

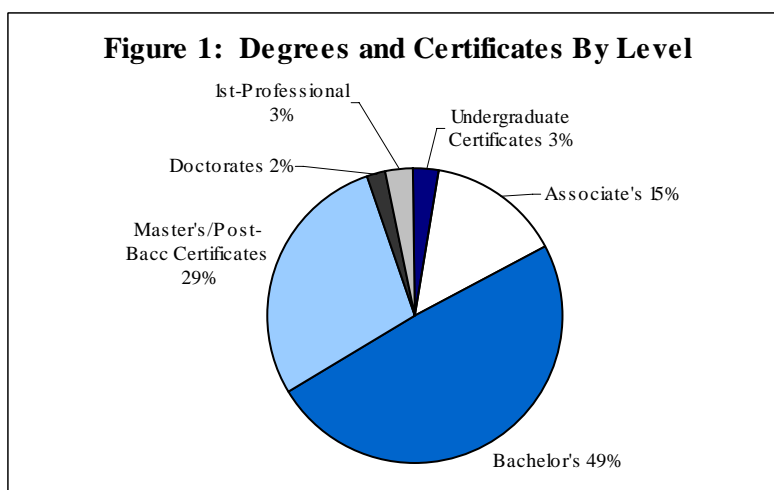


## 2004-05

### DEGREES CONFERRED BY CONNECTICUT INSTITUTIONS OF HIGHER EDUCATION HIGHLIGHTS

- Connecticut colleges and universities awarded 34,582 degrees and certificates in 2004-05, up 2.7 percent from 2003-04, in the fourth consecutive year of growth. The cumulative increase since 2000-01 is 16 percent.

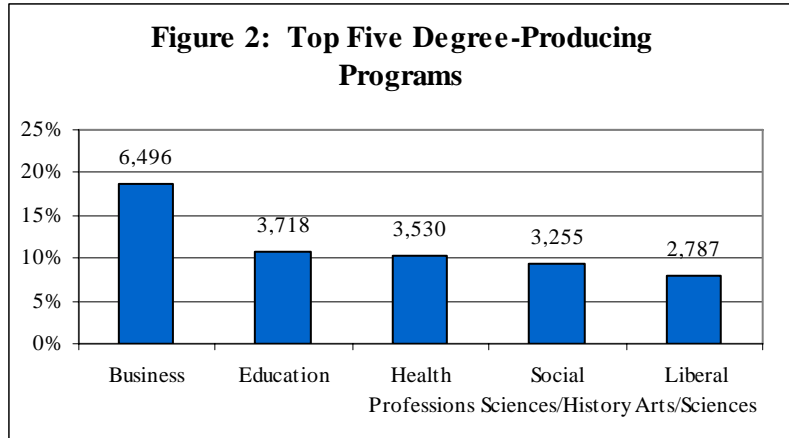
- Over the last decade degrees have risen 21 percent, roughly reflecting the increase in full-time equivalent (FTE) enrollment over this period.
- Baccalaureate degrees, after being a majority (50.1%) of all awards in 2003-04 for the first time since 1992-93, fell to just under half (49%) in 2004-05. Second and third most commonly awarded were master's (28%) and associate's (15%) degrees, respectively. (See Figure 1.)



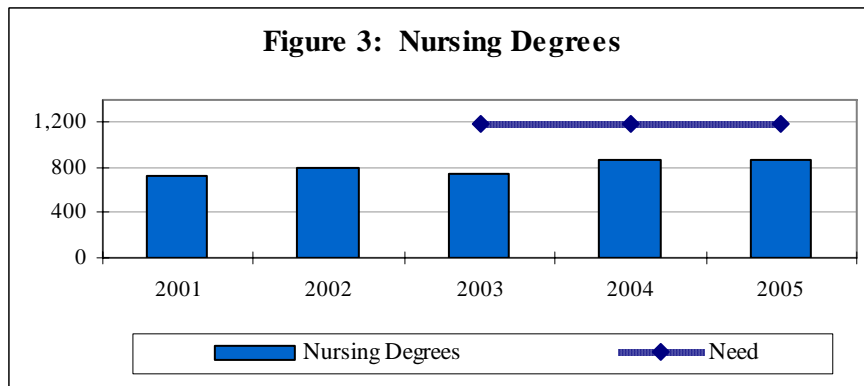
- Master's, first-professional and associate's degrees saw hefty increases (up 8%, 7%, and 5% respectively), while bachelor's degrees fell slightly (down 0.1%), due probably to an aberration.
- The number of minority students earning degrees rose 2.6 percent, or just shy of the statewide 2.7 percent increase. Degrees earned by Hispanics/Latinos and African Americans were up 2.9 percent and 1.8 percent, respectively. Minority students earned 16.7 percent of all awards in 2004-05, up from 6.9 percent 20 years ago (1984-85) and 11.3 percent 10 years ago (1994-95).
- Women earned 60 percent (59.52%) of all degrees in 2004-05, up from 52 percent two decades ago and 57 percent one decade ago. This year was the first time that women earned both a majority of doctoral degrees (53%) and more than two-thirds of combined associate's degrees and undergraduate certificates (66.68%). They were a majority at every degree level except for first-professional degrees.
- Once again, the top five degree-producing disciplines are business, education, health professions, social sciences and history, and liberal arts and sciences (Figure 2). Those five fields comprise 57

percent of all degrees in 2004-05. All but business saw gains this year.

- Public colleges and universities awarded 17,579 degrees in 2004-05, up 5.7 percent over 2003-04. Independent institutions granted 17,003 degrees, down 0.1 percent over last year. The public sector this year produced 50.8 percent of all awards and is back in the majority for the first time since 1997-98.



- Degrees across the health professions rose significantly (up 9%) to 3,530 in 2004-05, in their second year of robust growth since a drop in 2002-03. Nursing degrees fell and are still well below annual need (Figure 3).



- More degrees (3,503, up 8% over 2003-04) were awarded across four fields important to Connecticut’s industry “clusters.” Particularly heartening were the 23 percent growth in physical sciences (after reaching a 21-year low in 2003-04), a 14 percent gain in engineering (that field’s third consecutive year of double digit growth) and a five percent increase in biology degrees (the third year of growth).
- Performance among the 29 largest institutions (i.e., those awarding at least 500 degrees over the last two years and representing 95 percent of the total over that period) varied greatly.
  - ⇒ Four experienced greater than a 10 percent annual increase in 2004-05: Capital Community College (up 21%), Gibbs College (up 16%), and the University of Connecticut and Manchester Community College (both up 11%).
  - ⇒ Two encountered greater than 10 percent decreases in 2004-05: Post University (formerly Teikyo Post, down 20%) and Rensselaer at Hartford (down 17%).
- Only 1,074 (29%) of the teacher preparation awards were in the nine critical shortage areas identified last year by the State Department of Education (see Table 7).

## 2004-05

# DEGREES CONFERRED BY CONNECTICUT INSTITUTIONS OF HIGHER EDUCATION

### INTRODUCTION

This report analyzes the numbers and types of degrees and other awards conferred by Connecticut institutions of higher education in 2004-05 and compares it to previous years and statewide needs. These figures reflect the degrees awarded between July 1, 2004 and June 30, 2005. Disciplines are categorized according to the federal Classification of Instructional Programs (CIP) — the 2000 version starting in 2005 and the 1990 version for previous years.

### OVERVIEW

Connecticut's colleges and universities awarded 34,582 degrees in 2004-05, an increase of 923 (2.7%) over the 2003-04 total of 33,659. A full list of degrees by institution and level appears in Appendix A.

