

First look...



**Vermont Senior Survey:
Class of 2016**



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A First Look: Vermont High School Class of 2016 Senior Survey

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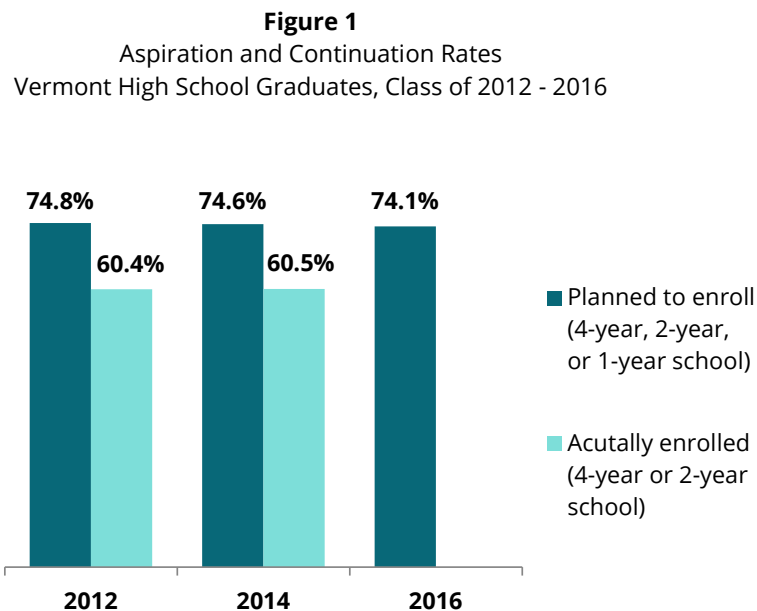
A First Look: Vermont High School Class of 2016 Senior Survey

Since 1978, Vermont Student Assistance Corporation has surveyed Vermont high school seniors. Our goal is to determine graduates' post high school plans, when they started formulating those plans, and some reasons behind their choices. This report shares the highlights of Vermont High School Class of 2016 survey responses. As in previous years, we found that the factors that tend to influence postsecondary education aspiration are gender, parents' educational attainment, parental influence, academic preparation, and early planning for education after high school.

Aspiration Rate of Vermont High School Graduates

Over the past decade, about three-quarters of Vermont graduates planned to continue their education within six months of high school graduation. From 2014 to 2016, the aspiration rate, or percentage of seniors who planned to continue their education after high school, remained flat (Figure 1). The aspiration rate of graduates who planned to attend a four-year institution was 61 percent, while aspiration rate of those who planned to attend a two-year institution was 9 percent. Four percent of the Class of 2016 planned to attend a technical, business, or trade school that was less than two years.

As in previous years, more females than males planned to continue their education after high school graduation. The aspiration rate for females was 80 percent; for males, 68 percent.

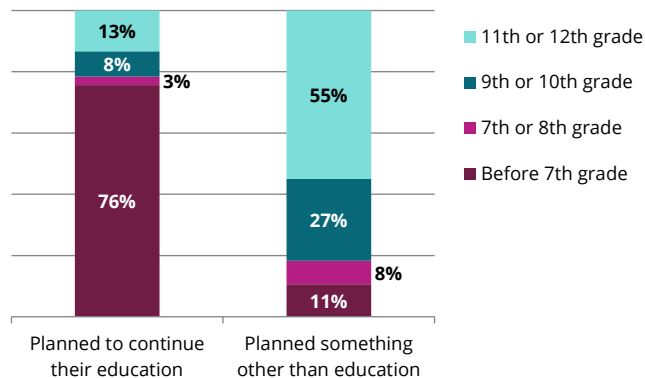


When Post-High School Plans Are Made

Most graduates who planned to continue their education after high school made those plans very early in their educational journey – 76 percent made the decision prior to the 7th grade (Figure 2). This decision, no doubt, allowed them to plan for life after high school: they were able to take the appropriate courses to prepare them for postsecondary work, consider their postsecondary course of study, as well as their eventual career.

Alternatively, graduates who planned to do something other than continuing their education after high school (such as work or join the military) made that decision relatively late in their high school career – over half, 55 percent, made the decision in the 11th or 12th grade. It is hard not to imagine that at least some of these students would have chosen postsecondary education if they would have had more fully considered that option earlier in their educational journey. At the very least, it raises the question: why are these graduates deciding what to do after high school so late in their high school career?

