

Standard 5: Students

“The self is not something ready-made, but something in continuous formation through choice of action.”
– John Dewey

Overview

The UVM student community totals 13,395 students, including 10,612 undergraduate, 1,579 graduate, 466 medical, 22 graduate certificate programs, and 568 non-degree students. Approximately one-third of UVM undergraduates are Vermonters; out-of-state students come from 48 US states, and our 517 international students from over 70 countries. The vast majority of UVM degree students are in traditional, face-to-face programs, with approximately 150 students in a fully online or hybrid degree program. Additionally, 568 non-degree students are enrolled through Continuing and Distance Education, including students pursuing graduate certificates (see Data First forms 5.2; 5.4).

Student growth and development are at the core of UVM’s mission, and nowhere is this more evident than in efforts to enhance admissions and enrollment planning, advising supports, and opportunities for student engagement on campus. Implementation of the Strategic Action Plan forwards goals of increased access and diversity of the student body, as well as enrollment management strategies that align with fiscal responsibility and management of financial resources in light of limited state appropriations. A focus on improved communication across units highlights efforts to establish clearly stated student outcomes, coordinate student support efforts and data-sharing practices, and develop assessment processes that will allow groups to use information more effectively towards achieving the goal of students who are healthy, engaged, and successful.

Admissions

Description

The President’s [Strategic Action Plan](#) and the Provost’s [Academic Excellence Goals](#) set expectations for the university to increase the four year graduation rate from 67 percent to 70 percent, improve retention rates from 86 percent to 90 percent, and boost international student enrollment (with a goal of 7–10 percent international students overall). An additional overall increase in graduate enrollment by 30 percent between 2015 and 2020 will add 400 more graduate students, with international graduate student enrollment set to grow from 10 percent of the graduate student population in 2015, to 15 percent. UVM has implemented a holistic review process as a means of efficiently managing admissions and enrollment, increasing the academic profile and diversity for first-time first-year students. This holistic process selects students with strong potential for academic success who will contribute to our community.

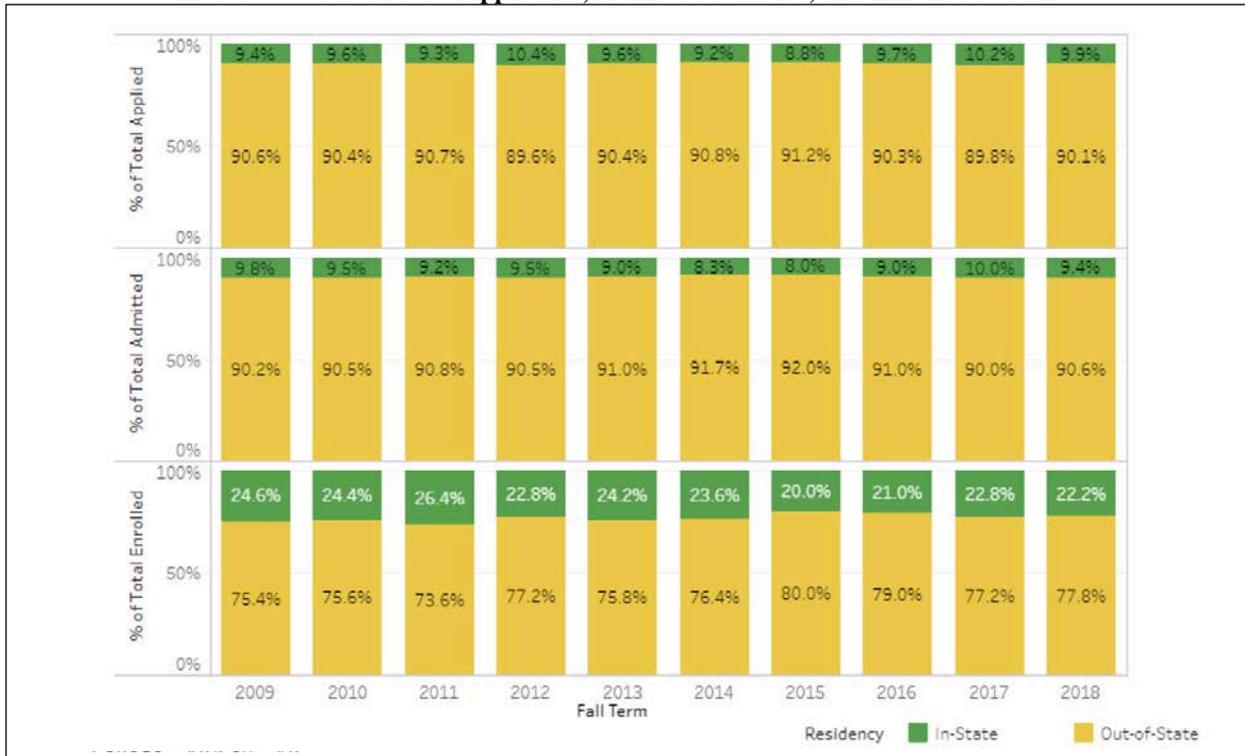
UVM has a range of targeted programs to help recruit ethnically and internationally diverse students as well as low-income students. These include programs such as [Joining the Circle](#), offering admitted students from underrepresented populations a chance to talk to a professor in their major and meet with students at a Mosaic Center luncheon. The [Urban Partnership Program](#), an expansion of earlier initiatives focused only on New York City, brings students from partner urban high schools to visit UVM throughout their four years in high school, as well as opportunities to receive scholarships towards their UVM education.