The state's two largest degree producers (University of Connecticut and Yale University, which combined are 28% of the state total) were the only colleges seeing triple digit increases in their number of awards. Their combined degree production was up 796 (out of the statewide net increase of 923) or 8.8 percent over 2004. The other 44 degree-granting institutions, which award the other 72 percent of the state's degrees, saw a **net** increase of 127 or only 0.5 percent.

Statewide degree production shows a strong upward trend over the nine years since the nadir of 28,462 in 1996 (Table 1). (There were slight declines of less than 0.5% in 1998 and 2001.) Total degrees increased 22 percent between 1995-96 and 2004-05 and showed varied gains at all levels, with large increases in master's (up 33%) and bachelor's degrees (22%) and the smallest gain in doctorates (1%).

**TABLE 1**  
**DEGREES AND CERTIFICATES CONFERRED IN CONNECTICUT BY LEVEL**  
**CONNECTICUT COLLEGES AND UNIVERSITIES**

Number	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
Undergraduate Certificates	785	823	824	772	1,098	1,253	1,140	1,046	1,056	1,086	952
Associate's	4,816	4,789	4,842	4,500	4,654	4,385	4,391	4,469	4,727	4,807	5,059
Bachelor's	14,158	13,814	13,946	14,102	14,430	14,548	14,137	14,819	16,038	16,857	16,836
Post-Baccalaureate Certificates	28	31	33	31	32	2	76	139	117	200	210
Master's	7,125	7,408	7,592	7,742	8,024	7,951	8,367	8,434	8,904	9,068	9,828
Doctorates	707	676	667	686	629	667	614	599	649	692	683
First-Professional	920	921	955	884	845	951	962	992	1,008	949	1,014
<b>Total</b>	<b>28,539</b>	<b>28,462</b>	<b>28,859</b>	<b>28,717</b>	<b>29,712</b>	<b>29,757</b>	<b>29,687</b>	<b>30,498</b>	<b>32,499</b>	<b>33,659</b>	<b>34,582</b>

% of Total	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
Undergraduate Certificates	3%	3%	3%	3%	4%	4%	4%	3%	3%	3%	3%
Associate's	17%	17%	17%	16%	16%	15%	15%	15%	15%	14%	15%
Bachelor's	50%	49%	48%	49%	49%	49%	48%	49%	49%	50%	49%
Post-Baccalaureate Certificates	0.1%	0.1%	0.1%	0.1%	0.1%	0.01%	0.3%	0.5%	0.4%	0.6%	0.6%
Master's	25%	26%	26%	27%	27%	27%	28%	28%	27%	27%	28%
Doctorates	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%
First-Professional	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Bachelor's degrees, which represented a majority of degrees between 1985 and 1993, and a bare majority (50.1%) in 2004, slipped back to 49 percent of total awards in 2005. Overall, bachelor's degrees fell 0.1 percent, but within the public sector were up 4.3 percent and within the independents were down 4.5 percent.

This slight drop in baccalaureate production probably is an aberration, reflecting a similar dip of about 0.1 percent in the number of first-time, full-time freshmen entering four-year colleges back in fall 2001. The number of freshmen increased, both before and after that 2001 aberration.

Associate's, bachelor's and master's degrees combined account for 92 percent of all awards this year, reflecting a steady share for the last 22 years. What has changed in the last two decades is the relative shares of associate's degrees (22% in 1982-83 to 15% in 2004-05) and master's (22% then to 28% now). Twenty-two years ago, total associate's degrees essentially equaled the total number of master's degrees (5,906 compared to 6,097); this year, associate's are only about half of master's degrees (5,059 compared to 9,828 ). In short, Connecticut is under-producing degrees at the associate's level.

### DEGREES AWARDED BY SECTOR

The public sector (including the U.S. Coast Guard Academy) awarded 50.8 percent of all degrees in 2005, up from 49.4 percent last year, which puts the public sector in the majority for the first time since 1998 (see Table 2).

**TABLE 2**  
**TOTAL DEGREES AND CERTIFICATES BY SECTOR**  
**CONNECTICUT COLLEGES AND UNIVERSITIES**

	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
<b>Public Institutions</b>											
Undergraduate Certificates	715	751	751	722	681	646	674	716	783	782	721
Associate's	4,009	3,915	3,885	3,547	3,700	3,355	3,260	3,349	3,503	3,556	3,795
Bachelor's	7,554	7,201	7,031	6,896	6,881	6,975	6,898	7,116	7,934	8,359	8,722
Post-Baccalaureate Certificates								0	37	54	81
Master's	2,653	2,773	2,979	2,937	3,034	2,871	3,154	2,843	3,248	3,244	3,603
Doctoral	265	239	254	253	227	275	234	221	237	257	261
First-Professional	310	312	324	307	296	339	331	379	341	356	402
<b>Subtotal</b>	<b>15,506</b>	<b>15,191</b>	<b>15,224</b>	<b>14,662</b>	<b>14,819</b>	<b>14,461</b>	<b>14,551</b>	<b>14,661</b>	<b>16,100</b>	<b>16,635</b>	<b>17,579</b>
<b>Independent Institutions</b>											
Undergraduate Certificates	70	72	73	50	417	607	466	330	273	304	231
Associate's	807	874	957	953	954	1,030	1,131	1,120	1,224	1,251	1,264
Bachelor's	6,604	6,613	6,915	7,206	7,549	7,573	7,239	7,703	8,104	8,498	8,114
Post-Baccalaureate Certificates		28	31	33	31	32	2	76	102	63	119
Master's	4,472	4,635	4,613	4,805	4,990	5,080	5,213	5,591	5,656	5,824	6,225
Doctoral	442	437	413	433	402	392	380	378	412	435	422
First-Professional	610	609	631	577	549	612	631	613	667	593	612
<b>Subtotal</b>	<b>13,033</b>	<b>13,271</b>	<b>13,635</b>	<b>14,055</b>	<b>14,893</b>	<b>15,296</b>	<b>15,136</b>	<b>15,837</b>	<b>16,399</b>	<b>17,024</b>	<b>17,003</b>
<b>All Institutions</b>											
Undergraduate Certificates	785	823	824	772	1,098	1,253	1,140	1,046	1,056	1,086	952
Associate's	4,816	4,789	4,842	4,500	4,654	4,385	4,391	4,469	4,727	4,807	5,059
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The public sector regained its majority in 2005 because of a pronounced difference in growth rates — the public sector was up 5.7 percent over 2004, while the independents were down 0.1 percent. The overall 50.8 percent share for the publics varies greatly by level — i.e., the publics represent three-fourths (75%) of associate’s degrees and undergraduate certificates, a slight majority (52%) of bachelor’s degrees, but just over a third (37%) of all post-baccalaureate (including first-professional) awards.

The public sector’s share of both baccalaureate and post-baccalaureate awards has remained relatively stable over the last decade, but its share of associate’s and undergraduate certificates awards fell from 84 percent to this year’s 75 percent.

### DEGREES AWARDED TO MINORITY STUDENTS

Minority students earned 5,772 degrees in 2005 or 2.6 percent more than in 2004 and ahead of the 2.0 percent growth among white students (see Table 3). The largest percentage growth in minority degrees was among American Indians/Alaskan Natives (up 17%, but from an extremely small base) and Hispanics/Latinos (up 2.9%). Asian Americans (up 2.2%) and African Americans (up 1.8%) saw more tepid growth.