Figure 2
When Post-high School Plans Were Made
Vermont High School Graduates, Class of 2016



First-Generation High School Graduates

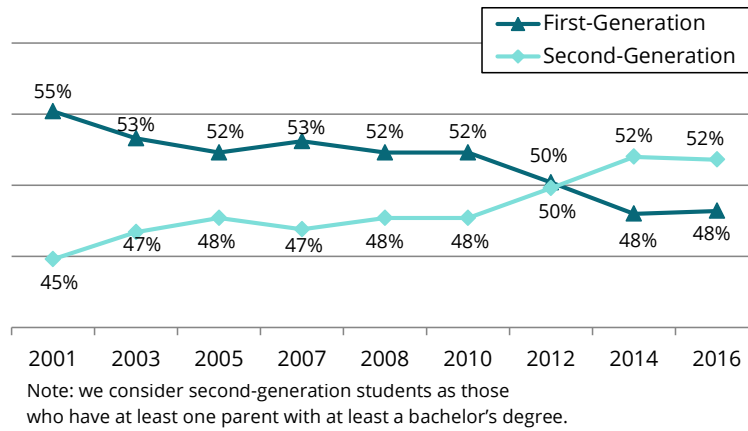
The percentage of first-generation graduates has steadily decreased over time, from 55 percent in 2001 to 48 percent in 2016 (Figure 3). The pivotal year was 2014 – this marked the first time that there were more second-generation graduates than first-generation graduates.

Parental educational attainment has historically been a strong predictor of students' postsecondary plans. Surprisingly, despite the recent increase in the percentage of graduates' parents who have obtained a bachelor's degree, we have not seen a corresponding increase in graduates' aspiration rate.

Parental influence is another factor that has historically been a strong predictor of students' postsecondary plans. As one might expect, this factor overlaps with parental educational attainment: parents who have obtained a postsecondary degree tend to influence their children to obtain a postsecondary degree. However, that being said, first-generation students who feel their

parents want them to enroll are very likely to do so: 91 percent of first-generation students who felt their parents wanted them to enroll in postsecondary education after high school planned to do so.

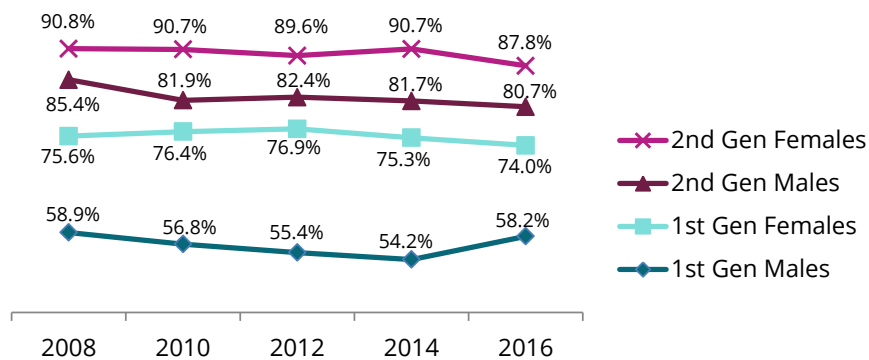
Figure 3
 First-Generation Status
 Vermont High School Graduates, Class of 2001 - 2016



Differences in Gender and First-Generation Status

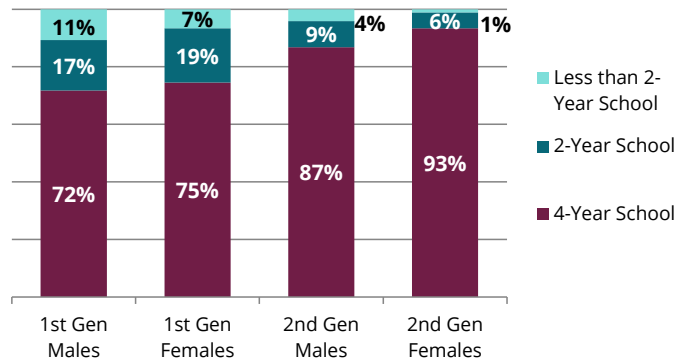
As in previous years, we found that there are significant differences in aspiration rates depending upon graduates' gender and first-generation status (Figure 4): second-generation females had the highest aspiration rate, while first-generation males had the lowest. However, after declining steadily since 2008, the aspiration rate of first-generation males is increasing. Unfortunately, the aspiration rate of second-generation males has continued to drop.

Figure 4
 Aspiration Rates by First-Generation Status and Gender
 Vermont High School Graduates, Class of 2008 - 2016



Of the students who planned to continue their education, 82 percent planned to attend a four-year school. However, there were differences in the types of schools graduates planned to attend depending on their gender and first-generation status (Figure 5): first-generation males were less likely to plan to enroll at a four-year school than their peers. Also, first-generation students were more likely to plan to attend a Vermont school: 59 percent of first-generation students, compared to 41 percent of second-generation students, planned to attend a Vermont school.

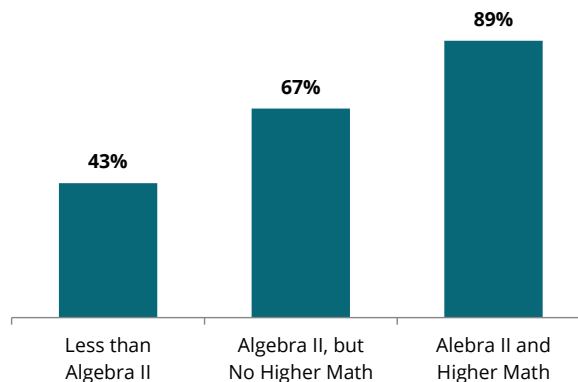
Figure 5
Types of Schools Graduates Planned to Attend by Gender and First-Generation Status
Vermont High School Class of 2016