To meet goals for recruiting international students, the university has developed the [Global Gateway Program](#) and stepped up recruiting of international students. Through a close partnership with [Study Group](#) and direct involvement of UVM faculty and staff, the institution ensures that academic and co-

curricular options are accurately represented to potential students. Once at UVM, international students receive advising, logistical, and other support through the Global Gateway Program and the [Office of International Education](#). The [Career Center](#) also provides specialized support to international students to help them prepare for the job market, no matter what their post-graduation goals are.

As a land-grant institution, the university is also committed to serving the citizens of the State of Vermont. The state ranks near the bottom of the list for state higher education appropriations, making the university a tuition-driven, high-aid institution. UVM’s reliance on tuition dollars means that its tuition is among the highest in the country for state universities. In part for this reason, UVM has an unusual profile for a land-grant institution; only about one-third is comprised of in-state students (see chart below). The recently launched [Catamount Commitment Scholarship](#) program helps fulfill the Strategic Action Plan goal of increasing Vermonters’ access to a UVM education by reducing financial barriers that can prevent highly-qualified, Pell-eligible Vermonters from attending and completing a UVM education. For many students, both in-state and out-of-state, the high cost of tuition can pose barriers, putting academic pressure to maintain minimum GPAs [to retain a scholarship](#), or time pressures on those who need to hold multiple jobs.

In-State vs. Out-of-State Applicants, Admitted Students, and Enrolled Students



While recruiting and retaining these specific populations are central components of UVM strategic goals, clearly defined [admissions review procedures](#) and [retention policies](#) available on the Office of Admissions website and in university publications promote integrity and transparency in the admissions process for all applicants. As members of the National Association of College Admissions Counseling, UVM Admissions follows all recommended policies and procedures under the [Standards of Recommend Good Practice](#) in recruitment and admissions.

Appraisal

One of the clearest areas of success in admissions and enrollment has been the achievement of an increasingly diverse campus. In 2012, when the Strategic Action Plan was launched, UVM had 1 percent international student enrollment, with a goal of reaching 5–7 percent enrollment. Through effective recruitment of international students, and the development of the [Global Gateway Program](#), UVM has met this goal and increased international student enrollment to 6.5 percent. This increase is most visible in the undergraduate population, where the number of international students enrolled in UVM degree programs quintupled (from around 110 to around 580) between 2010 and 2017. The Office of International Education (OIE) carefully monitors international student satisfaction through annual surveys and regular check-ins by advising staff, who consistently meet with approximately 94 percent of all international students annually. Surveys indicate very high satisfaction rates with services and supports from OIE, with 98 percent of international students indicating that OIE is helpful with visa support (an increase of 6 percent over 2014), and 92 percent indicating that OIE is helpful with personal needs (an increase of 4 percent). Ninety-four percent of international students are pleased overall with their UVM experience. Based on student data, OIE also made changes such as offering additional support to international students who are put on academic trial, and increasing interactions to create mutually beneficial connections between domestic and international students.

The success of efforts to diversify the student body in terms of income and ethnicity can be measured through admissions data on applications and enrollment, as well as retention and success for students from recruited groups. Enrollment trends for students of color have shown a slight increase since 2010, with students now making up 11 percent of the student population instead of 10 percent. While admission of students of color increased substantially during this same period, as demonstrated in Data First form 5.4, the undergraduate [enrollment yield remained steady](#). Despite these gains, the university student body remains predominantly white and economically privileged. Important supports for international students, students of color, first generation college students, and LGBTQ+ students are essential to maintaining the levels of admission, retention, and success of these populations.



