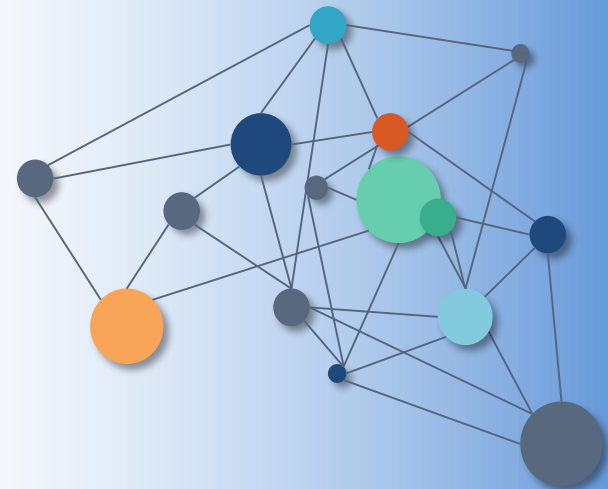


Vermont Environmental Scan

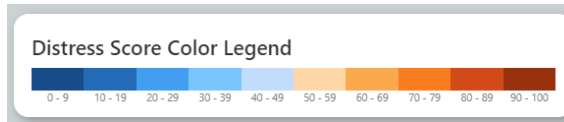
Briefing for Select Committee
October 19, 2020