The Importance of Higher-Level Math Courses

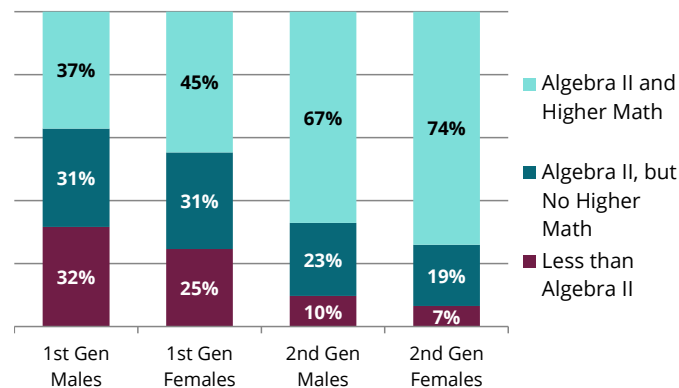
It is important for high school students to have achieved an adequate level of academic preparation to prepare them for life after high school. With regard to pursuing education after high school, Algebra II has long been considered the gateway course. We have found that completion of math is strongly related to aspiration (Figure 6). The aspiration rate of graduates who completed Algebra II and at least one additional course beyond Algebra II (such as trigonometry, statistics, pre-calculus, or calculus) was more than 20 percentage points higher than the aspiration rate of those who did not take any math beyond Algebra II. And, it was twice the rate of graduates who had not completed Algebra II.

Figure 6
Aspiration Rate by Math Courses Completed
Vermont High School Class of 2016



Second-generation graduates completed the most rigorous math (Algebra II and at least one additional course beyond Algebra II) at a much higher rate than first-generation graduates (Figure 7).

Figure 7
Type of High School Math Courses Completed by Gender and First-Generation Status
Vermont High School Class of 2016



Students Who Planned To Continue Their Education After High School

Of the students who planned to continue their education in the fall of 2016, 78 percent reported that they made that decision before entering high school. This was especially true for students who planned to attend a four-year college, with 84 percent of students who planned to attend a four-year college making that decision before entering high school, as compared to 54 percent of students who planned to enroll in a one- or two-year school.

Slightly more than half, 51 percent, planned to attend an institution outside of Vermont, while 49 percent planned to attend a Vermont institution. Of the people who planned to attend a Vermont institution, most, 82 percent, planned to attend a public institution and 18 percent planned to attend a private institution. Of the people who planned to attend an institution outside Vermont, 35 percent planned to attend a public institution and 65 percent planned to attend a private institution. Most people, 42 percent, reported that the most important reason for continuing their education was to be able to obtain a better job than they would without a college degree.

Students Who Did Not Plan To Continue Their Education After High School

Most students who did not plan to continue their education immediately after high school, 63 percent, planned to work. Nearly one in five graduates planned to take a “gap” year. Most graduates, 55 percent, made the decision not to continue their education in the 11th or 12th grade. As in previous years, the most important reasons for not continuing their education after high school was the perceived need to take a break from school, the desire or need to work, or joining the military. Eleven percent did not continue because they were unsure of their plans. Regarding future education, most, 38 percent, were undecided what type of education that they may pursue.

Conclusion

This report describes the postsecondary aspirations of the Vermont High School Class of 2016. The percentage of graduates who planned to continue their education after high school was virtually unchanged from the Class of 2014. There are many factors that contribute to a student pursuing education beyond high school. This report highlights some of those factors: academic preparation, parental educational attainment and influence, and planning early for post-high school activities.

This fall, we plan to report postsecondary enrollment of this class. Some of the questions we plan to answer in this follow-up are: How many graduates enrolled in the fall of 2016? How many planned to enroll but did not? How many persisted to a second year of postsecondary education? How many opted for a “gap” year?

The tables that follow in the next section of this report provide an overview of the Vermont High School Class of 2016. The tables provide information regarding graduates’ perception of their high school experience, when they received information about careers and post-high school education, and reasons why they planned, or did not plan to continue their education beyond high school.

Vermont Senior Survey Tables: Class of 2016

TABLE: 1 Gender, High School Education, and Parental Education Characteristics

RESPONDENTS	STATEWIDE	
	NUMBER	PERCENT
Male	2,444	49.3%
Female	2,515	50.7%
	<u>4,959</u>	<u>100.0%</u>
COMPLETION OF ALGEBRA II, INTEGRATED MATH III, OR EQUIVALENT OF HIGHER LEVEL OF MATH		
Yes	3,883	79.5%
No	1004	20.5%
	<u>4,887</u>	<u>100.0%</u>
GRADE POINT AVERAGE		
A	1,669	34.1%
B	2,417	49.4%
C	755	15.4%
D	56	1.1%
	<u>4,897</u>	<u>100.0%</u>
EVER IN MENTORING PROGRAM DURING ELEMENTARY, MIDDLE OR HIGH SCHOOL?		
Yes	941	19.3%
No	3,946	80.7%
	<u>4,887</u>	<u>100.0%</u>
YEARS OF SCHOOL COMPLETED		
PARENT 1		
Did not finish high school	305	6.3%
High School Diploma or GED	1,432	29.7%
Some College or 1 year certificate	527	10.9%
2 year college degree	435	9.0%
4 year college degree	1,145	23.8%
Master's, doctorate, or professional degree	768	15.9%
Don't Know	207	4.3%
	<u>4,819</u>	<u>100.0%</u>
PARENT 2		
Did not finish high school	284	5.9%
High School Diploma or GED	1,393	29.1%
Some College or 1 year certificate	531	11.1%
2 year college degree	446	9.3%
4 year college degree	1,155	24.1%
Master's, doctorate, or professional degree	682	14.2%
Don't Know	301	6.3%
	<u>4,792</u>	<u>100.0%</u>

