2013
Business Technology & Management	CATALOG: Business Technology & Management (AAS)		Professor who teaches the classes and review by department faculty	Revised student learning outcomes; no changes to the curriculum	March 2020

Construction Management	CATALOG: Construction Management (AAS)	Formative assessments in program courses as outlined in outcomes crosswalk; summative assessment at the ASC Eastern Division Construction Management Contest CPM 2730 (capstone course)	Evidence interpreted by faculty and select group of advisory committee members; outcomes evaluated by alumni and students as part of CPM 4030	Integration of Procore and Bluebeam (Construction Management software) into all courses; expanded curriculum related to Heavy Civil and Commercial Construction; and increased external certifications	May 2020
Dairy Farm Management	CATALOG: Dairy Farm Management	Course outcomes are assessed by individual instructors; state degree outcomes are assessed in the designated classes; outcome assessments include exam questions, projects, and other assignments	Department chair reviews program outcomes on an annual basis and also reviews the outcomes assessed by department faculty; faculty teaching the designated courses determine the factors on which assessment is based	Curriculum updates have been made to align courses with designated program outcomes. Individual courses have also been updated to assure that course outcomes are met. Student learning outcomes for degree programs were reevaluated in Spring 2019. Changes were made in accordance with Advisory Board approval and input from department faculty.	Spring 2020
Diesel Power Technology	CATALOG: Diesel Power Technology	ASE certification testing (voluntary); capstone courses DSL 2010 Fuel Systems and DSL 2020 Chassis Electronic Systems; practical examinations during laboratory sessions using NATEF tasks as benchmarks	Interpretation is done by faculty; tasks are performed, students indicate their perceived level of competence, faculty indicate level of performance achieved in each skill area	Evaluation of classroom and lab effectiveness	VSC PReCIP review 2013
Entrepreneurship	CATALOG: Entrepreneurship (AAS)		Professor who teaches the classes and review by department faculty	Revised student learning outcomes; added Exploring Business and Entrepreneurship class in first semester and moved Principles of Math to second semester; and discussed combining Business Technology & Management degree with Entrepreneurship degree	March 2020

Forestry	CATALOG: Forestry	Course outcomes are assessed by individual instructors; state degree outcomes are assessed in the designated classes; outcome assessments include exam questions, projects, and other assignments	Department chair reviews program outcomes on an annual basis and also reviews the outcomes assessed by department faculty; faculty teaching the designated courses determine the factors on which assessment is based	Curriculum updates have been made to align courses with designated program outcomes. Individual courses have also been updated to assure that course outcomes are met. Student learning outcomes for degree programs were reevaluated in Spring 2019. Changes were made in accordance with Advisory Board approval and input from department faculty.	Spring 2020
General Engineering Technology	CATALOG: General Engineering Technology	<i>see Program Director for details</i>			
Landscape Contracting	CATALOG: Landscape Design & Sustainable Horticulture	Curriculum review including, but not limited to, student learning outcomes, capstone senior projects, excellent job placement rates, communication from employers regarding high quality of the graduates, communication from alumni	Every 5 years by PRECIP committee (industry leaders, academic dean from a different college, program directors from related programs); annually by Landscape Contracting advisory board; ongoing by program director and faculty; all student work is reviewed in light of assignment goals that are established at the program level	Incorporated computer aided drafting curriculum (LAH 1031), Dynascape software in 2020, and an estimates and bidding course (CPM 2010)	PRECIP process September 2017; advisory board meeting February 2019

Veterinary Technology	CATALOG: Veterinary Technology	Completion of CVTEA-AVMA accrediting body checklist for demonstrating hands-on and knowledge-based learning: https://www.avma.org/education/accreditation/programs/cvtea-accreditation-policies-and-procedures-appendix-I . Veterinary Technician National Exam for certification in VT, for licensure in a number of other states per state regulations	Every 6 years by CVTEA-AVMA national accrediting body via assessment of self-study report generated by the department based on CVTEA-AVMA template and 3-day site visit by CVTEA-AVMA representatives; by biennial, self-study update submitted by department to CVTEA-AVMA per their template and requirements; by faculty, staff, and by recommendations from the program Advisory Committee	Since the 2017 CVTEA/AVMA reaccreditation visit and report: instituted computer software program (Salthouse Vet Tech Accreditation Manager) for tracking CVTEA-AVMA completed skills/tasks/knowledge based learning list for each student rather than paper form, per CVTEA-AVMA recommendation; fixed or updated equipment and/or facilities as required; modified the following: MOUs with privately owned and shelter animals, IACUC meeting process and protocols, Animal Use Log format; we no longer allowed VAST students or any non-high-school graduates to enroll in the program, per CVTEA-AVMA standards; hired a second full-time technician to meet CVTEA-AVMA assessment that program personnel didn't have "sufficient time for development and delivery of instruction, curriculum development and review, student evaluation, student advisement and counseling, and professional development"; in response to insufficient math skills observed in students and decreasing percentages of graduates passing the VTNE over several years , the department began requiring Applied Math for Health Sciences course and changed the minimum grade for successfully completing Vet Tech courses from a C- to a C.	Fall 2017 CVTEA-AVMA full reaccreditation review including site visit; most recent biennial report submitted to CVTEA-AVMA September 2019
Advanced Certificate					

Advanced Software Development	CATALOG: Advanced Software Development	The outcomes for this certificate are a subset of the outcomes for a regular degree program and are assessed as part of review of that program.	The assessment of this certificate program is covered by the assessment of our regular degree programs.	Program outcomes were updated in February of 2020 to better align with existing degree program outcomes.	This is a relatively new program and has yet to undergo a formal review, however the annual review of all program outcomes will be done during the summer of 2020.
Computer Networking	CATALOG: Computer Networking	The outcomes for this certificate are a subset of the outcomes for a regular degree program and are assessed as part of review of that program.	The assessment of this certificate program is covered by the assessment of our regular degree programs.	Program outcomes were updated in February of 2020 to better align with existing degree program outcomes.	This is a relatively new program and has yet to undergo a formal review, however the annual review of all program outcomes will be done during the summer

					of 2020.
Cybersecurity	CATALOG: Cybersecurity	The outcomes for this certificate are assessed in several courses which are part of the curriculum. Although this certificate program does not have a separate advisory board, the program is discussed during advisory board meetings for the regular degree programs.	The program chair reviews the program outcome assessments on at least an annual basis. Each instructor interprets the performance of the students in his or her courses. The project course instructor interprets the students in this course. All full-time faculty members in the department either attend or view records of the annual advisory board meeting.		This is a relatively new program and has yet to undergo a formal review, however the annual review of all program outcomes will be done during the summer of 2020.
Software Development	CATALOG: Computer Software Development	The outcomes for this certificate are a subset of the outcomes for a regular degree program and are assessed as part of review of that program.	The assessment of this certificate program is covered by the assessment of our regular degree programs.	Program outcomes were updated in February of 2020 to better align with existing degree program outcomes.	This is a relatively new program and has yet to undergo a formal review, however the

					annual review of all program outcomes will be done during the summer of 2020.
Web Development	CATALOG: Web Development	The outcomes for this certificate are a subset of the outcomes for a regular degree program and are assessed as part of review of that program	The assessment of this certificate program is covered by the assessment of our regular degree programs.	Program outcomes were updated in February of 2020 to better align with existing degree program outcomes.	This is a relatively new program and has yet to undergo a formal review, however the annual review of all program outcomes will be done during the summer of 2020.
Certificate					
Diesel Technology	CATALOG: Diesel Technology				

Paramedicine	CATALOG: Paramedicine	Successful completion of standardized FISDAP unit examinations; research projects and presentations; lab portfolio completion per NREMT requirements; capstone field internship with external preceptor evaluation; graduate surveys; FISDAP clinical skill tracking; employer surveys; NREMT certification examination; and degree audit completed by the advisor and the Registrar prior to program completion	Program Director, Medical Director, and faculty at the end of every exam perform item analysis, faculty meetings discuss program flow and outcomes, and course reviews student exit interview data. Program Director, Medical Director, and Academic Dean, provide to CoAEMSP, CAAHEP (accreditation body) annually (self-study and annual reports) reviews retention rates, NREMT written exam pass rates, and job placement rates. Improvement plans are created for any items below the benchmarks. Advisory Board reviews outcome data from self-study/annual reports, employer surveys, makes recommendations for changes twice a year	Restructured curriculum flow; flipped classroom model; pre-class assignments and quizzes; online recorded lectures that remain open for student review; increased number and types of simulations; moved from publisher-supplied test items and instructor-created items to validated testing instruments; improved clinical scheduling process; increased clinical and field opportunities	Advisory board committee 10/31/2019; annual self-report 3/2020; monthly faculty meetings
Practical Nursing	CATALOG: Nursing (PN)	PN clinical end-of-program evaluation forms; student feedback via total program evaluation and graduate survey; employer survey; Assessment Technologies Institute (ATI) comprehensive predictor; NCLEX-PN licensure exam pass rates; employment rates	PN faculty; TPE, graduate surveys, and employer surveys are reviewed by nursing leadership (Associate Dean of Nursing, faculty chairs, regional site directors) and shared with faculty and stakeholders	Updated curriculum to align course learning outcomes and program outcomes with current evidence and professional standards; focused faculty efforts to make program delivery more consistent site-to-site and region-to-region; all course unit objectives updated with appropriate Bloom's Taxonomy verbs	Fall 2019 CNEA accreditation visit

VERMONT STATE COLLEGES

(a Component Unit of the State of Vermont)

FINANCIAL STATEMENTS AND MANAGEMENT'S DISCUSSION AND ANALYSIS

JUNE 30, 2019

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

**Financial Statements and
Management's Discussion and Analysis
June 30, 2019**

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INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of
Vermont State Colleges
Montpelier, Vermont

Report on the Financial Statements

We have audited the accompanying financial statements of the Vermont State Colleges (a component unit of the State of Vermont) (the "Colleges"), which comprise the statements of net position as of June 30, 2019 and 2018, the related statements of revenues, expenses and changes in net position, and cash flows for the years then ended, and the related notes to the financial statements, which collectively comprise the Colleges' basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditors consider internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Vermont State Colleges at June 30, 2019 and 2018 and the results of their operations and their cash flows for the years then ended, in conformity with accounting principles generally accepted in the United States of America.

Required Supplementary Information


Accounting principles generally accepted in the United States of America require that management's discussion and analysis on pages 3-19, the schedule of changes in total OPEB liability on page 62, and their respective notes on Page 63, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplemental Information

Our audits were conducted for the purpose of forming an opinion on the financial statements of Vermont State Colleges, taken as a whole. The accompanying schedule of expenditures of federal awards on pages 69 through 75 is presented for purposes of additional analysis as required by the Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (the "Uniform Guidance"), and is not a required part of the basic financial statements. The schedule of expenditures of federal awards have been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 21, 2019, on our consideration of Vermont State Colleges' internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grants. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the College's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be read in conjunction with this report in considering the results of our audits.



Certified Public Accountants
Braintree, Massachusetts

October 21, 2019

VERMONT STATE COLLEGES

(a Component Unit of the State of Vermont)

Management's Discussion and Analysis (Unaudited)

June 30, 2019 and 2018

Introduction

The management of the Vermont State Colleges System (VSCS) has prepared the following unaudited Management's Discussion and Analysis (MD&A), required supplemental information according to the Governmental Accounting Standards Board (GASB). The intent is to contribute to the reader's understanding of the accompanying financial statements and notes. As this MD&A contains highly summarized information, tables and graphs, it should be read in conjunction with the accompanying financial statements and notes.

Vermont State Colleges System

Commencing July 1, 2018 with the official merger of Johnson State College and Lyndon State College into Northern Vermont University, the Vermont State Colleges System is now comprised of four public colleges united in the common purpose of providing affordable, high quality, student-centered, and accessible education, fully integrating professional, liberal, and career study, consistent with student aspirations and regional and state needs.



Community College of Vermont (CCV)



Castleton University (CU)



Northern Vermont University (NVU-J and NVU-L)



Vermont Technical College (VTC)

VERMONT STATE COLLEGES

(a Component Unit of the State of Vermont)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2019 and 2018

Significant Events Affecting These Financial Statements

Events that affect these statements during the past five years include:

- Enrollment trends continue to be a concern for institutions of Higher Education. Nationally, enrollments have declined by 9.0% since 2011. Although a national issue, these challenges to the industry are hitting New England and Vermont especially hard. There are declining numbers of traditional college students and increased competition among colleges for those students. Student preferences and attitudes toward higher education are changing. Vermont also ranks at the bottom of the nation in state support.
- The change in accounting for the accrual of the costs of other post-employment benefits (OPEB) GASB 75 implemented in FY2018 had a significant impact on the financial position of the VSCS - bringing the accrual balance from \$65 million at 6/30/17 (before restatement) to a total of \$188 million at the end of FY2018. In the current year, the liability is at \$189 million. This accrual is not being pre-funded, but paid when incurred during retirement periods. Groups have been closed for newly hired employees, which will reduce this liability over time.
- In FY2017, the System refinanced its privately placed, variable rate bank loans issued in FY2006, FY2008 and FY2009, terminated the related interest rate swaps, and amortized a balloon maturity associated with the FY2008 loan. The System structured the repayments to provide debt service relief from FY2018 through FY2021, followed by level debt service from FY2022 through FY2038. The FY2017 debt was issued through the Vermont Municipal Bond Bank, is publicly traded and fixed rate, and is backed by the System's appropriation from the State of Vermont. In addition to the bonds issued in FY2013 and FY2017, the System's debt also includes publicly traded fixed rate general obligation bonds issued in FY2011.
- In FY2018, Johnson State College and Lyndon State College unified administration in preparation for the origination of Northern Vermont University – one accredited institution with two distinct campuses at Johnson and Lyndon. This unification was finalized on July 1, 2018, and the newly formed Northern Vermont University began operating as one accredited institution.

VERMONT STATE COLLEGES

(a Component Unit of the State of Vermont)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2019 and 2018

Using the Financial Statements

The following discussion and analysis provides an overview of the financial statements and activities of the Vermont State Colleges System (VSCS) for the year ended June 30, 2019 and selected comparative information for the previous 4 years. Since this MD&A is designed to focus on current activities, resulting changes and currently known facts, please read in conjunction with the financial statements and notes that follow this section.

These financial statements have been prepared in accordance with GASB (Government Accounting Standards Board) principles. In June 1999, GASB released Statement No. 34, *Basic Financial Statements and Management's Discussion and Analysis*. Changes in Statement No. 34 compared to prior GASB pronouncements require a comprehensive consolidated look at the entity as a whole, as well as capitalization and depreciation of assets. In November 1999, GASB issued Statement No. 35, *Basic Financial Statements and Management's Discussion and Analysis for Public Colleges and Universities*. This essentially applies Statement No. 34 to public colleges and universities. Previously, the financial statements focused on the individual fund groups rather than VSCSS as a whole.

A brief explanation of each financial statement required by the GASB reporting model follows:

Financial Statements

The Vermont State Colleges System's financial statements include three primary components:

- Statement of Net Position
- Statement of Revenues, Expenses and Changes in Net Position
- Statement of Cash Flow

VERMONT STATE COLLEGES

(a Component Unit of the State of Vermont)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2019 and 2018

STATEMENT OF NET POSITION

The Statement of Net Position presents the financial position of VSCS at a point in time - June 30, and includes all assets, liabilities, and the net position of the System. Net position represents the residual interest in the System's assets after liabilities are deducted. The change in net position is an indicator of whether the overall financial condition has improved or deteriorated during the year. Table 1 on page 7 shows the condensed Statement of Net Position for the past five years.

Assets are items of economic value owed by an institution. They include capital assets like land, buildings and equipment, cash and investments, and amounts owed to us by students or others. Total assets are categorized as either current or noncurrent.

Current assets are available to satisfy current liabilities, which are those amounts expected to be payable within the next year. The major components of current assets are cash and accounts receivable, which are primarily funds due to the VSCS by students and granting agencies.

Total assets (including deferred outflows) of \$269 million as of the end of the current fiscal year decreased by \$9 million or 3.2% from prior year, the decrease was primarily in the cash due to the prior year receipt of FY2019 state capital monies in June 2018, and in deferred outflows due to predictable amortization. These decreases were offset somewhat by an increase in Accounts Receivable and supplemented by a decrease in Capital Assets net of depreciation. Over the 5 years, total assets have decreased by \$3 million: an increase of \$7 million in current assets plus investments combined with the \$14 million increase in deferred outflows, net of the \$24 million reduction in capital assets.

Noncurrent assets consist primarily of endowment and other investments, in addition to capital assets. Investments were \$48 million at June 30, 2019, which was essentially a \$2 million change over prior year due to endowment spending net market gains. Capital Assets continue to decline at relatively the same rate indicating that investments in capital have primarily been at the same level each year and continue to be less than depreciation on an annual basis.

Liabilities are obligations owed by the institutions. They include funds owed to others like vendors, employees, taxing agencies, bondholders. Liabilities are classified as current and long-term. Current liabilities are those that due during the next fiscal year.

Current liabilities of \$24 million include primarily accounts payable and unearned revenue related to the next fiscal year. Current liabilities have been relatively consistent, with the exception of the \$3 million deferred revenue from the FY2019 state capital project monies received in June 2018.

Noncurrent liabilities increased by \$3 million to \$319 million during FY2019. This increase relates a new deferred inflow recorded in FY19 offset by Bond and Notes Payable scheduled loan payments. The deferred inflow relates to GASB 75. The change in accounting standard to GASB

VERMONT STATE COLLEGES

(a Component Unit of the State of Vermont)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2019 and 2018

75 had a significant impact on the OPEB liability in FY2018 bringing the total OPEB liability to \$188 million at June 30, 2018 and \$189 million at June 30, 2019.

TABLE 1: Condensed Statement of Net Position as of June 30

(\$ in millions)

	2019	% change	2018	% change	2017	% change	2016	2015
Current Assets	33	-6%	35	21%	29	-3.3%	30	24
Noncurrent Assets								
Investments	48	4%	46	0%	46	7.0%	43	50
Capital assets, net	157	-4%	163	-4%	169	-2.9%	174	181
Other	6	0%	6	0%	6	0.0%	6	6
Deferred outflows/inflows	25	-11%	28	65%	17	13.3%	15	11
Total Assets and Def'd outflows/inflows	269	-3%	278	4%	267	-0.4%	268	272
Current liabilities	24	-14%	28	22%	23	-8.0%	25	24
Noncurrent liabilities								
Post employm't benefit oblig	189	1%	188	9%	172	186.7%	60	55
Bonds and Notes payable	119	-2%	121	-3%	125	6.8%	117	123
Other	6	-14%	7	17%	6	-71.4%	21	16
Deferred outflows/inflows	5	100%	0		0	0.0%	0	0
Total Liabilities	343	0%	344	6%	326	46.2%	223	218
Net investment in capital assets	46	-6%	49	-11%	55	1.9%	54	57
Restricted								
Nonexpendable	19	6%	18	-5%	19	5.6%	18	17
Expendable	13	8%	12	9%	11	22.2%	9	9
Unrestricted	-152	5%	-145	1%	-144	300.0%	-36	-29
Total Net Position	-74	12%	-66	12%	-59	231.1%	45	54
Total Liabilities and Net Position	269	-3%	278	4%	267	-0.4%	268	272

Net position is equal to the total assets minus the total liabilities and represents the value of the institution at a point in time - for the VSCS, financial statements on June 30th.

VERMONT STATE COLLEGES

(a Component Unit of the State of Vermont)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2019 and 2018

Net investment in capital assets represents the historic cost of the System's capital assets reduced by total accumulated depreciation, plus the outstanding principal balances on debt used for the acquisition, construction, or improvement of those assets.

Total net position decreased from \$54 million to \$-74 million over the five years reported here, primarily from the recognition of post retirement costs and compounded by the change to GASB 75 in FY2018 (FY2017 was restated for FY2018 financial statement presentation). Changes in our net position from FY2018 to FY2019 include a decrease to cash (\$-4M), decrease in capital assets (-\$6M), an increase in unfunded post-retirement benefit obligations (\$1M), a decrease in amount owed on debt (\$4M), as well as the net increase in OPEB Deferred Outflows/Inflows (\$2M).

Net investment in capital assets decreased by \$3 million from June 30, 2018 to June 30, 2019 due to depreciation, offset partially by reduction in outstanding debt related to capital assets. Net investment in capital assets have steadily decreased over the five-year period reported here.

The restricted nonexpendable portion of the Net Position represents the permanent endowment funds for the system. These are donations to the colleges that cannot be spent without permission of the donor. These are invested; and the earnings are used based on VSCS Board Policy and the instructions of the donor. Most of the earnings on our endowment funds are designated for student scholarships. The increase of \$2 million over 5 years is due to gifts received for endowments during this period.

The restricted expendable portion of Net Position includes unexpended restricted gifts and grants, and unexpended endowment appreciation, subject to externally imposed conditions on their use. There was a \$1 million increase from June 30, 2018 to June 30, 2019. Over the 5-year period, expendable net assets have increased by \$4 million, as earnings have outpaced the 5% spending on endowments permitted by Board policy.