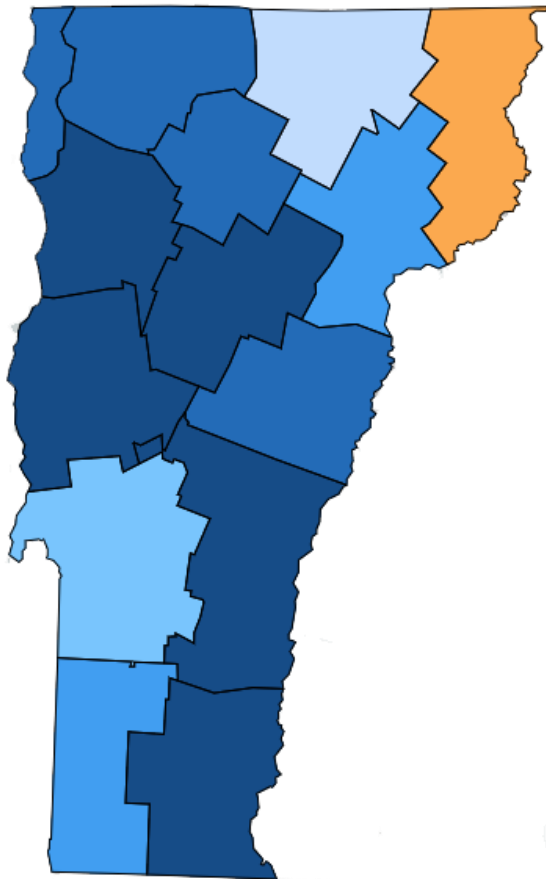
nchems.org • higheredinfo.org



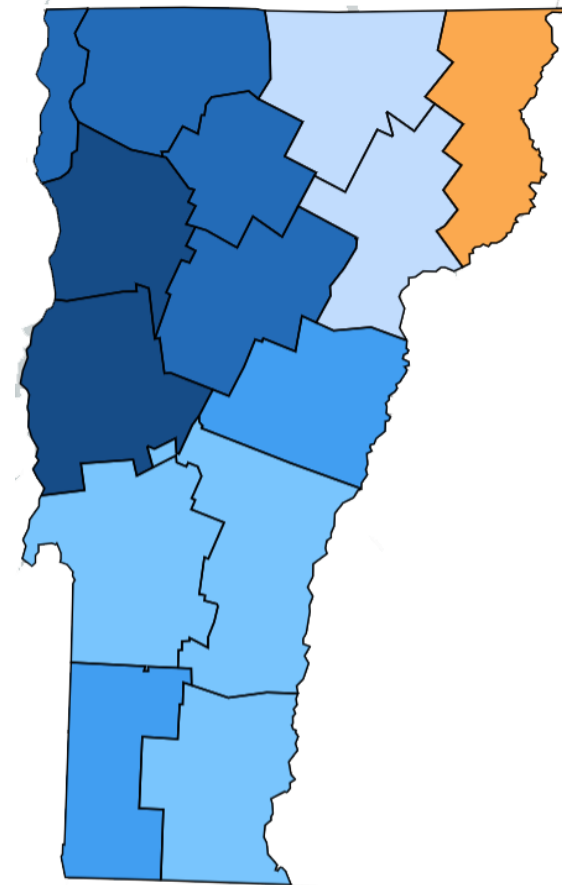
Distressed Communities Index



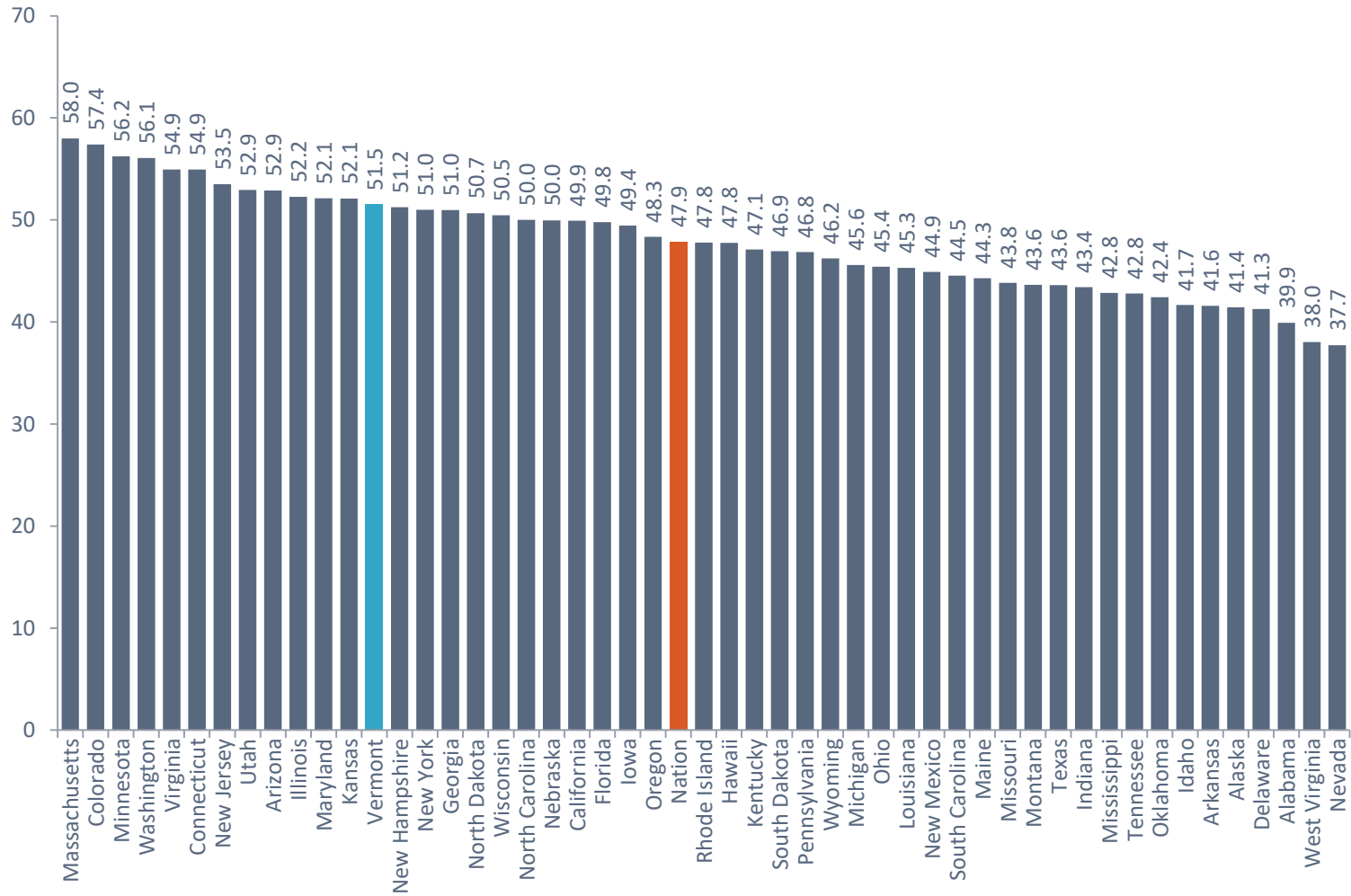
2007-2011



2012-2016



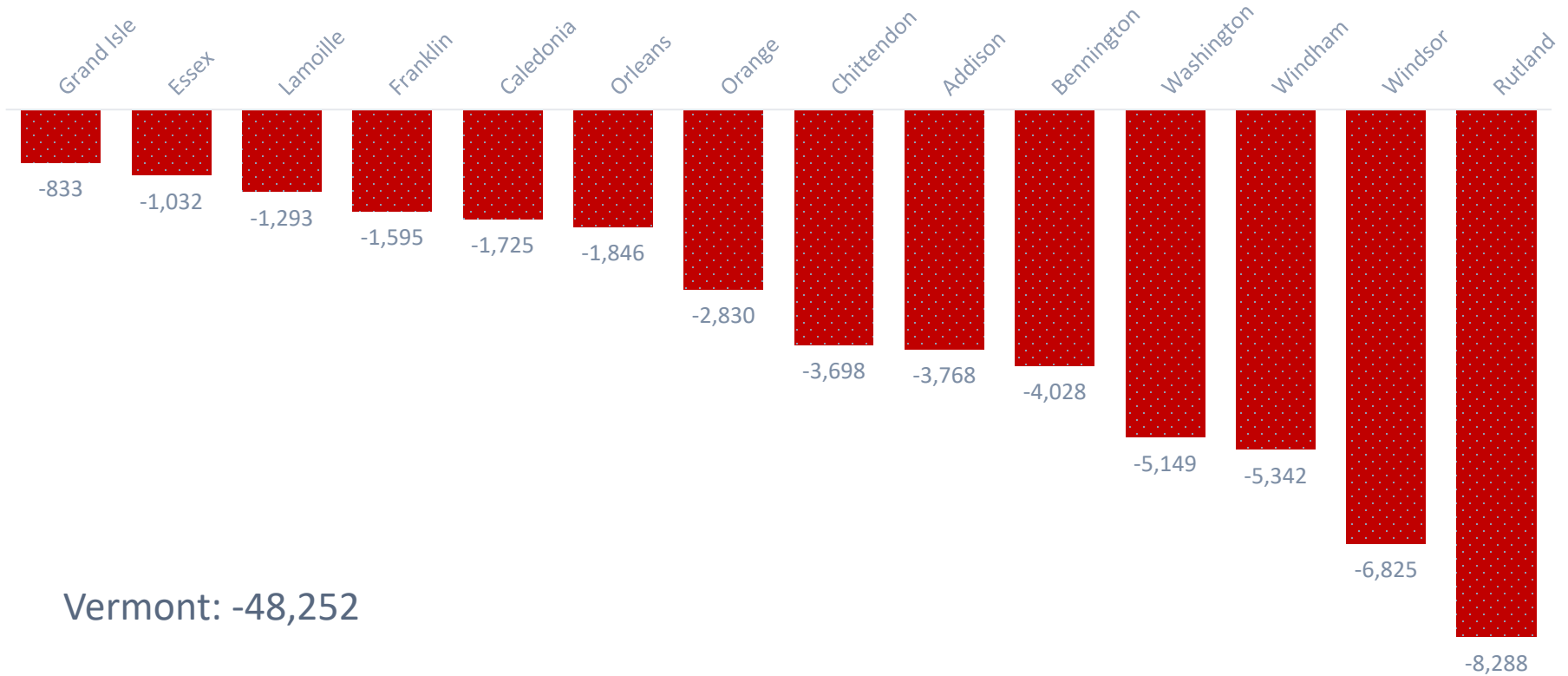
Percent of Residents Ages 25-64 With A High-Quality Certificate or Higher, 2018



Source: U.S. Census Bureau, 2018 American Community Survey 1-Year Public Use Microdata Sample,
Source: Lumina Stronger Nation Report 2020



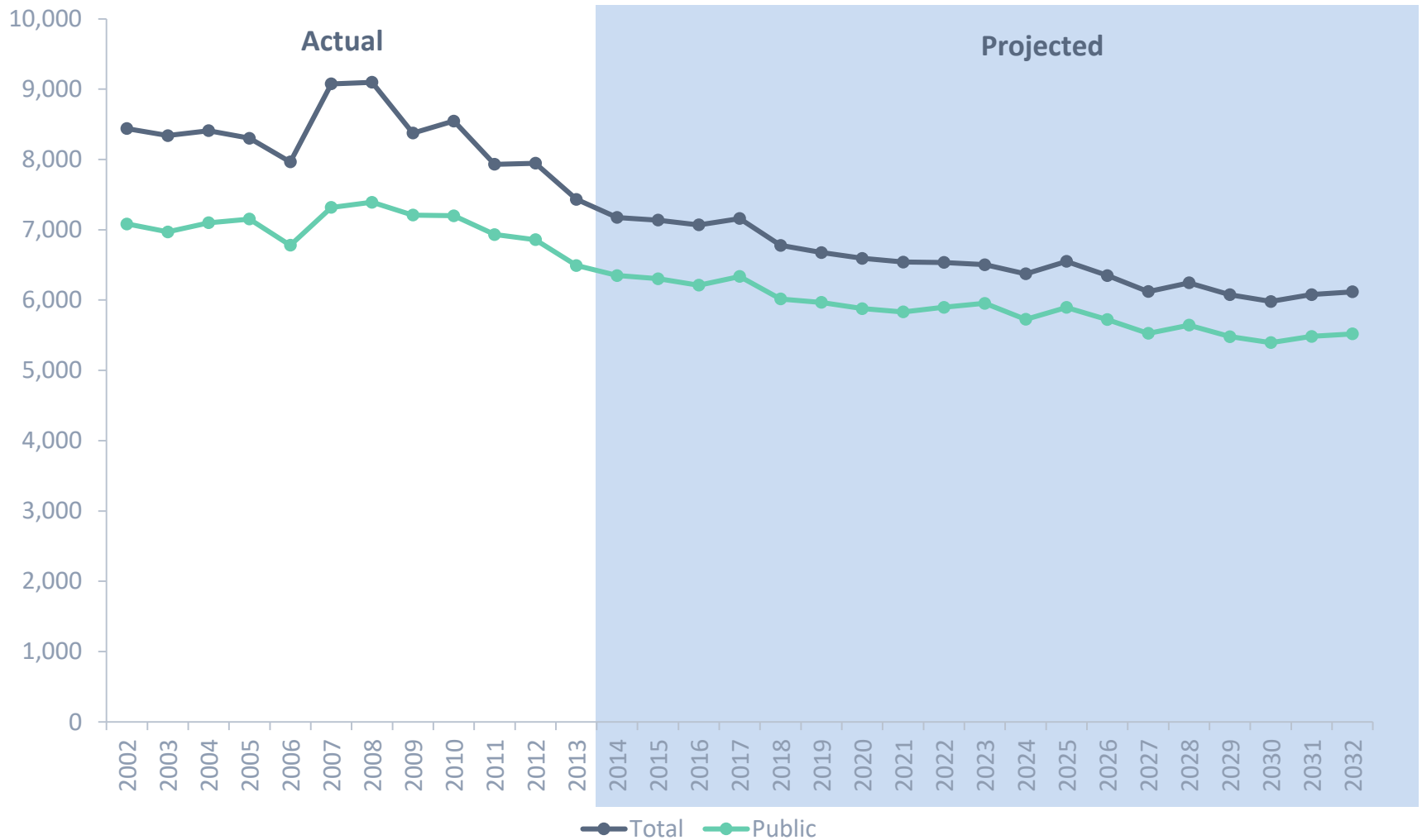
Projected Change in Population by County, Adults Aged 25-64, 2010-2030