**TABLE 3  
DEGREES AWARDED BY RACE AND ETHNICITY  
CONNECTICUT COLLEGES AND UNIVERSITIES**

	African American	Hispanic/Latino	Asian American	American Indian	Total Minority	White	Non-Resident Alien	Unknown	Total
1994-95	1,351	892	919	71	3,233	22,734	1,545	1,027	28,539
1995-96	1,462	987	1,050	75	3,574	22,404	1,674	810	28,462
1996-97	1,548	1,041	1,078	75	3,742	22,187	1,805	1,125	28,859
1997-98	1,575	1,085	1,110	83	3,853	22,005	1,822	1,037	28,717
1998-99	1,715	1,226	1,260	91	4,292	22,356	1,802	1,262	29,712
1999-00	1,835	1,312	1,217	100	4,464	22,251	1,782	1,260	29,757
2000-01	1,867	1,454	1,184	116	4,621	21,503	1,937	1,626	29,687
2001-02	1,915	1,416	1,188	94	4,613	21,508	2,011	2,366	30,498
2002-03	2,153	1,516	1,313	107	5,089	22,691	2,267	2,452	32,499
2003-04	2,433	1,743	1,342	110	5,628	23,380	2,186	2,465	33,659
2004-05	2,478	1,794	1,371	129	5,772	23,847	2,281	2,682	34,582
1 Year Change	1.8%	2.9%	2.2%	17.3%	2.6%	2.0%	4.3%	8.8%	2.7%
Change, 1995-2005	83%	101%	49%	82%	79%	5%	48%	161%	21%
Percent of Total	7.2%	5.2%	4.0%	0.4%	16.7%	69.0%	6.6%	7.8%	100.0%
<b>Reference groups:</b>									
CT Adult Population, 2000*	7.9%	8.0%	2.4%	0.2%	18.5%	80.1%	n.a.	1.4%	100.0%
Percent of Total Fall 2004 CT Collegiate Enrollment	9.5%	7.3%	3.9%	0.4%	21.1%	66.9%	3.8%	8.1%	100.0%

\*Population 18 years and older

Minority students received 5,772 degrees in 2005. The number of degrees awarded to racial/ethnic minorities has consistently grown over the last two decades, with one small exception of an eight-student decline in 2002.

The minority share of total degrees generally has increased over the last two decades. Minority students earned 16.7 percent of all awards in 2005 (the same as in 2004) compared to 6.9 percent 20 years ago and 11.3 percent 10 years ago.

Although the number of minority degrees has grown steadily, their share lags behind their representation in two major groups: Connecticut adults (those aged 18 and older in 2000 based on the U.S. Census) and college students enrolled in-state in 2004 (the start of the 2004-05 year that produced these degrees).

In contrast to their 16.7 percent share of 2005 degree recipients, minorities make up 18.5 percent of the state's adult population. When analyzed by racial/ethnic make-up, however, some groups do better than others. Asian Americans comprise four percent of all graduates compared to 2.4 percent of the adult population. In contrast, African Americans and especially Hispanics/Latinos remain underrepresented among degree recipients compared to their representation in the adult population. This has improved over time because in 1995 minorities were 11.3 percent of the degrees compared to their 16.7 percent in 2005.

More distressing is looking at the 16.7 percent share of degrees awarded to minority students compared to their 21.1 percent share among Connecticut college students in fall 2004. African Americans (7.2% of degrees vs. 9.5% of enrollments) and Hispanic/Latinos (5.2% and 7.3%, respectively) have smaller shares at the end of the pipeline than at the beginning. While part of this divergence is due to recent surges in minority enrollment which are not reflected in degrees data yet, clearly we are losing too many African Americans and Hispanic/Latinos prior to degree completion.

Finally, the second largest percentage gain in degrees by race/ethnicity in 2005 (after American Indians, with their extremely small base) is those with race/ethnicity unknown. They increased 8.8 percent over 2005 (as compared to 2.6% across the four minority categories) and represent 7.8 percent of all degree recipients this year or more than any of the four minority categories.

This is important because as the number of students with race/ethnicity "unknown" or "unreported" grows, our ability to accurately report on the enrollment and success of underrepresented groups is diminished.

#### **DEGREES AWARDED TO WOMEN**

Women earned just under 60 percent of all degrees in 2005 (Table 4). They captured a majority of degrees at every level but at the first-professional level, and for the first time this year became both a majority of doctoral degrees and more than two-thirds of associate's degrees and certificates. This gender imbalance is not limited to Connecticut or to college graduates.

**TABLE 4**  
**PROPORTION OF DEGREES CONFERRED TO WOMEN BY LEVEL, SELECTED YEARS**  
**CONNECTICUT COLLEGES AND UNIVERSITIES**

	Associate's & Undergraduate Certificates	Bachelor's	Master's & Post-Baccalaureate Certificates	Doctorate	First-Professional	Total
1984-85	57.6%	51.7%	50.8%	36.4%	36.0%	52.0%
1994-95	65.8%	55.3%	57.3%	43.0%	43.2%	57.2%
1999-00	62.6%	56.3%	59.5%	48.0%	46.5%	57.9%
2000-01	63.3%	56.7%	60.4%	46.1%	48.1%	58.4%
2001-02	64.5%	57.9%	58.9%	43.1%	47.5%	58.7%
2002-03	64.6%	58.3%	60.1%	48.7%	47.1%	59.4%
2003-04	66.7%	58.0%	58.8%	46.7%	49.4%	59.3%
2004-05	66.7%	57.4%	60.6%	52.7%	46.6%	59.5%

Contrary to popular impression, the gender imbalance is more pronounced with the minority communities. The overall 59.5 percent female share among 2005 college graduates compares to 64.7 percent among African Americans, 63.8 percent among Hispanics/Latinos, **60.3 percent among whites** and is less pronounced among non-resident aliens (45.1% female), Asian Americans (56.7%) and those with unknown race/ethnicity (58.5%). Throughout our 21 years of completions data, the share of females among white students has always been higher than the share of females among all non-white students combined.

#### **DEGREES AWARDED TO NON-RESIDENT ALIENS**

Degrees awarded to non-resident aliens (international students here on a student visa) increased to 2,281 in 2005 (up 4.3%, also in Table 3) after more than tripling in the two decades before then. The increase in 2005 wiped out the 3.6 percent decrease in 2004 to bring this year's levels back to slightly higher than the 2,267 awarded in 2004.

This increase seems anomalous given the reduced availability of student visas after the attacks on September 11, 2001 and non-resident alien enrollments dropping 3.9 percent in fall 2003, and down another 5.9 percent in fall 2004.

Given that non-resident aliens are more heavily represented in graduate enrollment, we may be seeing doctoral students rushing to complete their degrees, out of fear that student visas and other restrictions on travel might tighten further. If this is the case, the increase in non-resident alien degrees this year may be primarily a displacement (i.e., degrees that normally would be awarded over the next few years instead being accelerated into this year), rather than a true increase that is likely to continue.

Regardless, if the enrollment of non-resident aliens continues to decline at current rates, their degrees will eventually fall as well.

## TRENDS IN DISCIPLINES: TWO CHANGES FOR 2005

The 2005 degrees completion data introduce two major changes that effect analysis by discipline.

The first is a change in the code that defines the disciplines under which programs and degrees awarded are counted. Under the new Federal Classification of Instructional Programs (CIP) code which was fully implemented in 2005, some disciplines were folded into others or split into two or more disciplines. This created a challenge to maintain the historical continuity of data comparisons, although every attempt was made to migrate data to the pre-2005 data categories for trend analysis purposes. Two such adjustments are worth noting here (see Figure 2):

- The CIP group for Business in 2005 absorbed the former CIP group for Marketing and Distribution, so that the 2005 data on business includes those re-assigned programs. To make the historical data comparable, marketing degrees were added into the pre-2005 data for business, as more narrowly defined then.
- The CIP group for Social Sciences and History was divided into a CIP group for Social Sciences and one for History. To make the historical data comparable, the 2005 History data were folded into the 2005 Social Sciences data.