The unrestricted portion of the Net Position is largely affected by general operations, but the most significant impact to date has been the OPEB obligations, which are unfunded. Year over year, that liability has increased and has over time eroded the unrestricted net position. Additionally, that liability increased significantly in FY2018 due to implementation of GASB 75 and was restated for FY2017 to be comparative with the new standard. This resulted in the significant change to unrestricted net position in both FY2017 and FY2018 as compared to the previous three years reported herein.

During FY2019, the system's total Net Position declined from \$-66 million to \$-74 million. This is due primarily to our unrestricted net assets being reduced from the annual booking of the VSCS OPEB liability. The details of the change in net position are shown in Table 3 the Statement of Revenues, Expenses, and Changes in Net Position beginning on page 10.

VERMONT STATE COLLEGES

(a Component Unit of the State of Vermont)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2019 and 2018

Capital Assets and Debt Administration

The System's facilities are critical to accomplishing the mission of the System as they provide the physical framework and environment for education, research, cultural programs and residential life. Table 2 below provides detail from the past 5 years related to the Capital Assets held by the System.

Construction in Progress reflects amounts paid for buildings or other assets that were not completed at year-end. When completed and placed in service, the total cost is moved to the appropriate capital asset category. Depreciation of that asset begins the month after it is placed in service. Construction in Progress has remained fairly steady since the significant construction phase ended in FY14. Building and Improvements increased throughout the period, reflecting completed projects. Infrastructure includes water & sewer systems, heating & electrical systems, telecommunication systems, and roads. The increase in infrastructure over the five-year period is due to projects on the campuses as well as enhanced communications systems for the entire System. Table 2 below also includes related information (depreciation expense and outstanding principal on construction loans).

TABLE 2: Capital Assets as of June 30

(\$ in millions)

	2019	% Change	2018	% Change	2017	% Change	2016	2015
Land	9	0%	9	0%	9	-10%	10	10
Construction in progress	2	100%	1	0%	1	-50%	2	2
Infrastructure	41	3%	40	3%	39	3%	38	38
Buildings and improvements	261	1%	259	1%	257	1%	254	252
Leasehold improvements	4	0%	4	0%	4	0%	4	4
Equipment	36	0%	36	6%	34	3%	33	32
Total Capital Assets	353	1%	349	1%	344	1%	341	338
Accumulated Depreciation	-196	5%	-186	6%	-176	5%	-167	-157
Capital Assets, Net	157	-4%	163	-3%	168	-3%	174	181
<hr/>								
Related information								
Depreciation Expense	10	0%	10	0%	10	0%	10	14
Outstanding Principal, Related Loans	121	-3%	125	-3%	129	5%	123	127

VERMONT STATE COLLEGES

(a Component Unit of the State of Vermont)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2019 and 2018

Statement of Revenues, Expenses, and Changes in Net Position

The Statement of Revenues, Expenses, and Changes in Net Position reports total operating revenues, operating expenses, non-operating revenues and expenses, and other changes in net position, showing the total change in net position for the fiscal year. Table 3 on this page shows the Condensed Statements of Revenues, Expenses, and Changes in Net Position for the past five fiscal years.

Operating and Non-operating Revenue

Accounting rules require that our audited financials include operating revenues, operating expenses and non-operating revenues and expenses. The following sections provide an analysis of the total operating and non-operating revenues and expenses. The VSCS's primary source of revenue is from student tuition and fees. This accounts for 58% of operating and non-operating income. In addition, the System receives revenue from state appropriations, governmental and privately funded grants and contracts; gifts from individuals, foundations, and corporations; and investment income.

TABLE 3: Condensed Statements of Revenues, Expenses, and Changes in Net Position

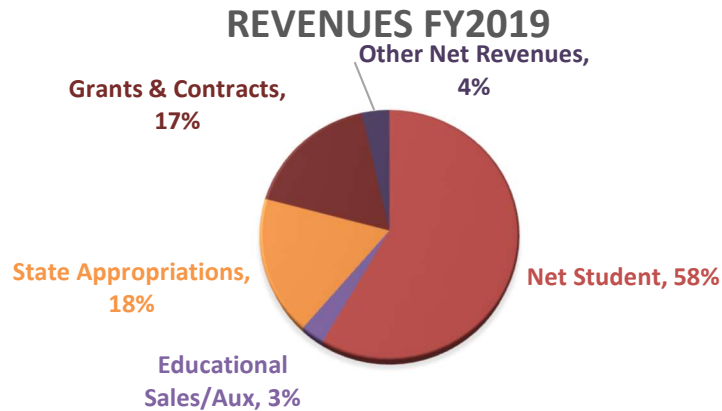
	(\$ in millions)							
	<u>2019</u>	<u>% Change</u>	<u>2018</u>	<u>% Change</u>	<u>2017</u>	<u>% Change</u>	<u>2016</u>	<u>2015</u>
Net Student Revenues	107	-1%	108	-4%	112	0%	112	110
Grants and contracts	16	7%	15	7%	14	-7%	15	15
Other Operating Revenues	7	0%	7	0%	7	-13%	8	8
Operating Revenues	130	0%	130	-2%	133	-1%	135	133
Operating Expenses	186	0%	186	1%	184	-1%	186	190
Operating Loss	-56	0%	-56	10%	-51	0%	-51	-57
Nonoperating Revenues (Expenses)								
Non Capital Appropriations	30	0%	30	11%	27	4%	26	27
Federal Grants & Contracts	16	0%	16	0%	16	-6%	17	18
Gifts currently expendable	2	-33%	3	50%	2	-33%	3	4
Investment Income & Interest	2	0%	2	-33%	3	200%	1	0
Interest Expense	-5	0%	-5	0%	-5	-17%	-6	-4
Other nonoperating revenues	0	0%	0	0%	0	-100%	-1	0
Net Nonoperating Revenues	45	-2%	46	7%	43	8%	40	45
Total Change before other Revenues	-11	10%	-10	25%	-8	-27%	-11	-12
Other Changes in Net Position								
Capital Appropriation	3	0%	3	50%	2	-33%	3	2
Capital gifts and grants	0	0%	0	0%	0	0%	0	0
Endowment gifts	0	0%	0	-100%	1	100.0%	0	1
Change in Net Position	-7	0%	-7	40%	-5	-38%	-8	-10

VERMONT STATE COLLEGES

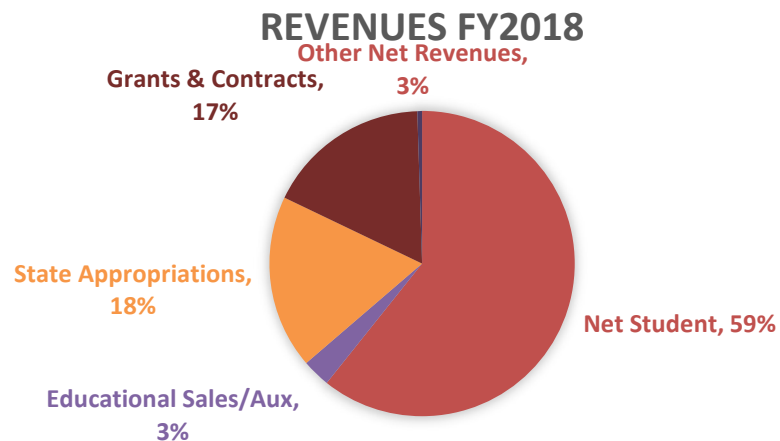
(a Component Unit of the State of Vermont)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2019 and 2018



	FY2019 Revenues (\$ in thousands)	FY2018 Revenues (\$ in thousands)
Net Student	\$ 107,247	\$108,248
Educational Sales/Aux	5,360	5,304
State Appropriations	32,790	32,819
Grants & Contracts	31,723	30,936
Other Net Revenues	6,628	6,435
TOTALS	\$ 183,748	\$183,742



VERMONT STATE COLLEGES

(a Component Unit of the State of Vermont)

Management's Discussion and Analysis (Unaudited) - Continued

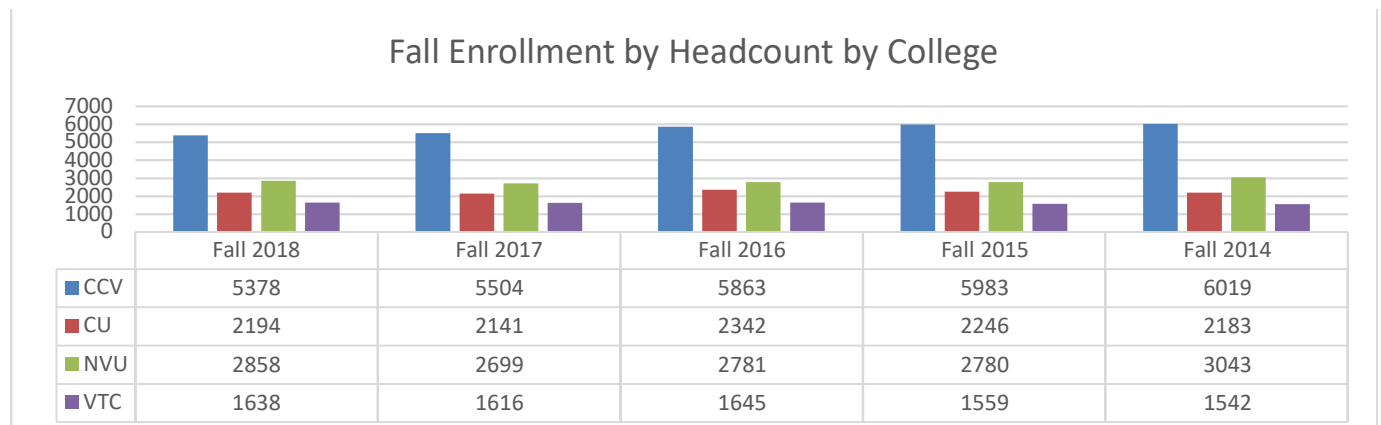
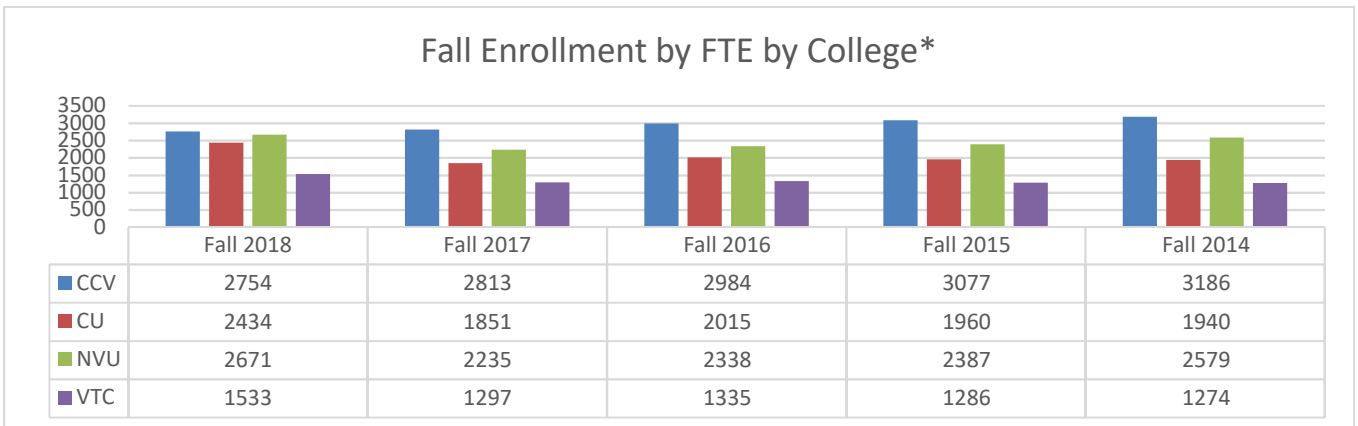
June 30, 2019 and 2018

Tuition and Fee Revenue

Net Tuition and fees includes tuition and fees plus residence and dining fees less scholarship allowances. The charts below shows the trend for Tuition and Fee Revenue from FY2015 through FY2019. For the System, student-based revenue has been slowly declining during this five-year period, despite increases in tuition rates. Enrollments, in a time of decreasing high school graduates in the state, have created a challenge for the colleges/universities in our system.

Enrollments are displayed by both FTE (Full Time Equivalent) and by Headcount. FTE provides better comparative information; whereas, headcount shows the total number of individuals who have benefited from a VSCS education. These charts show a general steady decline in enrollment for CCV and NVU. Both Castleton University and Vermont Technical College have experienced more volatility in enrollments over the 5-year period.

*Please note that the method used for calculating FTE for the VSCS changed for Fall 2018 and restatement of prior years is not feasible, so with exception of CCV, the comparative nature of this chart is somewhat lost for Fall 2018 as compared to prior years herein.



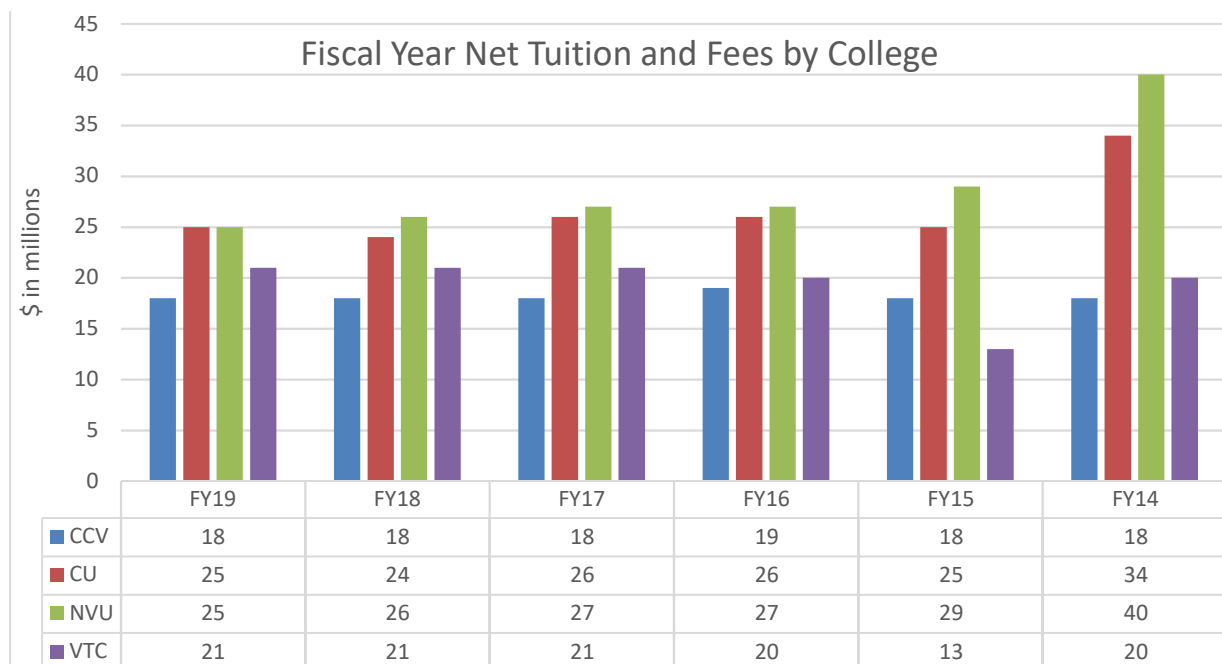
VERMONT STATE COLLEGES

(a Component Unit of the State of Vermont)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2019 and 2018

The chart below displays Net Tuition and Fees for each college during the five-year period. It is notable that CCV has by far the largest number of students – both FTE and Headcount, but their net tuition is consistently outpaced by the Universities, and generally more on par with Vermont Technical College, which has far fewer students. CCV, as a community college has the lowest tuition cost and charges for courses on a per credit basis, while the residential schools charge a higher tuition rate and on a semester basis. However, CCV's net tuition has remained much more stable during the more recent years than the other colleges/universities which have experienced a sharp decline after FY2014, but have been relatively stable (within \$1-2 million) in subsequent years reported herein. The exception being VTC, who rebounded in FY2016 from the significant FY2015 decline, returning to the approximate FY2014 level and maintaining that level to date.



Operating and Non-operating Expenses

Table 4 on page 14 shows the total Operating and Non-Operating Expenses for the past 5 years, and the charts provide a quick view of the percent of expenses by type for FY2019 and FY2018.

The largest percentage of VSCS expenses are for salary and benefits (approximately 63%). Those expenses have generally declined since FY2014 due to staff reductions compounded with a reduction in TIAA employer contribution for all employees, except the Full-Time Faculty, beginning in FY2018. Positive trends in health care over the past couple of years have resulted in far less expense; however, annual accruals related to post-employment benefits are also included in this salary and benefit expense category.

VERMONT STATE COLLEGES

(a Component Unit of the State of Vermont)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2019 and 2018

Overall expenses have declined over the five years reported. Changes in utility expenses have been a direct result of solar energy efforts across all the colleges, but an increase in oil prices and a particularly long winter heating season caused an increase in FY2019. Supplies and services is the second largest expense (21%). Keeping this expense relatively constant has been the result of the colleges and universities continued efforts to contain costs in response to the enrollment declines. Notably, student aid has increased as the VSCS institutions respond to the national trend towards aggressive discounting as a strategic and necessary response to the current competitive environment.

TABLE 4: Total Operating and Non-operating Expenses for Years Ended June 30

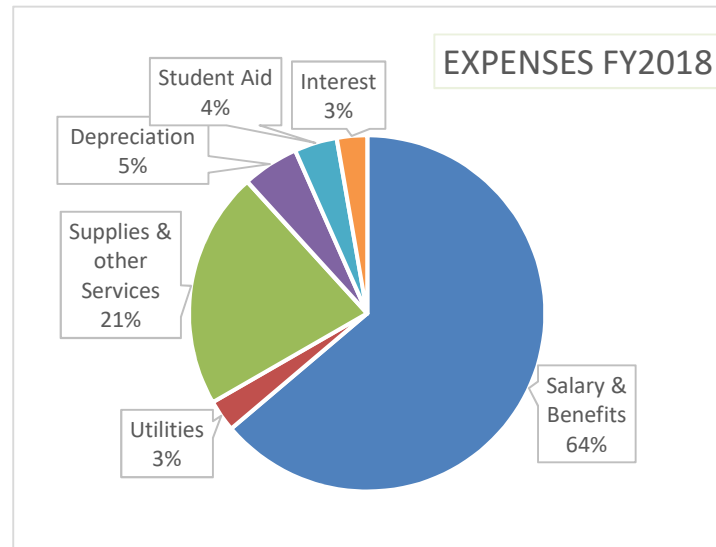
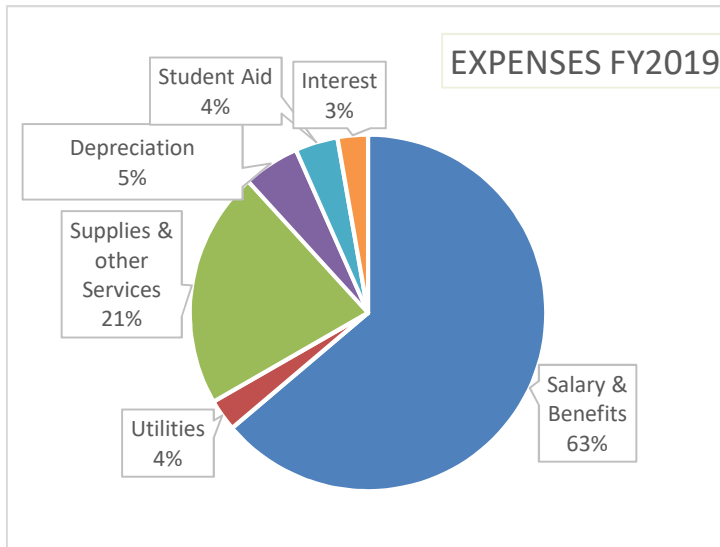
	2019		2018		2017	2016	2015
		(\$ in millions)					
		%		%			
	2019	change	2018	change	2017	2016	2015
<u>Operating</u>							
Salaries & Benefits	121	-1%	122	1%	121	121	123
Utilities	7	17%	6	20%	5	6	7
Supplies and Svcs	40	0%	40	-2%	41	41	39
Depreciation	10	0%	10	0%	10	11	14
Student Aid	8	14%	7	0%	7	7	7
Total Operating	186		185		184	186	190
<u>Nonoperating</u>							
Interest on Debt	5	-17%	6	20%	5	5	6
TOTAL Expenses	191	0%	191	1%	189	191	196

VERMONT STATE COLLEGES

(a Component Unit of the State of Vermont)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2019 and 2018



Student Financial Aid

Student financial aid awards are made from a variety of sources including federal, state, private, and system funds. Aid received from third parties is recognized as grants and contracts revenue, and aid funded with endowments is recognized as investment income on the Statements of Revenues, Expenses, and Changes in Net Position while the distribution of aid from all sources is shown as one of two components:

- Scholarship Allowances – financial aid retained by the System to cover students' tuition, fees, and on-campus housing and meals. These amounts are reported as a direct offset to operating revenues.
- Scholarships and Fellowships Expense – financial aid refunded to students to cover off-campus living costs, books, and other personal living expenses. These amounts are reported as operating expense.

