

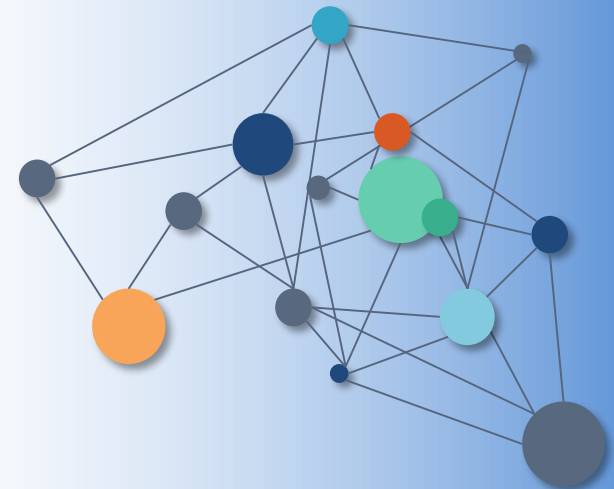
The Future of Higher Education in Vermont Select Committee Meeting

September 21, 2020



National Center for Higher Education
Management Systems

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About NCHEMS

- Private, not-for-profit, 501(c)(3) organization in Boulder, CO
- 50+ years of history
- Mission to help states and institutions make data-informed strategic decisions that promote access, success, and affordability (to both the state and students)
- A national reputation for independence and impartiality
- Recent statewide strategic planning projects:
 - Utah
 - Wyoming
 - Pennsylvania
 - Connecticut
 - Alaska
 - Oregon



Lessons Learned From Statewide Strategic Planning Engagements

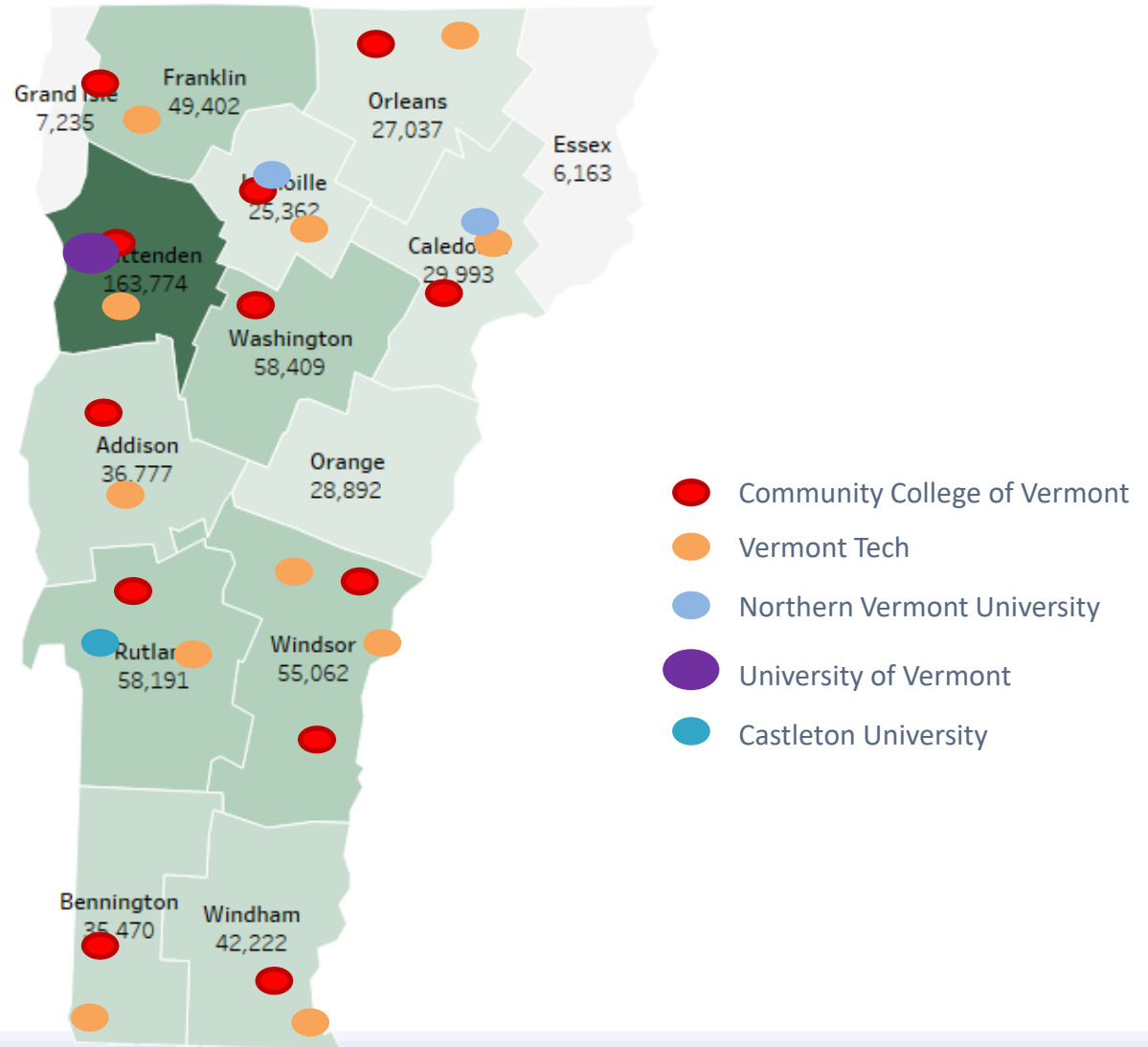
- **State context** is crucial
 - Process must be informed by **data and stakeholder input**
 - States, not NCHEMS, must ultimately “own” the products
- Organizational form should follow function—don’t start with issues of structure
- **All parts of the state** must be served
- Plans must improve **efficiency** and address **affordability**, in part by leveraging **innovative delivery models**
- **Collaboration** is more appropriate than competition
- Plans must address **equity in forms appropriate to each state**



