

# Vermont

## Alliance of States

### Big goals

**Vermont leaders and education officials ended 2009 with a bold commitment:** increasing the number of residents holding a college degree from 42 percent to 60 percent by the end of the decade.

“Higher Expectations for Vermont: The Sixty Percent Solution” marked the tenth anniversary of the Commission on Higher Education Funding. The Compact put a renewed emphasis on the value of higher education and stated plainly that Vermont could no longer afford to lag behind its neighboring states or the rest of the country when it comes to educating its citizenry. Currently, just 45 percent of Vermont high school graduates continue to college compared to 57 percent nationally.

This Compact recognized the need to simultaneously raise postsecondary aspirations among high school students and improve outreach to adults, as over the next decade, Vermont high school graduates are expected to decline by 22 percent. It calls on the state to increase financial support for higher education and to improve students’ career planning, the number of high school graduates who continue on to college, the number of college students who obtain a degree, and higher education opportunities for working adults.

For more information on Vermont’s leadership in improving college completion, see:

[Vermont State Colleges](#)  
[University of Vermont](#)  
[Vermont Independent Colleges](#)

### Leadership for success

Also in 2009, the Vermont Legislature charged the Vermont State Colleges with convening a statewide working group to recommend strategies for increasing educational attainment across the PK-16 spectrum. Recommendations submitted to the General Assembly in January 2010 included establishing a state-level PK-16 council, developing programs that guarantee college admission and financial aid for low-income students who successfully complete early commitment requirements, expanding dual enrollment opportunities, and developing statewide college and career readiness standards and assessments.

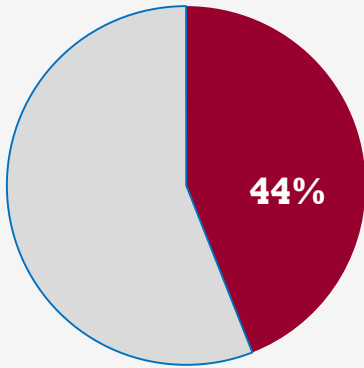
For the past decade, the Vermont State Colleges have taken a lead role in expanding dual enrollment opportunities to a full range of high school students, including those who are unlikely to aspire to postsecondary education. For the first time in 2008, Vermont appropriated funding to the VSC to expand access statewide, including to the University of Vermont and some independent colleges.

Gov. James Douglas has been an advocate for raising higher education funding, originally calling for a 20 percent increase for the 2010 budget and calling for a \$5.5 million increase for 2011. He has repeatedly advocated for increased state funding for Next Generation Scholarships, aimed at reducing debt loads for low-income Vermonters.

Beyond the general economic benefits of a well-educated workforce, higher education is a major contributor to Vermont’s economy and is the third largest employment sector. A 2008 study found that it directly generates \$1.2 billion a year and \$3 billion indirectly in purchases of goods and services.

# Vermont

By the end of this decade, more than 60% of jobs will require college education.<sup>1</sup>



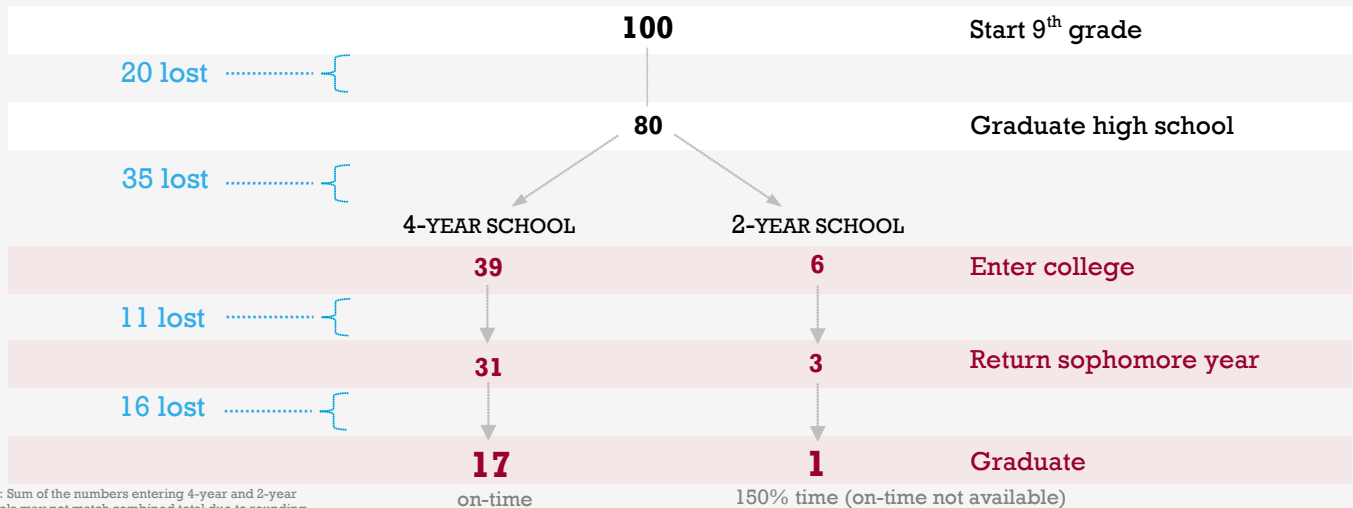
Today, 44% of Vermont's adults aged 25-34 have a college degree.<sup>2</sup>