TABLE 5: Student Financial Aid Trends Over the Past Five Fiscal Years

	(\$ in millions)				
	FY19	FY18	FY17	FY16	FY15
Scholarship Allowances (included in revenue)	29	27	25	25	25
Scholarship Expenses (included in expenses)	8	7	7	7	7
Total Student Aid	37	34	32	32	32

VERMONT STATE COLLEGES

(a Component Unit of the State of Vermont)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2019 and 2018

Statement of Cash Flow

The Statement of Cash Flows shows inflows and outflows of cash excluding both revenue and expense that is accrued to comply with accounting rules. The Condensed Statement of Cash Flows for the VSCS is in Table 6 on page 17.

Cash flows from operating activities

Cash flows from operating activities on the Statement of Cash Flows will always be different from the operating gain or loss on the Statement of Revenues, Expenses, and Changes in Net Position (SRECNP) because of the inclusion of noncash items, such as depreciation expenses on the SRECNP. Also, the SRECNP is prepared on the accrual basis of accounting, meaning that it shows both revenues earned and expenses incurred though cash has not yet exchanged hands. The primary cash receipts from operating activities consist of tuition and fees, grants and contracts, and auxiliary income from housing and food service operations. Cash outlays include payment of wages and benefits; operating expenses such as utilities, supplies, insurance and repairs; and scholarships awarded to students. Cash flow from operations decreased significantly due to increased payments to suppliers, reduced tuition and fees, and an increase in accounts receivable outstanding at year-end.

Cash flows from noncapital financing activities

There are two primary sources of noncapital financing: state appropriations and non-operating federal grants that fund PELL student grants. Accounting standards require that we reflect these sources of revenue as non-operating, even though each of the colleges depends on them to continue the current level of operations. Cash flows from noncapital financing activities have remained relatively consistent over the past two fiscal years.

Cash flows from capital and related financial activities

Cash flows from capital and related financing activities include all capital plant funds and related long-term debt activities (excluding depreciation and amortization of bond premiums, since these are non-cash transactions), as well as capital gifts, grants and appropriations. This has decreased significantly from prior year due to the FY2019 Capital Appropriations being paid near the end of FY2018. Additionally, there was a reduction in the cash required on deposit to the bond trustee at year-end.

Cash flows from investing activities

Purchase or sale of investments and income earned on investments are included in cash flows from investing activities. An item on the cash flow statement belongs in the investing activities section if it results from any gains (or losses) from investments in financial markets and operating

VERMONT STATE COLLEGES

(a Component Unit of the State of Vermont)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2019 and 2018

subsidiaries. In FY2019, there was a reduction in the level of investments due to endowment spending.

Consistent with accounting standards, cash flows from state operating appropriations and federal PELL grant revenue are included in noncapital financing activities, even though they provide funding for operating activities. The bottom section of Table 6 shows that with these revenue sources added to the operating cash flows, the result is positive cash flows in all years.

TABLE 6: Condensed Statement of Cash Flows as of June 30

	(\$ in millions)						
<u>Cash flows from:</u>	<u>2019</u>	<u>% change</u>	<u>2018</u>	<u>% change</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>
Operating	-42	14%	-37	6%	-35	-38	-35
Non capital financing	48	-2%	49	9%	45	45	48
Capital and related financing	-11	57%	-7	-30%	-10	-12	-13
Investing	1	-50%	2	100%	0	7	6
Net increase (decrease)	-4	-157%	7	100%	0	2	6
Cash, Beginning of Year	18	64%	11	0%	11	9	3
Cash, End of Year	14	-22%	18	64%	11	11	9
<hr/>							
Operating cash flows if noncapital appropriations and PELL grants were included							
Operating	-42	14%	-37	6%	-35	-38	-35
Non capital appropriations	30	0%	30	11%	27	26	27
Non operating federal grants	16	0%	16	0%	16	17	20
Operating cash flows including appropriation and fed grants	4	-56%	9	13%	8	5	12

VERMONT STATE COLLEGES

(a Component Unit of the State of Vermont)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2019 and 2018

Economic Factors That Will Affect the Future

Demographic Trend

Consistent with national trends, Vermont continues to experience a demographic decline in the overall number of graduating high school students. This is expected to last for the foreseeable future and likely result in permanently lower enrollments going forward. In fact, the number of births in Vermont in 2015 was the lowest since before the Civil War and continues to shrink. Additionally, free college initiatives in neighboring states and online education are increasing the competitive landscape and forcing aggressive discounting strategies to ensure VSCS enrollments. All of the institutions have adopted programs and strategies to better recruit in this shrinking market.

The VSCS Office of the Chancellor published a white paper in August 2019 titled "Serving Vermont's Students by Securing the Future of the Vermont State Colleges System". The intent was to set the foundation for consideration of concrete, strategic actions that the Vermont State Colleges System can take to secure its mission in an increasingly challenging and rapidly changing higher education environment. The paper was presented to the Long Range Planning Committee of the VSCS Board of Trustees as a first step to gain a clear understanding of the forces affecting our colleges and universities, as well as the strengths and weaknesses of the VSCS to respond to these threats and opportunities.

The paper broadly describes six major challenges facing higher education and six strategies the VSCS Board of Trustees had already adopted as the VSCS Six Priorities back in 2015. Historically weak demographics, bottom-ranked State support, accelerating pricing pressures, barriers to adaptability, changing student preferences and attitudes, and disruptive technology and delivery stood out as the top challenges facing the Vermont State Colleges System. In response, the six priorities adopted by the Board in 2015 proved to be relevant in addressing these challenges.

The VSCS has made significant strides in each of the six strategies: a focus on high school continuation rates, retention and graduation rates at our institutions, increased visibility and marketing efforts, program development for working age Vermonters, administrative and operational efficiencies - including the unification of the two northern VSCS colleges into one single institution, Northern Vermont University, and increases in state financial support and other supplemental revenues. The Vermont State Colleges System will adapt, innovate, and leverage its strengths in order to secure a financially viable and bright future.

Vermont State Appropriations

For FY2019, State Appropriations for both operating and capital projects were \$32,790,000, or 18% of total operating and non-operating revenues. VSCS continues to rely on this important revenue source from the State of Vermont to help keep tuition as low as possible.

VERMONT STATE COLLEGES

(a Component Unit of the State of Vermont)

Management's Discussion and Analysis (Unaudited) - Continued

June 30, 2019 and 2018

Other Post-Employment Benefits

A ruling of the Government Accounting Standards Board (GASB) effective in FY2008 requires that we recognize the future costs of retirement benefits. Subsequently, GASB 75 replaced the original standard from FY2008 and was adopted by the VSCS in FY2018. For the VSCS, this includes employer costs of medical, prescription, dental and life insurance plans for all current employees who have already become eligible to receive retirement benefits and those employees who may become eligible before they retire. The cost of these benefits must be recognized during the period of active employment rather than when they are paid during retirement. Because of VSCS's early retirement wages benefit for the full-time faculty, VSCS must also account for this liability for those eligible employees under the GASB ruling.

The annual cost to VSCS includes the actuarially calculated costs for the year, less payments made during the year to our self-insurance plan for current retirees and early retirement benefits paid to retired full-time faculty.

For financial reporting purposes, an actuarial valuation is required for OPEB plans with total eligible employees (active, retirees and beneficiaries) of 200 or more. This externally prepared report was prepared for the VSCS for FY2019 and FY2018 in order to meet the GASB 75 financial reporting requirements.

Miscellaneous

As a result of positive market conditions during both FY2019 and FY2018, VSCS had net realized and unrealized gains on the endowments and other investments.

VSCS has contractual commitments for various construction projects currently under way. The funds have been encumbered for these projects.

Employees: As of Fall 2018, the VSCS employs approximately 2,030 full and part-time employees. Approximately 528 of the 923 full-time employees at VSCS are covered by union contracts.

VSC Employees as of November 1, 2018

Bargaining Unit Employees	
Full Time	528
Part Time	<u>618</u>
TOTAL	1,146
Non-Bargaining Unit Employees	
Full Time	395
Part Time & Temp	<u>489</u>
TOTAL	<u>884</u>
TOTAL Employees	<u><u>2030</u></u>

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Statements of Net Position

June 30,

Assets and Deferred Outflows of Resources

	<u>2019</u>	<u>2018</u>
Current Assets:		
Cash and equivalents (Note 2)	\$ 12,779,829	\$ 17,969,575
Accounts receivable, net (Note 3)	14,613,398	11,384,075
Deposit with bond trustees (Note 2)	3,147,989	4,942,501
Other current assets	<u>2,252,541</u>	<u>1,193,508</u>
Total Current Assets	<u>32,793,757</u>	<u>35,489,659</u>
Non-Current Assets:		
Cash and equivalents (Note 2)	1,305,530	434,981
Long-term investments (Note 2)	47,978,121	46,184,316
Notes receivable, net (Note 3)	4,185,228	4,923,967
Other assets	100,704	169,308
Capital assets, net (Note 11)	<u>157,104,709</u>	<u>162,946,720</u>
Total Non-Current Assets	<u>210,674,292</u>	<u>214,659,292</u>
Total Assets	<u>243,468,049</u>	<u>250,148,951</u>
Deferred Outflows of Resources:		
Deferred loss on debt refunding (Note 5)	8,820,680	9,824,025
OPEB (Note 9)	<u>16,444,994</u>	<u>17,904,148</u>
Total Deferred Outflows of Resources	<u>25,265,674</u>	<u>27,728,173</u>
Total Assets and Deferred Outflows of Resources	<u>\$ 268,733,723</u>	<u>\$ 277,877,124</u>

The accompanying notes are an integral part of these financial statements.

Liabilities, Deferred Inflows of Resources and Net Position

	<u>2019</u>	<u>2018</u>
Current Liabilities:		
Accounts payable and accrued liabilities (Note 12)	\$ 14,540,357	\$ 14,395,060
Unearned revenue and deposits	7,131,827	9,943,657
Current portion of long-term debt (Note 4)	<u>2,503,616</u>	<u>3,937,732</u>
Total Current Liabilities	<u>24,175,800</u>	<u>28,276,449</u>
Non-Current Liabilities:		
Other liabilities (Note 12)	224,866	247,529
Refundable grants	6,036,744	6,037,232
Post-employment benefit obligations (Note 9)	189,003,550	188,498,148
Long-term debt, excluding current portion (Note 4)	<u>118,582,630</u>	<u>121,086,246</u>
Total Non-Current Liabilities	<u>313,847,790</u>	<u>315,869,155</u>
Total Liabilities	<u>338,023,590</u>	<u>344,145,604</u>
Deferred Inflows of Resources:		
OPEB (Note 9)	<u>4,465,998</u>	<u>-</u>
Net Position:		
Net investment in capital assets	46,529,627	49,065,357
Restricted nonexpendable	18,564,953	18,208,512
Restricted expendable	13,185,660	11,517,067
Unrestricted	<u>(152,036,105)</u>	<u>(145,059,416)</u>
Total Net Position	<u>(73,755,865)</u>	<u>(66,268,480)</u>
Total Liabilities, Deferred Inflows of Resources and Net Position	<u>\$ 268,733,723</u>	<u>\$ 277,877,124</u>

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Statements of Revenues, Expenses, and Changes in Net Position

For the Years Ended June 30,

	<u>2019</u>	<u>2018</u>
Operating Revenues:		
Tuition and fees	\$ 117,624,580	\$ 116,522,454
Residence and dining	18,584,640	19,069,865
Less: scholarship allowances	<u>(28,962,603)</u>	<u>(27,344,447)</u>
Net Tuition, Fees, and Residence and Dining Revenue	107,246,617	108,247,872
Federal grants and contracts	12,215,520	10,951,225
State and local grants and contracts	2,437,913	2,778,362
Non-governmental grants and contracts	1,091,487	824,657
Interest income	86,158	86,381
Sales and services of educational activities	5,359,762	5,303,557
Other operating revenues	<u>1,431,315</u>	<u>1,398,317</u>
Total Operating Revenues	<u>129,868,772</u>	<u>129,590,371</u>
Operating Expenses (Notes 6, 10 and 12):		
Salaries and wages	78,107,048	79,583,780
Employee benefits (Notes 8 and 9)	42,706,911	42,291,707
Scholarships and fellowships	7,805,966	7,346,293
Supplies and other services	40,403,321	40,322,825
Utilities	6,772,332	5,798,694
Depreciation (Note 11)	<u>10,084,696</u>	<u>9,842,721</u>
Total Operating Expenses	<u>185,880,274</u>	<u>185,186,020</u>
Net Operating Loss	<u>(56,011,502)</u>	<u>(55,595,649)</u>
Non-Operating Revenues (Expenses):		
State appropriations (Note 7)	29,790,256	30,319,008
Federal grants and contracts	15,978,880	16,382,196
Gifts	2,108,506	2,434,193
Investment income, net of expenses (Note 2)	2,562,154	2,128,687
Interest expense on capital debt	(5,357,070)	(5,505,852)
Other non-operating revenues (expenses)	<u>147,313</u>	<u>41,265</u>
Net Non-Operating Revenues	<u>45,230,039</u>	<u>45,799,497</u>
Decrease in Net Position Before Other Revenues	(10,781,463)	(9,796,152)
Other Revenues:		
State appropriations for capital expenditures (Note 7)	3,000,000	2,500,000
Capital grants and gifts	3,500	375
Additions to non-expendable assets	<u>290,578</u>	<u>347,981</u>
Decrease in Net Position	(7,487,385)	(6,947,796)
Net Position, Beginning of Year	<u>(66,268,480)</u>	<u>(59,320,684)</u>
Net Position, End of Year	<u><u>\$ (73,755,865)</u></u>	<u><u>\$ (66,268,480)</u></u>

The accompanying notes are an integral part of these financial statements.

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Statements of Cash Flows

For the Years Ended June 30,

	<u>2019</u>	<u>2018</u>
Cash Flows from Operating Activities:		
Tuition and fees	\$ 98,885,844	\$ 100,821,174
Grants and contracts	14,634,805	14,144,991
Sales and services of educational activities	5,359,762	6,683,153
Interest received	86,158	86,381
Payments to suppliers	(43,761,040)	(38,708,919)
Payments to employees	(120,017,607)	(121,748,345)
Loans issued to students	500	(837,432)
Collection of loan payments	791,125	805,831
Other cash receipts	<u>1,431,315</u>	<u>1,398,317</u>
Net Cash Applied to Operating Activities	<u>(42,589,138)</u>	<u>(37,354,849)</u>
Cash Flows from Non-Capital Financing Activities:		
State appropriations	29,790,256	30,319,008
Non-operating federal grants	15,978,880	16,382,196
Gifts and grants	<u>2,373,517</u>	<u>2,449,089</u>
Net Cash Provided by Non-Capital Financing Activities	<u>48,142,653</u>	<u>49,150,293</u>
Cash Flows from Capital and Related Financing Activities:		
Capital and non-expendable grants and gifts	294,078	348,356
Capital appropriations	-	5,500,000
Purchase of capital assets	(4,309,639)	(4,139,141)
Change in deposits with bond trustee	1,466,570	130,724
Proceeds from sale of capital assets	56,200	16,445
Payments on capital debt	(3,280,000)	(3,325,000)
Interest expense on capital debt	(5,357,069)	(5,505,852)
Other receipts	<u>139,013</u>	<u>41,265</u>
Net Cash Applied to Capital and Related Financing Activities	<u>(10,990,847)</u>	<u>(6,933,203)</u>

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Statements of Cash Flows - Continued

For the Years Ended June 30,

	<u>2019</u>	<u>2018</u>
Cash Flows from Investing Activities:		
Proceeds from sales and maturities of investments	\$ 21,041,248	\$ 11,749,522
Purchase of investments	(19,864,915)	(10,134,299)
Interest and dividends received on investments	<u>(58,198)</u>	<u>549,353</u>
Net Cash Provided by Investing Activities	<u>1,118,135</u>	<u>2,164,576</u>
Net Increase in Cash and Equivalents	(4,319,197)	7,026,817
Cash and Equivalents, Beginning of Year	<u>18,404,556</u>	<u>11,377,739</u>
Cash and Equivalents, End of Year	<u>\$ 14,085,359</u>	<u>\$ 18,404,556</u>
Reconciliation of Operating Loss to Net Cash Applied to Operating Activities:		
Operating loss	\$ (56,011,502)	\$ (55,595,649)
Adjustments to reconcile operating loss to net cash applied to operating activities:		
Depreciation	10,084,696	9,842,721
Bad debts	680,460	593,909
Net OPEB activity	5,925,157	5,427,098
Changes in assets and liabilities:		
Accounts receivable	(3,567,568)	(895,825)
Other assets	(985,545)	1,131,316
Notes receivable	818,601	537,413
Accounts payable and accrued liabilities	156,051	526,641
Unearned revenues, deposits and refundable grants	(194,890)	902,045
Post-employment benefit obligations	<u>505,402</u>	<u>175,482</u>
Net Cash Applied to Operating Activities	<u>\$ (42,589,138)</u>	<u>\$ (37,354,849)</u>
Non-Cash Transactions:		
Equipment provided by capital grants and gifts	<u>\$ 30,635</u>	<u>\$ 20,000</u>
Equipment acquisitions financed through capital leases	<u>\$ -</u>	<u>\$ 251,086</u>
Unrealized gains (losses)	<u>\$ -</u>	<u>\$ 31,248</u>
Net loss on disposal of capital assets	<u>\$ 19,881</u>	<u>\$ 2,400</u>

The accompanying notes are an integral part of these financial statements.

VERMONT STATE COLLEGES

(a Component Unit of the State of Vermont)

Notes to the Financial Statements

June 30, 2019 and 2018

Note 1 - **Summary of Significant Accounting Policies**

Organization

Vermont State Colleges include the following entities: System Office and Services, Community College of Vermont (“CCV”), Castleton University (“CU”), Northern Vermont University (“NVU”), Vermont Technical College (“VTC”), Vermont Manufacturing Extension Center (“VMEC”), Small Business Development Center (“SBDC”), and Vermont Tech Office of Continuing Education and Workforce Development (“TED”).

The accounting policies and procedures used by the Vermont State Colleges (“VSC” or the “Colleges”) in accounting for, and reporting, their financial transactions are based on the accrual method of accounting. The significant accounting policies followed by the Colleges are described below.

Basis of Presentation

The accompanying financial statements have been prepared using the economic resources measurement focus and the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America, as prescribed by the Governmental Accounting Standards Board (“GASB”).

Revenues are recorded when earned, and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements have been met. The accompanying statements of revenues, expenses and changes in net position demonstrate the degree to which the direct expenses of a given function are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function. Program revenues primarily include charges to students or others who enroll or directly benefit from services that are provided by a particular function. Items not meeting the definition of program revenues are reported as general revenues.

VERMONT STATE COLLEGES

(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 1 - **Summary of Significant Accounting Policies - Continued**

Basis of Presentation - continued

The Colleges have determined that they function as a business-type activity, as defined by GASB. The effect of interfund activity has been eliminated from these financial statements. The basic financial statements and required supplementary information for general-purpose governments consist of management's discussion and analysis, basic financial statements and required supplementary information. The Colleges present the statements of net position, revenues, expenses and changes in net position, and cash flows on a combined College-wide basis.

The Colleges' policy is to define operating activities in the statements of revenues, expenses and changes in net position as those that generally result from exchange transactions such as charges for services provided to students and for the purchase of goods and services. Certain other transactions are reported as non-operating activities. These non-operating activities include the Colleges' operating appropriations from the State of Vermont ("the "State"), net investment income, gifts, certain grants and interest expense.

Net Position

GASB Statement No. 34 requires that resources be classified for accounting purposes into the following four net position categories:

Net investment in capital assets: Capital assets, net of accumulated depreciation and of outstanding principal balances of debt attributable to the acquisition, construction, repair or improvement of those assets.

Restricted - nonexpendable: Net position subject to externally imposed conditions that VSC must maintain in perpetuity.

Restricted - expendable: Net position that is subject to externally-imposed conditions that can be fulfilled by the actions of the Colleges or by the passage of time.

VERMONT STATE COLLEGES

(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 1 - **Summary of Significant Accounting Policies - Continued**

Net Position - continued

Unrestricted: All other categories of net position. Unrestricted net position may be designated by actions of the Colleges' Board of Trustees (the "Board").

In accordance with VSC's policy pertaining to the expenditure of restricted dollars, unrestricted dollars are spent first, followed by restricted dollars, if appropriate.

Cash and Equivalents

The Colleges consider all highly liquid debt instruments purchased with an original maturity date of three months or less to be cash equivalents.

Allowance for Doubtful Accounts

Provisions for losses on receivables are determined on the basis of loss experience, known and inherent risks, and current economic conditions.

Capital Assets

Real estate assets, including improvements, are generally stated at cost. Furnishings and equipment are stated at cost as of date of acquisition or, in the case of gifts, at fair value as of date of donation. In accordance with the Board's capitalization policy, vehicles, equipment and works of art and historical treasures with a unit cost of at least \$5,000 are capitalized. Land, building, leasehold and infrastructure improvements with a unit cost of \$50,000 or more are capitalized. Software with a unit cost of \$500,000 or more is capitalized. Interest cost on debt related to capital assets is capitalized during the construction period and then depreciated over the life of the project. The Colleges' capital assets, with the exception of land and construction in progress are depreciated on a straight-line basis over their estimated useful lives, which range from 3 to 50 years. The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend asset lives are not capitalized.