The overall result of the CIP changes is that for the short-term, we cannot be sure that an increase or decrease in degrees in a broad field represents “real” growth or decline, or instead reflects growth or decline resulting from shifting CIP codes in some discipline. (See Glossary & Usage for more information.)

The second change is actually an unallocated benefit in our ability to track degrees awarded in high priority fields. In 2001, the Federal government began collecting data on the second, third, etc., majors associated with a degree. Since we now have five years of multiple majors reports, data on degrees in high priority areas (i.e., Tables 5 and 6) include any degree recipient completing that major, rather than only degree recipients whose first major is in that priority area as in previous years.

For example, if state policy-makers are concerned with Materials Engineering, we now have counts on the graduates receiving that degree, even if that person completed a double major in Economics and Material Engineering.

## TOP FIVE DISCIPLINES

Despite the changes described above, the top five degree-producing disciplines in 2005 continue to be the same as those for the last 18 years. In descending order, the top five in 2005 were business, education, health professions, social sciences and history, and liberal arts and sciences (see Figure 2). They were even in the same order as last year.

A total of 19,850 students received degrees in those five fields, representing 57 percent of all degrees. The other 32 fields combined provided the remaining 43 percent of degrees. Appendix C provides a complete tally of degrees by discipline and level.

## DEGREE PRODUCTION IN INDUSTRY CLUSTERS

The development of human capital is critical to Connecticut's economic prosperity. The state has identified nine industry "clusters" that require special attention and nurturing: aerospace, agriculture, bioscience, insurance/finance, maritime, metal manufacturing, plastics, software/information technology and tourism.

All but tourism are heavily dependent on employees with advanced scientific and technical knowledge. Table 5 shows degree production in four fields relevant to those clusters. (There are few exact or unique matches between academic program and industry workforce needs, except in the fields involving state licensure.)

- **Engineering** is the only clear success in both the short-term (up 14% over the last year) and the medium-term (up 35% over the last four years.) The longer-term, however, is less favorable because the 1,062 awards for 2005 are less than the total for every year between 1983 and 1992 and the peak of 1,486 in 1985.
- **Physical sciences** (e.g., chemistry, physics, astronomy, and geology) with 460 awards, had an even higher one-year growth rate in 2005 (23%), but that is compared to its 21-year-low in 2004 when it produced only 373 awards. Over the last four years, it saw the smallest increase of the four disciplines (11%) and is well below its record 505 in 1995.
- **Biological sciences** saw moderate growth (5%) to 1,100 awards in 2005 in its third straight year of gain. This was a discipline, however, with many new programs due to the CIP code changes, so its growth this year could be mostly due to definitional changes, rather than "true" growth. Excluding the 42 double majors this year, biology is still 35 below its peak annual production in 1996.
- **Computer science** was down two percent in 2005, following a 12 percent drop in 2004. This decline this year might be understated because many new options were added to computer science because of the changes in CIP codes. The added options could have absorbed degrees formerly classified under communications technology, engineering technology and business. (That hypothesis could also explain part of the 2 percent drop in business, which was the only one of the five top disciplines to see a decline this year.)

Across those four fields combined, the 3,503 awards in 2005 are eight percent above 2004 and 20 percent above the levels of four years earlier in 2001 (Table 5) which is good news. However, because overall degree production (including the double majors included in Table 5) went up 17 percent during the same period, these combined four fields increased only from 9.6 percent of all awards in 2001 to 9.8 percent this year.

**TABLE 5**  
**DEGREES CONFERRED IN SCIENTIFIC DISCIPLINES**  
**CONNECTICUT COLLEGES AND UNIVERSITIES**

	2001	2002	2003	2004	2005	1-Year Change	2001-05 Change
Biological Sciences	969	938	1,015	1,046	1,100	5%	14%
Computer Science	750	844	1,013	897	881	-2%	17%
Engineering	788	728	822	931	1,062	14%	35%
Physical Sciences	414	425	426	373	460	23%	11%
Total	2,921	2,935	3,276	3,247	3,503	8%	20%

### HEALTH AND NURSING PROFESSIONS

Degrees in health fields rose a significant nine percent to 3,532 in 2005 and are up 21 percent over the last four years. (See earlier caution about the CIP code changes that could mean part of the degree growth was due to definitional changes, rather than underlying growth across the previous definition of health professions.)

**TABLE 6**  
**DEGREES CONFERRED IN HEALTH PROFESSIONS**  
**CONNECTICUT COLLEGES AND UNIVERSITIES**

	2001	2002	2003	2004	2005	1-Year Change	2001-05 Change
All of Health Professions	2,916	2,990	2,974	3,231	3,532	9%	21%
Nursing Degrees*	732	795	753	866	862	-0.5%	18%

\*Nursing here is defined narrowly as R.N. training below the doctoral level because there is no easy way to differentiate other nursing credentials and levels.

Degrees in nursing dropped from 866 in 2004 to 862 in 2005, or down 0.5 percent. The medium term picture is somewhat brighter because degrees are up 18 percent since 2001.

Supply, however, is well below demand because of the projected annual openings for registered nurses of 1,181 according to the Connecticut Department of Labor. This is the fastest growing occupation in net change over the next decade and is the only one of the top three occupations (the other two are retail salespersons and cashiers) with a higher education prerequisite.

### TEACHER PREPARATION

A total of 3,642 students received credentials that could lead to state teacher certification (Table 7), up seven percent from the 2004. This year's total is up nine percent over 2001, the first year of reliable data. Twenty-three percent of all awards went to men; seven percent of all awards went to minorities.

Sixteen Connecticut institutions offer teacher preparation credentials. The three largest producers (providing 54% of the statewide total) are all in the public sector — Southern Connecticut State University (916 awards), Central Connecticut State University (606) and University of Connecticut, Storrs (449). Southern by itself provides more than one-quarter of the state total.

The next three largest producers are two independent universities (Sacred Heart with 339 awards and University of Bridgeport with 298) and the Alternate Route to Certification with 241 awards. These three institutions added another 24 percent of state total. The other 10 institutions provide the remaining 22 percent of awards.

The teacher preparation credentials by broad field were:

	Number	Share of Total
Elementary and Early Childhood Education	1,200	33%
Secondary and Middle School Academic Subjects	945	26%
Administration	467	13%
Special Subjects, Grades K-1	462	13%
Special Education	276	8%
All Other Areas	292	8%

Among the 923 awards in secondary and middle school with an academic subject (22 middle grade awards listed no subject), the most popular disciplines were history/social studies (224 awards or 24%) and English (204 awards or 22%). The next three disciplines were in the sciences — mathematics (160), general sciences (112) and biology (72). Awards across all math/science fields (i.e., adding in earth science, chemistry and physics) totaled 399 or 43 percent of awards with a listed subject.

With the 462 awards in special subjects (grades K-12) added, three more subjects came in at over 70 awards — physical education (91), music (83) and art (82). The science awards still totaled 399, but fell to 29 percent of the total of 1,385 across all disciplines.

Unfortunately, only 1,074 out of the total 3,642 awards (29%) were in the nine teacher shortage areas identified during 2004-05 by the Connecticut Department of Education. The shortage areas with the highest number of awards were:

- Grades PreK-12 Special education (276 awards)
- Grades 7-12: science (227 awards), English (192) and math (145)

(In addition to the 1,074 awards that exactly met the shortage area, there were 74 other awards that partially overlapped with the grades 7-12 academic subject — i.e., grades 4-8 or K-12 certification.)