### Job growth across the U.S., 2010-2020:

High-growth jobs	Required education
Dental hygienist	Associate degree
Computer software engineer	Bachelor's degree
HVAC/refrigeration mechanic	Certificate
Physical therapist assistant	Associate degree
Network systems analyst	Bachelor's degree
Licensed practical nurse	Certificate

## Too many students get lost along the way, hindering Vermont's economic growth.<sup>3</sup>

(This chart models how success rates at each stage impact overall educational attainment. It is not based on longitudinal data, but is an attempt—using a collection of available data—to illustrate the challenges states face.)



Note: Sum of the numbers entering 4-year and 2-year schools may not match combined total due to rounding.

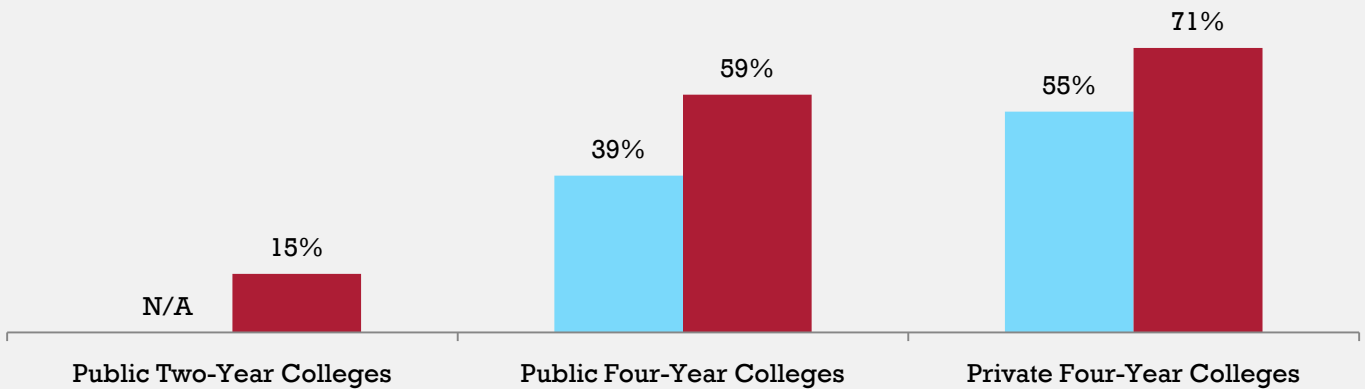
# Vermont

## Graduation Rates

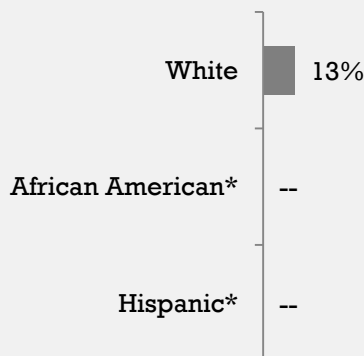
Vermont must raise completion rates overall and place extra focus on closing the college attainment gap for underrepresented students. <sup>4</sup>

### Graduation Rates by Institution Type

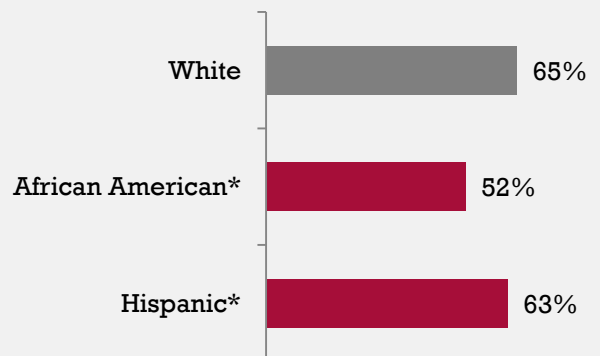
■ On-Time ■ Within 150% of time



### Graduation Rates by Race/Ethnicity: Public 2-Year Colleges (150% time)



### Graduation Rates by Race/Ethnicity: Public & Private 4-Year Colleges (150% time)

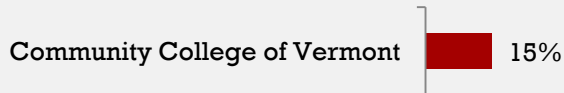


\* less than 3% of entering cohort  
 -- cohort size too small to report grad rates