In recent years, UVM has become more selective in admissions, resulting in a [steady increase in SAT scores](#) of admitted students. The percentage of accepted students has decreased from 78 percent to 67 percent in the past six years, demonstrating greater selectivity, while the percentage of accepted students choosing UVM has risen (see Data First form 5.1). As UVM becomes more selective in its admissions, we continue to gauge whether selectivity translates into readiness for the UVM academic experience, using various metrics including longitudinal first-year assessment, retention data, and student-engagement surveys. These measures offer a quantitative and qualitative snapshot of readiness at various points throughout students' UVM career. An [analysis of retention factors](#), incorporating both qualitative and quantitative measures, reveal that retention of in-state first-year students is already at 91.5 percent, while retention of out-of-state students is at 85 percent, a differential that has significant impact due to the high proportion of out-of-state students. The high cost of UVM for out-of-state students also has a measurable impact; while retention of Pell-eligible in-state students is at the 90 percent target retention rate, this drops to 81.5 percent for out-of-state Pell-eligible students. These data also demonstrate that high-achieving

students represent a large percentage of student who leave, indicating that a retention strategy that emphasizes unique, academically rigorous opportunities at UVM is a fruitful one to pursue.

As the population continues to shift in the United States and in particular in New England, the population UVM serves will [change](#). It is imperative that UVM attracts a more diverse student population, and remains affordable for middle- and low-income families in order to serve Vermont as well as maintain the out-of-state and international enrollments that are essential to its financial viability.

Student Services

Description

The university offers multiple mechanisms to support our students in their academic success, regardless of their degree level or the modality of instruction. Academic units have faculty advisors and [student services staff](#) that track the progress of each student, and specialized advisors in Continuing and Distance Education and the Office of International Education that provide services to students in online programs and to international students. When working in tandem, these advising groups offer systematic communications regarding educational support and opportunities for high-impact learning experiences to ensure good progress towards graduation. UVM-wide academic support services, including the new [Advising Center](#), [the Tutoring Center](#), and [the Career Center](#), are robust and have seen an increase in student engagement. Both individual units offering online programs, and the Division of Continuing and Distance Education, are continually seeking ways to ensure that services available to online students are also accessible to Distance Education students. The University of Vermont provides health and wellness services ranging from [physical](#) and [mental health assistance](#) to [student accessibility services](#) for all of its locations, with outreach and education programming related to physical and mental health conducted by a number of Student Affairs units. Students from specifically recruited populations and identity groups ([international students](#), [students of color](#), [LGBTQ+ students](#), [veteran students](#), [student athletes](#)) each have additional supports tailored to meet their specific needs.

One highly successful example of supports for specifically recruited populations is [Racial Aikido](#). This program consists of an annual retreat facilitated by UVM staff of color for self-identifying students of color. Racial Aikido seeks to prepare students of color with the knowledge and skills to recognize the construct of race and racism within the US context, explore their own racial and ethnic identity/ies, respond to acts of racism, debunk vicious stereotypes in order to maintain a positive self-image, and heal from the impact of racism. Participants complete pre- and post-retreat surveys to measure their learning, and these consistently demonstrate the value and effectiveness of the program.

The University of Vermont utilizes the Free Application for Federal Student Aid and [admissions application materials](#) to award institutional and federal student aid. Awards are provided to students through a secure online portal in a clear and transparent manner. All communications, through [portal](#) and [website](#), provide students with [access to information](#) to demystify the financial aid process and to ensure that they have relevant information to make informed choices about financing their UVM education. Up-to-date information on [costs](#), [debt](#), and repayment are [readily available](#) on the Office of Institutional Research website.

Students and families are provided with the opportunity to meet individually with counseling staff to further assist them in understanding our awards and options for managing their educational expenses in the most cost-effective manner. UVM's very low three-year cohort default rate (see Data First form 5.3) offers evidence that graduates in all degree programs have made appropriate financial decisions in financing their UVM education.

Students are informed of available services through [regular outreach](#) beginning in the recruitment phase and extending through graduation. Resources and information are readily available on the [UVM website](#) and are also housed at accessible points on campus within administrative, academic, and residence life buildings. Policies on [student rights and responsibilities](#), [alcohol and other drug use](#), [academic integrity](#), [hazing](#), [sexual harassment and misconduct](#), [student records](#), and others can all be found on the [Dean of Students' page](#) and on [UVM's policy page](#).

The Division of Student Affairs ensure that their staff members are qualified in the hiring process, and that, once hired, all staff members are trained on the [values of the institution](#) and receive an overview of divisional operations. The Division of Student Affairs holds [annual budget hearings](#) to identify current finances, staff needs, and hiring opportunities. All administrative units in the university regularly undergo [Administrative Unit Reviews](#) by external evaluators in which personnel, facilities, technology, and funding needs for the unit are demonstrated. The Division of Student Affairs also regularly assesses services provided through various program-level assessments and utilizes these data to improve the student experience.

Appraisal

A number of recent initiatives have focused on providing stronger student advising and support in the areas of career planning and academic advising. These include the establishment of a centrally located [Advising Center](#), the development of the [Four-Year Plan for Career Success](#), the development of formal [advising plans](#) in each undergraduate school and college, and the creation of the [Career and Experience HUB](#). While UVM offers a broad array of supports for student success, including many academic supports, the institution also remains committed to its central goals for its students to be healthy, engaged, and successful. Supports that focus on wellness, health, and activity are accessible to all students. The [Tutoring Center](#) provides free tutoring to enrolled students, with great success: [students who used tutoring services had a four-year graduation rate 3.9 percent higher than those who did not](#).