**TABLE 7**  
**TEACHER PREPARATION CREDENTIALS IN IDENTIFIED**  
**TEACHER SHORTAGE AREAS**  
**CONNECTICUT COLLEGES AND UNIVERSITIES\***

Shortage Areas/Grade Level	Number of Credentials
Comprehensive Special Education, PreK-12	276
Science 7-12**	227
English 7-12**	192
Math, 7-12**	145
Music, PreK-12	83
World Languages, 7-12**	58
Speech & Language Pathology	51
Technology Education Pre K-12	42
Bilingual, PreK-12***	0
<b>Total in Shortage Areas</b>	<b>1,074</b>
Total in all Areas	3,642
<b>Percent in Shortage Areas</b>	<b>29%</b>

\*Includes Alternate Route to Certification (ARC).

\*\*There were another 15 awards in Math and 12 each in English and Science that were at the 4-8 grade levels and 35 awards in World Language at the K-12 level that intersect with — but are not identical to — the priority areas. All 74 awards were from the Alternate Route to Certification.

\*\*\*No new credentials were awarded in Bilingual Education because of a new CT Dept. of Education requirement of dual certification — i.e., in both the language and the subject area. No CT institution offered that dual certification in 2004-05, and the two that formerly issued them are revamping their programs to reflect the statutory change.

The 1,074 awards in shortage areas in 2005 would at first seem to be a major increase over the 836 awarded in 2004, but more than 100 percent of the increase is due to additions or deletions to the 2004 list. In the five fields that were on both the 2004 and 2005 lists, there was one fewer award.

Last year, math and Spanish were the only grades 7-12 shortage areas and both remained on this year's list. However, this year's list also includes the new additions of all sciences, English and all other foreign languages for grades 7-12. Degrees awarded in these new shortage areas totaled 433, almost double the increase in degrees awarded across all shortage areas combined.

#### **INSTITUTIONAL PERFORMANCE**

Appendix A lists totals by institutions and level for 2005. Comparing 2005 to 2004, and based only on the 29 colleges awarding at least 500 degrees over the last two years (they represent 95% of statewide total degrees), the five largest annual percentage increases and declines are:

### Largest One-Year Gains/Losses, 2004 to 2005

Capital Community College	+21%	University of Bridgeport	-6%
Gibbs College	+16%	Connecticut College	-6%
University of Connecticut	+11%	Fairfield University	-10%
Manchester Community College	+11%	Rensselaer at Hartford	-17%
St. Joseph College	+9%	Post University	-20%

Replicating that exercise over a five-year period (2000 to 2005) and using the same filtering criteria (which culls 28 colleges with 94% of statewide degrees yields these five largest increases and the only five decreases:

### Largest Five-Year Gains/Losses, 2000 to 2005

Quinnipiac University	+61%	Trinity College	-1%
Albertus Magnus College	+42%	Wesleyan University	-2%
Charter Oak State College	+41%	Connecticut College	-8%
Housatonic Community College	+37%	Three Rivers Community College	-12%
Gateway Community College	+35%	Rensselaer at Hartford	-40%

## CONCLUSION

The continued growth in the number of degrees awarded is obviously good news for the state. However, there are several disturbing trends that warrant particular attention to ensure that Connecticut has the supply and quality of workers it needs.

While the number of degrees to minority students has grown steadily, Hispanics/Latinos and to a lesser extent African Americans remain underrepresented among degree recipients. As these minority populations continue to grow as a percentage of the state's adult population, it is imperative we work to close this achievement gap by improving retention, transfer and four-year degree completion for Hispanics/Latinos and African Americans.

The state also needs to increase the number of associate's degree recipients, particularly in high demand areas such as health and technology. There are numerous job opportunities for highly-skilled graduates with two-year degrees, provided those degrees are in the right fields.

Third, the number of nursing degrees is still well below annual need. Creative partnerships between the Department of Higher Education, colleges and private industry have helped to significantly increase the number of nurses, but these efforts need to continue.

Last, colleges and universities must produce greater numbers of teachers in shortage areas identified by the State Department of Education.

## **GLOSSARY & USAGE**

### **A. USAGE**

All references to “degrees” are meant to apply to degrees, certificates and other formal awards from a college or university. The 34,582 degrees in 2005 were reported under one major/field; an additional 1,060 double/multiple majors were associated with those degrees, but are counted only when looking at degrees in specific priority areas.

### **B. DEGREE LEVELS**

For the first time this year, we break out the post-baccalaureate certificates from the bachelor’s degree category. (They previously were all reported under bachelor’s degree.)

The tables showing degrees by level have the “master’s” category, which includes both master’s degrees and post-master’s certificates — e.g., Sixth-Year Certificates (SYC), Yale’s Master’s of Philosophy (M.Phil.) degrees and many Certificates of Advanced Study (CAS). The 9,828 “master’s” listed in the tables for 2004-05 comprise 8,903 master’s degrees and 925 post-master’s certificates.

### **C. FIRST-PROFESSIONAL DEGREES**

These are either doctorate degrees in medical fields (broadly defined to include dentists, osteopaths, pharmacy, etc.) or degrees required for becoming a lawyer or being ordained.

### **D. TEACHER PREPARATION CREDENTIALS**

The teacher preparation data has surprisingly little overlap with the degrees data in education. Information on teacher preparation is collected separately from the 16 institutions authorized to issue teacher preparation credentials — 15 colleges and our Alternate Route to Certification (ARC) program.

Many teacher preparation credentials do not appear in the degrees data. Connecticut generally requires that teachers of academic subjects have a degree in that field rather than in education. An aspiring new biology teacher thus would have a bachelor’s degree in biology and an additional teacher preparation credential that eventually allows the state to certify him or her as a biology teacher.

Conversely, many degrees in education do not show up in the teacher preparation data because they are not preparing teachers. Examples include teacher assistants/aides, degrees in the higher education field within education and many programs for school administrators who must already be certified teachers to enroll in the program.

Finally, many of those receiving teacher preparation credentials may already be certified teachers.

### **E. RACE/ETHNICITY DATA**

The Federal government requires colleges to report students and graduates in one of seven racial/ethnic groups (Table 3). Five groups are race/ethnicities – American Indian or Alaskan Native, Asian or Pacific Islander, Black non-Hispanic, Hispanic, and White non-Hispanic. The

last two groups are not race/ethnicities – i.e., “race/ethnicity unknown” (which could be bi- or multi-racial, Hispanic ethnicity and racial minority, other races, etc.) or “non-resident alien” (i.e., international students here on a student visa, who could be of any race).

Since we began collecting data in 1983, the total in those last two ambiguous categories has always been more than those of Latinos or Asians or American Indians; since 1987, it has been more than the African Americans. Those two ambiguous categories twice (in 1990 and 1992) exceeded the total minority degree recipients across all four categories, and the degree recipients in the ambiguous categories have ranged between 83 percent and 95 percent of the total minority degree recipients in each year from 2002 to 2005.

Degree recipients in 2005 are 5,772 minorities, 23,847 whites, and 4,963 ambiguous. The minority students are 16.7 percent of all degree recipients and 19.5 percent of degree recipients with a known race/ethnicity. In this report, we use the conservative minimum share of 16.7 percent minority, which is correct if no ambiguous degree recipient was in one of those four minority race/ethnicities.

#### **F. TRENDS IN DISCIPLINE**

Other potential historical inconsistencies could not easily be remedied such as Health Professions CIP group. Many alternative health programs were added (e.g., massage was shifted from the Personal Services group to the health group), and many programs were deleted (e.g. separate programs in Medical Basic Sciences — for example, Medical Microbiology — were cut) and consolidated into the Biological Science CIP group.