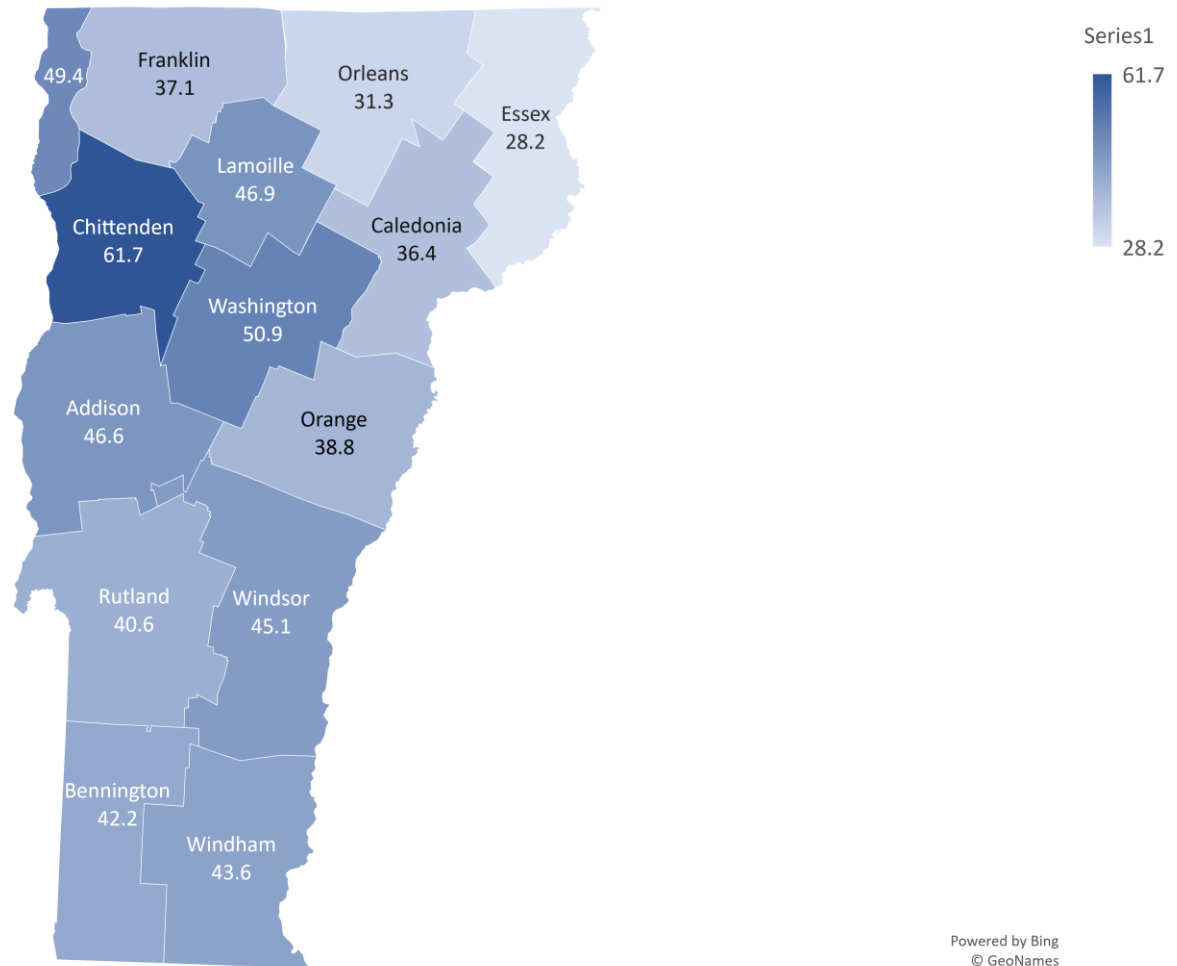
Overview of Key Factors



Vermont Population by County