Restricted expendable net position includes certain capital funds appropriated by the State of Vermont to the Vermont Department of Buildings and General Services for the benefit of VSC and unexpended as of fiscal year-end.

VERMONT STATE COLLEGES

(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 1 - **Summary of Significant Accounting Policies - Continued**

Investments

Investments are stated at fair value. Investment securities are exposed to various risks, such as interest rate, market and credit risks. Due to the level of risk associated with certain investment securities, it is possible that changes in the values of the investment securities will occur and that such changes could materially affect the amounts reported in the statement of net position.

Other Significant Accounting Policies

The Colleges' employees are granted vacation and sick leave in varying amounts. In the event of termination, an employee is paid for those accumulated vacation and sick days allowable in accordance with the applicable union contract in force or in the case of non-union personnel, according to the State or Colleges policy.

Amounts of vested and accumulated vacation leave are reported as accrued compensation and benefits. Amounts are determined based upon the personal service rates in effect as of the balance sheet date. No liability is recorded for non-vesting accumulating rights to receive vacation and sick pay benefits.

Refundable Grants

Refundable grants consist primarily of the refundable portion of the Federal Perkins and Nursing Student loans.

The Federal Perkins Loan Program Extension Act of 2015 (the "Extension Act"), enacted on December 18, 2015, extended the Perkins Loan Program through September 30, 2017. The Extension Act states that new Perkins Loans cannot be disbursed to students after September 30, 2017. Students that received a fall semester Perkins loan disbursement before October 1, 2017 can receive a spring semester Perkins loan disbursement. The Colleges are currently evaluating alternative methods of financial aid for students affected by the Extension Act for the 2018-19 academic year.

Unearned Revenue and Deposits

Deposits and advance payments received for tuition and fees related to certain summer programs and tuition received for the following academic year are reported as unearned revenues.

VERMONT STATE COLLEGES

(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 1 - **Summary of Significant Accounting Policies - Continued**

Student Fees

Student tuition and fees are presented net of scholarships and fellowships applied to students' accounts. Certain other scholarship amounts are paid directly to, or refunded to students, and they are reflected as expenses.

Bond and Note Premiums

Bond and note underwriters' premiums are amortized on the straight-line basis over the life of the respective bond. VSC incurred bond premiums related to the 2010, 2013 and 2017 bonds at the time of the issuance of the bonds. The bond premium for the 2010 bond of \$377,743 is amortized on a straight-line basis over approximately 8.5 years. The bond premium for the 2013 bond of \$1,898,889 is amortized over 20 years. The bond premium for the 2017 bond of \$10,557,129 is amortized over 20.5 years. Cumulative amortization of the bond premium totaled \$2,062,514 and \$1,404,783 as of June 30, 2019 and 2018, respectively. The bond premium is included in bonds and notes payable.

Post-employment Benefits Other Than Pensions ("OPEB")

GASB Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other than Pensions* ("GASB 75"), require governments to account for other post-employment benefits ("OPEB"), primarily healthcare, on an accrual basis rather than on a pay-as-you-go basis. The effect is the net OPEB liability is to be measured as the present value of projected benefit payments to be provided to current active and inactive employees that is attributed to those employees' past periods of service. The Statement requires that the actuarial present value of projected benefit payments be attributed to the periods of employee services using the entry age actuarial cost method with each period's service cost determined as a level percentage of pay.

Income Taxes

The Internal Revenue Service has determined that the Colleges are a wholly-owned instrumentality of the State of Vermont, and as such are generally exempt from federal income tax. However, the Colleges are subject to federal income tax on unrelated business income.

Grants

The Colleges receive financial assistance from federal and state agencies in the form of grants and entitlements. Expenditures of funds under these programs require compliance with the grant agreements and are subject to audit by the granting agency.

VERMONT STATE COLLEGES

(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 1 - **Summary of Significant Accounting Policies - Continued**

Use of Estimates in Financial Statement Preparation

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions about future events. These estimates and assumptions affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements, as well as the reported amounts of revenues and expenses during the reporting period. Management evaluates the estimates and assumptions on an ongoing basis using historical experience and other factors that management believes to be reasonable under the circumstances. Adjustments to estimates and assumptions are made as facts and circumstances require. As future events and their effects cannot be determined with certainty, actual results may differ from the estimates used in preparing the accompanying financial statements. Significant estimates and assumptions are required as part of estimating an allowance for doubtful accounts, depreciation, net position classification, and determining the other post-employment benefits liability.

New Governmental Accounting Pronouncements

GASB Statement 84 – *Fiduciary Activities* is effective for periods beginning after December 15, 2018. The objective of this Statement is to establish criteria for identifying fiduciary activities. Activity meeting the established criteria would then be presented in a statement of net position and a statement of changes in net position. Pension and other employee-benefit trust funds, investment trust funds, private-purpose trust funds and custodial funds would be reported, as applicable, according to this Statement. Information of component units of a primary government would be shown in the aggregate with the fiduciary funds of the primary government. Under this Statement, a liability could be recognized to the beneficiaries in a fiduciary fund if the government has been compelled to disburse fiduciary resources. Management has not yet evaluated the effects of the implementation of this Statement.

GASB Statement 87 – *Leases* is effective for periods beginning after December 15, 2019. Implementation of this standard will require lessees to recognize on their statement of net position the rights and obligations resulting from leases categorized as operating leases as assets, liabilities, or deferred inflows / outflows of resources. It provides for an election on leases with terms of less than twelve months to be excluded from this Statement. Management is in the process of evaluating this Statement and has not yet determined its impact on the financial statements.

VERMONT STATE COLLEGES

(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 1 - **Summary of Significant Accounting Policies - Continued**

New Governmental Accounting Pronouncements - continued

GASB Statement 89 – *Accounting for Interest Costs Incurred before the End of a Construction Period* is effective for reporting periods beginning after December 15, 2019. The objectives of this Statement are (1) to enhance the relevance and comparability of information about capital assets and the cost of borrowing for a reporting period and (2) to simplify accounting for interest cost incurred before the end of a construction period. Management has not completed its review of the requirements of this standard and its applicability.

Reclassifications

Certain amounts on the 2018 financial statements have been reclassified to conform to the 2019 presentation.

Note 2 - **Cash and Equivalents, and Investments**

Cash and Equivalents

Cash and equivalents with maturities of 90 days or less from purchase date are recorded at cost, which approximates market value.

In operating a central treasury and investment pool, individual college cash receipts (except the federal loan funds) are deposited in separate collection deposit accounts in the name of VSC. Disbursements are made from other bank accounts that are funded by transfers from the central treasury.

In accordance with the Uniform Prudent Management of Institutional Funds Act, VSC deems all realized and unrealized gains on permanently restricted investments to be temporarily restricted if the income is restricted by the donor. Absent donor restrictions, the Board of Trustees has adopted a spending policy whereby 5% of the lesser of the current market value of investments or the average portfolio value over the last three years is allowed to be drawn down and allocated to operations.

Cash and equivalents included with non-current assets are restricted primarily for specific programs or to be used to pay for capital construction projects.

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 2 - Cash and Equivalents, and Investments - Continued

Cash and Equivalents - continued

At June 30, 2019, the balance of current assets - cash and equivalents consists of approximately \$14,000 in petty cash, and the remainder deposited in Federal Deposit Insurance Corporation ("FDIC") insured banking institutions of approximately \$12,766,000 per the accounting records of the Colleges, and approximately \$14,907,000 per bank records. Of the bank balances, approximately \$700,000 was covered by federal depository insurance and approximately \$14,207,000 was uninsured and uncollateralized at June 30, 2019.

At June 30, 2019, the balances of non-current assets - cash and equivalents deposited in FDIC insured banking institutions were approximately \$1,306,000 per the accounting records of the Colleges, and approximately \$1,306,000 per bank records. Of the bank balances, approximately \$250,000 was covered by federal depository insurance and approximately \$1,056,000 was uninsured and uncollateralized at June 30, 2019.

At June 30, 2018, the balance of current assets - cash and equivalents consists of approximately \$14,000 in petty cash, and the remainder deposited in Federal Deposit Insurance Corporation ("FDIC") insured banking institutions of approximately \$17,955,000 per the accounting records of the Colleges, and approximately \$18,631,000 per bank records. Of the bank balances, approximately \$732,000 was covered by federal depository insurance and approximately \$17,900,000 was uninsured and uncollateralized at June 30, 2019.

At June 30, 2018, the balances of non-current assets - cash and equivalents deposited in FDIC insured banking institutions were approximately \$435,000 per the accounting records of the Colleges, and approximately \$413,000 per bank records. Of the bank balances, approximately \$329,000 was covered by federal depository insurance and approximately \$84,000 was uninsured and uncollateralized at June 30, 2018.

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 2 - **Cash and Equivalents, and Investments - Continued**

Investments

Investments of the various funds at June 30, 2019 are as follows:

	<u>Fair Value</u>	<u>Cost</u>
U.S. Government bonds	\$ 9,394,940	\$ 9,186,397
Corporate bonds	8,847,291	8,747,382
Common stock	15,553,273	13,350,519
Hedge fund shares	1,125,677	1,000,000
Mutual funds	10,305,114	9,972,751
Money market	2,751,826	2,749,018
Held by bond trustee	<u>3,147,989</u>	<u>3,147,989</u>
 Total Investments	 <u>\$ 51,126,110</u>	 <u>\$ 48,154,056</u>

Investments of the various funds at June 30, 2018 are as follows:

	<u>Fair Value</u>	<u>Cost</u>
U.S. Government bonds	\$ 8,515,105	\$ 8,851,740
Corporate bonds	9,761,429	10,175,628
Common stock	15,264,667	11,604,348
Hedge fund shares	1,096,984	1,000,000
Mutual funds	10,038,619	9,757,802
Money market	1,507,512	1,506,665
Held by bond trustee	<u>4,942,501</u>	<u>4,942,501</u>
 Total Investments	 <u>\$ 51,126,817</u>	 <u>\$ 47,838,684</u>

Investment maturities include deposits held by the bond trustee, which are invested in various government securities, corporate bonds, commercial grade paper, and money market accounts. The majority of these funds are related to the 2013 and 2010 bonds, and they are held in the bond fund, the reserve fund, and the construction fund. Within the bond fund, there is a principal account, an interest account, and a sinking fund account.

VERMONT STATE COLLEGES
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Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 2 - **Cash and Equivalents, and Investments - Continued**

Investments - continued

<u>Investment Type</u>	<u>Market Value</u>	<u>2019</u> <u>Investment Maturities (in years)</u>			
		<u>Less than 1</u>	<u>1-5</u>	<u>6-10</u>	<u>More than 10</u>
Money Market					
Investments	\$ 2,751,826	\$ 2,751,826	\$ -	\$ -	\$ -
Corporate Bonds	8,847,291	1,377,845	4,757,159	2,712,287	-
U.S. Govt. Bonds	<u>9,394,940</u>	<u>885,072</u>	<u>6,128,619</u>	<u>2,381,249</u>	<u>-</u>
Total	<u>\$ 20,994,057</u>	<u>\$ 5,014,743</u>	<u>\$ 10,885,778</u>	<u>\$ 5,093,536</u>	<u>\$ -</u>

Other Investments

Common Stock and Mutual Funds	26,984,064
Held by Bond Trustee	<u>3,147,989</u>
Total	<u>\$ 51,126,110</u>

<u>Investment Type</u>	<u>Market Value</u>	<u>2018</u> <u>Investment Maturities (in years)</u>			
		<u>Less than 1</u>	<u>1-5</u>	<u>6-10</u>	<u>More than 10</u>
Money Market					
Investments	\$ 1,507,512	\$ 1,507,512	\$ -	\$ -	\$ -
Corporate Bonds	9,761,429	1,982,627	5,382,623	2,396,179	-
U.S. Govt. Bonds	<u>8,515,105</u>	<u>2,302,520</u>	<u>3,506,208</u>	<u>2,706,377</u>	<u>-</u>
Total	<u>\$ 19,784,046</u>	<u>\$ 5,792,659</u>	<u>\$ 8,888,831</u>	<u>\$ 5,102,556</u>	<u>\$ -</u>

Other Investments

Common Stock and Mutual Funds	26,400,270
Held by Bond Trustee	<u>4,942,501</u>
Total	<u>\$ 51,126,817</u>

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 2 - **Cash and Equivalents, and Investments - Continued**

Investments - continued

Realized gain (loss) is included as a component of investment income. The calculation of realized gains (losses) is independent of the calculation of the net increase (decrease) in the fair value of investments. Realized gains and losses on investments that had been held in more than one fiscal year and sold in the current year may have been recognized as an increase or decrease in the fair value of investments reported in the prior year.

Investment income for the years ended June 30, is as follows:

	<u>2019</u>	<u>2018</u>
Interest and dividend income	\$ 1,230,390	\$ 1,206,026
Net realized and unrealized gain (loss)	<u>1,514,228</u>	<u>1,109,314</u>
 Total investment income	 2,744,618	 2,315,340
Less: management fees	<u>(182,464)</u>	<u>(186,653)</u>
 Investment income, net	 <u>\$ 2,562,154</u>	 <u>\$ 2,128,687</u>

VERMONT STATE COLLEGES
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Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 2 - **Cash and Equivalents, and Investments - Continued**

Investments - continued

The risk categories for the bond fund holdings held by VSC at June 30, are as follows:

<u>Investment rating*</u>	<u>2019</u>	<u>2018</u>
AAA	\$ 9,733,021	\$ 8,554,868
AA+	83,350	19,961
AA	1,766,436	2,208,674
AA-	860,615	224,407
A+	643,655	901,075
A	2,339,099	3,013,271
A-	1,346,719	1,542,103
BBB+	1,219,060	1,028,935
BBB	250,276	581,413
BBB-	-	201,827
BB+	-	-
BB	-	-
BB-	-	-
B+	-	-
B	-	-
B-	-	-
CCC+	-	-
Unrated	<u>2,751,826</u>	<u>1,507,512</u>
	<u>\$ 20,994,057</u>	<u>\$ 19,784,046</u>

*These ratings are determined by Standard & Poor's, a division of The McGraw-Hill Companies, Inc. All ratings represent the opinions of the research provider and are disclaimed as not representations or guarantees of performance.

VERMONT STATE COLLEGES

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Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 2 - **Cash and Equivalents, and Investments - Continued**

Investments - continued

The applicable risk ratings as defined by Standard & Poor's are as follows:

AAA - An obligation rated 'AAA' has an extremely strong capacity to meet its financial commitments. It is the highest rating given to an obligor.

AA - An obligation rated 'AA' differs from the highest rated obligations only to a small degree. The obligor's capacity to meet its financial commitment on the obligation is very strong.

A - An obligation rated 'A' is somewhat more susceptible to the adverse effects of changes in circumstances and economic conditions than obligations in higher rated categories. However, the obligor's capacity to meet its financial commitment on the obligation is still strong.

BBB - An obligation rated 'BBB' exhibits adequate protection parameters. However, adverse economic conditions or changing circumstances are more likely to lead to a weakened capacity of the obligor to meet its financial commitment on the obligation.

BB - An obligation rated 'BB' is less vulnerable to non-payment than other speculative issues. However, it faces major ongoing uncertainties or exposure to adverse business, financial or economic conditions, which could lead to the obligor's inadequate capacity to meet its financial commitment on the obligation.

B - An obligation rated 'B' is more vulnerable to nonpayment than obligations rated 'BB', but the obligor currently has the capacity to meet its financial commitment on the obligation. Adverse business, financial, or economical conditions will likely impair the obligor's capacity or willingness to meet its financial commitment on the obligation.

CCC - An obligation rated 'CCC' is currently vulnerable to non-payment and is dependent upon favorable business, financial and economic conditions for the obligor to meet its financial commitment on the obligation. In the event of adverse business, financial or economic conditions, the obligor is not likely to have the capacity to meet its financial commitment on the obligation.

VERMONT STATE COLLEGES

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Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 2 - **Cash and Equivalents, and Investments - Continued**

Investments - continued

Plus (+) or minus (-): The ratings from 'AAA' to 'CCC' may be modified by the addition of a plus (+) or minus (-) sign to show relative standing within the major rating categories.

Fair Value Hierarchy

The fair value hierarchy categorizes inputs to valuation techniques used to measure fair value into three levels. Level 1 inputs are quoted market prices for identical assets or liabilities in active markets that a government can access at the measurement date. Level 2 inputs are inputs, other than quoted prices included within Level 1, that are observable for an asset or liability, directly or indirectly. Level 3 inputs are unobservable inputs. The highest priority is assigned to Level 1 inputs and the lowest to Level 3 inputs. If the fair value is measured using inputs from more than one level of the hierarchy, the measurement is considered to be based on the lowest priority input level that is significant to the entire measurement. Valuation techniques used should maximize the use of the observable inputs and minimize the use of unobservable inputs.

The asset's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. The following is a description of the valuation methodologies used for assets at fair value on a recurring basis.

U.S. Government Bonds: Valued at the current available closing price reported or based on values obtained on comparable securities of issuers with similar credit ratings.

Corporate Bonds: Valued at the current available closing price reported or based on values obtained on comparable securities of issuers with similar credit ratings.

Common Stock: Value based on quoted prices in active markets of similar instruments.

Hedge Fund Shares: Hedge fund shares held by the Colleges are closed-end hedge funds that are registered with the SEC. The fair values of the investments in this class have been estimated using the net asset value ("NAV") per share of the investments. The hedge fund shares held by the Colleges have redemption periods under 90 days and are considered redeemable in the near term.

VERMONT STATE COLLEGES

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Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 2 - Cash and Equivalents, and Investments - Continued

Fair Value Hierarchy - continued

Mutual funds: Valued at daily closing price as reported by the fund. Mutual funds held by the Colleges are open-end mutual funds that are registered with the SEC. These funds are required to publish their daily net asset value (“NAV”) and to transact at that price. The mutual funds held by the Colleges are deemed to be actively traded.

Money market: Value based on quoted prices in active markets of similar instruments.

Held by bond trustee: Valued at the current available closing price reported or based on values obtained on comparable securities of issuers with similar credit ratings.

The preceding methods described may produce a fair value calculation that may not be indicative of net realizable value or reflective of future fair values. Furthermore, although the College believes its valuation methods are appropriate and consistent with other market participants, the use of different methodologies or assumptions to determine if the fair value of certain financial instruments could result in a different fair value measurement at the reporting date.

The following tables set forth by level, within the fair value hierarchy, the fair value of the Plan’s assets measured on a recurring basis:

Assets at Fair Value as of June 30, 2019

	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Total</u>
U.S. Government bonds	\$ 9,394,940	\$ -	\$ -	\$ 9,394,940
Corporate bonds	-	8,847,291	-	8,847,291
Common stock	15,553,273	-	-	15,553,273
Hedge fund shares	-	1,125,677	-	1,125,677
Mutual funds	10,305,114	-	-	10,305,114
Money market	2,751,826	-	-	2,751,826
Held by bond trustee	3,147,989	-	-	3,147,989
 Total Assets at Fair Value	 \$ <u>41,153,142</u>	 \$ <u>9,972,968</u>	 \$ <u>-</u>	 \$ <u>51,126,110</u>

VERMONT STATE COLLEGES

(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 2 - Cash and Equivalents, and Investments - Continued

Fair Value Hierarchy - continued

Assets at Fair Value as of June 30, 2018

	Level 1	Level 2	Level 3	Total
U.S. Government bonds	\$ 8,515,105	\$ -	\$ -	\$ 8,515,105
Corporate bonds	-	9,761,429	-	9,761,429
Common stock	15,264,667	-	-	15,264,667
Hedge fund shares	-	1,096,984	-	1,096,984
Mutual funds	10,038,619	-	-	10,038,619
Money market	1,507,512	-	-	1,507,512
Held by bond trustee	4,942,501	-	-	4,942,501
Total Assets at Fair Value	\$ 40,268,404	\$ 10,858,413	\$ -	\$ 51,126,817

Note 3 - Accounts Receivable, Notes Receivable and Allowance for Bad Debts

The composition of the Colleges' accounts receivable at June 30, is summarized as follows:

	<u>2019</u>	<u>2018</u>
Student accounts receivable	\$ 12,468,104	\$ 11,713,723
Grants receivable	6,415,040	4,686,487
Other receivable	<u>2,605,519</u>	<u>1,273,910</u>
Subtotal	21,488,663	17,674,120
Allowance for doubtful accounts	<u>(6,875,265)</u>	<u>(6,290,045)</u>
Total accounts receivable, net	<u>\$ 14,613,398</u>	<u>\$ 11,384,075</u>

The notes receivable balance in the statements of net position represent the Perkins notes receivable. It is shown net of an allowance for bad debts of approximately \$1,214,000 and \$1,203,000 at June 30, 2019 and 2018, respectively. This allowance is the aggregate that was reserved for by each college based upon historical bad loan reserve requirements, the net increase in the allowance of \$11,000 and \$584,000 in 2019 and 2018, respectively, has been reflected in operating expenses.