TABLE: 2 Seniors' opinions regarding high school experience

	STATEWIDE	
MY HIGH SCHOOL :	<u>NUMBER</u>	<u>PERCENT</u>
PROVIDED A GOOD EDUCATION		
Strongly Disagree	91	1.8%
Disagree	207	4.2%
Neutral	1,054	21.4%
Agree	2,121	43.1%
Strongly Agree	1,451	29.5%
	<u>4,924</u>	<u>100.0%</u>
PROVIDED THE GUIDANCE NEEDED TO REACH MY GOALS		
Strongly Disagree	155	3.2%
Disagree	400	8.2%
Neutral	1,265	25.8%
Agree	1,814	37.0%
Strongly Agree	1,273	25.9%
	<u>4,907</u>	<u>100.0%</u>
CARED ABOUT ME AS AN INDIVIDUAL		
Strongly Disagree	135	2.8%
Disagree	312	6.4%
Neutral	1,017	21.0%
Agree	1,753	36.2%
Strongly Agree	1,629	33.6%
	<u>4,846</u>	<u>100.0%</u>
HELPED ME LEARN THE SKILLS NEEDED TO BE SUCCESSFUL IN WORK OR COLLEGE		
Strongly Disagree	198	4.1%
Disagree	497	10.2%
Neutral	1,442	29.7%
Agree	1,757	36.2%
Strongly Agree	962	19.8%
	<u>4,856</u>	<u>100.0%</u>
HELPED ME LEARN THE SKILLS NEEDED TO BE SUCCESSFUL IN EVERYDAY LIFE		
Strongly Disagree	335	6.9%
Disagree	692	14.3%
Neutral	1,616	33.4%
Agree	1,391	28.7%
Strongly Agree	807	16.7%
	<u>4,841</u>	<u>100.0%</u>

TABLE: 2 continued

	STATEWIDE	
	<u>NUMBER</u>	<u>PERCENT</u>
MY HIGH SCHOOL :		
PROVIDED THE INFORMATION AND ASSISTANCE NEEDED TO CONTINUE MY EDUCATION		
Strongly Disagree	144	3.0%
Disagree	342	7.1%
Neutral	1,239	25.6%
Agree	1,876	38.8%
Strongly Agree	1,234	25.5%
	<u>4,835</u>	<u>100.0%</u>
 CLASSES WERE RIGOROUS AND CHALLENGING		
Strongly Disagree	178	3.7%
Disagree	495	10.2%
Neutral	1,645	34.0%
Agree	1,723	35.6%
Strongly Agree	797	16.5%
	<u>4,838</u>	<u>100.0%</u>

TABLE: 3 Careers and postsecondary education information**STATEWIDE**

FIRST TIME :		
TALKED TO PARENTS (GUARDIANS) ABOUT POST-HIGH SCHOOL PLANS	<u>NUMBER</u>	<u>PERCENT</u>
Sixth grade or earlier	786	16.0%
Seventh grade	247	5.0%
Eighth grade	489	10.0%
Ninth grade	936	19.1%
Tenth grade	1,022	20.8%
Eleventh grade	937	19.1%
Twelfth grade	313	6.4%
I have not talked with my parents about my plans	174	3.5%
	<u>4,904</u>	<u>100.0%</u>
RECEIVED INFORMATION ABOUT EDUCATION AFTER HIGH SCHOOL		
Sixth grade or earlier	697	15.4%
Seventh grade	277	6.1%
Eighth grade	499	11.0%
Ninth grade	1,225	27.0%
Tenth grade	898	19.8%
Eleventh grade	593	13.1%
Twelfth grade	186	4.1%
I have not talked with my parents about my plans	165	3.6%
	<u>4,540</u>	<u>100.0%</u>
RECEIVED INFORMATION ABOUT CAREERS		
Sixth grade or earlier	511	11.1%
Seventh grade	273	6.0%
Eighth grade	485	10.6%
Ninth grade	1,045	22.8%
Tenth grade	851	18.5%
Eleventh grade	701	15.3%
Twelfth grade	265	5.8%
Did not receive	457	10.0%
	<u>4,588</u>	<u>100.0%</u>