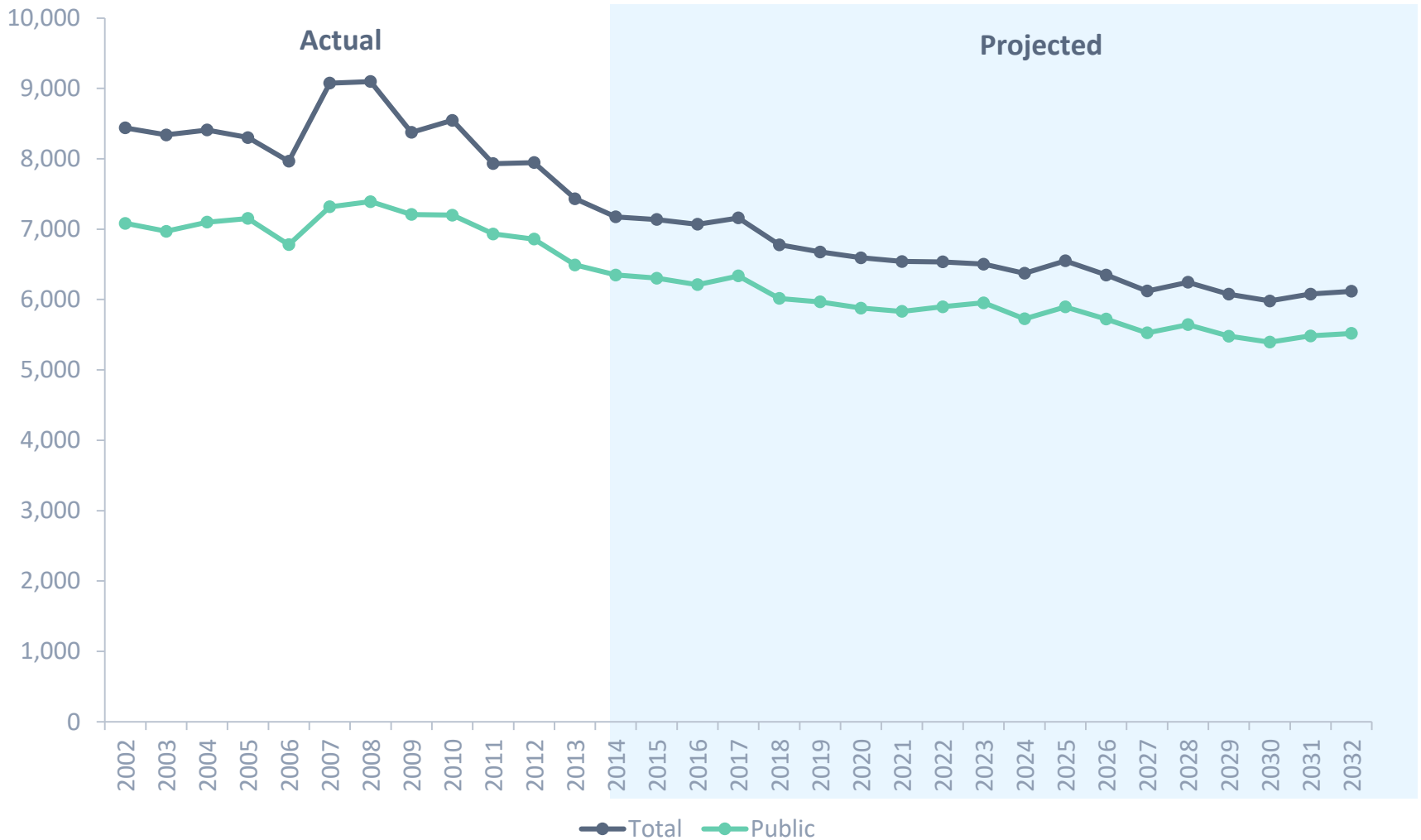
Percent Population with an Associates Degree or Higher, 2014-2018