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 4 - Long-Term Liabilities

Long-term liabilities consist of the following at June 30,:

		2019				
		<u>Beginning balances</u>	<u>Additions</u>	<u>Reductions</u>	<u>Ending balances</u>	<u>Current portion</u>
Long-term liabilities						
Bonds and notes payable	\$	125,023,978	\$ -	\$ 3,937,732	\$ 121,086,246	\$ 2,503,616
Net OPEB obligation		188,498,148	505,402	-	189,003,550	-
Other liabilities		247,529	224,865	247,528	224,866	-
Refundable grants		6,037,232	-	488	6,036,744	-
Total long-term liabilities	\$	<u>319,806,887</u>	<u>730,267</u>	<u>4,185,748</u>	<u>316,351,406</u>	<u>2,503,616</u>
		2018				
		<u>Beginning balances</u>	<u>Additions</u>	<u>Reductions</u>	<u>Ending balances</u>	<u>Current portion</u>
Long-term liabilities						
Bonds and notes payable	\$	129,006,709	\$ -	\$ 3,982,731	\$ 125,023,978	\$ 3,937,732
Net OPEB obligation		171,508,646	16,989,502	-	188,498,148	-
Other liabilities		66,107	252,677	71,255	247,529	-
Refundable grants		6,037,793	-	561	6,037,232	-
Total long-term liabilities	\$	<u>306,619,255</u>	<u>17,242,179</u>	<u>4,054,547</u>	<u>319,806,887</u>	<u>3,937,732</u>

VERMONT STATE COLLEGES
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Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 4 - **Long-Term Liabilities - Continued**

Bonds and Notes Payable

Outstanding debt as of June 30, is as follows:

	<u>2019</u>	<u>2018</u>
Revenue Bonds, Series 2010A:		
3.0% - 4.0% serial bonds aggregating \$5,710,000 maturing 2011 through 2018 and a \$5,375,000 4.0% term bond due July 2017. Interest on the serial bonds is paid semi-annually on the unpaid balances. Unamortized bond premium of \$0 and \$44,116 has been added to this liability at June 30, 2019 and 2018, respectively. ¹	\$ -	\$ 1,234,116
Revenue Bonds, Series 2010B:		
4.751% - 5.101% serial bonds aggregating \$3,800,000 maturing 2018 through 2020, and 6.101%, 6.861%, and 7.211% term bonds of \$6,255,000, \$5,580,000, and \$14,630,000 due July 2025, July 2030, and July 2040, respectively. Interest on the term bond is payable semi-annually on the unpaid balances. ²	28,780,000	30,265,000
Revenue Bonds, Series 2017:		
4.0% - 5.0% serial bonds aggregating \$67,660,000 maturing 2021 through 2037 and Interest on serial bonds is paid semi-annually on the unpaid balances. Unamortized bond premium of \$9,465,747 and \$9,984,429 has been added to the liability at June 30, 2019 and 2018, respectively. ³	77,125,757	77,644,429

VERMONT STATE COLLEGES
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Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 4 - **Long-Term Liabilities - Continued**

Bonds and Notes Payable - continued

Revenue Bonds, Series 2013:

4.0% - 5.0% serial bonds aggregating \$13,715,000 maturing 2015 through 2032 and 3.125% - 5.0% term bonds aggregating \$4,450,000 maturing 2027 through 2030. Interest on serial bonds is paid semi-annually on the unpaid balances. Unamortized bond premium of \$1,305,489 and \$1,400,433 has been added to the liability at June 30, 2019 and 2018, respectively.

\$ 15,180,489 \$ 15,880,433

\$ 121,086,246 \$ 125,023,978

¹ In December 2010, VSC issued Revenue Bonds, Series 2010A, in the principal amount of \$11,085,000. The 2010A Bonds were issued for the purpose of (1) refinancing a portion of the Series 1998 Bonds; (2) refinancing certain indebtedness of VSC including loans to improve the Blair Park, Williston, Randolph, and Vermont campuses of VSC; and (3) paying the costs of issuance of the 2010A Bonds.

² In December 2010, VSC issued Federally Taxable Build America Bonds, Series 2010B, in the principal amount of \$30,265,000. The 2010B Bonds were issued for the purpose of (1) financing certain upgrades to the Community College of Vermont's Montpelier campus, including a 12,000 square foot building addition; (2) constructing a new residence hall and other related improvements at Castleton University; (3) renovating an academic building and a visual arts center at Johnson State College; (4) expanding parking facilities at Lyndon State College together with building improvements for Lyndon State College's journalism program; (5) financing library renovations, the installation of certain energy or heating systems, construction of additional on-campus housing at the Randolph campus of Vermont Technical College ("VTC"), and improvements at VTC's Blair Park, Williston, Vermont campus; and (6) paying the costs of issuance of the 2010B Bonds. VSC is expected to receive a 35% subsidy of the interest paid on the Series 2010B Build America Bonds from the Federal Government, which will be recorded as a reduction of bond interest expense. (Sequester for federal budget reduced subsidy of interest by 7.6%).

VERMONT STATE COLLEGES

(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 4 - Long-Term Liabilities - Continued

Bonds and Notes Payable - continued

³ On May 24, 2017, VSC issued the Vermont State Colleges System Bonds 2017 Series A, in the principal amount of \$67,660,000. The 2017 Bond was issued for the purpose of (1) refinancing certain indebtedness of VSC; (2) paying the costs of issuance of the 2017 Series A Bond; and (3) paying the breakage fee for the interest rate swap agreements. The College entered into the bond refunding with the goal to achieve cost savings primarily through the reduction of interest expense. The refunding increased the College's total debt service by \$15,163,384 and resulted in an economic gain (difference between the present value of the old and new debt service payments) of \$1,051,774.

Debt Roll-Forward

Long-term debt activity for the years ended June 30, 2019 and 2018 was as follows:

	<u>Balance</u> <u>June 30, 2018</u>	<u>Additons</u>	<u>Repayment</u>	<u>Balance</u> <u>June 30, 2019</u>	<u>Current</u> <u>Portion</u>
Series 2010-A	\$ 1,190,000	\$ -	\$ (1,190,000)	\$ -	\$ -
Series 2010-B	30,265,000	-	(1,485,000)	28,780,000	1,135,000
Series 2010 Bond Premium	<u>44,116</u>	<u>-</u>	<u>(44,116)</u>	<u>-</u>	<u>-</u>
Series 2010 Bonds	<u>31,499,116</u>	<u>-</u>	<u>(2,719,116)</u>	<u>28,780,000</u>	<u>1,135,000</u>
Series 2013	14,480,000	-	(605,000)	13,875,000	755,000
Series 2013 Bond Premium	<u>1,400,433</u>	<u>-</u>	<u>(94,944)</u>	<u>1,305,489</u>	<u>94,944</u>
Series 2013 Bonds	<u>15,880,433</u>	<u>-</u>	<u>(699,944)</u>	<u>15,180,489</u>	<u>849,944</u>
Series 2017	67,660,000	-	-	67,660,000	-
Series 2017 Bond Premium	<u>9,984,429</u>	<u>-</u>	<u>(518,672)</u>	<u>9,465,757</u>	<u>518,672</u>
Series 2017 Bonds	<u>77,644,429</u>	<u>-</u>	<u>(518,672)</u>	<u>77,125,757</u>	<u>518,672</u>
Total Bonds and Notes Payable	<u>\$ 125,023,978</u>	<u>\$ -</u>	<u>\$ (3,937,732)</u>	<u>\$ 121,086,246</u>	<u>\$ 2,503,616</u>

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 4 - **Long-Term Liabilities - Continued**

Debt Roll-Forward - continued

	<u>Balance</u> <u>June 30, 2017</u>	<u>Additions</u>	<u>Repayment</u>	<u>Balance</u> <u>June 30, 2018</u>	<u>Current</u> <u>Portion</u>
Series 2010-A	\$ 3,055,000	\$ -	\$ (1,865,000)	\$ 1,190,000	\$ 1,190,000
Series 2010-B	30,265,000	-	-	30,265,000	1,485,000
Series 2010 Bond Premium	<u>88,232</u>	<u>-</u>	<u>(44,116)</u>	<u>44,116</u>	<u>44,116</u>
Series 2010 Bonds	<u>33,408,232</u>	<u>-</u>	<u>(1,909,116)</u>	<u>31,499,116</u>	<u>2,719,116</u>
Series 2013	15,940,000	-	(1,460,000)	14,480,000	605,000
Series 2013 Bond Premium	<u>1,495,377</u>	<u>-</u>	<u>(94,944)</u>	<u>1,400,433</u>	<u>94,944</u>
Series 2013 Bonds	<u>17,435,377</u>	<u>-</u>	<u>(1,554,944)</u>	<u>15,880,433</u>	<u>699,944</u>
Series 2017	67,660,000	-	-	67,660,000	-
Series 2017 Bond Premium	<u>10,503,100</u>	<u>-</u>	<u>(518,671)</u>	<u>9,984,429</u>	<u>518,672</u>
Series 2017 Bonds	<u>78,163,100</u>	<u>-</u>	<u>(518,671)</u>	<u>77,644,429</u>	<u>518,672</u>
Total Bonds and Notes Payable	<u>\$ 129,006,709</u>	<u>\$ -</u>	<u>\$ (3,982,731)</u>	<u>\$125,023,978</u>	<u>\$ 3,937,732</u>

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 4 - **Long-Term Liabilities - Continued**

Debt Roll-Forward - continued

Maturities of long-term debt for the next five fiscal years and thereafter are as follows:

Years Ending <u>June 30,</u>	Principal <u>Amount</u>	Interest <u>Amount</u>
2020	\$ 1,890,000	\$ 4,135,674
2021	1,960,000	4,108,972
2022	4,640,000	4,025,732
2023	4,860,000	3,861,557
2024	5,095,000	3,689,313
2025-2029	27,720,000	14,211,427
2030-2034	32,220,000	4,744,427
2035-2039	28,425,000	571,576
2040-2041	<u>3,505,000</u>	<u>252,746</u>
	<u>\$ 110,315,000</u>	<u>\$ 39,601,424</u>

Amortization of the bond premiums and deferred loss on debt refunding are included in interest expense.

According to the terms of the agreements under which the revenue bonds were sold, the bonds are general obligations of VSC. The 2013 and 2010 Revenue Bonds are also collateralized by deposits held by the trustee in the Bond Fund. VSC is required to make payments to the trustee for deposit into the Bond Fund sufficient to pay the principal and interest fund requirements, when due.

VERMONT STATE COLLEGES
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Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 5 - Deferred Outflows of Resources - Debt Refunding

During 2017, VSC paid a breakage fee of \$10,931,885 to discontinue all of its interest rate swap agreements. The breakage fee is recorded on the statements of net position as a "deferred loss on debt refunding" and is amortized of the life of the old debt it was associated with and is included with interest expense. The amortization of the breakage fee that was included in interest expense was \$1,003,345 for the years ended June 30, 2019 and 2018.

Note 6 - Functional Expense Classification

The following table details VSC's operating expenses by functional expense classification as of June 30,:

	<u>2019</u>	<u>2018</u>
Instruction	\$ 55,107,218	\$ 56,708,525
Research	42,237	43,806
Public service	9,597,218	10,079,874
Academic support	22,496,341	20,464,012
Student services	39,393,272	39,368,958
Institutional support	37,267,090	36,771,677
Physical plant	5,574,191	6,069,746
Student financial support	6,318,011	5,836,701
Depreciation	<u>10,084,696</u>	<u>9,842,721</u>
Total	<u>\$ 185,880,274</u>	<u>\$ 185,186,020</u>

VERMONT STATE COLLEGES

(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 7 - **Appropriations**

VSC's operating appropriation from the State of Vermont is made directly to the Colleges and is drawn down on the basis of a monthly allotment. Included in the annual State appropriation for operations is funding for Allied Health of approximately \$1,158,000 in fiscal years 2019 and 2018; VMEC of approximately \$428,000 in fiscal year 2019 and 2018.

Capital appropriations for VSC made from the State Bond Funds were approximately \$3,000,000 and \$2,500,000 in fiscal years 2019 and 2018, respectively.

Note 8 - **Retirement Plans**

Eligible faculty and staff participate in a defined contribution retirement plan administered by Teachers Insurance Annuity Association and College Retirement Equities Fund ("TIAA-CREF"). For the years ended June 30, 2019 and 2018, the Colleges' total payroll expense was approximately \$78,107,000 and \$79,584,000, respectively, of which approximately \$51,902,000 and \$53,887,000 represented salaries and wages of employees covered under the defined contribution plan, respectively. The Colleges' requirements to contribute to the retirement plan are specified by four collective bargaining agreements and by personnel policies for non-represented employees. Employer contribution rates are established by employee category. There are no required employee contributions to the plan. Depending upon the position category, employees may be eligible for the plan from as early as date of hire to as long as two years from date of hire. All eligible employees are vested from the date of eligibility. During the years ended June 30, 2019 and 2018, contributions made by the Colleges under this plan totaled approximately \$5,163,000 and \$5,357,000, or approximately 9.95% and 9.94% of covered salaries, respectively.

Additionally, certain employees participate in one of two defined benefit plans (Vermont Employees Retirement System or Vermont State Teachers Retirement System). Employees who were participants in either of these plans prior to their employment by the Colleges are allowed to continue participation. During the years ended June 30, 2019 and 2018, there were no covered salaries for employees participating in the Vermont Employees Retirement System and there were no employer contributions. There were no contributions to the Vermont State Teachers Retirement System during 2019 and 2018.

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 8 - Retirement Plans - Continued

In addition, full-time faculty employees who have worked for the Colleges for 15 years may elect early retirement at age 55 and receive 50% of their annual salary as of their retirement date; full-time faculty employees who have worked for VSC for ten years may elect early retirement at age 55 and receive 40% of their annual salary as of their retirement date. In addition, VSC will pay 12% of the retiree's early retirement wages to the individual. This 12% payment represents VSC's contribution, which would have been made to the individual TIAA/CREF pension account. The payments due under this program are funded by VSC, as needed. During the years ended June 30, 2019 and 2018, contributions for these benefits were approximately \$899,000 and \$850,000, respectively.

The early retirement benefit is no longer being offered to new hires, but those employees who were eligible for early retirement before the benefit was discontinued have the option of electing for early retirement in October of every year. The benefit will be completely phased out when those employees currently eligible for early retirement either elect for early retirement or reach the age of 65.

Note 9 - Post-Employment Benefits Other Than Pension

Plan Description: VSC administers a self-insured single-employer defined benefit healthcare plan. The plan provides 100% of the lifetime healthcare payments for eligible employees, spouses or civil union partners. The self-insured plan, administered by CIGNA, covers both active and retired members. Benefit provisions are established through negotiations between VSC and the unions representing VSC employees, and they are reviewed during the bargaining period prior to the termination date of each union contract. The retiree healthcare plan does not issue a publicly available financial report. The following employees were covered by the benefits terms at June 30,:

	<u>2019</u>	<u>2018</u>
Retirees and Beneficiaries	<u>607</u>	554
Active plan members	<u>891</u>	<u>994</u>
Total plan members	<u>1,498</u>	<u>1,588</u>

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 9 - Post-Employment Benefits Other Than Pension - Continued

Funding Policy: Contribution requirements are also negotiated between VSC and union representatives. VSC contributes 100% of the current-year utilization costs for eligible employees, spouses or civil union partners. For the fiscal years 2019 and 2018, VSC recognized employer contributions of \$6,181,621 and \$6,318,175, respectively, for both healthcare and early retirement. The plan is financed on a pay-as-you-go basis. In fiscal years 2019 and 2018, there were no member contributions. No assets are accumulated in a trust that meets the criteria in paragraph 4 of Statement 75.

Annual OPEB Cost and Net OPEB Obligation: VSC's OPEB cost (expense) includes most changes in the net OPEB liability. The effect of changes such as service costs and interest on the total OPEB liability must be reported in the current reporting period as an OPEB expense. The effects of changes such as the change in actuarial assumptions and differences between expected and actual experiences are required to be included in OPEB expense over the current and future periods. Such changes must be amortized in a systematic and rational manner over a closed period equal to the average of the expected remaining service lives of all employees that are provided with benefits through the OPEB plan beginning in the current period.

At June 30, 2019 and 2018, VSC reported a total net OPEB liability of \$189,003,550 and \$188,498,148, respectively. The total net OPEB liability as of June 30, 2019, the reporting date, was measured as of June 30, 2018, the measurement date, and the actuarial valuation date of July 1, 2017 was rolled forward from the prior measurement date of June 30, 2017. The total net OPEB liability as of June 30, 2018, the reporting date, was measured as of June 30, 2017, the measurement date, and the total net OPEB liability was determined by an actuarial valuation date as of July 1, 2017.

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 9 - Post-Employment Benefits Other Than Pension - Continued

The following table shows the components of VSC's annual OPEB costs for the year ended June 30, 2019 and 2018 and the changes in VSC's net OPEB obligation to the Retiree Health and Early Retirement Plans:

	<u>2019</u>	<u>2018</u>
Interest on total OPEB obligation	\$ 6,647,387	\$ 6,185,677
Service Cost	4,515,546	4,359,477
Amortization of current year for difference between expected and actual experience	951,327	1,254,299
Amortization of current year for changes in plan actuarial assumptions	<u>(186,281)</u>	<u>68,301</u>
Annual OPEB cost	11,927,979	11,867,754
Difference between expected and actual experience to be recognized in future years	(2,729,774)	10,987,660
Difference between changes in plan actuarial assumptions to be recognized in future years	(2,293,777)	598,313
Benefit payments	<u>(6,399,026)</u>	<u>(6,464,225)</u>
Increase in net OPEB obligation	505,402	16,989,502
Net OPEB obligation - Beginning of Year	<u>188,498,148</u>	<u>171,508,646</u>
Net OPEB obligation - End of Year	<u>\$ 189,003,550</u>	<u>\$ 188,498,148</u>

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 9 - Post-Employment Benefits Other Than Pension - Continued

Deferred Outflows of Resources related to OPEB:

VSC reported deferred outflows of resources related to OPEB from the following sources for the year ended June 30,:

	<u>2019</u>	<u>2018</u>
<u>Deferred Outflows of Resources</u>		
Differences between projected and actual experience	\$ 9,733,361	\$ 10,987,660
Changes in plan actual assumptions	530,012	598,313
Contributions subsequent to the measurement date	<u>6,181,621</u>	<u>6,318,175</u>
Total	<u>\$ 16,444,994</u>	<u>\$ 17,904,148</u>

Deferred Inflows of Resources related to OPEB:

VSC reported deferred inflows of resources related to OPEB from the following sources for the year ended June 30,:

	<u>2019</u>	<u>2018</u>
<u>Deferred Inflows of Resources</u>		
Differences between projected and actual experience	\$ 2,426,803	\$ -
Changes in plan actual assumptions	2,039,195	-
Contributions subsequent to the measurement date	<u>-</u>	<u>-</u>
Total	<u>\$ 4,465,998</u>	<u>\$ -</u>

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 9 - **Post-Employment Benefits Other Than Pension - Continued**

VSC's contributions of \$6,181,621 and \$6,318,175 made during fiscal year ending 2019 and 2018, respectively, subsequent to the measurement date will be recognized as a reduction of the net pension liability in the succeeding year. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized as increases (decreases) in pension expense as follows:

Years Ending
June 30,

2020	\$	765,047
2021		765,047
2022		765,047
2023		765,047
2024		765,047
2025-2027		<u>1,972,140</u>
	\$	<u><u>5,797,375</u></u>

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 9 - Post-Employment Benefits Other Than Pension - Continued

Actuarial Assumptions: The total net OPEB liability was determined using the following actuarial assumptions, applied to all periods included in the measurement, unless otherwise specified:

Measurement date	<u>June 30, 2018</u>	<u>June 30, 2017</u>
Inflation	2.6%	2.6%
Salary increases	3.5% per year	3.5% per year
Discount rate	3.87%	3.58%
Healthcare Cost Trend Rate	5.4%, decreasing incrementally to an ultimate rate of 5.1% in 2021 then increasing from 5.1% to 5.3% in 2022 and then decreasing incrementally to an ultimate rate of 3.8% in 2040	5.5%, decreasing incrementally to an ultimate rate of 5.1% in 2021 then increasing from 5.1% to 5.3% in 2022 and then decreasing incrementally to an ultimate rate of 3.8% in 2040

The discount rate was based on the Bond Buyer 20-Bond GO Index.

Future Employment: Age related turnover rates were developed based on the experience from the years ended June 30, 2005 through 2009. These rates were used as the basis for assigning active members a probability of remaining employed until the assumed retirement age and for developing an expected future working lifetime assumption for purposes of allocating to periods the present value of total benefits to be paid.

VERMONT STATE COLLEGES

(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 9 - Post-Employment Benefits Other Than Pension - Continued

Mortality: Life expectancies were based on the RP-2006 Table (base rates underlying RP-2014) projected to 2017 and thereafter, with MP-2017 projection scale which is published by the Retirement Plans Experience Committee of the Society of Actuaries.

Retirement Rate: Age-related retirement rates tables were developed based on input and analysis of the current retiree population overall and the new retirees over the last five years. The age related tables assumed rates of retirement beginning at age 55.

Marital Status: Marital status of member at the calculation date was assumed to be 70% married based on current retiree population. Spousal participation was assumed to be 90% at the calculation date.