To ensure that UVM is meeting or exceeding standards with regards to Student Affairs, the institution participates actively in the NASPA Consortium Benchmark studies. Students rely on and speak highly of the student services staff across the university, as well as [Student Accessibility Services](#), [the TRIO Program for first generation college students](#), [the Advising Center](#), [the identity centers](#), and the [Career Center](#). This praise for staff reflects the extensive opportunities for staff and faculty development offered through [Human Resources](#), [Diversity and Multicultural Affairs](#), [Blackboard Jungle](#), faculty development units (see Standard 6), and other venues. There is a strong sense of collaboration across units and offices around supporting students, as evidenced by the work of the [CARE team](#), the Student Services Collaborative, and other bodies. However, seamless handoffs from one office to another are a continuing challenge, and Student Affairs has identified the need for even better strategies to coordinate across units as a priority. In focus-group interviews conducted for the Self-Study, students indicated perceived differences in capacity among these support services. Some also felt that students are not always aware of or connected to the supports that are available to them. Improvement in these areas of data-sharing and coordination across multiple units will be a key indicator of success during the evaluation of the EAB Student Success Collaborative software implementation, [Navigate](#).

UVM invests in assessing the needs of students through regular [local](#) and national surveys such as [NSSE](#) and Project CEO (Co-curricular Experience Outcomes) (see Document Room: Project CEO 2017) and other data collection related to student issues (see also Standard 8). [Project CEO](#) was facilitated at UVM in 2015, 2016, and 2017. The data have been used in Student Life and the Career Center to further conversations regarding learning in co-curricular settings, and to frame the development of co-curricular learning outcomes throughout the Division of Student Affairs.

At UVM, as at many undergraduate institutions, student alcohol use is an area of concern, and in response President Sullivan created the [President's Committee on Alcohol and Other Drugs](#). The work of this committee produced concrete recommendations, and [through effective interventions](#) UVM has reduced high-risk drinking by 33 percent over the past six years. A program called [Brief Alcohol Screening and Intervention of College Students \(BASICS\)](#) offers a preventive intervention for college students designed to help students make better alcohol-use decisions based on a clear understanding of the genuine risks associated with problem drinking, enhance motivation to change, and develop skills to moderate drinking. UVM's progress in this area has been recognized by national awards: the Prevention Excellence Award by EVERFI, the educational technology company behind AlcoholEdu, for this comprehensive, systemic, evidence-based initiative that is rendering such significant results, and awards from NASPA–Student Affairs Administrators in Higher Education and from the Association of Fraternity/Sorority Advisors acknowledge UVM's diligent prevention efforts with fraternity and sorority chapters on campus.

Student health is a priority that is integrated across opportunities such as the Wellness Environment residential community, University Dining Services, and other programs, with UVM's newly appointed senior public health officer also serving as the director of the Center for Health and Wellbeing. Although we have a stronger [Counseling and Psychiatry Services \(CAPS\) department](#) than most schools, students are frustrated in the accessibility of services in [CAPS](#), where wait times can be long. [Students advocate](#) for more funding and staff available in that office, but also for the ability to obtain counseling services remotely. The misalignment between demand for, and availability of, these services presents a significant wellness challenge for the institution. Administratively, CAPS is part of the larger [Center for Health and Wellbeing](#), which is nationally accredited. However, reaccreditation reports have continued to note that the facility is difficult for students to find; a more visible location with psychiatric and physical wellness services co-located has been recommended for providing optimum integrated healthcare.

Co-Curricular Experiences

Description

With an involvement rate of 88 percent, significantly higher than the national rate of 76 percent, UVM students are indeed engaged. UVM prides itself in offering a robust set of co-curricular opportunities that reflect our commitment to supporting the education and development of the whole student, including a [portfolio](#) of athletic, cultural, artistic, spiritual, wellness, governing, and co-educational opportunities for students. Students are provided opportunities to participate in as well as lead these activities, aligning them with the university mission to train students for ethical leadership and real-life problem-solving. UVM offers [Division 1 varsity athletics](#) for 18 varsity sport programs, along with hosting club sports (sponsored by the [Student Government Association](#)) and intramural opportunities. Student-athletes at UVM are expected to meet the same academic expectations and standards as their non-varsity peers. UVM provides [supports](#) to enable student-athletes to choose majors according to their interest, rather than their compatibility with the demands of participation in Division 1 sports.