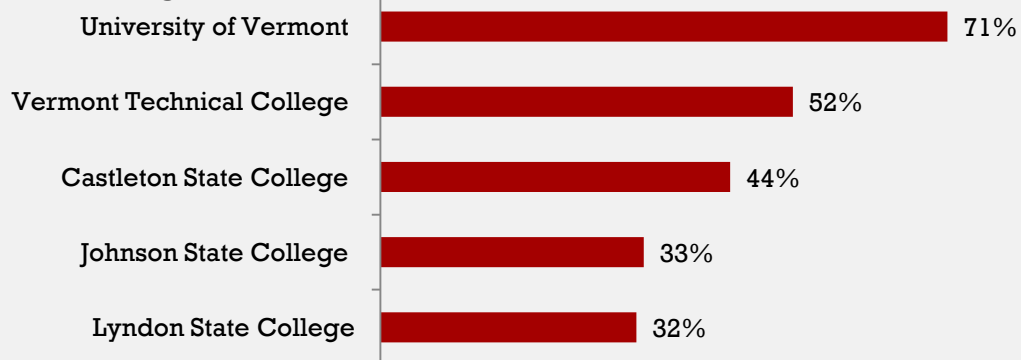
# Vermont

## Graduation Rates by Campus

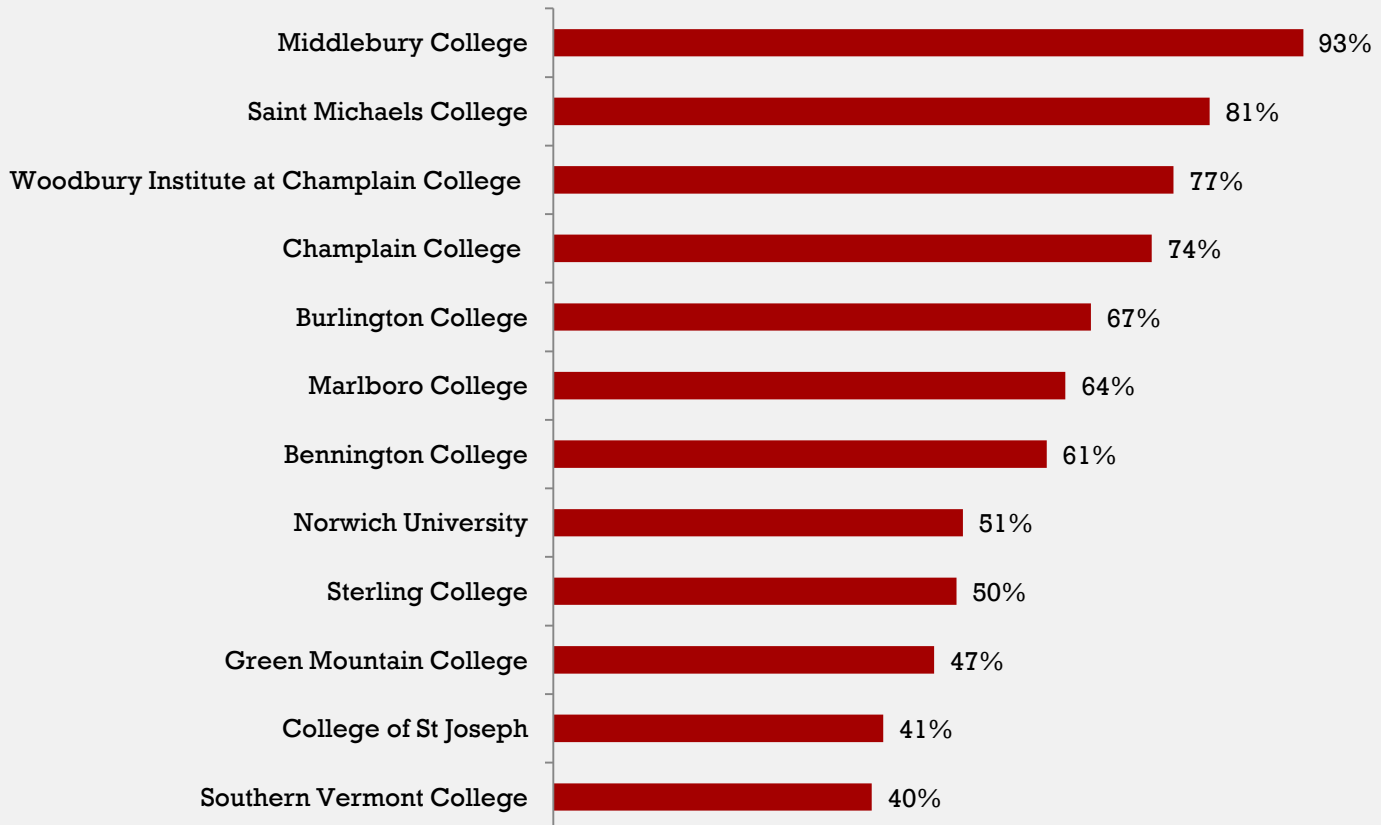
### Public Two-Year Colleges (150% time)