Healthcare Cost Trend Rate: Dental claims are expected to increase at 2.0 per annum. Medical trend rates are based on the Society of Actuaries ("SOA") Long-Run Medical Cost Trend Model. The economic assumptions used were the following:

- Rate of Inflation - 2.6%
- Rate of Growth in Real Income/GDP per Capita - 1.15%
- Extra Trend due to Technology - 1.00%
- Health Share of GDP Resistance Point - 20%
- Year for limiting Cost Growth to GDP Growth 2040

Sensitivity of the Colleges' proportionate share of the net OPEB liability to changes in the discount rate: The following presents the Colleges' proportionate share of the net OPEB liability, as well as what the Colleges' proportionate share of the net OPEB liability would be if it were calculated using a discount rate that is 1-percentage-point lower or 1-percentage-point higher than the current discount rate:

<u>2019</u>		
Current		
1.00% Decrease	Discount Rate	1.00% Increase
(2.87%)	(3.87%)	(4.87%)
<hr/>	<hr/>	<hr/>
\$ 211,446,681	\$ 189,003,550	\$ 170,026,659

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 9 - Post-Employment Benefits Other Than Pension - Continued

<u>2018</u>		
Current		
1.00% Decrease (2.58%)	Discount Rate (3.58%)	1.00% Increase (4.58%)
<hr/>	<hr/>	<hr/>
\$ 211,679,150	\$ 188,498,148	\$ 168,925,037

Sensitivity of the Colleges' proportionate share of the net OPEB liability to changes in the healthcare cost trend rates: The following presents the Colleges' proportionate share of the net OPEB liability, as well as what the Colleges' proportionate share of the net OPEB liability would be if it were calculated using healthcare cost trend rates that are 1-percentage-point lower or 1-percentage-point higher than the current healthcare cost trend rates:

<u>2019</u>		
Current Healthcare		
1.00% Decrease	Cost Trend Rate (A)	1.00% Increase
<hr/>	<hr/>	<hr/>
\$ 167,824,500	\$ 189,003,550	\$ 214,438,450

<u>2018</u>		
Current Healthcare		
1.00% Decrease	Cost Trend Rate (A)	1.00% Increase
<hr/>	<hr/>	<hr/>
\$ 168,232,241	\$ 188,498,148	\$ 212,785,134

(A) - See page 53 for current healthcare cost trend rate.

Note 10 - Leases

The Colleges have various operating leases for classrooms, office space, equipment and motor vehicles. The majority of these leases have terms equal to or less than ten years and in some cases contain escalation and maintenance clauses, as well as renewal options. Total rental expense for all operating leases was approximately \$2,935,000 and \$3,067,000 in 2019 and 2018, respectively.

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 10 - **Leases - continued**

Future minimum rental payments required under operating leases with non-cancelable terms in excess of one year at June 30, 2019 are as follows:

Years Ending <u>June 30,</u>	<u>Real Estate</u>	<u>Vehicles and Equipment</u>	<u>Total</u>
2020	\$ 2,961,578	\$ 390,285	\$ 3,351,863
2021	2,747,905	366,068	3,113,973
2022	2,256,853	322,731	2,579,584
2023	1,873,936	260,030	2,133,966
2024 and thereafter	<u>6,461,919</u>	<u>53,084</u>	<u>6,515,003</u>
	<u><u>\$ 16,302,191</u></u>	<u><u>\$ 1,392,198</u></u>	<u><u>\$ 17,694,389</u></u>

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 11 - Capital Assets

Property and equipment activity for the years ended June 30, 2019 and 2018 is summarized below:

	<u>Balance</u> <u>June 30, 2018</u>	<u>Additions</u>	<u>Transfers</u>	<u>Retirements</u>	<u>Balance</u> <u>June 30, 2019</u>
Land	\$ 9,004,664	\$ -	\$ -	\$ -	\$ 9,004,664
Construction-in-process	<u>908,493</u>	<u>3,423,799</u>	<u>(2,727,788)</u>	<u>-</u>	<u>1,604,504</u>
Subtotal - Capital assets not depreciated	<u>9,913,157</u>	<u>3,423,799</u>	<u>(2,727,788)</u>	<u>-</u>	<u>10,609,168</u>
Infrastructure	39,864,432	-	1,134,089	-	40,998,521
Buildings and improvements	259,347,174	-	1,203,878	-	260,551,052
Leasehold improvements	4,090,271	-	-	-	4,090,271
Equipment	<u>35,411,937</u>	<u>855,205</u>	<u>389,821</u>	<u>(231,699)</u>	<u>36,425,264</u>
Subtotal - Capital assets depreciated	<u>338,713,814</u>	<u>855,205</u>	<u>2,727,788</u>	<u>(231,699)</u>	<u>342,065,108</u>
Less accumulated depreciation	<u>(185,680,251)</u>	<u>(10,084,696)</u>	<u>-</u>	<u>195,380</u>	<u>(195,569,567)</u>
Capital assets, net	<u>\$162,946,720</u>	<u>\$ (5,805,692)</u>	<u>\$ -</u>	<u>\$ (36,319)</u>	<u>\$157,104,709</u>

VERMONT STATE COLLEGES

(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 11 - Capital Assets - Continued

	Balance <u>June 30, 2017</u>	<u>Additions</u>	<u>Transfers</u>	<u>Retirements</u>	Balance <u>June 30, 2018</u>
Land	\$ 9,004,664	\$ -	\$ -	\$ -	\$ 9,004,664
Construction-in-process	<u>591,775</u>	<u>2,931,519</u>	<u>(2,614,801)</u>	<u>-</u>	<u>908,493</u>
Subtotal - Capital assets not depreciated	<u>9,596,439</u>	<u>2,931,519</u>	<u>(2,614,801)</u>	<u>-</u>	<u>9,913,157</u>
Infrastructure	39,314,228	-	550,204	-	39,864,432
Buildings and improvements	257,449,757	85,794	1,811,623	-	259,347,174
Leasehold improvements	4,090,271	-	-	-	4,090,271
Equipment	<u>34,070,153</u>	<u>1,392,914</u>	<u>252,974</u>	<u>(304,104)</u>	<u>35,411,937</u>
Subtotal - Capital assets depreciated	<u>334,924,409</u>	<u>1,478,708</u>	<u>2,614,801</u>	<u>(304,104)</u>	<u>338,713,814</u>
Less accumulated depreciation	<u>(176,106,780)</u>	<u>(9,842,721)</u>	<u>-</u>	<u>269,250</u>	<u>(185,680,251)</u>
Capital assets, net	<u>\$ 168,414,068</u>	<u>\$ (5,432,494)</u>	<u>\$ -</u>	<u>\$ (34,854)</u>	<u>\$ 162,946,720</u>

Note 12 - Contingencies and Commitments

Contingencies

VSC participates in various federally funded programs. These programs are subject to financial and compliance audits and resolution of identified questioned costs. The amount, if any, of expenditures that may be disallowed by the granting agency cannot be determined at this time.

VSC is involved in various claims and legal actions arising in the ordinary course of business. The ultimate disposition of these matters is indeterminable, but in the opinion of management, the amount of ultimate liability would not have a significant impact on VSC's financial condition.

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 12 - Contingencies and Commitments - Continued

Contingencies - continued

VSC is also exposed to various risks of loss related to torts; theft of, damage to and destruction of assets; errors and omissions; injuries to employees; and natural disasters. VSC manages these risks through a combination of commercial insurance packages purchased in the name of VSC, and through self-insurance for medical and dental claims. VSC has entered into contracts with a third-party claims administrator, which essentially caps medical claim costs (stop-loss) at an agreed-upon level. Individual stop-loss is \$175,000 of paid claims per covered member per year. Settled claims resulting from these risks have not exceeded commercial insurance coverage in any of the past three fiscal years. Reserves for medical and dental claims are included in accrued liabilities in the amount of approximately \$2,560,000 at June 30, 2019 and \$1,987,000 at June 30, 2018 and are based on historical data. A medical and dental claim roll-forward is presented below:

	<u>2019</u>	<u>2018</u>
Medical and dental claims reserve, beginning of year	\$ 1,987,000	\$ 1,908,000
Incurred claims	18,747,000	18,393,000
Payments on claims	<u>(18,174,000)</u>	<u>(18,314,000)</u>
Medical and dental claims reserve, end of year	<u>\$ 2,560,000</u>	<u>\$ 1,987,000</u>

VSC self-insures its workers' compensation program and is operated by a third-party claims administrator. Contributions to the plan are based on estimated payroll and rates adjusted by an experience modification factor. VSC has purchased stop-loss insurance, which is effective for individual claims over \$200,000 and for aggregate claims in excess of \$1,085,000 per year. VSC has obtained a letter of credit in the amount of \$450,000 to be used in the event of failure to pay premiums on the stop-loss policy. This is collateralized by a certificate of deposit. A workers' compensation roll-forward is presented below:

	<u>2019</u>	<u>2018</u>
Workers' compensation reserve, beginning of year	\$ 432,000	\$ 265,000
Workers' compensation accrued during the year	640,000	881,000
Claims paid/reserved/claims administration	<u>(775,000)</u>	<u>(714,000)</u>
Workers' compensation reserve, end of year	<u>\$ 297,000</u>	<u>\$ 432,000</u>

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 12 - **Contingencies and Commitments - Continued**

Commitments

VSC has entered into various construction contracts. The following commitments are ongoing projects at June 30, 2019:

<u>Project</u>	<u>Expended through June 30, 2019</u>	<u>Committed Future Costs</u>	<u>Total Committed Costs of Project</u>
VTC Building 200 Roof	\$ -	\$ 94,000	\$ 94,000
NVU-J Site Improvements	254,000	190,000	444,000
NVU-J Willey Window Replacement	147,000	16,000	163,000
CU Jeffords Science Renovation	<u>219,000</u>	<u>529,000</u>	<u>748,000</u>
	<u>\$ 620,000</u>	<u>\$ 829,000</u>	<u>\$ 1,449,000</u>

At June 30, 2019, invoices related to construction projects of approximately \$303,000 were included in accounts payable.

Employment Contracts

The Colleges have employment contracts with certain officers that expire on various dates through fiscal year 2021. The agreements provide for aggregate annual base salaries of \$700,000 and \$165,000 in fiscal years 2020 and 2021, respectively, and may be terminated with cause at any time.

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Notes to the Financial Statements - Continued

June 30, 2019 and 2018

Note 12 - **Contingencies and Commitments - Continued**

Service Concession Agreements

The Colleges have entered into a service concession agreement with Sodexo Operations, LLC ("Sodexo") to manage and operate its food services for VSC's students, faculty, staff, employees and guests through June 2022; the agreement is cancelable by either party at any time. Under the agreement Sodexo shall make annual contributions to VSC to be used at VSC's discretion for food service facility enhancements. The annual contributions shall commence on July 1st of each year and shall be in accordance with the following schedule:

Years Ending
June 30,

2020	\$ 225,000
2021	487,500
2022	<u>487,500</u>
Total	<u>\$ 1,200,000</u>

REQUIRED SUPPLEMENTARY INFORMATION

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Schedule of Changes in Total OPEB Liability (Unaudited)

Year ended	June 30, 2019	June 30, 2018
Measurement date	June 30, 2018	June 30, 2017
Valuation date	July 1, 2017	July 1, 2017
Total OPEB liability		
Service Cost	\$ 4,515,546	\$ 4,359,477
Interest	6,647,387	6,185,678
Changes of benefit terms	-	-
Differences between expected and actual experience	(1,778,447)	12,241,959
Changes of assumptions or other inputs	(2,480,058)	666,613
Benefit payments	<u>(6,399,026)</u>	<u>(6,464,225)</u>
Net change in total OPEB liability	505,402	16,989,502
Total OPEB liability - beginning	<u>188,498,148</u>	<u>171,508,646</u>
Total OPEB liability - ending	<u>\$ 189,003,550</u>	<u>\$ 188,498,148</u>
Covered-employee payroll	50,074,973	51,380,910
Total OPEB liability as a percentage of covered-employee payroll	377.44%	366.86%

Notes:

The GASB pronouncement requiring the presentation of the information on this schedule became effective for years beginning after June 15, 2017 and is intended to provide data for the most recent ten years.

See accompanying notes to the required supplementary information.

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Notes to the Required Supplementary Information - OPEB (Unaudited)

June 30, 2019 and 2018

Note 1 - **Change in Plan Assumptions**

Measurement date – June 30, 2018

Change in Trend on Future Costs

The healthcare trend rate decreased from 5.5% to 5.4%.

Change in Discount Rate

The discount rate was increased from 3.58% to 3.87%.

Measurement date – June 30, 2017

Change in Discount Rate

The discount rate decreased to 3.58% based upon the change of the discount method to the discount rate of the Bond Buyer 20-Bond GO Index as of the measurement date as required by GASB Statement 74. The June 30, 2016 discount rate was calculated to be 3.75%.

**INDEPENDENT AUDITORS' REPORT ON
COMPLIANCE FOR EACH MAJOR FEDERAL
PROGRAM; REPORT ON INTERNAL CONTROL OVER
COMPLIANCE; AND REPORT ON THE SCHEDULE OF
EXPENDITURES OF FEDERAL AWARDS REQUIRED
BY THE *UNIFORM GUIDANCE***



INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM; REPORT ON INTERNAL CONTROL OVER COMPLIANCE; AND REPORT ON THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS REQUIRED BY THE *UNIFORM GUIDANCE*

To the Board of Trustees of
Vermont State Colleges
Montpelier, Vermont

Report on Compliance for Each Major Federal Program

We have audited Vermont State Colleges' (a component unit of the State of Vermont) (the Colleges) compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the Vermont State Colleges' major federal programs for the years ended June 30, 2019. The Colleges' major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of the Vermont State Colleges' major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (the "Uniform Guidance"). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the Vermont State Colleges' compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the Colleges' compliance.

Opinion on Each Major Federal Program

In our opinion, the Colleges complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the years ended June 30, 2019.

Other Matters

The results of our auditing procedures disclosed instances of noncompliance, which are required to be reported in accordance with the Uniform Guidance and which are described in the accompanying schedule of findings and questioned costs as Finding 2019-001, 2019-002 and 2019-003. Our opinion on each major federal program is not modified with respect to these matters.

The Colleges' response to the noncompliance finding identified in our audit is described in the accompanying schedule of findings and questioned costs. The Colleges' response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Report on Internal Control over Compliance

Management of the Vermont State Colleges is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the Vermont State Colleges' internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Vermont State Colleges' internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis.

A material weakness in internal control over compliance is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis.

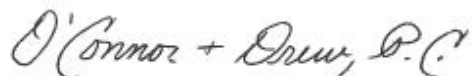
A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, however, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Schedule of Expenditures of Federal Awards

We have audited the financial statements of the Vermont State Colleges, as of and for the year ended June 30, 2019. We issued our report thereon dated October 21, 2019, which contained an unmodified opinion on those financial statements. Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by the Uniform Guidance. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the basic financial statements as a whole.

A handwritten signature in cursive script that reads "O'Connor + Drew, P.C.".

**Certified Public Accountants
Braintree, Massachusetts**

October 21, 2019

**INDEPENDENT AUDITORS' REPORT ON INTERNAL
CONTROL OVER FINANCIAL REPORTING AND ON
COMPLIANCE AND OTHER MATTERS BASED ON AN
AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH *GOVERNMENT AUDITING
STANDARDS***



INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Trustees of
Vermont State Colleges
Montpelier, Vermont

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Vermont State Colleges (a component unit of the State of Vermont) (the "Colleges"), which comprise the statements of net position as of June 30, 2019 and 2018, the related statements of revenues, expenses and changes in net position and cash flows for the years then ended, and the related notes to the financial statements, which collectively comprise the Vermont State Colleges' basic financial statements and have issued our report thereon dated October 21, 2019.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Vermont State Colleges' internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Colleges' internal control. Accordingly, we do not express an opinion on the effectiveness of the Colleges' internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Vermont State Colleges' financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in dark ink that reads "O'Connor + Drew, P.C." in a cursive, flowing script.

**Certified Public Accountants
Braintree, Massachusetts**

October 21, 2019

SUPPLEMENTAL INFORMATION

**SCHEDULE OF EXPENDITURES
OF FEDERAL AWARDS**

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Schedule of Expenditures of Federal Awards

Year Ended June 30, 2019

	CFDA Number	Pass-Through Entity	Pass-Through Entity Award Number	Total	Total Amounts to Sub-recipients
STUDENT FINANCIAL ASSISTANCE CLUSTER					
U.S. Department of Education:					
Direct Awards:					
Federal Supplemental Educational Opportunity Grant	84.007	N/A	N/A	\$ 1,088,192	\$ -
Federal Work-Study Program	84.033	N/A	N/A	1,328,735	-
Federal Direct Student Loans	84.268	N/A	N/A	39,689,361	-
Federal Perkins Loan Program (beginning of year)	84.038	N/A	N/A	5,491,071	-
Federal Perkins Loan Program (current year expenditures)	84.038	N/A	N/A	-	-
Federal Pell Grant Program	84.063	N/A	N/A	15,978,880	-
Total Student Financial Assistance Cluster				<u>63,576,239</u>	<u>-</u>
TRIO CLUSTER					
U.S. Department of Education:					
Direct Awards:					
TRIO Student Support Services	84.042A	N/A	N/A	1,366,077	-
TRIO Upward Bound	84.047A	N/A	N/A	1,282,172	-
TRIO Upward Bound NY	84.047M	N/A	N/A	287,671	-
TRIO McNair	84.217A	N/A	N/A	249,544	-
Total TRIO Cluster				<u>3,185,464</u>	<u>-</u>
RESEARCH AND DEVELOPMENT CLUSTER					
National Aeronautics and Space Administration:					
Passthrough Awards:					
Science - National Space Grant College & Fellowship Program	43.001	University of Vermont	29907 SUB51933	9,904	-
Education - CubeSat Continued Development	43.008	University of Vermont	30018	4,229	-
Subtotal - Passthrough Awards				<u>14,133</u>	<u>-</u>
National Science Foundation:					
Direct Awards:					
Geosciences	47.050	N/A	N/A	77,160	-
Education and Human Resources	47.076	N/A	N/A	2,118	-
Subtotal - Direct Awards				<u>79,278</u>	<u>-</u>
Passthrough Awards:					
Experimental Program to Stimulate Competitive Research	47.073	University of Vermont	30373SUB52050	73,219	-
Experimental Program to Stimulate Competitive Research	47.073	University of Vermont	30373SUB52051	24,388	-
Subtotal - Passthrough Awards				<u>97,607</u>	<u>-</u>
Total Research and Development Cluster				<u>191,018</u>	<u>-</u>

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Schedule of Expenditures of Federal Awards - Continued

Year Ended June 30, 2019

	CFDA Number	Pass-Through Entity	Pass-Through Entity Award Number	Total	Total Amounts to Sub-recipients
CCDF CLUSTER					
U.S. Department of Health and Human Services:					
Passthrough Awards:					
Child Care Mandatory and Matching Funds of the Child Care and Development Fund	93.575	Vermont Department of Children & Families	03440-34001-18-ECPDS	851,195	-
MEDICAID CLUSTER					
U.S. Department of Health and Human Services:					
Passthrough Awards:					
Medicaid Assistance Program	93.778	Office of Vermont Health Access	P85 - Sec. B. 605	220,249	-
Medical Assistance Program	93.778	Vermont Department of Mental Health	03420-7299S	5,372	-
Medical Assistance Program	93.778	Vermont Department of Mental Health	03150-A1695	268,930	-
Total Medicaid Cluster				494,551	-
ECONOMIC DEVELOPMENT CLUSTER					
U.S. Department of Commerce:					
Direct Awards					
Economic Adjustment Assistance	11.307	N/A	N/A	61,422	-
CHILD NUTRITION CLUSTER					
U.S. Department of Agriculture					
Direct Awards					
Summer Food Program for Children	10.559	N/A	N/A	22,687	-
NON-CLUSTER					
U.S. Department of Agriculture:					
Direct Awards					
Rural Business Development Grant	10.351	N/A	N/A	58,736	-
Distance Learning and Telemedicine Loans	10.855	N/A	N/A	321,337	-
Subtotal - Direct Awards				380,073	-
U.S. Department of Commerce:					
Direct Awards:					
Manufacturing Extension Partnership	11.611	N/A	N/A	512,750	-
Institute of Museum and Library Services:					
Passthrough Awards:					
Grants to States - Job Hunt Helpers	45.310	VT Department of Libraries	11300.JHH.LSTA17.A1	33,580	-

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Schedule of Expenditures of Federal Awards - Continued