The university defines co-curriculum as those programs, activities, and learning experiences that serve to complement what students are learning in their formal academic course work. Although participation in co-curricular activities often results in significant learning, students do not generally receive academic credit or grades for their involvement. For-credit internships and residential learning communities are two areas where the curricular and co-curricular meet and are jointly developed through academic and Student Life partners. UVM's nine residential learning



communities are each built around a common theme, require participation in a credit-bearing course, and are designed for intentional integration of academics, enhanced student connection within themes, and a strong sense of community. These experiences blend features of curricular (credit-bearing) and co-curricular (residential) experiences. The majority of co-curricular experiences exist within the Division of Student Affairs, whose mission states “UVM students will be healthy, engaged and successful.” The [diverse departments of Student Affairs](#) each have a part to play in ensuring that students are building skills from orientation to post-graduation career attainment. Co-curricular learning also occurs in a variety of settings and program areas housed outside of the Division of Student Affairs, including Athletics, the Office of Sustainability, ROTC, the MOSAIC Center for Students of Color, and others.

Appraisal

UVM students are broadly and deeply engaged with activities outside the classroom, outpacing the national average for students involvement (see Document Room: Involvement), reflecting the accessibility and [diversity of co-curricular activities](#) (there's something for everyone), opportunities for [internships](#) and [research](#), and the potential for student initiative and [leadership](#). Analysis of [Project CEO](#) data shows that participation in this broad range of co-curricular activities helps build skills that complement the academic program, and that employers are seeking. The Division of Student Affairs has implemented a divisional [learning outcome](#) framework that will help the campus better understand the type and quality of co-curricular learning experiences being provided to students. This framework will also guide assessment activities, which will in turn inform the improvement of existing experiences as well as the development of new opportunities for students to meet identified needs.

The Division of Student Affairs has a strong commitment to identifying learning outcomes for student co-curricular experiences, and to effectively assess and utilize assessment data to improve programs. One example of effective use of data to improve student outcomes is the new residential learning community plan. UVM has documented several benefits for students in residential learning communities, such as higher satisfaction with their decision to attend UVM, stronger sense of belonging, and improved retention. As part of its overall enrollment and retention strategy, the institution is committed to having 100 percent of on-campus students living in a residential learning community by Fall 2019. In 2018, the University made significant progress towards this goal, with 82 percent of first time first year students, and 83% of all on-campus undergraduate students living in a residential learning community (see Document Room: Spring 18 Housing Summit Updated). These learning communities are staffed by both faculty and Residential Life staff and integrate residential community experiences with a credit-bearing course. Building on the successful learning community models of the Wellness Environment, GreenHouse, and the John Dewey House, these residential experiences were developed over the 2017–2018 academic year and launched in Fall 2018. Evaluation of these communities will ensure a consistent

learning experience by linking to the Department of Residential Life’s learning outcomes. Data on co-curricular assessment is also discussed in Standard 8.

A long-term campus goal has been to improve facilities for events, sports, and activities that would bring together the campus and larger Vermont community. A new [Multi-Purpose Event Center](#), approved at the October 2018 Board of Trustees meeting and outlined further in Standard 7: Physical Resources, will greatly change the landscape of recreational and club sport activities. Increased space will afford large increases in programming opportunities both within and beyond UVM, housing the largest indoor arena in the state.

Projections:

- Following implementation, the Division of Enrollment Management, the Division of Student Affairs, and Student Service representatives from the colleges and schools will evaluate the EAB Student Success Collaborative software (*Navigate* app) in terms of how well it fosters collaboration, coordination, and cooperation across support services in different parts of campus. The goal of improving this coordination is to avoid duplication of effort, share information, and to support students along their full path from entry through to graduation.
- The Division of Student Affairs, in collaboration with the Center for Health and Wellbeing leadership team, will undertake a needs analysis and peer institutional comparison for Counseling and Psychiatry Services and develop recommendations for managing expectations and capacity for this essential service.
- The new residential learning communities will house 90 percent of the incoming first year class in AY 2019–2020. After this year, a task force including faculty and staff will assess identified learning outcomes, effects on first-year retention, and the balance of curricular and co-curricular experiences across the RLCs.



Standard 5: Students
(Admissions, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

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Credit Seeking Students Only - Including Continuing Education