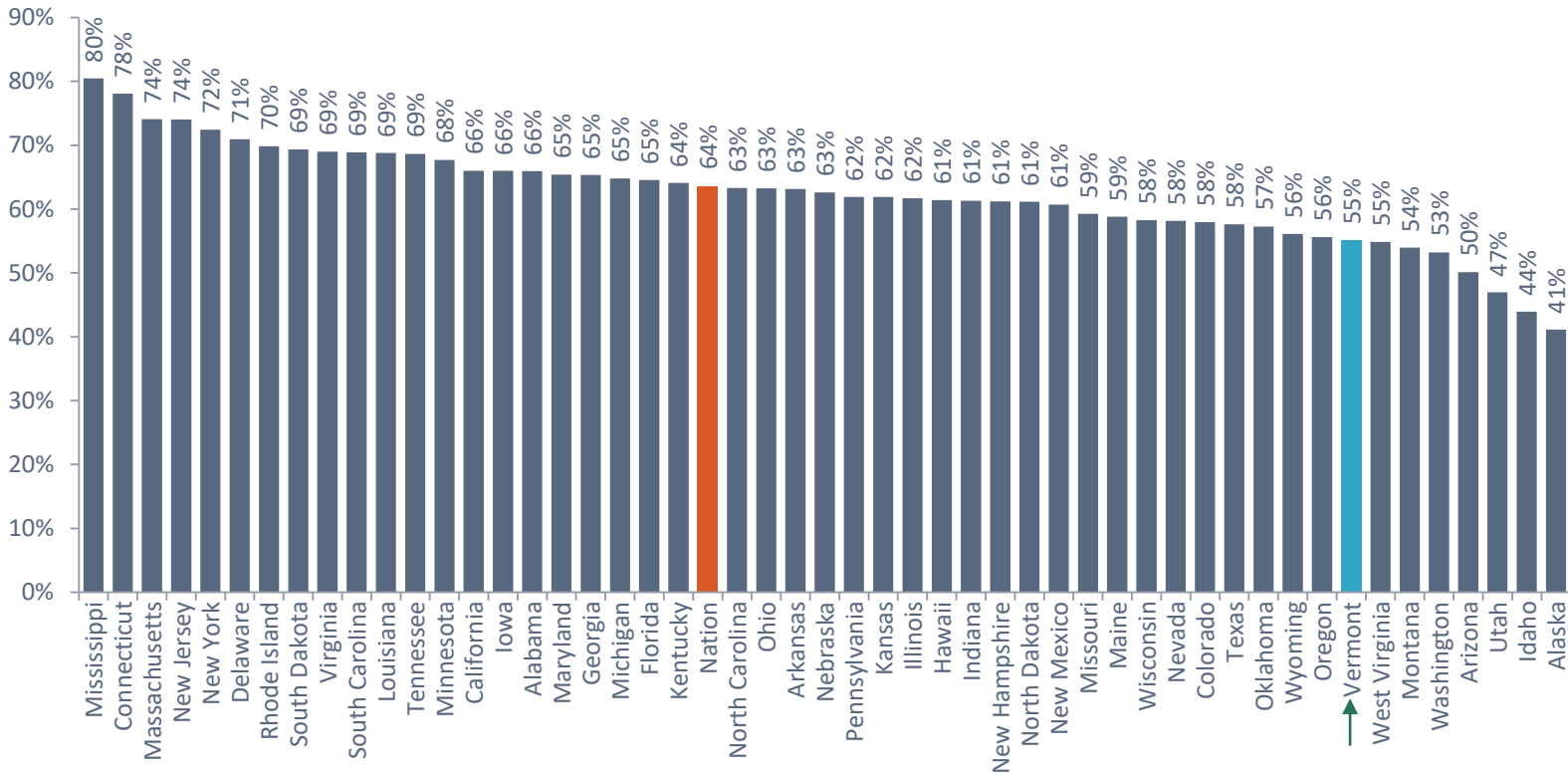
Source: State of Vermont, Vermont Population Projections – 2010 – 2030, August, 2013; Ken Jones, Ph.D., Economic Research Analyst Vermont Agency of Commerce and Community Development and Lilly Schwarz, Community Based Learning Intern Montpelier High School. Note that Scenario 2 projections are used for this analysis. Scenario 1 utilizes population growth from the 1990's during a positive economy; Scenario 2 is based on the less favorable economy of the decade beginning in 2000. The decision to utilize Scenario 2 was made based on the assumption that economic recovery from the COVID-19 pandemic will be an ongoing process.



Vermont High School Graduates, 2002-2032



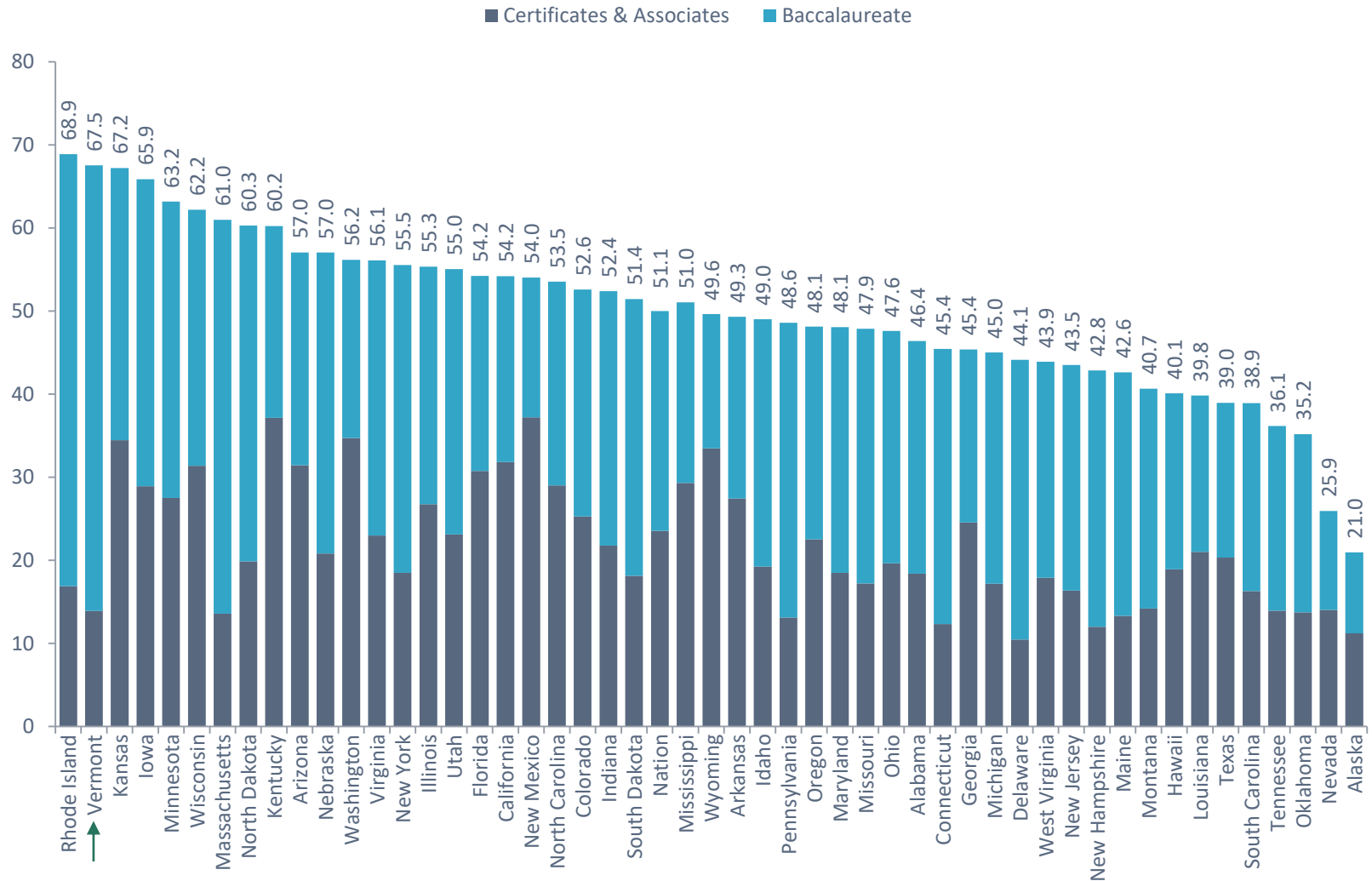
Percent of High School Graduates Directly Out of High School Going Directly to College, 2018



Source: Western Interstate Commission for Higher Education, Knocking at the College Door: Projections of High School Graduates, 2016. NCES, IPEDS Fall 2018 Residency and Migration File; ef2018c Provisional Release Data File.



Undergraduate Awards per 1,000 Population Age 18-44 with No College Degree, 2017-18