TABLE: 3 continued**STATEWIDE**

THE MOST USEFUL INFORMATION REGARDING EDUCATION AFTER HIGH SCHOOL WAS RECEIVED FROM:	NUMBER	PERCENT
Information in a classroom setting	442	10.4%
Technical & career course work	420	9.9%
Extracurricular activities	140	3.3%
School counselors, teachers or support staff	1,329	31.3%
Internet searches	685	16.1%
Community-based learning	76	1.8%
Family and friends	992	23.4%
Other	159	3.7%
	<u>4,243</u>	<u>100.0%</u>
THE MOST USEFUL INFORMATION REGARDING CAREER EXPLORATION AFTER HIGH SCHOOL WAS RECEIVED FROM :		
Information in a classroom setting	432	10.3%
Technical & career course work	644	15.3%
Extracurricular activities	227	5.4%
School counselors, teachers or support staff	837	19.9%
Internet searches	707	16.8%
Community-based learning	158	3.8%
Family and friends	1,017	24.2%
Other	184	4.4%
	<u>4,206</u>	<u>100.0%</u>
DO YOU FEEL YOU HAVE A GOOD IDEA ABOUT WHAT TYPE OF ADDITIONAL TRAINING OR EDUCATION YOU NEED TO OBTAIN THE JOB YOU WANT?		
Yes	3,808	77.7%
No; although I know the kind of job I want, I'm not sure of the type of additional training is required	463	9.4%
No; I am uncertain of the kind of job I want	629	12.8%
	<u>4,900</u>	<u>100.0%</u>
WHAT ACTIVITIES HAVE YOU DONE TO PREPARE FOR LIFE AFTER HIGH SCHOOL? (check all that apply)		
Attended a job or career fair	2,041	42.2%
Spoke to an adult about potential careers of interest	3,125	64.6%
Job shadowed	1,552	32.1%
Job experience related to future work wanted	1,620	33.5%
Researched type of education/training required to obtain desired job	2,859	59.1%
Toured a college campus	2,984	61.6%
Took the PSAT or SAT or ACT exam	3,261	67.4%
Applied for admissions to college	3,185	65.8%
Applied for financial aid	2,822	58.3%

TABLE: 4 Seniors' future educational plans

STATEWIDE

HIGHEST LEVEL OF EDUCATION PLANNED	NUMBER	PERCENT
High school diploma	413	8.5%
Specialized training program at a technical, business or trade school of less than two years	270	5.5%
Associate's degree	277	5.7%
Bachelor's degree	1,828	37.5%
Master's, doctorate or professional degree	1,524	31.3%
Undecided	558	11.5%
	<u>4,870</u>	<u>100.0%</u>
WHAT DO YOUR PARENT(S) OR GUARDIAN(S) FEEL YOU SHOULD DO IN THE FALL OF 2016		
Continue my education	2,888	60.4%
Work	537	11.2%
Join the military	106	2.2%
They want me to do what I want to do	1,154	24.1%
Other	96	2.0%
	<u>4,781</u>	<u>100.0%</u>
DO YOU PLAN A FORMAL EDUCATION IN THE FALL OF 2016		
Yes	3,564	71.9%
No	1,106	22.3%
Don't know --- most likely pursue education	109	2.2%
Don't know --- most likely pursue career	180	3.6%
	<u>4,959</u>	<u>100.0%</u>

ASPIRATION RATE

Class of 2016	74.1%
Class of 2014	74.6%
Class of 2012	74.8%

TABLE: 5 Career-bound high school seniors

	STATEWIDE	
	<u>NUMBER</u>	<u>PERCENT</u>
MOST LIKELY ACTIVITY IN FALL OF 2016		
Get a full-time job	791	63.1%
Join the military	132	10.5%
Participate in a registered apprenticeship	20	1.6%
Not work outside the home, in order to care for my family	-	<1.0%
Take some time off, with no immediate plans to go to school	61	4.9%
Take some time off, with intention of continuing my education within a year ("gap year")	243	19.4%
	<hr/> <hr/> 1,254	<hr/> <hr/> 100.0%
MOST IMPORTANT REASON SENIORS DID NOT PLAN TO CONTINUE THEIR EDUCATION IMMEDIATELY AFTER HIGH SCHOOL		
I need a break from school	248	21.5%
I want to work to support myself	208	18.1%
I need to work to support myself	143	12.4%
I plan to get married/start a family	14	1.2%
I don't need to continue education to get the job I want	73	6.3%
I can't afford to continue my education	52	4.5%
I am joining the military	106	9.2%
I can always continue my education in the future	49	4.3%
I want to travel	74	6.4%
I am unsure of my plans /goals	124	10.8%
Other	60	5.2%
	<hr/> <hr/> 1,152	<hr/> <hr/> 100.0%
WAS THERE A TIME WHEN YOU THOUGHT YOU WOULD CONTINUE EDUCATION AFTER HIGH SCHOOL?		
Yes	770	61.6%
No	480	38.4%
	<hr/> <hr/> 1,250	<hr/> <hr/> 100.0%
EVER TALKED TO A TEACHER OR GUIDANCE COUNSELOR OR SUPPORT STAFF MEMBER ABOUT CAREERS THAT MIGHT BE OF INTEREST?		
Yes	951	76.9%
No	286	23.1%
	<hr/> <hr/> 1,237	<hr/> <hr/> 100.0%

Cells with fewer than 11 students reporting are suppressed.