Appendix A  
**Degrees and Certificates Granted by Colleges and Universities in  
Connecticut**  
2004-05

Public Institutions	Undergrad Certificates	Associate's	Bachelor's	Post-Bacc Certificates	Master's	Doctoral	First Professional	Total
University of Connecticut								
Storrs	0	29	3,816	37	1,530	261	293	5,966
UConn Health Center	0	0	0	0	0	0	109	109
Connecticut State University								
Central	0	0	1,530	38	684	0	0	2,252
Eastern	0	10	860	0	99	0	0	969
Southern	0	5	1,180	0	1,083	0	0	2,268
Western	0	11	683	0	207	0	0	901
Community Technical Colleges								
Asnuntuck	43	137	0	0	0	0	0	180
Capital	35	276	0	0	0	0	0	311
Gateway	114	415	0	0	0	0	0	529
Housatonic	51	340	0	0	0	0	0	391
Manchester	96	490	0	0	0	0	0	586
Middlesex	21	201	0	0	0	0	0	222
Naugatuck	58	478	0	0	0	0	0	536
Northwestern	37	123	0	0	0	0	0	160
Norwalk	86	437	0	0	0	0	0	523
Quinebaug Valley	56	130	0	0	0	0	0	186
Three Rivers	44	357	0	0	0	0	0	401
Tunxis	79	274	0	0	0	0	0	353
Charter Oak State College								
Charter Oak State College	1	82	437	0	0	0	0	520
<b>Total, State Institutions</b>	721	3,795	8,506	75	3,603	261	402	17,363
United States Coast Guard								
U.S. Coast Guard Academy	0	0	216	0	0	0	0	216
<b>Total, Public Institutions</b>	721	3,795	8,722	75	3,603	261	402	17,579
<b>Total, Public Institutions</b>	721	3,795	8,722	75	3,603	261	402	17,579

Appendix A  
**Degrees and Certificates Granted by Colleges and Universities in  
Connecticut**  
2004-05

Independent Institutions	Undergrad Certificates	Associate's	Bachelor's	Post-Bacc Certificates	Master's	Doctoral	First Professional	Total
<b>National Independent</b>								
Connecticut College	0	0	419	0	7	0	0	426
Trinity College	0	0	470	0	43	0	0	513
Wesleyan University	0	0	725	0	107	14	0	846
Yale University	0	0	1,291	0	1,884	329	360	3,864
<b>Regional Independent</b>								
Albertus Magnus College	0	150	390	0	241	0	0	781
Fairfield University	0	12	850	0	329	0	0	1,191
Graduate Institute, The	0	0	0	0	43	0	0	43
Hartford Seminary	0	0	0	8	9	8	0	25
Holy Apostles College and Semina	0	0	5	13	24	0	8	50
LymeAcademy College of Fine Art	0	0	20	1	0	0	0	21
Mitchell College	0	95	38	0	0	0	0	133
Paier College of Art	12	1	35	0	0	0	0	48
Post University	0	39	193	0	0	0	0	232
Quinnipiac University	0	3	1,147	4	514	0	205	1,873
Rensselaer at Hartford	0	0	0	28	324	0	0	352
Sacred Heart University	0	45	794	1	604	0	0	1,444
St. Basil College	0	0	2	0	0	0	0	2
St. Joseph College	0	0	229	0	171	0	0	400
University of Bridgeport	0	37	176	0	632	26	39	910
University of Hartford	27	179	945	1	462	44	0	1,658
University of New Haven	42	58	385	79	831	1	0	1,396
<b>Two-Year Independent</b>								
Briarwood College	8	130	0	0	0	0	0	138
Gibbs College	57	335	0	0	0	0	0	392
Goodwin College	79	62	0	0	0	0	0	141
International College of Hospitality	6	37	0	0	0	0	0	43
St. Vincent's College	0	81	0	0	0	0	0	81
<b>Total, Independent Institutions</b>	231	1,264	8,114	135	6,225	422	612	17,003
<b>Total, All Institutions</b>	952	5,059	16,836	210	9,828	683	1,014	34,582

Appendix B  
**Degrees and Certificates by Level and Race/Ethnicity**  
**Connecticut Colleges and Universities**  
2004-05

	<b>Black Non- Hispanic</b>	<b>Hispanic</b>	<b>Asian or Pacific Islander</b>	<b>American Indian or Alaskan Native</b>	<b>White Non- Hispanic</b>	<b>Non- Resident Alien</b>	<b>Other</b>	<b>Total</b>
<b><u>Certificate &lt; 1 Year</u></b>								
Agriculture, Agriculture Operations, and Related Sciences	0	0	0	0	6	0	1	7
Architecture and Related Services	0	0	0	0	3	0	0	3
Area, Ethnic, Cultural, and Gender Studies	0	0	0	0	0	0	0	0
Biological and Biomedical Sciences	0	0	0	0	0	0	0	0
Business, Management, Marketing, and Related Support Services	27	20	6	0	136	6	17	212
Communication, Journalism, and Related Programs	2	1	0	0	3	0	0	6
Communications Technologies/Technicians and Support Services	0	0	0	0	1	0	0	1
Computer and Information Sciences and Support Services	5	4	4	0	23	1	1	38
Education	0	1	0	0	2	0	0	3
Engineering Technologies/Technicians	4	6	8	1	69	1	9	98
English Language and Literature/Letters	0	0	0	0	0	0	0	0
Family and Consumer Sciences/Human Sciences	13	7	2	0	46	0	4	72
Foreign languages, literatures, and Linguistics	0	0	0	0	0	0	0	0
Health Professions and Related Clinical Sciences	27	17	3	2	170	0	15	234
Legal Professions and Studies	7	1	0	0	48	0	2	58
Liberal Arts and Sciences, General Studies and Humanities	0	1	2	0	12	0	0	15
Library Science	0	0	0	0	4	0	0	4
Mechanic and Repair Technologies/Technicians	3	0	0	0	10	1	0	14
Multi/Interdisciplinary Studies	0	0	0	0	3	0	0	3
Natural Resources and Conservation	0	0	0	0	0	0	0	0
Parks, Recreation, Leisure, and Fitness Studies	1	0	0	0	0	0	0	1
Personal and Culinary Services	2	1	1	0	12	1	1	18
Physical Sciences	0	0	0	0	0	0	0	0
Public Administration and Social Service Professions	1	1	0	0	1	0	0	3
Security and Protective Services	10	7	0	0	48	0	0	65
Social Sciences	0	0	0	0	1	0	0	1
Transportation and Materials Moving	0	0	0	0	0	0	0	0
Visual and Performing Arts	1	4	0	0	19	1	1	26
<b>Total Certificate &lt; 1 Year Degrees</b>	<b>103</b>	<b>71</b>	<b>26</b>	<b>3</b>	<b>617</b>	<b>11</b>	<b>51</b>	<b>882</b>
<b><u>Certificate &gt; 1 Year</u></b>								
Biological and Biomedical Sciences	0	0	0	0	1	0	0	1
Business, Management, Marketing, and Related Support Services	0	0	0	0	1	6	0	7
Computer and Information Sciences and Support Services	0	1	0	0	2	0	0	3
Engineering	0	0	0	0	0	0	0	0
Engineering Technologies/Technicians	0	0	0	0	2	0	0	2
Family and Consumer Sciences/Human Sciences	0	0	0	0	0	0	0	0
Health Professions and Related Clinical Sciences	1	1	2	0	27	0	0	31
Public Administration and Social Service Professions	0	0	0	0	0	0	0	0
Visual and Performing Arts	6	3	3	0	13	1	0	26
<b>Total Certificate &gt; 1 Year Degrees</b>	<b>7</b>	<b>5</b>	<b>5</b>	<b>0</b>	<b>46</b>	<b>7</b>	<b>0</b>	<b>70</b>