Year Ended June 30, 2019

	CFDA Number	Pass-Through Entity	Pass-Through Entity Award Number	Total	Total Amounts to Sub-recipients
NON-CLUSTER - CONTINUED					
Small Business Administration:					
Direct Awards:					
Small Business Development Centers	59.037	N/A	N/A	765,583	-
Environmental Protection Agency:					
Passthrough Awards:					
Great Lakes Fishery	66.481	Lake Champlain Basin Program	0100-319-004	3,250	-
Pollution Prevention Grants Program	66.708	VT Department of Environmental Conservation	2018-CGPTC-ECD-01	7,841	-
Subtotal - Passthrough awards				<u>11,091</u>	<u>-</u>
U.S. Department of the Interior					
Passthrough Awards					
Heritage Partnership	15.939	Lake Champlain Basin Program	P18AC01302J	4,564	-
U.S. Department of Education:					
Passthrough Awards:					
Carl D. Perkins Vocational Education - Post Secondary	84.048A	Vermont Department of Education	PerkR2171801	199,012	-
Career and Technical Education - Basic Grants to States	84.048	Vermont Agency of Education	4319R0571801	705,746	-
Career and Technical Education - Basic Grants to States	84.048	Vermont Agency of Education	4322R0571801	60,000	-
Race to the Top Early Challenge Grant	84.412	Vermont Department of Children & Families	N/A	39,675	-
Gaining Early Awareness and Readiness for Undergraduate Programs	84.334	Vermont Student Assistance Corp	P334S110006-15	382,127	-
Gaining Early Awareness and Readiness for Undergraduate Programs	84.334S	Vermont Student Assistance Corp	P334S110006-15	33,036	-
Mathematics and Science Partnerships	84.366	Vermont Department of Education	4655R1171501	69,253	-
Subtotal - Passthrough Awards				<u>1,488,849</u>	<u>-</u>
Northern Border Regional Commission:					
Passthrough Awards:					
Northern Border Regional Development	90.601	Northern Border Regional Commission	NBRC16GVT	146,447	-
National Endowment For the Arts					
Passthrough Awards:					
Arts Partnership Agreements	45.025	New England Foundation for the Arts	18-34739	3,600	-
U.S. Department of Health and Human Services:					
Direct Awards:					
Oral Health Workforce Activities	93.236	N/A	N/A	165,226	-
Passthrough Awards:					
Biomedical Research and Research Training	93.859	University of Vermont	29252SUB51796	227,978	-
Biomedical Research and Research Training	93.859	University of Vermont	29252SUB52826	161,329	-
Subtotal - Passthrough Awards				<u>389,307</u>	<u>-</u>

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Schedule of Expenditures of Federal Awards - Continued

Year Ended June 30, 2019

	CFDA Number	Pass-Through Entity	Pass-Through Entity Award Number	Total	Total Amounts to Sub-recipients
NON-CLUSTER - CONTINUED					
U.S. Department of Transportation					
 Passthrough Awards:					
Highway Planning and Construction	20.205	Vermont Agency of Transportation	N/A	1,631	-
U.S. Department of Health and Human Services					
 Passthrough Awards					
Substance Abuse and Mental Health Services	93.243	Vermont Department of Mental Health	03150-C1052	60,796	-
Block Grants for Prevention and Treatment of Substance abuse	93.959	Vermont Department of Health	03420-07656	7,736	-
ADAP Workforce Development	93.959	Vermont Department of Health	03420-07626	18,000	-
Subtotal - Passthrough Awards				<u>86,532</u>	<u>-</u>
Corporation for National and Community Service:					
 Passthrough Awards:					
AmeriCorps	94.006	Vermont Agency of Human Services	03400-16AFH-LEAP-FY19	238,741	-
U.S. Department of Defense:					
 Passthrough Awards:					
VT Additive Manufacturing Partnership	12.617	Vermont Department of Economic Development	N/A	23,437	-
U.S. Department of Labor:					
 Direct Awards:					
H-1B Job Training Grants	17.268	N/A	N/A	588,435	-
TAACCCT 1 + 4	17.282	N/A	N/A	84,502	-
Subtotal - Direct Awards				<u>672,937</u>	<u>-</u>
 Passthrough Awards					
Apprenticeship State Funds	17.285	Vermont Department of Labor	N/A	5,301	-
U.S. Department of Education:					
 Direct Awards					
Title III	84.031A	N/A	N/A	51,883	-
Total Non-Cluster				<u>4,981,532</u>	<u>-</u>
Total Federal Funds				<u>\$ 73,364,108</u>	<u>-</u>

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Schedule of Expenditures of Federal Awards

Year Ended June 30, 2019

	CFDA Number	Pass-Through Entity	Pass-Through Entity Award Number	Community College of Vermont	Castleton University	Northern Vermont University	Vermont Technical College	Workforce	System Offices & Services	Total	Total Amounts to Sub-recipients
STUDENT FINANCIAL ASSISTANCE CLUSTER											
U.S. Department of Education:											
Direct Awards:											
Federal Supplemental Educational Opportunity Grant	84.007	N/A	N/A	\$ 166,036	\$ 323,990	\$ 379,063	\$ 219,103	\$ -	\$ -	\$ 1,088,192	\$ -
Federal Work-Study Program	84.033	N/A	N/A	132,472	330,809	693,142	172,312	-	-	1,328,735	-
Federal Direct Student Loans	84.268	N/A	N/A	4,043,565	11,825,020	15,161,218	8,659,558	-	-	39,689,361	-
Federal Perkins Loan Program (beginning of year)	84.038	N/A	N/A	-	2,165,477	2,584,079	741,515	-	-	5,491,071	-
Federal Perkins Loan Program (current year expenditures)	84.038	N/A	N/A	-	-	-	-	-	-	-	-
Federal Pell Grant Program	84.063	N/A	N/A	5,846,088	3,152,643	4,821,688	2,158,461	-	-	15,978,880	-
Total Student Financial Assistance Cluste				10,188,161	17,797,939	23,639,190	11,950,949	-	-	63,576,239	-
TRIO CLUSTER											
U.S. Department of Education:											
Direct Awards:											
TRIO Student Support Services	84.042A	N/A	N/A	373,261	297,583	406,120	289,113	-	-	1,366,077	-
TRIO Upward Bound	84.047A	N/A	N/A	-	297,753	984,419	-	-	-	1,282,172	-
TRIO Upward Bound NY	84.047M	N/A	N/A	-	287,671	-	-	-	-	287,671	-
TRIO McNair	84.217A	N/A	N/A	-	249,544	-	-	-	-	249,544	-
Total TRIO Cluster				373,261	1,132,551	1,390,539	289,113	-	-	3,185,464	-
RESEARCH AND DEVELOPMENT CLUSTER											
National Aeronautics and Space Administration:											
Passthrough Awards:											
Science - National Space Grant College & Fellowship Program	43.001	University of Vermont	29907 SUB51933	-	-	-	9,904	-	-	9,904	-
Education - CubeSat Continued Development	43.008	University of Vermont	30018	-	-	-	4,229	-	-	4,229	-
Subtotal - Passthrough Awards				-	-	-	14,133	-	-	14,133	-
National Science Foundation:											
Direct Awards:											
Geosciences	47.050	N/A	N/A	-	77,160	-	-	-	-	77,160	-
Education and Human Resources	47.076	N/A	N/A	-	-	2,118	-	-	-	2,118	-
Subtotal - Direct Awards				-	77,160	2,118	-	-	-	79,278	-
Passthrough Awards:											
Experimental Program to Stimulate Competitive Research	47.073	University of Vermont	30373SUB52050	-	44,617	28,602	-	-	-	73,219	-
Experimental Program to Stimulate Competitive Research	47.073	University of Vermont	30373SUB52051	-	-	24,388	-	-	-	24,388	-
Subtotal - Passthrough Awards				-	44,617	52,990	-	-	-	97,607	-
Total Research and Development Cluster				-	121,777	55,108	14,133	-	-	191,018	-
CCDF CLUSTER											
U.S. Department of Health and Human Services:											
Passthrough Awards:											
Child Care Mandatory and Matching Funds of the Child Care and Development Fund	93.575	Vermont Departmet of Children & Families	03440-34001-18-ECPDS	851,195	-	-	-	-	-	851,195	-

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Schedule of Expenditures of Federal Awards - Continued

Year Ended June 30, 2019

	CFDA Number	Pass-Through Entity	Pass-Through Entity Award Number	Community College of Vermont	Castleton University	Northern Vermont University	Vermont Technical College	Workforce	System Offices & Services	Total	Total Amounts to Sub-recipients
MEDICAID CLUSTER											
U.S. Department of Health and Human Services:											
Passthrough Awards:											
Medical Assistance Program	93.778	Office of Vermont Health Access	P85 - Sec. B. 605	-	-	-	220,249	-	-	220,249	-
Medical Assistance Program	93.778	Vermont Department of Mental Health	03420-7299S	-	-	5,372	-	-	-	5,372	-
VCPI Operations Grant	93.778	Vermont Department of Mental Health	03150-A1695	-	-	268,930	-	-	-	268,930	-
Total Medicaid Cluster				-	-	274,302	220,249	-	-	494,551	-
ECONOMIC DEVELOPMENT CLUSTER											
U.S. Department of Commerce:											
Direct Awards											
Economic Adjustment Assistance	11.307	N/A	N/A	-	-	61,422	-	-	-	61,422	-
CHILD NUTRITION CLUSTER											
U.S. Department of Agriculture											
Direct Awards											
Summer Food Program for Childrer	10.559	N/A	N/A	-	-	22,687	-	-	-	22,687	-
NON-CLUSTER											
U.S. Department of Agriculture:											
Direct Awards:											
Higher Education - Institution Challenge Grants Program	10.351	N/A	N/A	-	-	58,736	-	-	-	58,736	-
Rural Business Enterprise Giants	10.855	N/A	N/A	-	-	321,337	-	-	-	321,337	-
Subtotal - Direct Awards				-	-	380,073	-	-	-	380,073	-
U.S. Department of Commerce:											
Direct Awards:											
Manufacturing Extension Partnership	11.611	N/A	N/A	-	-	-	-	512,750	-	512,750	-
Institute of Museum and Library Services:											
Passthrough Awards:											
Grants to States - Job Hunt Helpers	45.310	VT Department of Libraries	11300.JHH.LSTA17.A1	33,580	-	-	-	-	-	33,580	-
Small Business Administration:											
Direct Awards:											
Small Business Development Centers	59.037	N/A	N/A	-	-	-	-	765,583	-	765,583	-
Environmental Protection Agency:											
Passthrough Awards:											
Great Lakes Fishery	66.481	Lake Champlain Basin Program	0100-319-004	-	3,250	-	-	-	-	3,250	-
Pollution Prevention Grants Program	66.708	VT Department of Environmental Conservation	2018-CGPTC-ECD-01	7,841	-	-	-	-	-	7,841	-
Subtotal - Passthrough awards				7,841	3,250	-	-	-	-	11,091	-
U.S. Department of the Interior											
Passthrough Awards											
Heritage Partnership	15.939	Lake Champlain Basin Program	P18AC01302J	-	4,564	-	-	-	-	4,564	-
U.S. Department of Education:											
Passthrough Awards:											
Carl D. Perkins Vocational Education - Post Secondary	84.048A	Vermont Department of Education	PerkR2171801	-	-	-	199,012	-	-	199,012	-
Career and Technical Education - Basic Grants to States	84.048	Vermont Department of Education	4319R0571901	705,746	-	-	-	-	-	705,746	-
Career and Technical Education - Basic Grants to States	84.048	Vermont Department of Education	4322R0571901	60,000	-	-	-	-	-	60,000	-
Race to the Top Early Challenge Grant	84.412	Vermont Department of Children & Families	N/A	-	39,675	-	-	-	-	39,675	-
Gaining Early Awareness and Readiness for Undergraduate Programs	84.334	Vermont Student Assistance Corp	P334S110006-15	286,704	-	-	-	-	95,423	382,127	-
Gaining Early Awareness and Readiness for Undergraduate Programs	84.334S	Vermont Student Assistance Corp	P334S110006-15	1,527	3,451	23,466	4,592	-	-	33,036	-
Mathematics and Science Partnerships	84.366	Vermont Department of Education	4655R1171501	-	-	69,253	-	-	-	69,253	-
Subtotal - Passthrough Awards				1,053,977	43,126	92,719	203,604	-	95,423	1,488,849	-

VERMONT STATE COLLEGES
(a Component Unit of the State of Vermont)

Schedule of Expenditures of Federal Awards - Continued

Year Ended June 30, 2019

CFDA Number	Pass-Through Entity	Pass-Through Entity Award Number	Community College of Vermont	Castleton University	Northern Vermont University	Vermont Technical College	Workforce	System Offices & Services	Total	Total Amounts to Sub-recipients
NON-CLUSTER - CONTINUED										
Northern Border Regional Commission:										
Passthrough Awards:										
Northern Border Regional Development	90.601	Northern Border Regional Commission	NBRC16GVT	73,383	-	73,064	-	-	146,447	-
National Endowment For the Arts										
Passthrough Awards:										
Arts Partnership Agreements	45,025	New England Foundation for the Arts	18-34739	-	3,600	-	-	-	3,600	-
U.S. Department of Health and Human Services:										
Direct Awards:										
Oral Health Workforce Activities	93,236	N/A	N/A	-	-	-	165,226	-	165,226	-
Passthrough Awards:										
Biomedical Research and Research Training	93,859	University of Vermont	29252SUB51796	-	227,978	-	-	-	227,978	-
Biomedical Research and Research Training	93,859	University of Vermont	29252SUB52826	-	-	161,329	-	-	161,329	-
Subtotal - Passthrough Awards				-	227,978	161,329	-	-	389,307	-
U.S. Department of Transportation										
Passthrough Awards:										
Highway Planning and Construction	20,205	Vermont Agency of Transportation	N/A	-	-	-	-	1,631	1,631	-
U.S. Department of Health and Human Services										
Passthrough Awards										
Substance Abuse and Mental Health Services	93,243	Vermont Department of Mental Health	03150-C1052	-	-	60,796	-	-	60,796	-
Block Grants for Prevention and Treatment of Substance abuse	93,959	Vermont Department of Health	03420-07656	-	-	7,736	-	-	7,736	-
ADAP Workforce Development	93,959	Vermont Department of Health	03420-07626	-	-	18,000	-	-	18,000	-
Subtotal - Passthrough Awards				-	-	86,532	-	-	86,532	-
Corporation for National and Community Service:										
Passthrough Awards:										
AmeriCorps	94,006	Vermont Agency of Human Services	03400-16AFH-LEAP-FY19	-	-	238,741	-	-	238,741	-
U.S. Department of Defense:										
Passthrough Awards:										
VT Additive Manufacturing Partnership	12,617	Vermont Department of Economic Development	N/A	-	-	-	23,437	-	23,437	-
U.S. Department of Labor:										
Direct Awards:										
H-1B Job Training Grants	17,268	N/A	N/A	-	-	-	-	588,435	588,435	-
TAACCCT 1 + 4	17,282	N/A	N/A	84,502	-	-	-	-	84,502	-
Subtotal - Direct Awards				84,502	-	-	-	588,435	672,937	-
Passthrough Awards										
Apprenticeship State Funds	17,285	Vermont Department of Labor	N/A	-	-	-	-	5,301	5,301	-
U.S. Department of Education:										
Direct Awards										
Title III	84.031A	N/A	N/A	-	-	51,883	-	-	51,883	-
Total Non-Cluster				1,253,283	282,518	1,084,341	392,267	1,873,700	95,423	4,981,532
Total Federal Funds				\$ 12,665,900	\$ 19,334,785	\$ 26,527,589	\$ 12,866,711	\$ 1,873,700	\$ 95,423	\$ 73,364,108

VERMONT STATE COLLEGES

(a Component Unit of the State of Vermont)

Notes to Schedule of Expenditures of Federal Awards

Year Ended June 30, 2019

Note 1 - Basis of Presentation

The accompanying Schedule of Expenditures of Federal Awards includes the federal award activity of Vermont State Colleges (the “Colleges”) under programs of the Federal Government for the year ended June 30, 2019. The information on this schedule is prepared in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the schedule presents only a selected portion of the operations of the College, it is not intended to and does not present the financial position, changes in net position or cash flows of the Colleges.

Note 2 - Summary of Significant Accounting Policies

Expenditures reported on the schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*.

Note 3 - De Minimis Indirect Cost Rate

The Colleges have elected not to use the 10-percent de minimis indirect cost rate as allowed under the Uniform Guidance.

Note 4 - Federal Student Loan Program

Perkins Loan Program

The Federal Perkins Loan Program (“Perkins”) is administered directly by the Colleges and balances and transactions relating to the program are included in the College’s basic financial statements. During the year ended June 30, 2019, no loans were advanced under the Perkins program and no administrative costs were incurred. As of June 30, 2019, loan balances receivable, net under Perkins was \$4,185,228.

There was no federal capital contribution or match by the Colleges during the current year.

VERMONT STATE COLLEGES
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Notes to Schedule of Expenditures of Federal Awards - Continued

Year Ended June 30, 2019

Note 4 - **Federal Student Loan Program - Continued**

Direct Student Loan Program

The Colleges disbursed \$39,689,361 of loans under the Federal Direct Student Loans program, which include Stafford Subsidized and Unsubsidized Loans and Parent Plus Loans. It is not practical to determine the balances of the loans outstanding to students of the Colleges under the program as of June 30, 2019. The Colleges are only responsible for the performance of certain administrative duties and, accordingly, these loans are not included in the Colleges' financial statements.

VERMONT STATE COLLEGES
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Schedule of Current Year Findings and Questioned Costs

Year Ended June 30, 2019

Section I – Summary of Auditors’ Results:

Financial Statements

Type of auditors’ report issued: Unmodified

Internal control over financial reporting:

- Material weaknesses identified? _____ yes x no
- Significant deficiencies identified that are not considered to be material weaknesses? _____ yes x no

Noncompliance material to the financial statements noted? _____ yes x no

Federal Awards

Type of auditor’s report issued: Unmodified

Internal control over major programs:

- Material weaknesses identified? _____ yes x no
- Significant deficiencies identified that are not considered to be material weaknesses? _____ yes x no

Any audit findings disclosed that are required to be reported in accordance with the Uniform Guidance? x yes _____ no

VERMONT STATE COLLEGES
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Schedule of Current Year Findings and Questioned Costs - Continued

Year Ended June 30, 2019

Identification of Major Programs:

Name of Federal Program or Cluster	CFDA Number
Student Financial Assistance Cluster:	
Federal Supplemental Educational Opportunity Grant Program	84.007
Federal Work-Study Program	84.033
Federal Perkins Loan Program	84.038
Federal Pell Grant Program	84.063
Federal Direct Student Loans	84.268
TRIO Cluster:	
Student Support Services	84.042A
Upward Bound	84.047A
McNair	84.217A
Upward Bound	84.047M
CCDF Cluster:	
Child Care and Development Block Grant	93.575
Noncluster:	
AmeriCorps	94.006

Dollar threshold used to distinguish
Between type A and type B programs:

\$750,000

Auditee qualified as a low-risk auditee?

 x yes no

VERMONT STATE COLLEGES
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Schedule of Current Year Findings and Questioned Costs - Continued

Year Ended June 30, 2019

Required reporting for the Pell Grant and Direct Loan Programs

<i>Sample</i>				<i>Population from Which Sample Was Drawn</i>	
Sample Description	OPEID	Number of Students Receiving Direct Loan Funds	Amount of Direct Loan Funds Disbursed	Number of Students Receiving Direct Loan Funds	Amount of Direct Loan Funds Disbursed
Return of Direct Loan Testing	Various*	21	\$137,155	135	\$445,591

Finding Number	Student Identifier	OPEID	Direct Loan Disbursed (\$)	Direct Loan Under-payment (\$)
2019-003	1598217	00368800	\$5,771	\$193

*Sample and population consisted of the following colleges with their respective OPEID's:

Vermont Technical College (00369800)
Northern Vermont University (00368800)
Castleton University (00368300)
Community College of Vermont (01116700)

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Schedule of Current Year Findings and Questioned Costs - Continued

Year Ended June 30, 2019

Section II – Financial Statement Findings:

None

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Schedule of Current Year Findings and Questioned Costs - Continued

Year Ended June 30, 2019

Section III – Federal Award Findings and Questioned Costs:

Finding number:	2019-001
Federal agency:	U.S. Department of Education
Programs:	Student Financial Assistance Cluster
CFDA #:	84.007, 84.033, 84.038, 84.063, 84.268
Award year:	2019

Criteria

According to 34 CFR 685.309(b)(2):

Unless [the institution] it expects to submit its next updated enrollment report to the Secretary within the next 60 days, a school must notify the Secretary within 30 days after the date the school discovers that –

- (i) A loan under title IV of the Act was made to or on behalf of a student who was enrolled or accepted for enrollment at the school, and the student has ceased to be enrolled on at least a half-time basis or failed to enroll on at least a half-time basis for the period for which the loan was intended; or
- (ii) A student who is enrolled at the school and who received a loan under title IV of the Act has changed his or her permanent address.

The Dear Colleague Letter GEN-12-6 issued by the U.S. Department of Education (“ED”) on March 30, 2012 states that in addition to student loan borrowers, Enrollment Reporting files will include two additional groups of students: Pell Grant and Perkins Loan recipients.

According to 2 CFR Part 200, Appendix XI Compliance Supplement updated June 2019:

Under the Pell Grant and loan programs, institutions must complete and return within 15 days the Enrollment Reporting roster file placed in their Student Aid Internet Gateway mailboxes sent by ED via the National Student Loan Data System (“NSLDS”). The institution determines how often it receives the Enrollment Reporting roster file with the default set at a minimum of every 60 days. Once received, the institution must update for changes in student status, report the date the enrollment status was effective, enter the new anticipated completion date, and submit the changes electronically through the batch

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Schedule of Current Year Findings and Questioned Costs - Continued

Year Ended June 30, 2019

method or the NSLDS website. Institutions are responsible for timely reporting, whether they report directly or via a third-party servicer.