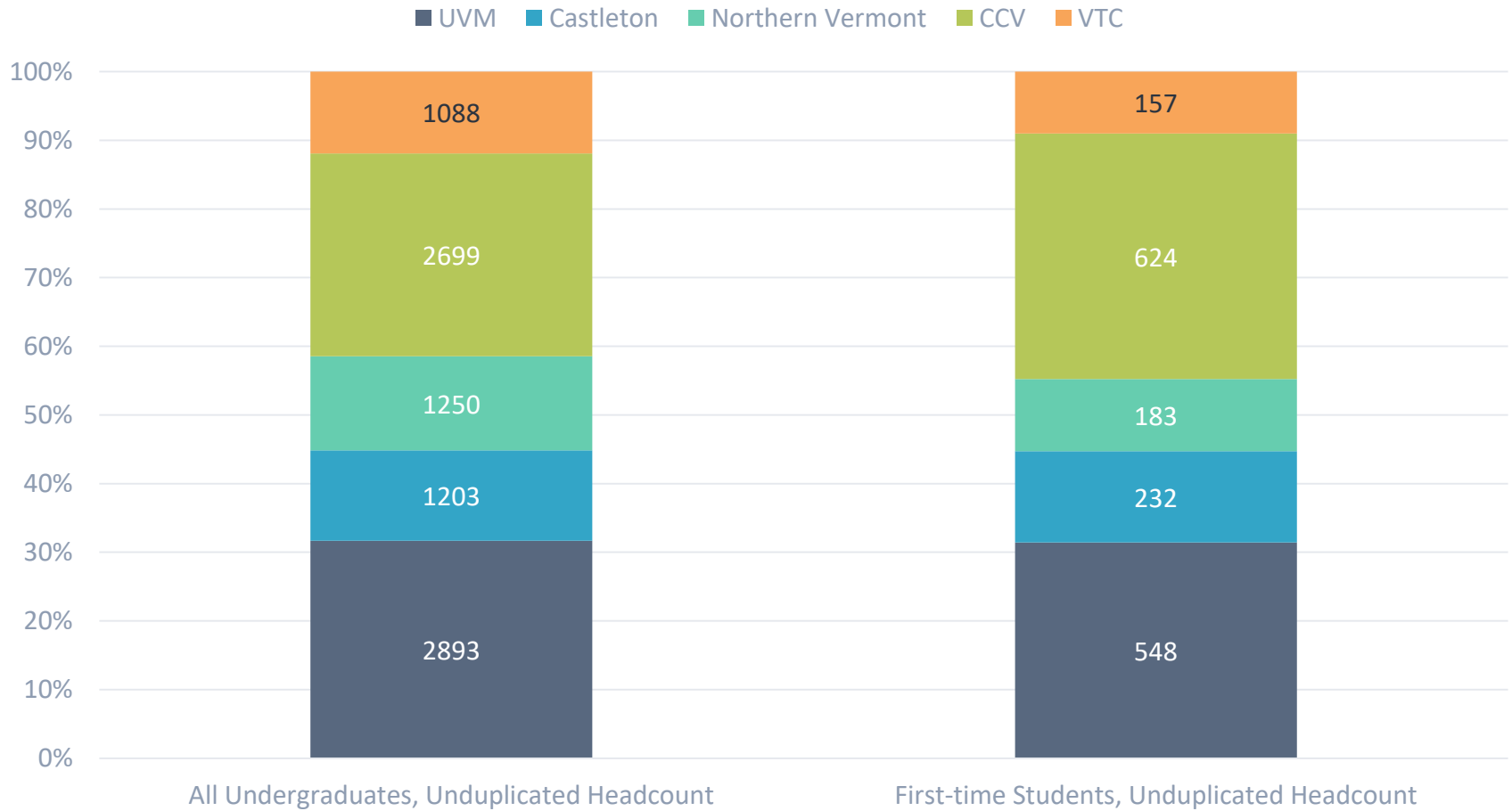


Sources: NCES, IPEDS 2017-18 Completions File; c2018_a Provisional Release Data File. U.S. Census Bureau, 2018 American Community Survey One-Year Estimates; Table B15001.

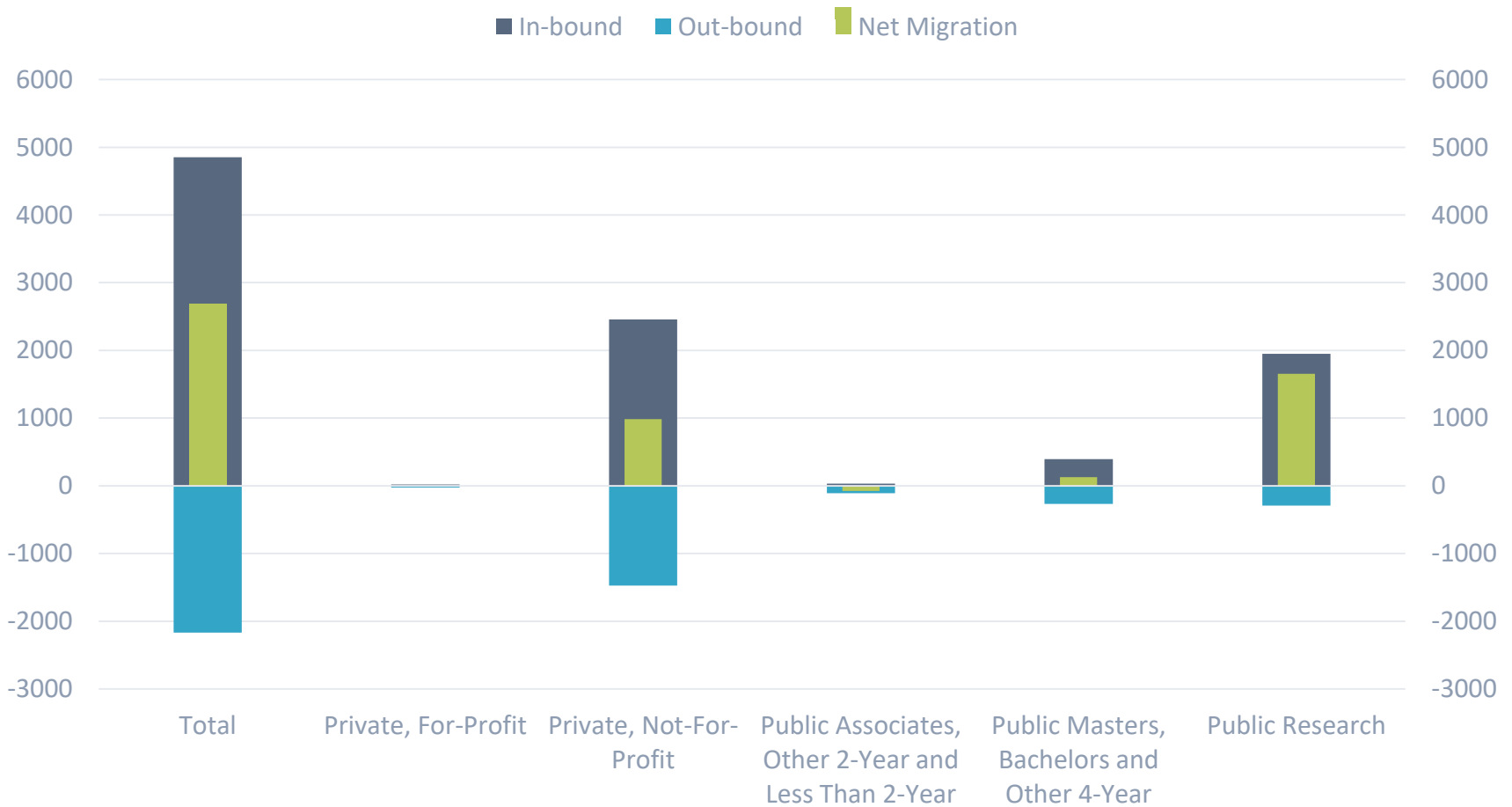
Note: Awards aggregated for Public and Private Postsecondary Title IV Degree-Granting Institutions in the 50 States and District of Columbia. Awards include first majors only.



Undergraduate and First-time Degree Seeking Students, Vermont Residents Only, 2019



Student Migration, First-time Degree/Certificate-seeking Undergraduate Students, Fall 2018