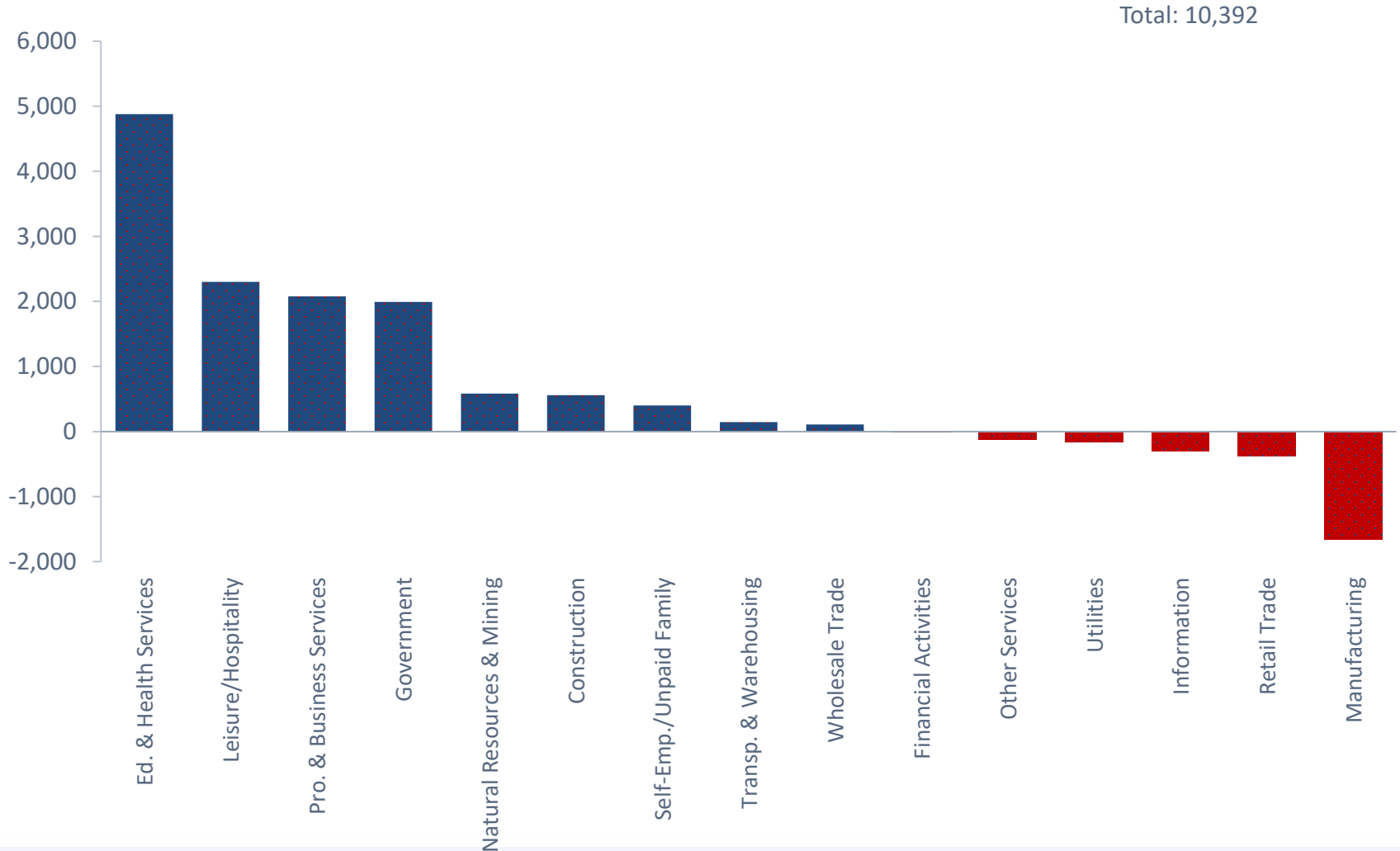
Source: U.S. Census Bureau, 2014-18 American Community Survey Five-Year Estimates; Table B15001.