TABLE: 5 continued

STATEWIDE

GRADE IN WHICH SENIORS DECIDED NOT TO CONTINUE THEIR EDUCATION IMMEDIATELY AFTER HIGH SCHOOL	<u>NUMBER</u>	<u>PERCENT</u>
Sixth grade or earlier	129	10.7%
Seventh grade	26	2.1%
Eighth grade	67	5.5%
Ninth grade	146	12.1%
Tenth grade	177	14.6%
Eleventh grade	243	20.1%
Twelfth grade	423	34.9%
	<u>1,211</u>	<u>100.0%</u>
PLANS TO ENROLL IN TRAINING PROGRAM, SCHOOL, CERTIFICATE PROGRAM		
Enroll in a training program in the military	95	7.9%
Obtain on-the-job training	146	12.2%
Participate in an apprenticeship or internship	63	5.3%
Specialized training program	87	7.3%
Obtain a 2-year degree	92	7.7%
Obtain a 4-year degree	227	18.9%
I don't plan to continue my job training or education	32	2.7%
Undecided	457	38.1%
PLAN TO CONTINUE	710	59.2%
NO PLANS OR UNDECIDED	489	40.8%
	<u>1,199</u>	<u>100.0%</u>
WHEN, IF PLANNING TO ENROLL IN A SCHOOL OR CERTIFICATE PROGRAM		
In January of 2017	121	10.0%
In the summer or fall of 2017	226	18.7%
After the fall of 2017	67	5.6%
I'm not sure when I will enroll	495	41.0%
I don't plan to enroll in school or certificate program	298	24.7%
	<u>1,207</u>	<u>100.0%</u>

TABLE: 6 Career-bound seniors' planned occupation**STATEWIDE**

PLANNED OCCUPATION, FALL 2016	<u>NUMBER</u>	<u>PERCENT</u>
Architecture and engineering	-	<1.0%
Arts, entertainment, sports, media	15	1.7%
Building and grounds maintenance	33	3.7%
Business and financial operations	-	<1.0%
Community and social service	-	<1.0%
Computer and mathematical	-	<1.0%
Construction and extraction	96	10.9%
Education training and library	-	1.0%
Farming, fishing, forestry	46	5.2%
Food prep and serving	93	10.5%
Healthcare practitioner and technician	12	1.4%
Healthcare support	17	1.9%
Installation maintenance repair	55	6.2%
Management	-	<1.0%
Military	54	6.1%
Miscellaneous	41	4.6%
Office and admin support	11	1.2%
Personal care and service	61	6.9%
Production	14	1.6%
Protective service	-	<1.0%
Sales	83	9.4%
Transportation	15	1.7%
Undecided	195	22.1%
	<u>882</u>	<u>100.0%</u>

Cells with fewer than 11 students reporting are suppressed.

TABLE: 7 Education-bound seniors**STATEWIDE**

TYPE OF SCHOOL MOST LIKELY TO ATTEND IN THE FALL	NUMBER	PERCENT
4-year school	3,008	82.3%
2-year school	212	5.8%
2-year school with plans to transfer to a 4-year college	238	6.5%
A technical, business or trade school of less than two years	170	4.7%
A post-graduate program at a prep school	25	.7%
	<u>3,653</u>	<u>100.0%</u>
GRADE IN WHICH SENIORS DECIDED NOT TO CONTINUE THEIR EDUCATION IMMEDIATELY AFTER HIGH SCHOOL		
Always knew they would continue their education	2,682	73.5%
Sixth grade or earlier	78	2.1%
Seventh grade	38	1.0%
Eighth grade	62	1.7%
Ninth grade	147	4.0%
Tenth grade	155	4.2%
Eleventh grade	230	6.3%
Twelfth grade	256	7.0%
	<u>3,648</u>	<u>100.0%</u>
PLANNED ENROLLMENT INTENSITY		
Full-time	3,358	92.4%
Part-time	277	7.6%
	<u>3,635</u>	<u>100.0%</u>
PLANNED TYPE OF DEGREE		
4- year or 5-year	3,013	84.3%
2-year or 3- year	378	10.6%
Certificate of 1 year or more	91	2.5%
Certificate of less than one year	39	1.1%
Taking course, not seeking certificate or degree	52	1.5%
	<u>3,573</u>	<u>100.0%</u>