	3 Years Prior (FY 2016)	2 Years Prior (FY 2017)	1 Year Prior (FY 2018)	Current Year (FY 2019)	Goal (specify year) (FY 2020)
Freshmen - Undergraduate					
Completed Applications	25,275	22,476	21,991	21,263	21,000
Applications Accepted	17,907	15,495	14,777	14,365	14,000
Applicants Enrolled	2,400	2,496	2,642	2,531	2,500
% Accepted of Applied	70.8%	68.9%	67.2%	67.6%	67.0%
% Enrolled of Accepted	13.4%	16.1%	17.9%	17.6%	17.8%
Percent Change Year over Year					
Completed Applications	Not Applicable	-11.1%	-2.2%	-3.3%	-1.2%
Applications Accepted	Not Applicable	-13.5%	-4.6%	-2.8%	-2.5%
Applicants Enrolled	Not Applicable	4.0%	5.8%	-4.2%	-1.2%
Average of statistical indicator of aptitude of enrollees: (define below)					
Mean Combined SAT Math & SAT Verbal Score	1198.3	1206.8	1259.1	1264.9	1270
Mean SAT Math Score	597.7	602.3	622.6	627.1	630
Mean SAT Verbal Score	600.6	604.6	636.5	637.9	640
Mean ACT Composite Score	27.1	27.3	27.8	28.1	28.2
Transfers - Undergraduate					
Completed Applications	1,874	1,796	1,621	1,614	1,600
Applications Accepted	1,370	1,232	1,154	1,192	1,200
Applications Enrolled	545	463	446	447	450
% Accepted of Applied	73.1%	68.6%	71.2%	73.9%	75.0%
% Enrolled of Accepted	39.8%	37.6%	38.6%	37.5%	37.5%
Master's Degree					
Completed Applications	1,396	1,590	1,654	1,578	1,600
Applications Accepted	767	917	999	976	980
Applications Enrolled	336	440	483	454	475
% Accepted of Applied	54.9%	57.7%	60.4%	61.9%	61.3%
% Enrolled of Accepted	43.8%	48.0%	48.3%	46.5%	48.5%
First Professional Degree					
Completed Applications	6,054	5,975	5,857	5,629	5,650
Applications Accepted	244	298	261	258	260
Applications Enrolled	112	117	115	119	125
% Accepted of Applied	4.0%	5.0%	4.5%	4.6%	4.6%
% Enrolled of Accepted	45.9%	39.3%	44.1%	46.1%	48.1%
Doctoral Degree					
Completed Applications	1,203	1,180	1,032	1,082	1,100
Applications Accepted	391	391	369	458	460
Applications Enrolled	163	157	151	158	160
% Accepted of Applied	32.5%	33.1%	35.8%	42.3%	41.8%
% Enrolled of Accepted	41.7%	40.2%	40.9%	34.5%	34.8%

Please enter any explanatory notes in the box below

Note that SAT readjusted their test in 2016, leading to a higher median score nationally, which will affect how the FY18 & FY19 numbers look in comparison to the FY17 numbers.

The FTFY cohort numbers can be found on the Catamount Data Center under the Undergraduate Admission Tab. The Catamount Data Center can be found here: https://www.uvm.edu/~oir/?Page=data_center.html.

**Standard 5: Students
(Enrollment, Fall Term)**

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

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Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior (FY 2 016)	2 Years Prior (FY 2 017)	1 Year Prior (FY 2 018)	Current Year (FY 2 019)	Goal (specify year) (FY 2020)
UNDERGRADUATE STUDENTS						
First Year	Full-Time Headcount	2,611	2,616	2,755	2,614	
	Part-Time Headcount	24	24	39	31	
	Total Headcount	2,635	2,640	2,794	2,645	2,675
	Total FTE	2,619	2,624	2,768	2,624	
Second Year	Full-Time Headcount	2,570	2,638	2,648	2,774	
	Part-Time Headcount	33	37	30	41	
	Total Headcount	2,603	2,675	2,678	2,815	2,825
	Total FTE	2,581	2,650	2,658	2,788	
Third Year	Full-Time Headcount	2,314	2,332	2,438	2,363	
	Part-Time Headcount	60	63	49	53	
	Total Headcount	2,374	2,395	2,487	2,416	2,475
	Total FTE	2,334	2,353	2,454	2,381	
Fourth Year	Full-Time Headcount	2,032	2,144	2,159	2,307	
	Part-Time Headcount	154	123	130	140	
	Total Headcount	2,186	2,267	2,289	2,447	2,500
	Total FTE	2,083	2,185	2,202	2,354	
Super Senior (More than 120 credits)	Full-Time Headcount	191	210	198	204	
	Part-Time Headcount	92	80	67	85	
	Total Headcount	283	290	265	289	275
	Total FTE	222	237	220	232	
Total Undergraduate Students						
	Full-Time Headcount	9,718	9,940	10,198	10,262	10,542
	Part-Time Headcount	363	327	315	350	
	Total Headcount	10,081	10,267	10,513	10,612	10,750
	Total FTE	9,839	10,049	10,303	10,379	
	% Change FTE Undergraduate	Not Applicable	2.1%	2.5%	0.7%	
GRADUATE STUDENTS (Includes Master's, Ph.D., Clinical Doctorate, and Professional Doctorate Students)						
	Full-Time Headcount	840	953	1,016	1,041	
	Part-Time Headcount	520	509	501	538	
	Total Headcount	1,360	1,462	1,517	1,579	1,600
	Total FTE	1,013	1,123	1,183	1,220	
	% Change FTE Graduate	Not Applicable	10.8%	5.4%	3.2%	
MEDICAL STUDENTS (M.D. Only)						
	Full-Time Headcount	457	461	459	466	
	Total Headcount	457	461	459	466	475
	Total FTE	457	461	459	466	
	% Change FTE Graduate	Not Applicable	0.9%	-0.4%	1.5%	