Vermont High School Graduates, 2002-2032



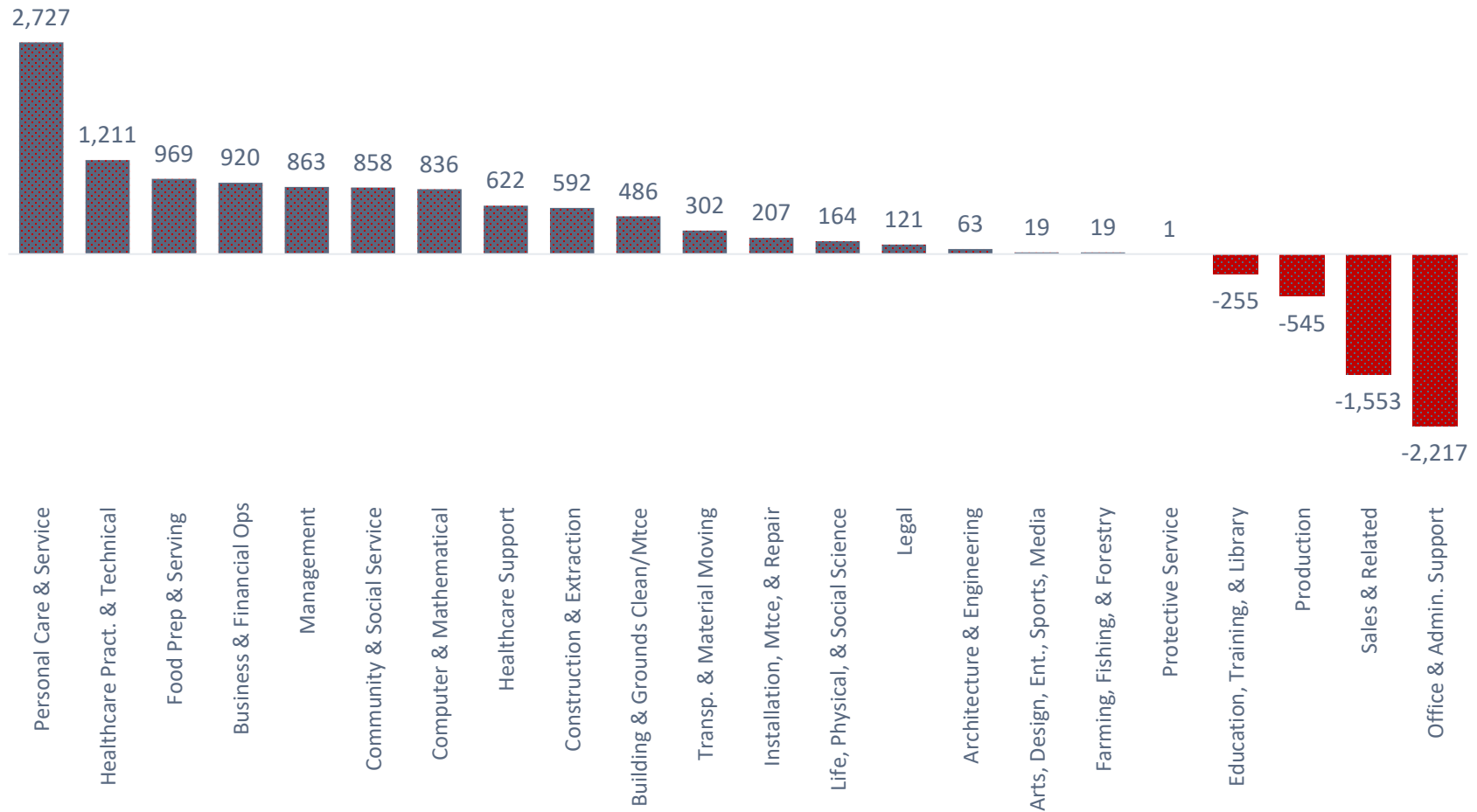
Change in Employment by Industry, 2016-2026, Vermont