Appendix B (Continued)  
**Degrees and Certificates by Level and Race/Ethnicity**  
**Connecticut Colleges and Universities**  
2004-05

	<b>Black Non- Hispanic</b>	<b>Hispanic</b>	<b>Asian or Pacific Islander</b>	<b>American Indian or Alaskan Native</b>	<b>White Non- Hispanic</b>	<b>Non- Resident Alien</b>	<b>Other</b>	<b>Total</b>
<b><u>Associate</u></b>								
Agriculture, Agriculture Operations, and Related Sciences	0	0	1	0	33	0	1	35
Architecture and Related Services	0	0	0	0	2	0	0	2
Biological and Biomedical Sciences	0	1	0	0	4	0	0	5
Business, Management, Marketing, and Related Support Services	195	161	35	4	662	78	49	1,184
Communication, Journalism, and Related Programs	1	3	0	0	17	1	2	24
Communications Technologies/Technicians and Support Services	2	1	1	1	16	0	0	21
Computer and Information Sciences and Support Services	41	31	10	0	98	3	5	188
Education	2	2	0	1	18	0	0	23
Engineering	3	6	2	1	12	1	4	29
Engineering Technologies/Technicians	13	13	10	1	127	4	11	179
Family and Consumer Sciences/Human Sciences	48	30	2	0	144	5	11	240
Foreign languages, literatures, and Linguistics	1	0	0	0	5	0	1	7
Health Professions and Related Clinical Sciences	109	77	18	2	622	12	36	876
Legal Professions and Studies	2	4	0	0	35	2	3	46
Liberal Arts and Sciences, General Studies and Humanities	207	106	31	11	1,155	33	104	1,647
Mathematics and Statistics	0	0	0	0	2	0	0	2
Mechanic and Repair Technologies/Technicians	1	0	0	0	8	0	0	9
Natural Resources and Conservation	0	0	1	0	3	0	0	4
Parks, Recreation, Leisure, and Fitness Studies	0	4	0	1	18	0	0	23
Personal and Culinary Services	1	1	0	0	26	0	0	28
Philosophy and Religious Studies	0	0	0	0	0	0	0	0
Physical Sciences	0	0	0	0	1	0	0	1
Psychology	0	0	0	0	5	0	0	5
Public Administration and Social Service Professions	11	9	0	0	10	0	3	33
Science Technologies/Technicians	1	2	1	0	9	0	0	13
Security and Protective Services	18	25	1	2	139	1	9	195
Social Sciences	1	1	0	1	4	0	0	7
Transportation and Materials Moving	0	0	0	0	1	1	2	4
Visual and Performing Arts	24	30	3	0	161	2	9	229
<b>Total Associate Degrees</b>	<b>681</b>	<b>507</b>	<b>116</b>	<b>25</b>	<b>3,337</b>	<b>143</b>	<b>250</b>	<b>5,059</b>

Appendix B (Continued)  
**Degrees and Certificates by Level and Race/Ethnicity**  
**Connecticut Colleges and Universities**  
2004-05

	<b>Black Non- Hispanic</b>	<b>Hispanic</b>	<b>Asian or Pacific Islander</b>	<b>American Indian or Alaskan Native</b>	<b>White Non- Hispanic</b>	<b>Non- Resident Alien</b>	<b>Other</b>	<b>Total</b>
<b><u>Bachelor's</u></b>								
Agriculture, Agriculture Operations, and Related Sciences	0	0	3	1	87	0	10	101
Architecture and Related Services	3	4	3	0	41	1	5	57
Area, Ethnic, Cultural, and Gender Studies	30	23	15	1	131	8	23	231
Biological and Biomedical Sciences	29	40	84	0	432	34	44	663
Business, Management, Marketing, and Related Support Services	247	151	133	12	2,163	118	165	2,989
Communication, Journalism, and Related Programs	69	35	18	3	793	11	49	978
Computer and Information Sciences and Support Services	19	12	31	0	215	39	21	337
Construction Trades	0	1	0	0	13	3	2	19
Education	25	12	7	3	569	8	27	651
Engineering	26	25	36	3	362	43	38	533
Engineering Technologies/Technicians	14	9	5	0	103	3	14	148
English Language and Literature/Letters	34	36	28	5	664	8	69	844
Family and Consumer Sciences/Human Sciences	12	13	5	2	237	0	22	291
Foreign languages, literatures, and Linguistics	9	31	8	1	140	3	31	223
Health Professions and Related Clinical Sciences	59	41	64	1	753	19	61	998
History	28	33	22	3	499	11	45	641
Legal Professions and Studies	7	2	1	0	25	0	1	36
Liberal Arts and Sciences, General Studies and Humanities	108	71	31	18	707	26	96	1,057
Library Science	0	0	0	0	5	0	2	7
Mathematics and Statistics	10	8	7	0	142	12	18	197
Multi/Interdisciplinary Studies	28	13	21	2	206	12	27	309
Natural Resources and Conservation	2	2	0	0	40	1	2	47
Parks, Recreation, Leisure, and Fitness Studies	2	1	0	0	51	0	1	55
Personal and Culinary Services	0	0	0	0	0	0	0	0
Philosophy and Religious Studies	6	4	5	1	102	6	20	144
Physical Sciences	9	11	14	1	183	8	18	244
Psychology	91	63	46	6	1,079	28	93	1,406
Public Administration and Social Service Professions	37	21	2	1	119	3	11	194
Science Technologies/Technicians	0	0	0	0	0	0	0	0
Security and Protective Services	25	20	4	2	245	6	24	326
Social Sciences	157	123	103	10	1,496	85	180	2,154
Theology and Religious Vocations	0	0	0	0	0	0	0	0
Transportation and Materials Moving	0	0	0	0	4	0	0	4
Visual and Performing Arts	40	33	38	0	714	33	94	952
<b>Total Bachelor's Degrees</b>	<b>1,126</b>	<b>838</b>	<b>734</b>	<b>76</b>	<b>12,320</b>	<b>529</b>	<b>1,213</b>	<b>16,836</b>

Appendix B (Continued)  
**Degrees and Certificates by Level and Race/Ethnicity**  
**Connecticut Colleges and Universities**  
2004-05

	<b>Black Non- Hispanic</b>	<b>Hispanic</b>	<b>Asian or Pacific Islander</b>	<b>American Indian or Alaskan Native</b>	<b>White Non- Hispanic</b>	<b>Non- Resident Alien</b>	<b>Other</b>	<b>Total</b>
<b><u>Post-Baccalaureate Certificates</u></b>								
Area, Ethnic, Cultural, and Gender Studies	0	0	0	0	0	0	0	0
Biological and Biomedical Sciences	0	0	0	0	0	0	0	0
Business, Management, Marketing, and Related Support Services	3	2	2	0	21	2	1	31
Computer and Information Sciences and Support Services	0	0	2	0	17	0	6	25
Education	1	0	0	0	27	1	1	30
Engineering	0	0	2	0	4	2	4	12
Engineering Technologies/Technicians	0	0	1	0	1	0	0	2
English Language and Literature/Letters	0	0	0	0	1	0	0	1
Family and Consumer Sciences/Human Sciences	0	0	0	0	0	0	0	0
Health Professions and Related Clinical Sciences	0	0	1	0	5	0	1	7
History	0	0	0	0	1	0	1	2
Legal Professions and Studies	0	1	0	0	11	0	0	12
Mathematics and Statistics	0	0	0	0	6	0	0	6
Multi/Interdisciplinary Studies	0	0	0	0	0	0	0	0
Natural Resources and Conservation	0	0	1	0	6	0	2	9
Parks, Recreation, Leisure, and Fitness Studies	0	0	0	0	0	0	0	0
Philosophy and Religious Studies	4	0	0	0	0	0	0	4
Psychology	1	0	0	0	0	0	1	2
Public Administration and Social Service Professions	4	2	0	0	1	0	1	8
Security and Protective Services	1	1	2	0	34	1	2	41
Social Sciences	0	0	0	0	0	0	0	0
Theology and Religious Vocations	0	1	1	0	14	1	0	17
Visual and Performing Arts	0	0	0	0	1	0	0	1
<b>Total Post-Baccalaureate Certificates</b>	<b>14</b>	<b>7</b>	<b>12</b>	<b>0</b>	<b>150</b>	<b>7</b>	<b>20</b>	<b>210</b>