**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

CERTIFICATE STUDENTS

Full-Time Headcount
Part-Time Headcount
Total Headcount
Total FTE

% Change FTE Graduate

3 Years Prior (FY 2 016)	2 Years Prior (FY 2 017)	1 Year Prior (FY 2 018)	Current Year (FY 2 019)	Goal (specify year) (FY 2020)
2	1	1	0	
23	22	24	22	
25	23	25	22	25
10	8	9	7	
Not Applicable	-13.8%	8.0%	-18.5%	

CONTINUING EDUCATION STUDENTS (Non-Degree)

Full-Time Headcount
Part-Time Headcount
Total Headcount
Total FTE

% Change FTE Graduate

104	97	61	41	
601	633	615	527	
705	730	676	568	575
304	308	266	217	
Not Applicable	1.2%	-13.6%	-18.5%	

SPECIAL STUDENTS (Non-Degree, Not Continuing

Education. This includes visiting students, affiliated students, and the Global Gateway Program)

Full-Time Headcount
Part-Time Headcount
Total Headcount
Total FTE

% Change FTE Graduate

169	146	136	131	
18	16	14	17	
187	162	150	148	150
175	151	141	137	
Not Applicable	-13.5%	-7.0%	-2.8%	

GRAND TOTAL

Grand Total Headcount
Grand Total FTE

% Change Grand Total FTE

12,815	13,105	13,340	13,395	13,575
11,798	12,100	12,361	12,426	
Not Applicable	2.6%	2.2%	0.5%	

Please enter any explanatory notes in the box below

Total headcounts can be found on the Catamount Data Center under the enrollment tab: http://www.uvm.edu/~oir/catdat/enrollment_completion.html

FTE was calculated as all of the full-time students and 1/3 of the part-time students.

Full Time Determination:

>= 9 credits for Graduate & Certificate students

>= 12 credits for Undergraduate, Continuing Education, & Special Students.

All Medical Students are Full-Time.

Standard 5: Students
(Financial Aid, Debt, Developmental Courses)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

1. Where does the institution describe the students it seeks to serve?

http://www.uvm.edu/studentfinancialservices/types_aid_and_how_apply,
<http://www.uvm.edu/studentfinancialservices/scholarships>,
http://www.uvm.edu/studentfinancialservices/scholarship_resources_outside_uvm

2. Three-year Cohort Default Rate

(FY 2012)	(FY 2013)	(FY 2014)	(FY 2015)	(FY 2016)
3.7%	2.9%	3.2%	1.9%	

3. Three-year Loan repayment rate
(from College Scorecard)

Scorecard Reporting Year 2011-12	Reporting Year 2012 13	Scorecard Reporting Year 2013-14	Scorecard Reporting Year 2014-15	Scorecard Reporting Year 2015-16
87.7%	85.4%	85.0%	84.9%	83.2%

4. Student Financial Aid

3 Years Prior (FY 2015)	2 Years Prior (FY 2016)	1 Year Prior (FY 2017)	Most Recently Completed Year (FY 2018)	Current Year (FY 2019)	Goal (specify year) (FY 2020)
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Total Federal Aid	\$95,894	\$92,475	\$94,808	\$97,703	
Grants	\$10,415	\$9,701	\$9,281	\$10,453	
Loans	\$83,576	\$80,902	\$83,632	\$85,055	
Work Study	\$1,903	\$1,872	\$1,895	\$2,195	
Total State Aid	\$5,191	\$5,255	\$5,377	\$5,474	
Total Institutional Aid	\$109,316	\$116,647	\$115,770	\$129,800	
Grants	\$104,014	\$112,099	\$113,196	\$127,034	
Loans	\$5,302	\$4,548	\$2,574	\$2,766	
Total Private Aid	\$17,931	\$20,533	\$27,035	\$28,858	
Grants	\$4,195	\$3,908	\$7,507	\$8,448	
Loans	\$13,736	\$16,625	\$19,528	\$20,410	

Student Debt

Percent of students graduating with debt (include all students who graduated in this calculation)

Undergraduates	61%	56%	58%	55%	
Graduates	41%	43%	42%	43%	
First professional students	81%	81%	77%	83%	

For students with debt:

Average amount of debt for students leaving the institution with a degree

Undergraduates	\$27,091	\$28,901	\$32,238	\$30,914	
Graduates	\$44,118	\$49,888	\$51,996	\$56,557	
First professional students	\$184,176 (N=102)	\$184,140 (N=85)	\$199,117 (N=89)	\$194,685 (N=93)	