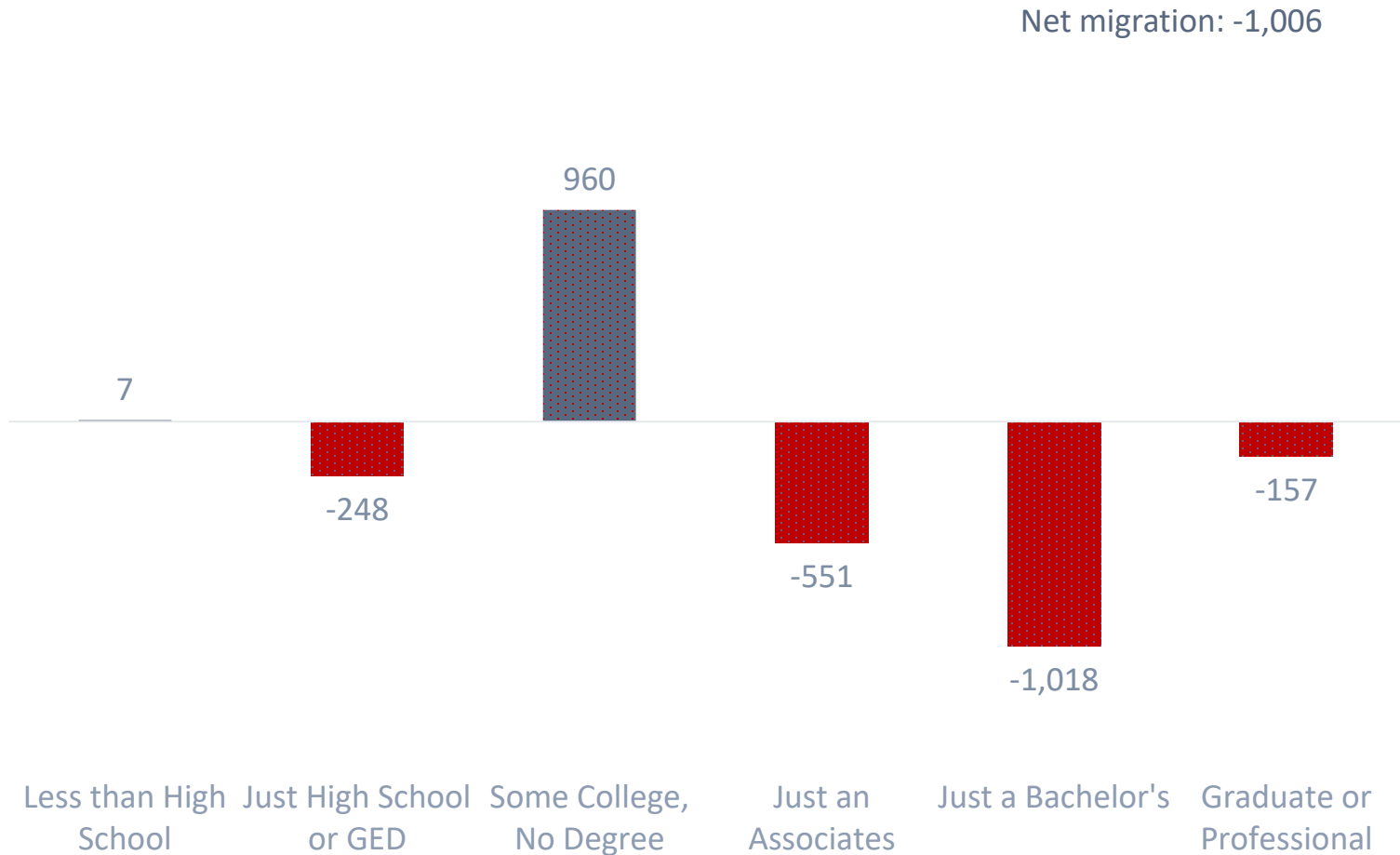
Source: Vermont Department of Labor. Note: Deviation in published data and chart data due to data not meeting disclosure standards.