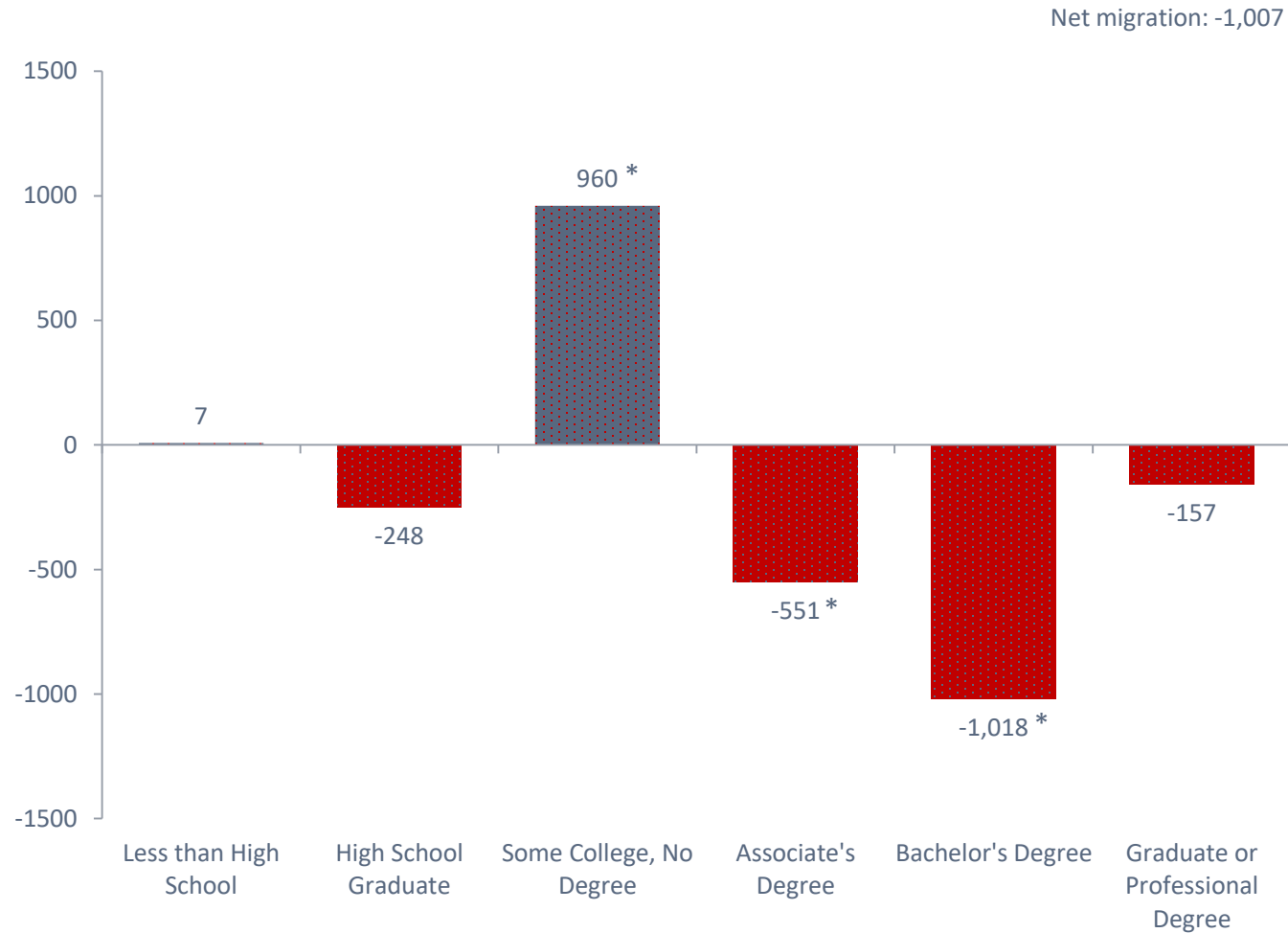


Source: NCES, IPEDS Fall 2018 Residency and Migration File; ef2018c Provisional Release Data File.

Note: Data restricted to Title IV degree granting institutions. Data reflect in-migrants from U.S. territories and foreign countries. Out migrants to foreign countries cannot be accounted for.



Average Annual Net Migration of 22 to 64-Year-Olds by Education Level, Vermont, 2013-18



Note: * indicates statistically significant results

Source: U.S. Census Bureau, 2013-18 American Community Survey (ACS) Public Use Microdata Samples.



Modeling Scenarios & Results

Additional Degrees Needed to Achieve 70% by 2025: **48,000**

Scenario	Focus on the traditional pipeline	
	1	Increase HS graduation rate
Boost direct college-going rate		52.6 -> 74.8
Yields		4,600 (340 Certs; 360 Assoc; 3,900 Bach)
2	Focus on adult participation	
	Increase participation rate	1.33 -> 4.75
	Yields	8,680 (1,120 Certs; 2,380 Assoc; 5,180 Bach)
3	Focus on completion to U.S. Average	
	Increase two-year	29.0 -> 32.8
	Increase public bacc/master's	21.5 -> 24.1
	Increase public research	No change
	Yields	930 (50 Certs; 360 Assoc; 520 Bach)



Modeling Scenarios & Results

Additional Degrees Needed to Achieve 70% by 2025: **48,000**

Scenario
4

Focus on completion to best-performing state	
Increase two-year (10% above U.S. average)	29.0 -> 36.1
Increase public bacc/master's (best)	21.5 -> 28.6
Increase public research (best)	24.4 -> 31.6
Yields	4,470 (150 Certs; 790 Assoc; 3,530 Bach)

5

Improvements Everywhere	
Increase HS graduation rate	89.1 -> 90.4
Boost direct college-going rate	52.6 -> 74.8
Increase participation rate	1.33 -> 4.75
Increase two-year (10% above U.S. average)	29.0 -> 36.1
Increase public bacc/master's (best)	21.5 -> 28.6
Increase public research (best)	24.4 -> 31.6
Yields	21,000 (1,840 Certs; 4,110 Assoc; 15,050 Bach)



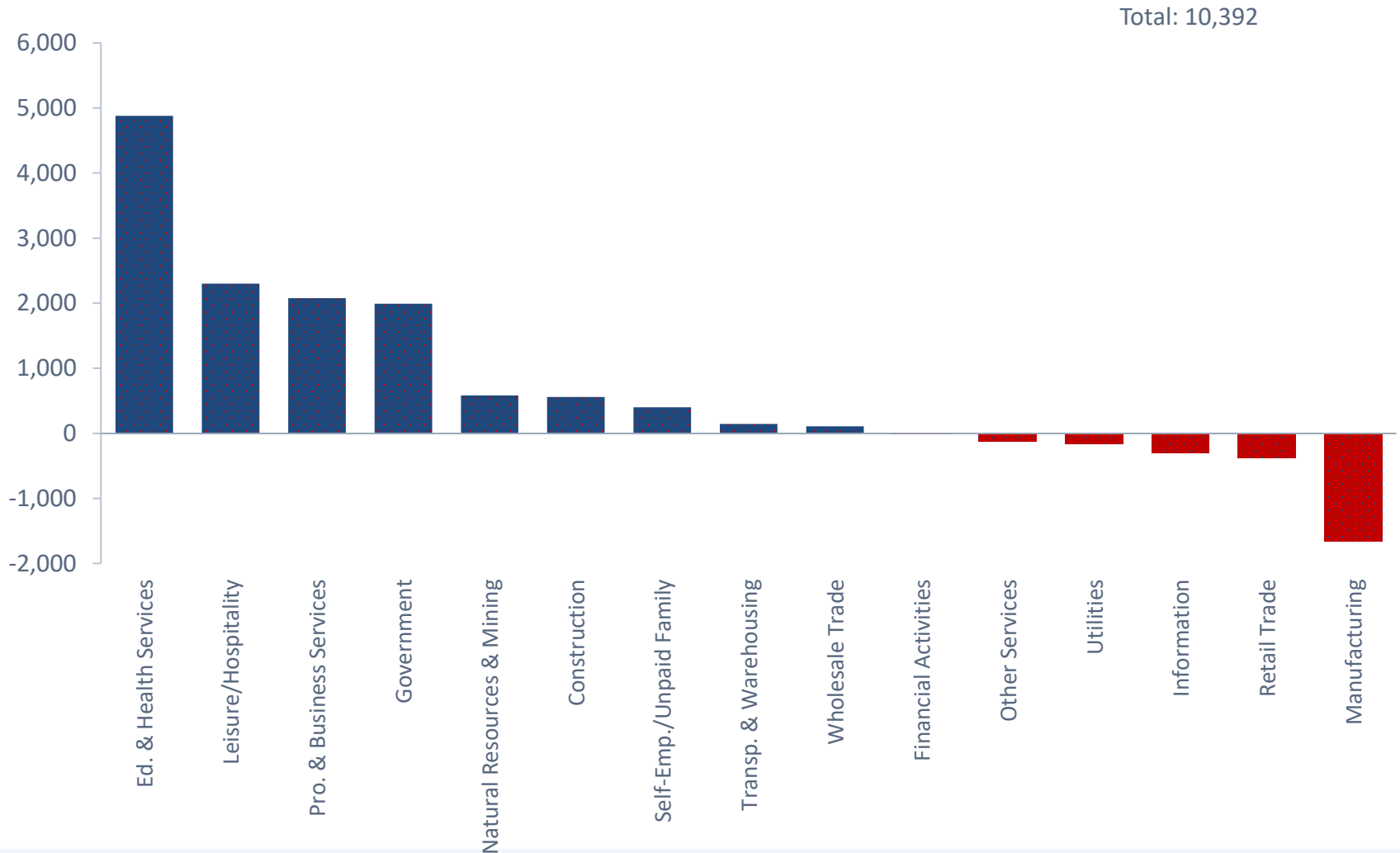
Average Annual Employment by Industry, 2016-18



Source: U.S. Census Bureau, 2016, 2017, and 2018 American Community Survey One-Year Public Use Microdata Samples.
 Note: Figures aggregated for employed persons age 25-64 with positive wage earnings.