Condition

The Federal Government requires the Colleges to report student enrollment changes to the National Student Loan Data System (“NSLDS”) within 60 days. During our testing, we noted three students, out of a sample of forty, that had incorrect effective dates reported to NSLDS.

Cause

The Colleges did not have adequate procedures in place to ensure that students with status changes had their effective date correctly reported to NSLDS.

Effect

The Colleges did not report the students correct effective dates to NSLDS, which may impact the students’ loan grace periods.

Questioned Costs

Not applicable

Perspective

Our sample was not, and was not intended to be, statistically valid. Of the forty students selected for testing, three students, or 8% of our sample, had incorrect effective dates reported to NSLDS.

Identification as a Repeat Finding, if applicable

See finding 2018-001 included in the summary schedule of prior year findings.

Recommendation

We recommend that management review its control procedures for reporting student financial aid data to the NSLDS to ensure proper controls are in place to ensure that all information is reported in a timely manner

View of Responsible Officials

The Colleges agrees with the finding.

VERMONT STATE COLLEGES
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Schedule of Current Year Findings and Questioned Costs - Continued

Year Ended June 30, 2019

Finding number:	2019-002
Federal agency:	U.S. Department of Education
Programs:	Federal Pell Grants
CFDA #:	84.063
Award year:	2019

Criteria

According to 34 CFR 690.83(b)

(1) An institution shall report to the Secretary any change for which a student qualifies including any related Payment Data changes by submitting to the Secretary the student's Payment Data that discloses the basis and result of the change in award for each student. The institution shall submit the student's Payment Data reporting any to the Secretary by the reporting deadlines published by the Secretary in the Federal Register.

(2) An institution shall submit, in accordance with the deadline dates established by the Secretary, through publication in the Federal Register, other reports and information the Secretary requires and shall comply with the procedures the Secretary finds necessary to ensure that the reports are correct.

According to the Federal Register (Volume 83, Number 233):

An institution must submit Pell Grant, Iraq and Afghanistan Service Grant, Direct Loan, and TEACH Grant disbursement records to COD, no later than 15 days after making the disbursement or becoming aware of the need to adjust a previously reported disbursement. In accordance with 34 CFR 668.164(a), title IV, Higher Education Act ("HEA") program funds are disbursed on the date that the institution:

- (a) Credits those funds to a student's account in the institution's general ledger or any subledger of the general ledger; or
- (b) pays those funds to a student directly.

Title IV, HEA program funds are disbursed even if an institution uses its own funds in advance of receiving program funds from the Department.

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Schedule of Current Year Findings and Questioned Costs - Continued

Year Ended June 30, 2019

Condition

Federal regulations require the Colleges to report to the Federal Government's Common Origination and Disbursement System ("COD") Federal Pell Grant disbursements made to students within fifteen days of the funds being disbursed to the student. During our testing, we noted seven students, out of a sample of forty, were not reported within the required timeframe by a range of four to fifty-seven days.

Cause

The Colleges were relying on a report from their reporting software to identify if the disbursement were reported to COD correctly and in a timely manner. The outputs of this report that the Colleges were relying on in order to ensure disbursements were reported correctly and in a timely manner was delivering incorrect information. As a result, these students not being reported within the required timeframe.

Effect

The Colleges did not report Pell Grant disbursements to COD within the required time frame.

Questioned Costs

Not applicable

Perspective

Our sample was not, and was not intended to be, statistically valid. Of the forty students selected for testing, seven students, or 18% of our sample, was determined to be reported late to the COD by a range of four to fifty-seven days.

Identification as a Repeat Finding, if applicable

N/A

Recommendation

We recommend that management of the Colleges review, and if necessary, update the policies and procedures to ensure all Pell Grant funds are reported within the required timeframe.

View of Responsible Officials

The Colleges agrees with the finding.

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Schedule of Current Year Findings and Questioned Costs - Continued

Year Ended June 30, 2019

Finding number:	2019-003
Federal agency:	U.S. Department of Education
Programs:	Student Financial Assistance Cluster
CFDA #:	84.268
Award year:	2019

Criteria

According to 34 CFR 668.22(e)(4):

Total amount of unearned title IV assistance to be returned. The unearned amount of title IV assistance to be returned is calculated by subtracting the amount of title IV assistance earned by the student as calculated under paragraph (e)(1) of this section from the amount of title IV aid that was disbursed to the student as of the date of the institution's determination that the student withdrew.

Condition

The Financial Aid Office is responsible for completing the Return of Title IV calculation to determine how much Title IV aid the student earned and how much must be returned to the Department of Education. Once the Return of Title IV calculation is completed, the Colleges are responsible for adjusting the student's billing statement and returning unearned Title IV funds through the U.S. Department of Education's Grant Management System ("G5"). The Colleges have 45 days from the date they determined the student withdrew to return any unearned portions of Title IV funds. During our testing, we noted one student, out of a sample of forty, where the aid returned was different than the amount correctly calculated on the Return to Title IV ("R2T4") form.

Cause

The Colleges did not have procedures in place to ensure the refunded amount calculated per the R2T4 matched the actual aid returned.

Effect

The Colleges did not return the correct amount of Title IV funds to the Department of Education.

Questioned Costs

\$193

VERMONT STATE COLLEGES
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Schedule of Current Year Findings and Questioned Costs - Continued

Year Ended June 30, 2019

Perspective

Our sample was not, and was not intended to be, statistically valid. Of the forty students selected for testing, one student, or 3% of our sample, had the incorrect amount of Title IV funds returned.

Identification as a Repeat Finding, if applicable

N/A

Recommendation

The Colleges should review their current policies and procedures to ensure the amount of federal aid returned agrees with the amount calculated on the R2T4 form.

View of Responsible Officials

The Colleges agrees with the finding.

Management's Summary Schedule of Prior Audit Findings

Year Ended June 30, 2019

Finding number: 2018-001
Federal agency: U.S. Department of Education
Programs: Federal Supplemental Educational Opportunity Grant Program, Federal Work-Study Program, Federal Perkins Loan Program, Federal Pell Grant Program, Federal Direct Student Loans Program
CFDA #'s: 84.007, 84.033, 84.038, 84.063, 84.268
Award year: 2018

Condition

The Colleges policy is to report student enrollment to a contracted third party, the National Student Clearinghouse ("NSC"). The Colleges utilized the NSC to facilitate its responsibility to notify the National Student Loan Data System ("NSLDS") of changes in the enrollment status of students. However, the Colleges are ultimately responsible to ensure that NSLDS is properly and timely notified of all student enrollment status changes. The Colleges report an initial enrollment status and subsequent changes in enrollment status to the NSC based on a pre-determined schedule throughout each semester.

Award Year 2018:

Out of a sample of forty students with enrollment status changes, two students status changes (graduated) were never reported to NSLDS. One students' status change (withdrawal) was not reported to NSLDS within the 60-day required time frame.

Award Year 2017:

Out of a sample of forty students with enrollment status changes, two students with a status change were not reported in a timely manner to the NSLDS. One student was never reported to the NSLDS and the other student took ninety-one days to report.

Award Year 2016:

Out of a sample of forty students with enrollment status changes, one student's status change was not reported in a timely manner to the NSLDS and took sixty-two days to report.

Current Year Status:

Out of a sample of forty students with enrollment status changes, three students were not reported with the correct effective date to the NSLDS. The Colleges are looking to strengthen its controls in this area. See finding 2019-001 for more information and corrective action plan.

Management's Summary Schedule of Prior Audit Findings

Year Ended June 30, 2019

Finding number: 2018-002
Federal agency: U.S. Department of Education
Programs: Federal Work-Study Program
CFDA #'s: 84.033
Award year: 2018

Condition

The Federal Government requires the Colleges to use at least seven percent of its Federal Work Study (FWS) allocations for an award year to pay for student's employed in community service activities. During our review of Vermont Technical College's Fiscal Operations Report and Application to Participate (FISAP), one of the colleges did not use at least seven percent of its Federal Work Study allocation for compensating students in community service activities.

Current Year Status:

The corrective action plan was fully implemented. The auditors' current year testing revealed no findings in this area.

Management's Summary Schedule of Prior Audit Findings

Year Ended June 30, 2019

Finding number: 2018-003
Federal agency: U.S. Department of Education
Programs: Federal Direct Student Loans Program
CFDA #'s: 84.268
Award year: 2018

Condition

Federal regulations state that any unearned Title IV grant or loan assistance received by a student must be refunded to the Title IV programs upon a student's withdrawal from the institution. The academic institution is responsible for the calculation of the earned and unearned portion of Title IV assistance using a standard Return of Title IV Funds form ("R2T4"). In our testing sample of 40 students who were determined to have withdrawn from the Colleges, we noted one student for whom funds were not returned within the required 45 days.

Current Year Status:

The corrective action plan was fully implemented. The auditors' current year testing revealed no findings in this area.

Management's Corrective Action Plan

Finding number: 2019-001
Federal agency: U.S. Department of Education
Programs: Student Financial Assistance Cluster
CFDA #: 84.007, 84.033, 84.038, 84.063, 84.268
Award year: 2019

Corrective Action Plan:

To avoid inadvertently changing correct withdrawal dates before the information is uploaded to NSLDS, our Registrar will resolve this by now checking the R2T4 withdrawal data as part of the error correction process to ensure where the data is coming from and if it is correct. This solution was implemented for our final Spring 2019 Clearinghouse Reporting on 5/13/19.

To avoid having a discrepancy between the R2T4 unofficial withdrawal date and the withdrawal date in NSLDS, our Registrar will add a step to our Clearinghouse reporting between generating the data file and submitting it that allows us to find any students with discrepancies between the R2T4 date and the withdrawal date. After being identified, we will correct these before submitting the file.

One student represents an isolated issue driven by the determination that the classification of the individual's enrollment change was a medical withdrawal. This fell outside the normal path of enrollment change communication. Therefore, moving forward, all departments involved understand that determinations resulting in enrollment changes need to be communicated to the Registrar.

Timeline for Implementation of Corrective Action Plan:

Corrective solutions were implemented for the final Spring 2019 Clearinghouse Reporting on 5/13/19, and a communication plan was initiated immediately.

Contact Person

Sheilah Evans, System Controller

Management's Corrective Action Plan - Continued

Finding number: 2019-002
Federal agency: U.S. Department of Education
Programs: Federal Pell Grants
CFDA #: 84.063
Award year: 2019

Corrective Action Plan:

Several steps have been done to correct this. First, the report to verify acceptance by COD was modified to ensure the correct fields are on the report that will give us the proper information we need to verify. We will make sure that we are not just reviewing the field indicating whether it was accepted or not but also an additional field called Doc ID, which has a date that indicates when it was last sent to COD. We have also added fields called "Last Sent Date," which indicates the last date the award was sent to COD, and "Award Change Date," which indicates the date the Pell award was last changed in Colleague. We will also be reviewing communication with our VSCS finance team to ensure that the proper communication channels are in place when checking G5 and questioning records.

Timeline for Implementation of Corrective Action Plan:

Corrective steps above were implemented in June 2019.

Contact Person

Sheilah Evans, System Controller

Management's Corrective Action Plan - Continued

Finding number: 2019-003
Federal agency: U.S. Department of Education
Programs: Student Financial Assistance Cluster
CFDA #: 84.268
Award year: 2019

Corrective Action Plan:

NVU built a verification step into the withdrawal calculation process to ensure accuracy of the Title IV return and consistency with the student's account statement.

Timeline for Implementation of Corrective Action Plan:

June 2019

Contact Person

Sheilah Evans, System Controller

Preliminary List of Workroom Documents

#	STANDARD	DESCRIPTION
1	Mission	Current institutional mission statement
1	Mission	Mission statements of colleges, departments, divisions
1	Mission	Report of a periodic review of the mission statement
1	Mission	Trustee approval of mission statement
1	Mission	Charter
1	Mission	Reports of Trustee, faculty committees reviewing mission
2	Evaluation	Impact Study
2	Evaluation	Internal or external review of the Strategic Plan
2	Evaluation	Evaluation of recent institutional initiatives
2	Evaluation	Special Institutional studies e.g. pre-law advising, alumni, accomplishments
2	Evaluation	Strategic Plan
2	Evaluation	Student course and teaching evaluation forms and reports
2	Evaluation	Institutional factbook
2	Evaluation	IPEDS Common Data
2	Evaluation	HEDS or other consortium peer institution data
2	Evaluation	Placement studies of graduates
2	Evaluation	Internal Audit
2	Evaluation	Related plans: e.g. financial, academic, development, technology, facilities, student services, master
2	Evaluation	Reports reviewing implementation/effectiveness of prior plans
2	Evaluation	Department or program cost/ productivity studies
2	Evaluation	Program reviews of academic and non-academic units
2	Evaluation	Plans of individual departments and units
2	Evaluation	Minutes of planning councils, board planning committees

2	Evaluation	Specialized accreditation self-studies, team reports, decisions
3	Governance	College or University Manual
3	Governance	Membership and roles of advisory committees institutional standing and ad hoc committees
3	Governance	Senate or council charter, membership, minutes
3	Governance	Employee Handbook
3	Governance	Job description: principal administrators
3	Governance	Trustee by-laws
3	Governance	Board membership and affiliation
3	Governance	Trustee minutes
3	Governance	Trustee committees and minutes
3	Governance	Documentation of board development activities
3	Governance	Board self- study
3	Governance	Board Goals
3	Governance	Policy on board evaluation of CEO
3	Governance	Institutional policy and procedures manual
3	Governance	Policy on faculty role in programs offered at other campuses internationally or through distance learning
3	Governance	Faculty Handbook
4	Academics	Feedback studies from students on their undergraduate experience
4	Academics	Program reviews of undergraduate programs
4	Academics	Studies of how students are learning at the institution
4	Academics	Documentation of support for assessment (teaching, faculty development)
4	Academics	Data on special opportunities for students requirements, participation rates, satisfaction, learning outcomes
4	Academics	Reports of student learning outcomes, by program
4	Academics	Policies on satisfactory academic progress
4	Academics	List of new programs since last review
4	Academics	Statement of institutional definition of an educated person
4	Academics	List of program deletions since last review

4	Academics	Catalogues: undergraduate
4	Academics	Reports of student learning in areas such as service learning, information literacy, study abroad, leadership
4	Academics	Studies of student learning outcomes in general education
4	Academics	Studies of student learning in general education
4	Academics	List of major program revisions since last review
4	Academics	Reports of academic and support services available to students not at the institution's main campus
4	Academics	Contracts from contractual relationships involving degree and certificate programs
4	Academics	Contractual relationships involving academic credit
4	Academics	Organizational charts demonstrating academic oversight of all work for credit
4	Academics	List of Conferences, institutes and workshops sponsored
4	Academics	Format for New program proposals
4	Academics	Policies and practices regarding academic integrity
4	Academics	Studies of student learning outcomes for various sites and means of program delivery
4	Academics	Core curriculum or general education program
4	Academics	Policy on evaluation of transfer credit
4	Academics	Policy on student grading
4	Academics	Policies related to course credits
4	Academics	Graduation degree audit procedures
4	Academics	Policies on award of credit for prior experience and non-collegiate work
4	Academics	Schedule of program review and specialized accreditations
4	Academics	Charter, composition, and minutes of committees overseeing credit courses
4	Academics	Composition of relevant committees
5	Students	Financial aid policy

5	Students	Studies of the impact of financial aid on the composition of the student body, admin, retention, and other
5	Students	Graduation rate studies
5	Students	Retention and graduation studies for special categories of students (e.g., transfer students, AHANA students, students studying at a distance, athletes)
5	Students	Studies of student satisfaction with campus resources
5	Students	Reports on how students are served at branch campuses, other instructional locations, campuses abroad and online
5	Students	Resources for commuter students
5	Students	Orientation programs for: Freshman, transfer, campuses abroad, at distance, graduate students
5	Students	Studies of student participation in out-of-class activities, including athletics, recreation, arts, cultural activities, etc
5	Students	Training manual for residence hall assistance
5	Students	Admissions form (all levels, all locations)
5	Students	Admissions policy statements
5	Students	Admissions goals and recruitment plans and budgets
5	Students	Admissions annual reports
5	Students	Resources for students studying at a distance
5	Students	Student services annual reports, past 5 years
5	Students	Policy on academic sanctions
5	Students	Policy on student records
6	Teaching	Documentation of centers, programs to support teaching
6	Teaching	Office of faculty development: annual reports
6	Teaching	Statement of diversity goals
6	Teaching	Manual for teaching assistants
6	Teaching	Institutional policies on scholarship and role of research for faculty
6	Teaching	Annual Report on research productivity and external funding

6	Teaching	Studies of the effectiveness of advising
6	Teaching	Documentation of faculty/student role in academic integrity
6	Teaching	Faculty employment contract
6	Teaching	Promotion and tenure criteria and process
6	Teaching	Faculty CV's by department (full-time and continuing part-time)
6	Teaching	Policy on faculty workload and assignment
6	Teaching	Policies on academic advising
6	Teaching	Policies on academic freedom
6	Teaching	List of faculty development funds and awards
6	Teaching	Procedures for appointment of new faculty
6	Teaching	List of teaching support workshops for part-time and adjunct faculty
6	Teaching	Faculty hiring plans, overall and by academic unit
7	Resources	Surveys of student, faculty, and staff satisfaction
7	Resources	Security plan for academic, administrative, residential space
7	Resources	Inspections of campus safety of instructional, residential, administrative, and research space
7	Resources	Report of classroom/technology space
7	Resources	Studies of matching academic programs with space allocation
7	Resources	Library budget, past 5 years
7	Resources	Collection development plan
7	Resources	List of databases and electronically available resources
7	Resources	Copies of agreements with consortia or other libraries
7	Resources	Library annual report
7	Resources	Usage statistics
7	Resources	Schedules and guides for faculty and student training on library
7	Resources	Statement of information literacy as students learning outcome
7	Resources	Comparison of collections, access, and services

7	Resources	Consultant reports on library collections, access, and services
7	Resources	Student surveys of library collection access, and services
7	Resources	Faculty surveys of library collection access, and services
7	Resources	List of departmental liaisons to the library; reports of involvement
7	Resources	Report of the faculty library committee
7	Resources	Reports of library services for students studying at a distance
7	Resources	TLT Roundtable Minutes and reports
7	Resources	Reports from committees on space and facilities
7	Resources	Technology plan (institutional and/or by unit)
7	Resources	Policy on support for faculty, students, classes, management
7	Resources	Programs of training for faculty, students, staff on technology
7	Resources	Budget requests and funded budgets for technology by year
7	Resources	Technology committee reports
7	Resources	Reports or statements on how technology supports learning
7	Resources	Statistics on usage of technology by unit, in classes, elsewhere
7	Resources	Reports on technology to support management information
7	Resources	Policies for system reliability, integrity and security of data
7	Resources	Policies on individual privacy
7	Resources	Capital budget plan
7	Resources	Prioritized list of unmet space needs
7	Resources	Insurance policies
7	Resources	Master plan for space
7	Resources	Budget development policy and procedures
7	Resources	Budget requests by unit
7	Resources	Budget allocations, by unit
7	Resources	Capital budget plan
7	Resources	Minutes of board financial committee
7	Resources	Reviews of new initiatives with financial implications

7	Resources	Crosswalk between budget and other plans (strategic, academic)
7	Resources	Policy on risk management
7	Resources	Endowment spending policy
7	Resources	Investment policy
7	Resources	Cost/ revenue studies by location, program, mission element
7	Resources	Audits, institutional foundation
7	Resources	Plans for debt retirement
7	Resources	Rental agreements for instructional space
7	Resources	Inventory of space (by campus location)
7	Resources	Deferred maintenance list
7	Resources	Plan for addressing deferred maintenance
8	Effectiveness	Internship evaluations by supervisors
8	Effectiveness	Student satisfaction surveys
8	Effectiveness	Retention and graduation studies for special categories of students (e.g., transfer students, AHANA students, students studying at a distance, athletes)
8	Effectiveness	Summaries of employment information and/or pursuit of higher degree for recent graduates
8	Effectiveness	Licensure pass rates
8	Effectiveness	Transcript analyses
8	Effectiveness	Assessment Plans
9	Disclosure	Editorial policy for publications, websites, electronic information
9	Disclosure	Reviews of website information
9	Disclosure	Recruitment publications
9	Disclosure	Electronic publications: videos, Websites
9	Disclosure	Policy on public access to institutional information
9	Disclosure	Recruitment material (publications, letters, phone protocols)
9	Disclosure	Notice of availability of institutional information, including audited financial statement
9	Disclosure	Documentation for information in publications regarding student placement rates, program excellence
9	Disclosure	Faculty grievances
9	Disclosure	Catalogues: undergraduate, summer, continuing education

9	Disclosure	Student grievances
9	Disclosure	Rights and responsibilities of students living in university
9	Disclosure	Non-discrimination and affirmative action
9	Disclosure	Employee grievances
9	Disclosure	Policies and procedures with information on their dissemination
9	Disclosure	Academic honesty
9	Disclosure	Privacy Rights
9	Disclosure	Academic Freedom