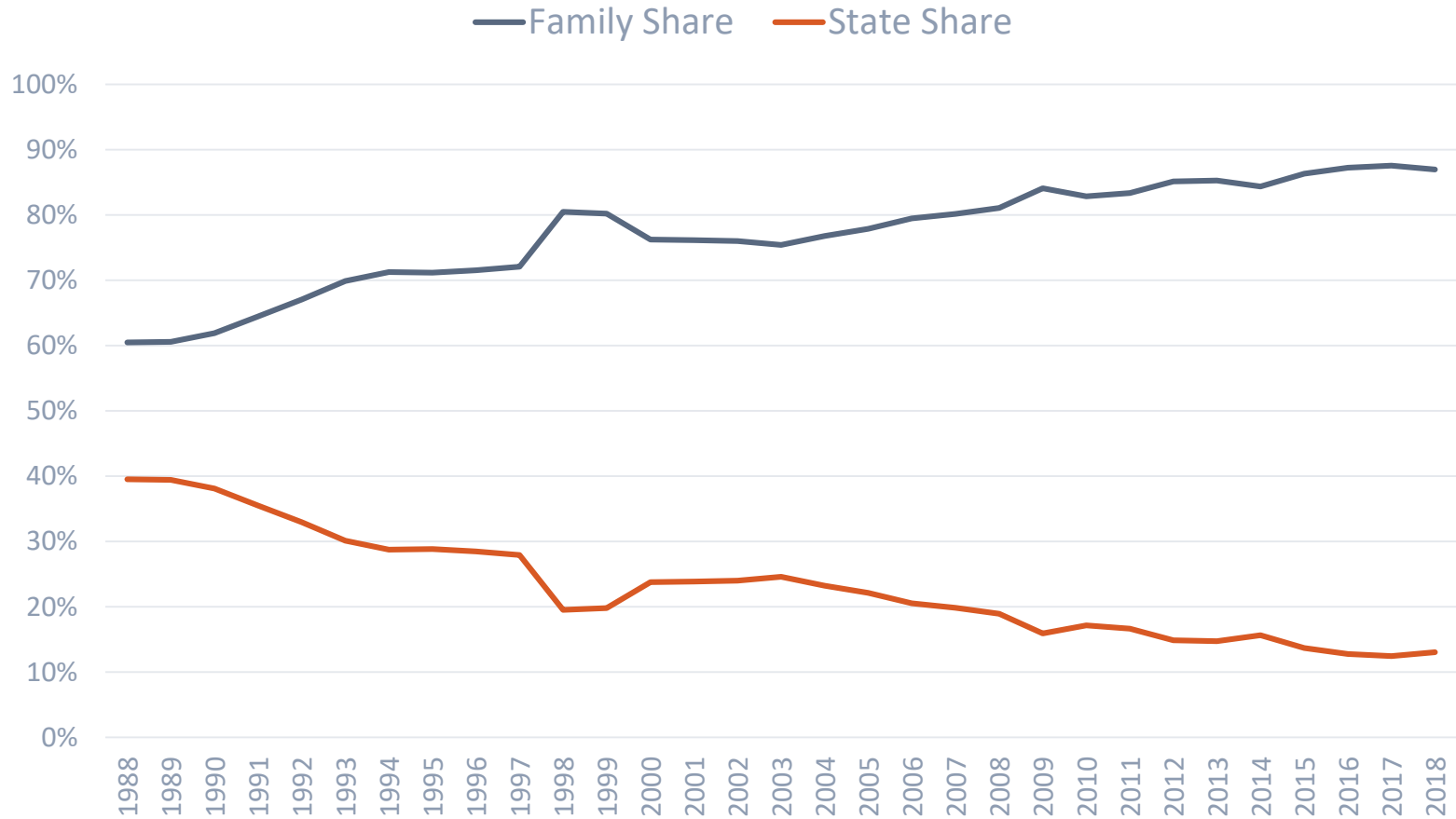
Employment Projections by Occupation, Vermont, 2018-2028 (Count)