Projected Change in Employment by Industry, 2016-2026, Vermont

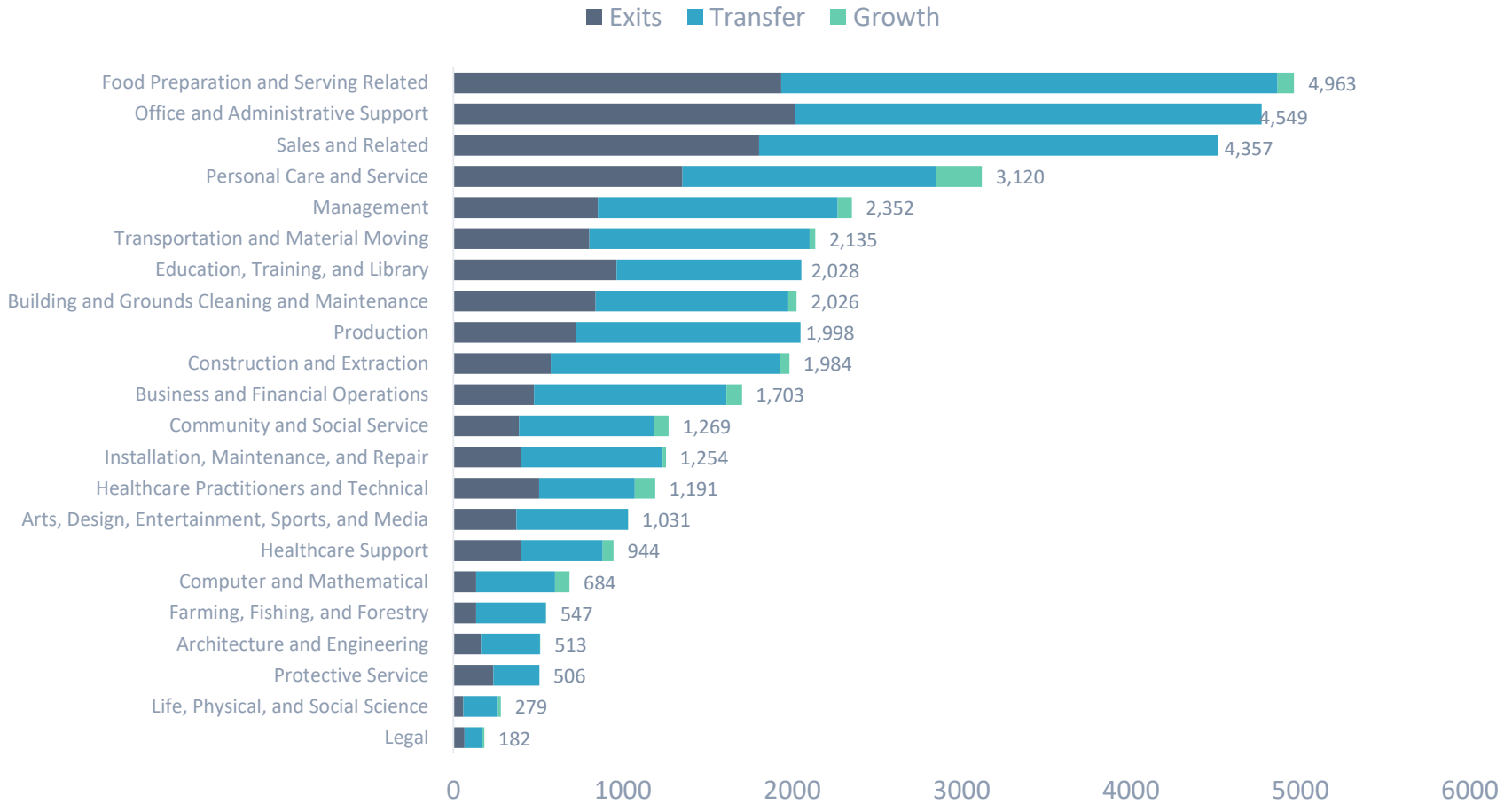


Source: Vermont Department of Labor. Note: Deviation in published data and chart data due to data not meeting disclosure standards.



Projected Annual Job Openings by Occupation, 2018-2028

Exits: 16,007
 Transfer: 25,075
 Growth: 649
 Total: 41,731

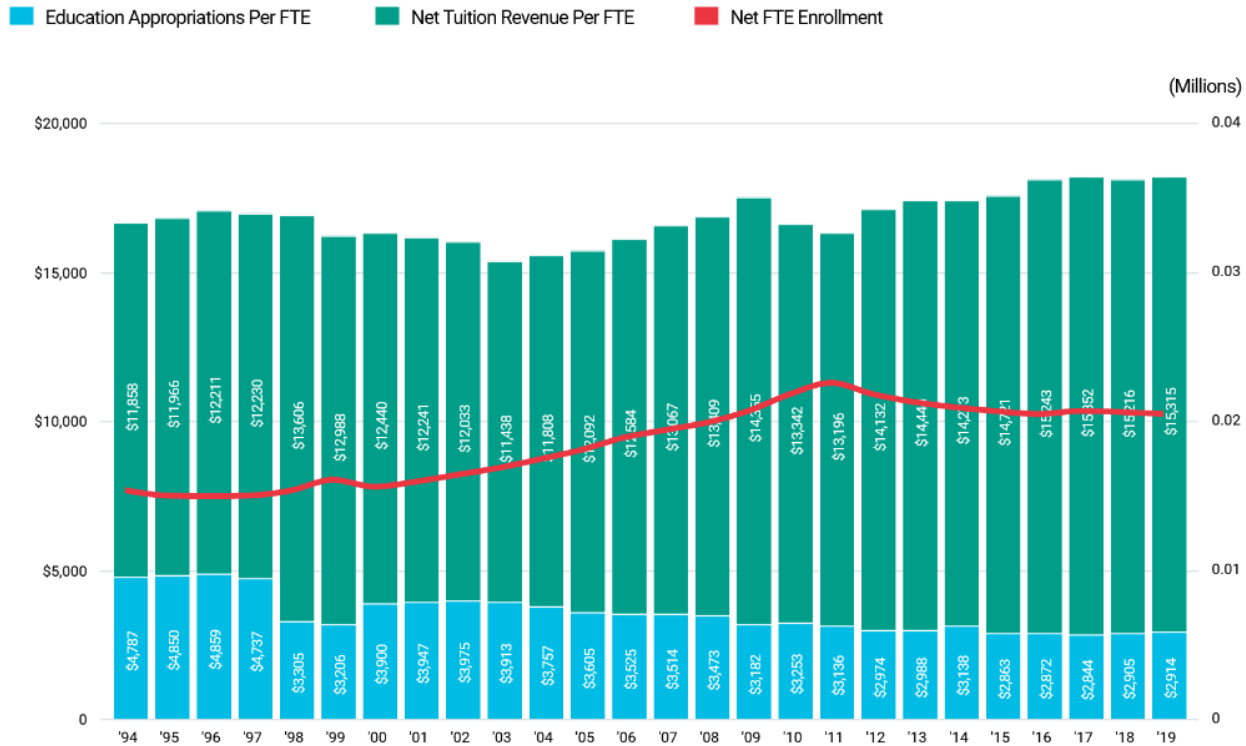


Source: Vermont Department of Labor



Vermont's Heavy and Increasing Reliance on Tuition Revenue

Public FTE Enrollment, Education Appropriations Per FTE, and Net Tuition Revenue Per FTE, Vermont, FY 1994-2019 (Constant Adjusted Dollars)