### Public Four-Year Colleges (150% time)



### Private Four-Year Colleges (150% time)



Reported by institutions to NCES Integrated Postsecondary Education Data System (IPEDS). Graduation rates for two-year colleges are for first-time, full-time students completing certificate or degree within 150% of normal program time. Graduation rates for four-year institutions are for first-time, full-time students completing a bachelor's or equivalent degree within six years. Source: U.S. Department of Education, IPEDS 2007-08 Graduation Rate File; gr2008 Early Release Data File Downloaded 11-05-09; aggregated by NCHEMS.

# Vermont

## A Note about Graduation Rates

The graduation rates presented here are based on data reported by institutions to the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). These rates reflect the percentage of first-time, full-time students who complete within 150% of normal program time. (Graduation rates for part-time students are typically much lower.) These data do not capture the graduation rates of transfer students—including those who begin at colleges with some credits already accumulated—or part-time students. Many states have or are developing longitudinal data systems that would be able to measure the graduation rates of all students, including part-time and transfer students.

The IPEDS data are presented here because they are the only nationally available and comparable graduation rates. Complete College America believes that states should make the improvement of data systems to more accurately measure completion rates—and the annual public reporting of those rates—a top priority.

## ENDNOTES

<sup>1</sup> Carnevale, T., Georgetown University Center on Education and the Workforce, 2009. High-growth fields based on national projections of total new and replacement jobs. <http://cew.georgetown.edu/research/jobs/79012.html>

<sup>2</sup> "College degree" means an associate degree, bachelor's degree, or higher. National Center for Higher Education Management Systems (NCHEMS), 2008 (from U.S. Census Bureau, 2008 American Community Survey Public Use Microdata Sample File.) <http://www.higheredinfo.org/>

<sup>3</sup> **The pipeline is a model for illustrative purposes and is not based on longitudinal data.** Pipeline data aggregated by NCHEMS: reflects high school graduation rates, college-going rates, college retention rates, and college graduation rates (using the most recent data available for each metric). For the high school graduation rate, NCHEMS uses NCES Common Core Data and divides high school graduates into 9<sup>th</sup> graders four years earlier. Future revisions will incorporate the cohort-based HS graduation rates that conform to the definitions of the NGA Graduation Compact (for states where those data are available), which are more accurate than the current ratio. The pipeline represents the number of students who graduate from high school within four years, enter college the immediate following fall, return for their sophomore year the following year, and graduate from college. Two-year college graduation rates reflect credentials earned within 150% of expected program time, and include certificates awarded for programs of less than two years; two years but less than four years; and associate degrees. Four-year graduation rates reflect **on-time completers** of bachelor's or equivalent degrees (**within four years**). The data do not account for transfers across institutions. <http://www.higheredinfo.org/dbrowser/index.php?measure=72>

<sup>4</sup> Aggregated by NCHEMS from IPEDS 2007-08 Graduation Rate File; gr2008 Early Release Data File, downloaded 11-05-09. Graduation rates are reported by institutions to NCES based on adjusted cohort of first-time, full-time students. Two-year graduation rates include certificates completed within 150% of normal program time in addition to associate degrees completed within three years. IPEDS does not report two-year (or "on-time") completion rates for two-year colleges. Graduation rates by race aggregated by NCHEMS from IPEDS 2006-07 Graduation Rate File. Graduation rates for Asian/Pacific Islander and American Indian/Alaska Native students are included only if those populations represent greater than 5% of the adjusted cohort. Disaggregated graduation rates are excluded for populations with an adjusted revised cohort size of less than 30, even if that cohort represents greater than 5% of the total entering cohort. Note that 2008 overall graduation rates may be higher than rates reflected in the disaggregated data from 2007 based on differences in graduation rates between years. In each instance, "Private" refers to private not-for-profit institutions only. Graduation rates by campus are presented for Title IV, degree-granting institutions with an adjusted revised cohort greater than 30.