Average Annual Net Migration of 22 to 64-Year-Olds by Education Level, Vermont, 2016-18



Family Share of Public Higher Education Operating Revenues, Vermont



Survey Responses

(Responses begin with Question 2, as Question 1 was “Name.”)



Question 2

2. In the interests of trying to assess the extent of a shared vision for postsecondary education in Vermont among Select Committee members, what are the two or three most important ways in which public postsecondary education should serve the state?
 - Make programs Accessible, (very) Affordable, and Workforce Relevant to students of all ages in all parts of the State—on-campus and via a robust online infrastructure
 - Create education, social, and economic opportunity for low income Vermonters
 - Increase rate of college participation
 - Integrate students into the state’s workforce
 - Contribute to the economic and cultural vitality of the state
 - Attract and retain talent (especially among younger population)



Question 3

3. What are the topics with which the Committee's report must deal believing that failure to do so would a) avoid the key questions or b) leave the Committee open to charges that it ducked the key questions?
- Workforce relevance and strategies to integrate new workers (e.g., internships)
 - Address costs and funding/sustainability of VSC
 - Coordination of services—including linkages with PK-12
 - Innovative delivery (physical vs. virtual capacity), responsiveness
 - Nature of any consolidations/necessary structural changes; relationships between VSC and UVM
 - Address poor performance issues in terms of student success rates
 - Stem the tide of population loss
 - Affordability for students and taxpayers—a credible plan to bring tuition below the national average
 - Program accessibility for all students—physical campus in each corner of State
 - The urgency of change
 - Dedicated source of revenue from state



Question 4

4. Are there other, minor topics that, although they don't rise to the level of key issues, have been circulating for years and need to be addressed in order to a) clear the air for attention to the larger issues or b) have important stakeholders feel that the Committee had done its job?
 - Appointments of the right people to governing boards and leadership positions
 - Priority of funding higher education vs. other social services
 - Portability of VSAC aid
 - Duplication of programs
 - Role of early college programs and dual enrollment
 - Partnerships with companies to create synergies between programs and workforce needs.



Question 5

5. Are there topics that should NOT be addressed—addressing them will poison the well for dealing effectively with the most critical issues facing Vermont higher education?
- Social equity issues distracting from the main focus on a better way to delivery postsecondary education
 - Institutional closure
 - Reducing the role played by unions and collective bargaining
 - Portability of VSAC aid
 - Merger of VSC and UVM
 - Assuming too broad a charge—looking at issues beyond the future of VSC



Question 6

6. What fear(s) do you have for what might emerge from this Select Committee's work? In your opinion, what outcomes would be detrimental?
- Maintaining the status quo; doing nothing; making recommendations that aren't bold enough
 - Recommendations that do not reduce the cost of attendance
 - Reinforcing the focus on a traditional four-year degree as the only measure of success
 - Restating already known issues (whining about demographic and economic realities)
 - Lack of a clear implementation plan and follow-up inaction
 - A focus on in-state High School students to the exclusion of potential out-of-state students and adults
 - Recommendations that would lead to institutional closure(s)
 - Recommendations that focus on preserving physical locations