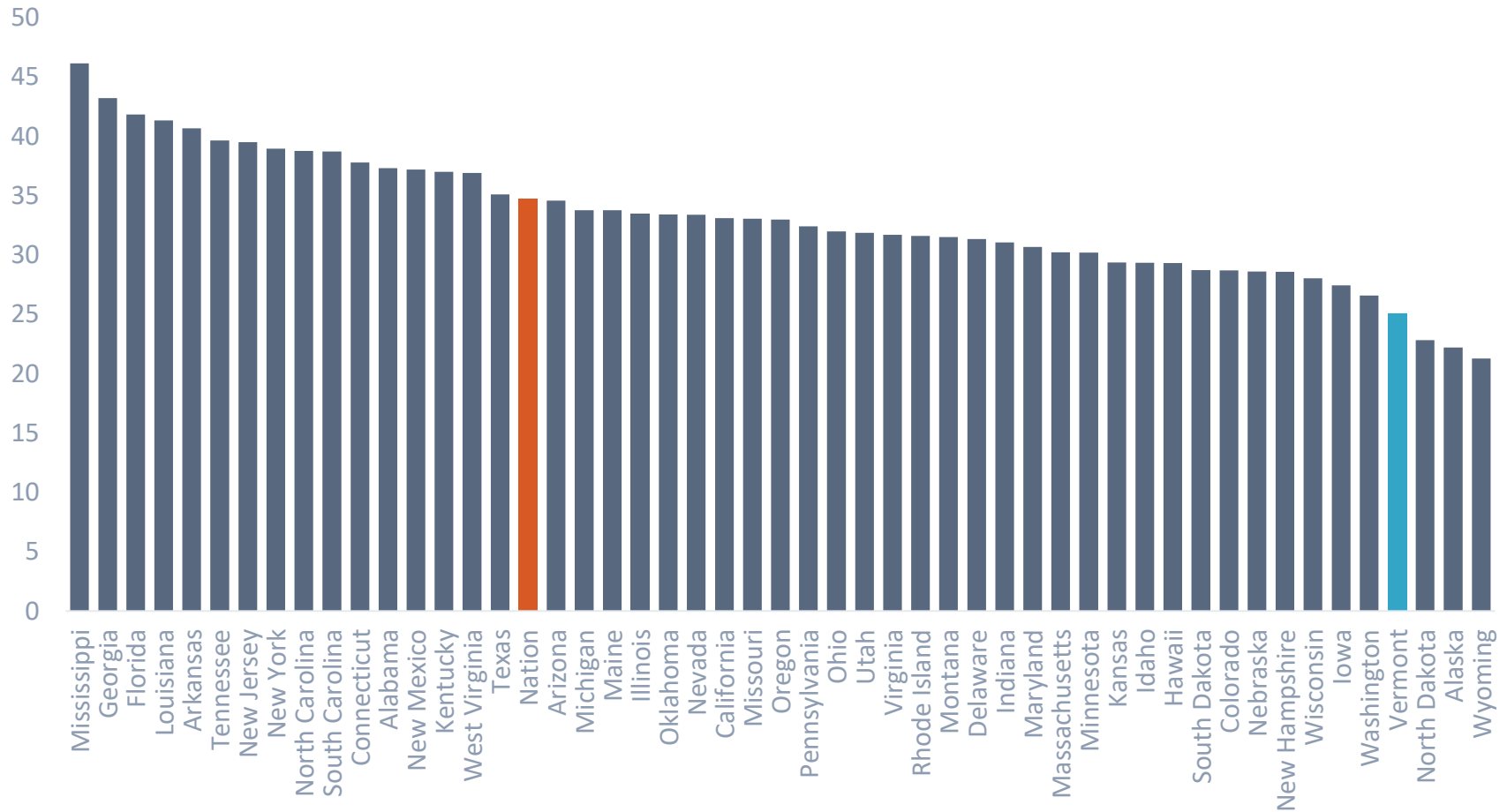
Notes:

1. Full-time equivalent enrollment converts student credit hours to full-time, academic year students, but excludes medical students.
2. Education appropriations are a measure of state and local support available for public higher education operating expenses, excluding appropriations for research, hospitals, and medical education.
3. Net tuition revenue is calculated by taking the gross amount of tuition and fees, less state and institutional financial aid, tuition waivers or discounts, and medical student tuition and fees.
4. Constant dollars adjusted by the Higher Education Cost Adjustment (HECA).
5. Adjusted to account for interstate differences using the Enrollment Mix Index (EMI).
6. Adjusted to account for interstate differences using the Cost of Living Index (COLI). The COLI is not a measure of inflation over time.

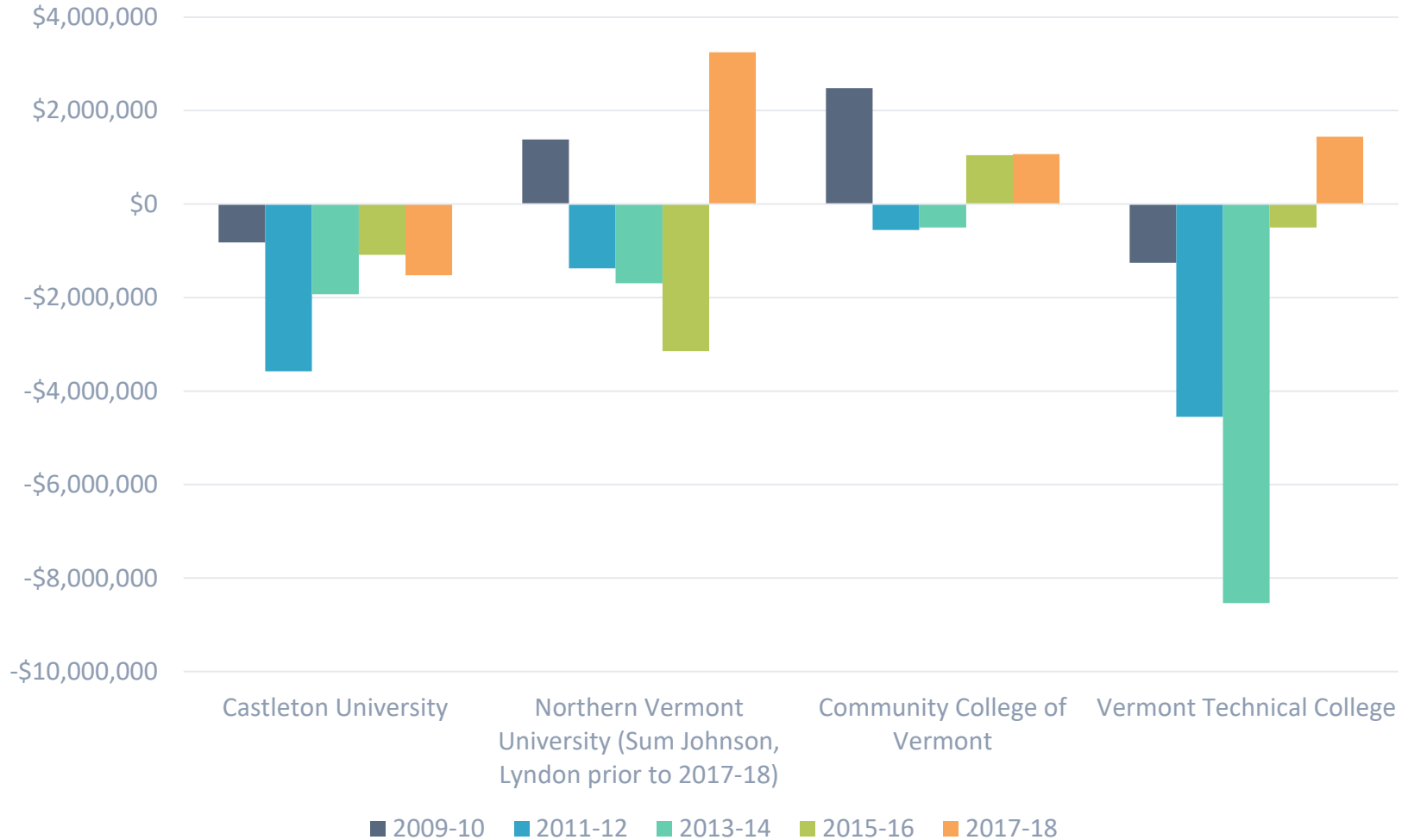
Source(s): State Higher Education Executive Officers Association