TABLE: 7 continued**STATEWIDE**

MOST IMPORTANT REASON FOR CONTINUING THEIR EDUCATION IMMEDIATELY AFTER HIGH SCHOOL	<u>NUMBER</u>	<u>PERCENT</u>
My parent(s) or guardian(s) instilled in me the importance of college	407	11.9%
To get a better job than I would be able to without a college degree	1,441	42.0%
The job I want specifically requires it	593	17.3%
To make more money	328	9.6%
To obtain more education, to learn more about things that interest me	565	16.5%
To become a more cultured person	57	1.7%
Other	42	1.2%
	<u>3,433</u>	<u>100.0%</u>
MOST IMPORTANT REASON FOR ENROLLING AT THIS PARTICULAR SCHOOL		
A family member /friend advised me to go here	233	7.5%
My teacher/school counselor advised me to go here	64	2.0%
It has a very good reputation	400	12.8%
It offered me a desirable financial aid package	723	23.1%
The cost of attending this college - it is affordable	202	6.5%
It is close to home	480	15.4%
It is far away from home	203	6.5%
I liked what I saw during a campus visit	45	1.4%
Its graduates get good jobs	435	13.9%
The college was the right size for me	135	4.3%
The athletic department recruited me	85	2.7%
I wanted to get away from Vermont's climate, weather	87	2.8%
Other	32	1.0%
	<u>3,124</u>	<u>100.0%</u>

TABLE: 8 Institutions students reported they were most likely to attend STATEWIDE

	<u>NUMBER</u>	<u>PERCENT</u>
VERMONT PUBLIC INSTITUTIONS		
Castleton University	271	7.6%
Community College of Vermont	272	7.6%
Johnson State College	126	3.5%
Lyndon State College	119	3.3%
University of Vermont	462	13.0%
Vermont Technical College	162	4.5%
VERMONT PRIVATE INSTITUTIONS		
Advanced Welding Institute	-	<0.3%
Bennington College	-	<0.3%
Champlain College	79	2.2%
College of St. Joseph	23	0.6%
Green Mountain College	16	0.4%
Goddard College	-	<0.3%
Landmark College	-	<0.3%
Marlboro College	-	<0.3%
Middlebury College	13	0.4%
New England Culinary Institute	-	<0.3%
Norwich University	58	1.6%
O'Brien's Aveda Institute	-	<0.3%
St. Michael's College	63	1.8%
School for International Training	-	<0.3%
Southern Vermont College	12	0.3%
Sterling College	-	<0.3%
Union Institute University	-	<0.3%
Salon Professional Academy	-	<0.3%
Other VT independent institutions	39	1.1%
Subtotal: Vermont institutions	1,750	48.9%
Subtotal: Out-of-state institutions	1,820	51.1%
	<u>3,570</u>	<u>100.0%</u>

Schools with fewer than 11 students reporting their intention to enroll are suppressed.

TABLE: 9 Planned major fields of study: four-year programs**STATEWIDE**

	<u>NUMBER</u>	<u>PERCENT</u>
FOUR-YEAR PROGRAMS		
Agriculture, Agriculture Operations, & Related Science	42	1.4%
Architecture and Related Services	17	0.6%
Area, Ethnic, Cultural, and Gender Studies	-	<0.4%
Basic Skills	-	0.0%
Biological & Biomedical Sciences	220	7.5%
Business, Management, Marketing & Related Support Services	336	11.5%
Communication, Journalism and Related Program	60	2.1%
Communications Technologies/Technicians & Support Services	-	<0.4%
Computer & Information Sciences & Support Services	112	3.8%
Construction Trades	-	<0.4%
Education	185	6.3%
Engineering	235	8.0%
Engineering Technologies/Technicians	-	<0.4%
English Language & Literature/Letters	43	1.5%
Family & Consumer Sciences/Human Services	-	<0.4%
Foreign Languages, Literatures, and Linguistics	13	0.4%
Health Professions & Related Clinical Sciences	368	12.6%
Health-Related Knowledge and Skills	-	<0.4%
History	30	1.0%
Interpersonal and Social Skills	-	<0.4%
Legal Professions & Studies	14	0.5%
Liberal Arts & Sciences, General Studies & Humanities	14	0.5%
Library Science	-	<0.4%
Mathematics and Statistics	30	1.0%
Mechanic and Repair Technologies/Technicians	-	<0.4%
Multi/Interdisciplinary Studies	41	1.4%
Natural Resources and Conservation	82	2.8%
Parks, Recreation, Leisure, and Fitness Studies	70	2.4%
Personal and Culinary Services	12	0.4%
Philosophy and Religious Studies	-	<0.4%
Physical Sciences	42	1.4%
Precision Production	-	<0.4%
Psychology	145	5.0%
Public Administrative & Social Service Professions	23	0.8%
Science Technologies/Technicians	-	0.1%
Security and Protective Services	89	3.0%
Social Sciences	113	3.9%
Technology Education/Industrial Arts	-	<0.4%
Transportation & Materials Moving	-	<0.4%
Visual & Performing Arts	202	6.9%
Undecided	326	11.1%
	2,924	100.0%

Cells with fewer than 11 students reporting are suppressed.