Average amount of debt for students leaving the institution without a degree

Undergraduates	\$16,297	\$18,710	\$18,968	\$15,634	
Graduate Students	\$34,952	\$25,344	\$37,466	\$26,025	
First professional students	\$99,347 (N=6)	\$282,842 (N=2)	\$124,811 (N=5)	\$140,343 (N=3)	

**Standard 5: Students
(Financial Aid, Debt, Developmental Courses)**

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)

English as a Second/Other Language	1.2%	1.8%	1.1%	0.0%		
English (reading, writing, communication skills)	N/A	N/A	N/A	N/A		
Math	0%	N/A	N/A	N/A		
Other	N/A	N/A	N/A	N/A		

Please enter any explanatory notes in the box below

Undergraduate, graduate, and medical students included in these numbers. With the exception of the federal aid, "grants" refers to grants and scholarships. It does not include tuition remission. All financial aid numbers, with the exception of the repayment rate, were obtained from Student Financial Services.

The developmental courses offered by UVM are the 'ESOL'-English as a second language courses and Math 001 (offered in 2014 and prior), although Math 001 was not taken by any first year students in recent years.

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			
Total Admissions Info, no filter	21,263	14,365	2,531
Male	8,411	5,236	950
Female	12,852	9,129	1,581
American Indian or Alaska Native	16	7	0
Asian	666	486	74
Black/African American	423	161	32
Hispanic	1,423	891	107
Native Hawaiian or Other Pacific Islander	16	10	0
International	611	338	26
Two or More Races	731	530	83
Unknown Race	423	260	30
White	16,954	11,682	2,179
New American Students	21	12	10
Partnership Students	119	94	30
Graduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled
Category of Students (e.g., male/female); add more rows as needed			
Total Admissions Info, no filter	2,660	1,434	612
Male	983	536	230
Female	1,677	898	382
American Indian or Alaska Native	6	6	.
Asian	98	53	20
Black/African American	73	31	16
Hispanic	35	24	16
Native Hawaiian or Other Pacific Islander	0	0	0
International	387	160	45
Two or More Races	18	13	8
Unknown Race	328	213	54
White	1,715	934	453

**Standard 5: Students
(Student Diversity)**

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

Undergraduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (FY 2019)
Category of Students (e.g., male/female); add more rows as needed					
Male	4,199	178	4,377	4,258.3	
Female	6,063	172	6,235	6,120.3	
American Indian or Alaska Native	5	0	5	5.0	
Asian	284	7	291	286.3	
Black/African American	120	9	129	123.0	
Hispanic	390	10	400	393.3	
Native Hawaiian or Other Pacific Islander	1	0	1	1.0	
International	491	26	517	499.7	
Two or More Races	315	20	335	321.7	
Unknown Race	246	11	257	249.7	
White	8,410	267	8,677	8,499.0	
Catamount Commitment Students	401	6	407	403.0	
New American Students	10	0	10	10.0	
Partnership Students	30	0	30	30.0	
Graduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (FY 2019)
Category of Students (e.g., male/female); add more rows as needed					
Male	431	169	600	487.3	
Female	610	369	979	733.0	
American Indian	0	0	0	0.0	
Asian	24	12	36	28.0	
Black/African American	16	13	29	20.3	
Hispanic	53	19	72	59.3	
Native Hawaiian	0	0	0	0.0	
International	129	9	138	132.0	
Two or More Races	25	12	37	29.0	
Unknown Race	69	36	105	81.0	
White	725	436	1,161	870.3	

Standard 5: Students (Student Diversity)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

Please enter any explanatory notes in the box below

The undergraduate application numbers are from Fall 2018 and the graduate application numbers are from applications for the year 2018-19 and do not include certificate students. The Admissions information is just those students who completed applications (admitted, and accepted depending on which column is looked at) in 2018. The enrollment sections of this standard include everyone who was enrolled in fall 2018 regardless of the year they matriculated. The FTE numbers are calculated from all of the full-time students and 1/3 of the part time students. 'Full time' for undergrads is defined as taking 12 or more credit hours and 'full time' for grad students is 9 or more credit hours.

Catamount Commitment Students: Under the Catamount Commitment, admitted students starting in the fall 2017 semester or later, who are eligible for the Federal Pell Grant will receive Federal, state and institutional grants and scholarships to cover their tuition and comprehensive fees, as well as a waiver for the University acceptance fee. Note that we won't have the admissions information that this form is asking for on Catamount Commitment students because it's an award they receive after they've been admitted.

New American Students: New Americans who attend high school in the state of Vermont.

Partnership Students: Partnership schools are in the Bronx, NY / Philadelphia, PA / Chicago, IL / New York, NY – UVM conducts workshops on high school curriculum for preparation for college, finding a good match for college, applying to college, and financial aid options.