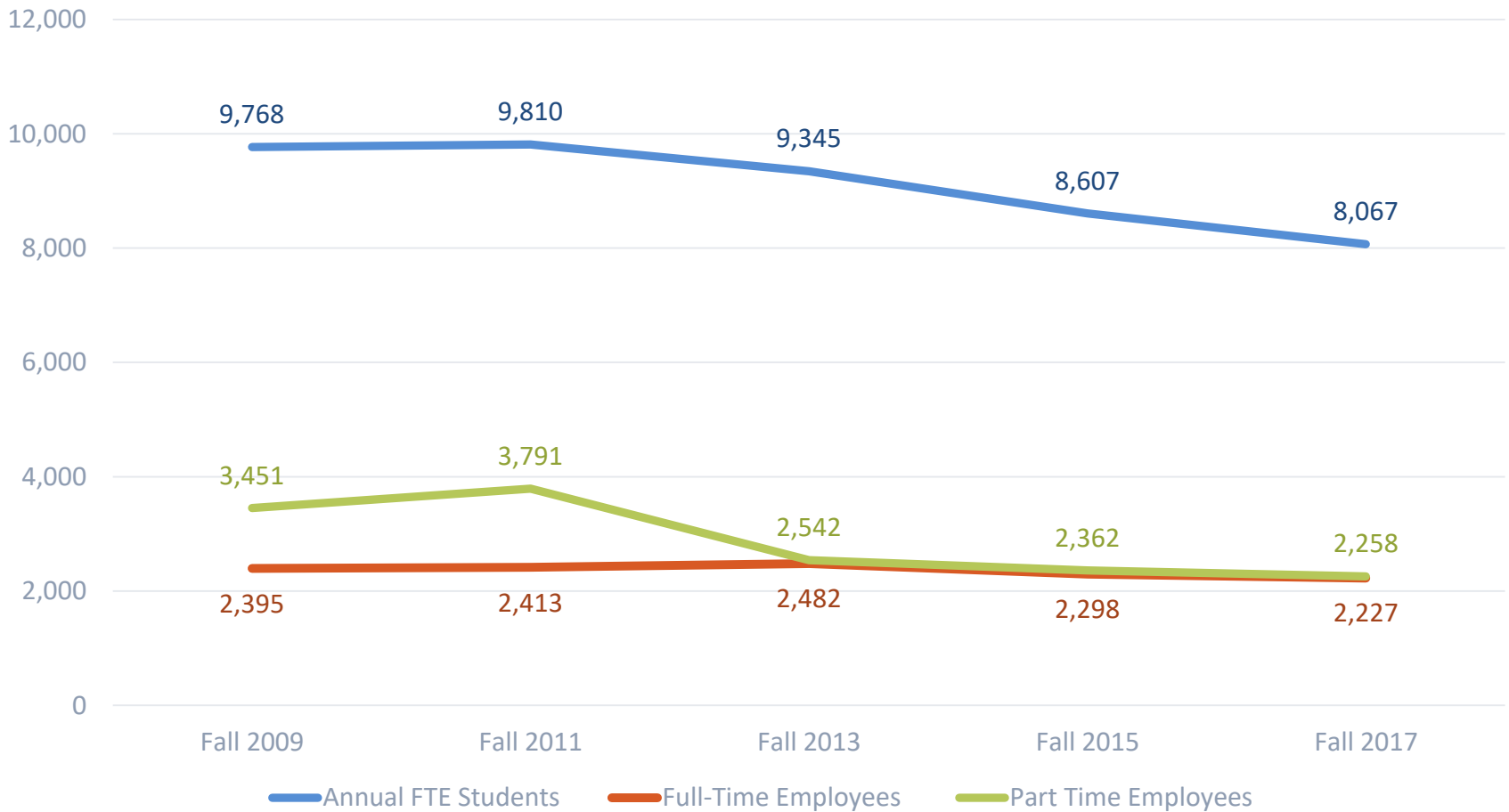
Percent of Undergraduates Receiving Pell Grants, 2017-18, Total



Revenue Minus Expenditures, Vermont State College Institutions



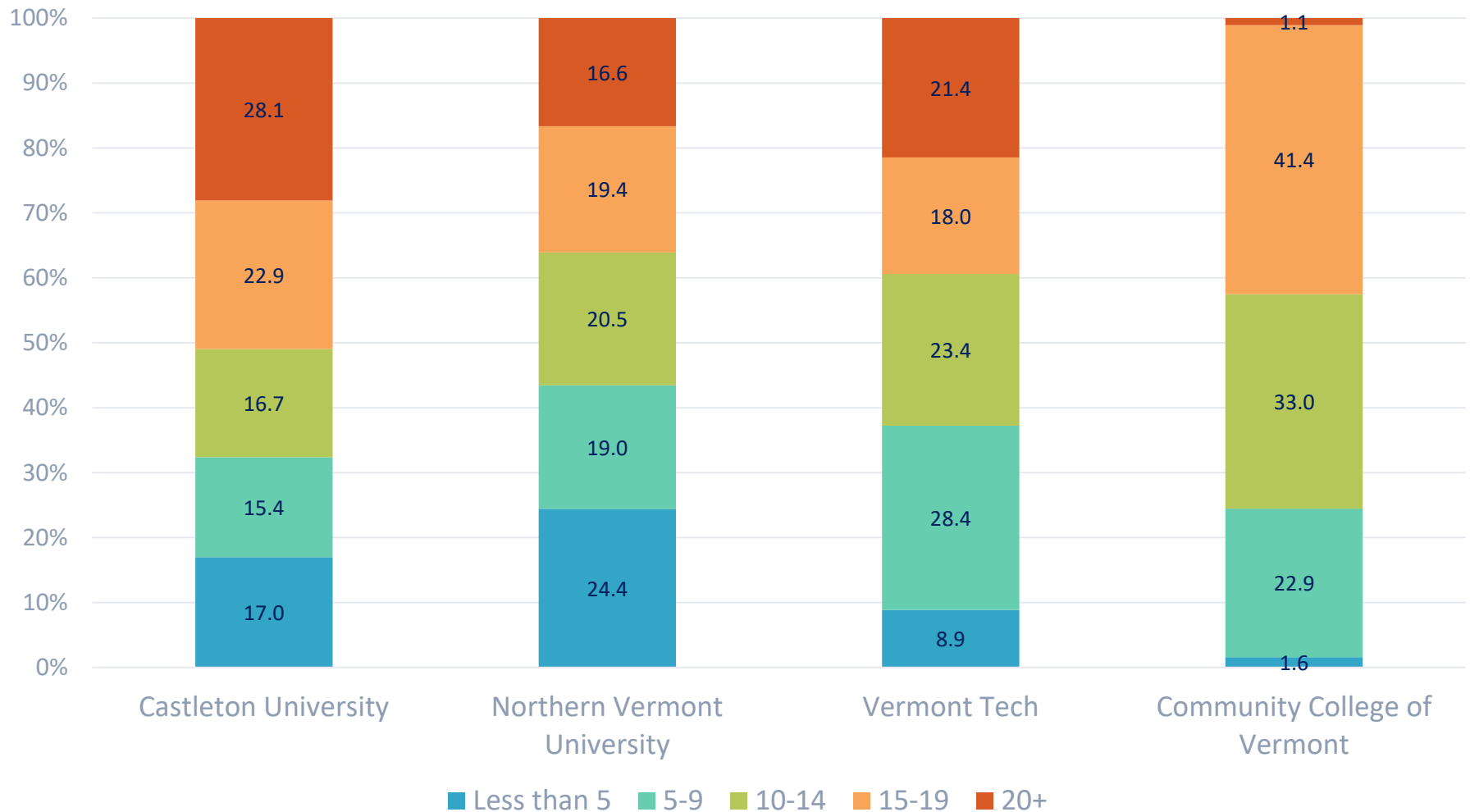
10 Year Trend in Student FTE and Staff/Administration, Vermont State Colleges (including System Office)



Source: NCES, IPEDS Fall Employees by Assigned Position Files; eap2009_rv, eap2011_rv, eap2013_rv, eap2015_rv, and eap2017_rv Final Release Data Files; NCES, IPEDS 2009-10 Instructional Activity Files; efa2010_rv, efa2012_rv, efa2014_rv, efa2016_rv Final Release Data Files and efa2018 Provisional Release Data File.



Percent of Course Sections by Size and Institution, 2019-20



Note: Data exclude courses coded as independent study
 Source: Vermont State College System



Summary Observations

1. Business as usual is not an option, nor is incremental change to the status quo.
2. VSC is overbuilt for the size of its current student population—in both personnel and facilities.
3. In the face of unfavorable demographic trends, right-sizing VSC will require some combination of increasing enrollments among populations not currently being served and reducing employment and the physical footprint of campuses.
4. Neither the state's higher education policies nor institutional practices are designed to meet the needs of underserved populations—adults and low-income students.
5. Compelling educational and political reasons exist not to close institutions, but maintaining existing locations can only be accomplished by implementing substantial changes to institutional missions and functions.
6. VSC institutions' policies are designed to serve institutional needs, not students', and create barriers to student enrollment and success.
7. It will be critical to identify where the leadership—and the ability to marshall the political will—that will be necessary to implement the Select Committee's recommendations can come from in Vermont.



Survey Results



Average Ranking of Priority for Achieving Goals for Students

1. Reducing costs of attendance for low-income populations. (Average rank: 2.7)
2. Boosting participation rates of adult learners. (3.6)
3. Adding programs with clear ties to workforce needs, especially at the sub-baccalaureate level. (3.9)
4. Reducing costs of attendance for all. (4.3)
5. Boosting participation rates of traditional-aged students. (4.6)
6. Adding more work-based learning experiences, e.g., apprenticeships and internships. (4.9)
7. Improving completion rates. (5.3)
8. Maintaining a physical presence in all current locations (even if that presence is reduced). (6.7)



Average Ranking of Priority for Achieving Goals for the State

1. Adjusting the program mix to better align with state and local talent development needs, including the expansion of certificate programs, apprenticeships, etc. (Average rank: 1.5)
2. Reducing operating costs through innovative delivery models, including shared academic programs, distance learning, etc. (2.4)
3. Attracting and retaining talent in the state. (3.1)
4. Improving economic development outcomes through entrepreneurship programming, direct services to employers via customized training, technology transfer, etc. (3.7)
5. Assuring that campuses are able to sustain economic and cultural vitality in their communities. (4.3)



Perceptions of Financial Levers to Consider for VSC Financial Sustainability