TABLE: 10 Planned major fields of study: programs of less than four years
STATEWIDE

	<u>NUMBER</u>	<u>PERCENT</u>
LESS THAN FOUR-YEAR PROGRAMS		
Agriculture, Agriculture Operations, & Related Science	25	5.1%
Architecture and Related Services	-	<2.0%
Basic Skills	-	<2.0%
Biological & Biomedical Sciences	-	<2.0%
Business, Management, Marketing & Related Support Services	38	7.8%
Communication, Journalism and Related Program	-	<2.0%
Computer & Information Sciences & Support Services	-	<2.0%
Construction Trades	11	2.2%
Education	21	4.3%
Engineering	19	3.9%
Engineering Technologies/Technicians	-	<2.0%
English Language & Literature/Letters	-	<2.0%
Family & Consumer Sciences/Human Services	-	<2.0%
Foreign Languages, Literatures, and Linguistics	-	<2.0%
Health Professions & Related Clinical Sciences	72	14.7%
Health-Related Knowledge and Skills	-	<2.0%
Legal Professions & Studies	-	<2.0%
Liberal Arts & Sciences, General Studies & Humanities	14	2.9%
Mechanic and Repair Technologies/Technicians	64	13.1%
Multi/Interdisciplinary Studies	-	<2.0%
Natural Resources and Conservation	-	<2.0%
Parks, Recreation, Leisure, and Fitness Studies	-	<2.0%
Personal and Culinary Services	33	6.7%
Physical Sciences	-	<2.0%
Precision Production	11	2.2%
Psychology	11	2.2%
Public Administrative & Social Service Professions	-	<2.0%
Science Technologies/Technicians	-	<2.0%
Security and Protective Services	21	4.3%
Social Sciences	-	<2.0%
Technology Education/Industrial Arts	-	<2.0%
Transportation & Materials Moving	-	<2.0%
Visual and performing arts	29	5.9%
Undecided	58	11.9%
	489	100.0%

Cells with fewer than 11 students reporting are suppressed.

TABLE: 11 Paying for College**STATEWIDE**

WHAT FAMILY HAS DONE TO FINANCIALLY PREPARE FOR STUDENT'S COLLEGE EDUCATION	<u>NUMBER</u>	<u>PERCENT</u>
Saved money	1,850	51.3%
Cut back on spending	472	13.1%
Plan to borrow money / take out student loans	1,545	42.8%
Worked more (for example, got a second job)	439	12.2%
Talked to my parent(s) about how to pay for college	1,205	33.4%
Applied for financial aid	2,365	65.6%
My family has not started to prepare	158	4.4%
I am not sure	349	9.7%
 CONCERNS ABOUT THE ABILITY TO PAY FOR COLLEGE		
Not at all concerned	710	19.7%
Slightly concerned	1,032	28.7%
Moderately concerned	979	27.2%
Very concerned	519	14.4%
Extremely concerned	361	10.0%
	<u>3,601</u>	<u>100.0%</u>
 PLAN TO WORK WHILE ATTENDING SCHOOL		
Yes, full-time	342	9.5%
Yes, part-time; 20 or more hours per week	1,309	36.5%
Yes, part-time; less than 20 hours per week	1,505	41.9%
No	434	12.1%
	<u>3,590</u>	<u>100.0%</u>

Vermont Senior Survey Methodology: Class of 2016

Class of 2016 Senior Survey: METHODOLOGY

All Vermont public high schools are invited to participate in the Senior Survey project. Most Vermont private high schools and schools in bordering states with Vermont high school seniors are also invited to participate in the Senior Survey. For the purposes of this statewide report, only Vermont resident seniors have been included in the analysis.

Each school that participates in the survey chooses a week between March and June in which to conduct the survey. The survey is conducted during the spring of the senior year as opposed to earlier in the academic year because it is more likely that seniors have finalized their plans by the spring. Survey questionnaires, instruction sheets, pencils, and postage-paid return envelopes are mailed to each school approximately two weeks prior to its survey week.

For the Class of 2016, all schools were offered the option of an on-line survey. This was the first time that the Senior Survey was offered on-line. Ten schools choose to administer the survey on-line, which comprised about 12 percent of the Class of 2016 graduates. Schools that administered the survey on-line had a higher overall survey response rate than for schools that administered the survey using the traditional paper survey method: 87.5 percent compared to 78.7 percent. However, it is important to note that the schools that choose to administer the survey on-line also had a higher response rate the previous year the Senior Survey was administered in 2014: 89.9 percent compared to 82.2 percent.

Each high school chooses the method by which to administer its survey. Some schools conduct the survey during senior-level English classes. Other schools call special assemblies, and some schools conduct the survey during graduation practice. Once surveys are returned to VSAC, they are checked for accuracy, coded, and scanned. Should complications arise that make it impossible for a school to participate in the survey, VSAC conducts the survey for that school by mail.

Once the academic year has closed and graduation lists have been finalized, the graduation lists are reconciled to the list of seniors who completed the survey questionnaire. Seniors who completed a questionnaire but did not graduate are removed from the data file and are not included in the analysis. Additionally, surveys completed by adult graduates or foreign exchange students are removed from the data file. Also, any survey that is substantially incomplete is removed from the data file.

The response rate for the survey is calculated by dividing the total number of graduating Vermont residents who completed the questionnaire (4,981) by the total number of Vermont residents graduating from public and private high schools in Vermont (6,246). Non-Vermont residents who attend Vermont schools are not included in the calculation. The response rate of Vermont residents who graduated from a public or private high school in Vermont was 79.7 percent. Because not all of Vermont's seniors participated in this study, the data contained in the report may be subject to non-response bias.