Appendix B (Continued)  
**Degrees and Certificates by Level and Race/Ethnicity**  
**Connecticut Colleges and Universities**  
2004-05

	<b>Black Non- Hispanic</b>	<b>Hispanic</b>	<b>Asian or Pacific Islander</b>	<b>American Indian or Alaskan Native</b>	<b>White Non- Hispanic</b>	<b>Non- Resident Alien</b>	<b>Other</b>	<b>Total</b>
<b><u>Master's</u></b>								
Agriculture, Agriculture Operations, and Related Sciences	0	0	0	0	10	6	0	16
Architecture and Related Services	1	1	7	0	39	12	3	63
Area, Ethnic, Cultural, and Gender Studies	8	6	5	0	47	9	11	86
Biological and Biomedical Sciences	9	8	26	1	149	36	34	263
Business, Management, Marketing, and Related Support Services	157	64	136	2	1,166	311	221	2,057
Communication, Journalism, and Related Programs	4	2	0	0	29	3	8	46
Computer and Information Sciences and Support Services	9	5	17	1	110	110	28	280
Education	110	76	25	2	2,419	78	255	2,965
Engineering	7	7	12	0	129	227	40	422
Engineering Technologies/Technicians	2	0	1	0	25	2	3	33
English Language and Literature/Letters	2	2	0	0	53	6	23	86
Family and Consumer Sciences/Human Sciences	2	3	4	0	56	10	1	76
Foreign languages, literatures, and Linguistics	1	7	2	0	46	51	15	122
Health Professions and Related Clinical Sciences	53	36	58	4	702	46	120	1,019
History	4	3	2	0	65	12	11	97
Legal Professions and Studies	0	0	0	0	3	35	1	39
Liberal Arts and Sciences, General Studies and Humanities	5	2	0	1	57	0	3	68
Library Science	1	1	0	0	83	0	16	101
Mathematics and Statistics	1	0	7	0	45	40	12	105
Multi/Interdisciplinary Studies	1	2	1	0	28	7	7	46
Natural Resources and Conservation	2	5	9	1	78	32	9	136
Parks, Recreation, Leisure, and Fitness Studies	3	0	1	0	16	0	2	22
Philosophy and Religious Studies	4	3	2	0	48	2	8	67
Physical Sciences	1	6	8	0	66	48	15	144
Psychology	18	10	10	2	178	30	31	279
Public Administration and Social Service Professions	32	35	4	0	211	33	11	326
Security and Protective Services	14	4	3	2	124	2	20	169
Social Sciences	7	6	11	1	104	104	25	258
Theology and Religious Vocations	2	2	4	1	58	15	4	86
Visual and Performing Arts	10	4	15	2	175	61	84	351
<b>Total Master's Degrees</b>	<b>470</b>	<b>300</b>	<b>370</b>	<b>20</b>	<b>6,319</b>	<b>1,328</b>	<b>1,021</b>	<b>9,828</b>

Appendix B (Continued)  
**Degrees and Certificates by Level and Race/Ethnicity**  
**Connecticut Colleges and Universities**  
2004-05

	<b>Black Non- Hispanic</b>	<b>Hispanic</b>	<b>Asian or Pacific Islander</b>	<b>American Indian or Alaskan Native</b>	<b>White Non- Hispanic</b>	<b>Non- Resident Alien</b>	<b>Other</b>	<b>Total</b>
<b><u>Doctoral</u></b>								
Agriculture, Agriculture Operations, and Related Sciences	0	0	0	0	0	3	1	4
Area, Ethnic, Cultural, and Gender Studies	1	0	0	0	4	0	1	6
Biological and Biomedical Sciences	3	2	10	0	59	36	16	126
Business, Management, Marketing, and Related Support Services	0	1	0	0	5	10	0	16
Computer and Information Sciences and Support Services	0	0	0	0	1	2	1	4
Education	0	1	0	0	30	2	13	46
Engineering	0	0	1	0	5	47	3	56
English Language and Literature/Letters	1	0	1	0	17	0	1	20
Family and Consumer Sciences/Human Sciences	0	0	1	0	4	1	0	6
Foreign languages, literatures, and Linguistics	0	3	1	0	11	10	2	27
Health Professions and Related Clinical Sciences	4	2	1	1	24	8	6	46
History	0	0	0	0	9	1	5	15
Legal Professions and Studies	0	0	0	0	1	6	1	8
Mathematics and Statistics	0	0	0	0	6	13	0	19
Multi/Interdisciplinary Studies	1	0	0	0	10	5	4	20
Natural Resources and Conservation	0	0	0	0	7	1	2	10
Philosophy and Religious Studies	0	0	0	0	5	3	0	8
Physical Sciences	1	1	2	0	14	31	5	54
Psychology	2	3	2	0	39	3	20	69
Public Administration and Social Service Professions	0	0	0	0	0	0	0	0
Social Sciences	4	5	3	0	21	40	7	80
Theology and Religious Vocations	2	0	0	0	6	0	0	8
Visual and Performing Arts	0	1	4	0	16	11	3	35
<b>Total Doctoral Degrees</b>	<b>19</b>	<b>19</b>	<b>26</b>	<b>1</b>	<b>294</b>	<b>233</b>	<b>91</b>	<b>683</b>
<b><u>First-Professional</u></b>								
Health Professions and Related Clinical Sciences	22	14	39	1	209	12	22	319
Legal Professions and Studies	29	33	42	3	502	7	7	623
Theology and Religious Vocations	7	0	1	0	53	4	7	72
<b>Total First-Professional Degrees</b>	<b>58</b>	<b>47</b>	<b>82</b>	<b>4</b>	<b>764</b>	<b>23</b>	<b>36</b>	<b>1,014</b>

Appendix C  
**Degrees and Certificates by Level, Discipline and Gender of Recipient**  
**Connecticut Colleges and Universities**  
2004-05

<b>Discipline</b>	<b>Men</b>	<b>Women</b>	<b>Total</b>
<b><u>Certificate &lt; 1 Year</u></b>			
Agriculture, Agriculture Operations, and Related Sciences	2	5	7
Architecture and Related Services	0	3	3
Area, Ethnic, Cultural, and Gender Studies	0	0	0
Biological and Biomedical Sciences	0	0	0
Business, Management, Marketing, and Related Support Services	47	165	212
Communication, Journalism, and Related Programs	2	4	6
Communications Technologies/Technicians and Support Services	1	0	1
Computer and Information Sciences and Support Services	20	18	38
Education	0	3	3
Engineering Technologies/Technicians	85	13	98
English Language and Literature/Letters	0	0	0
Family and Consumer Sciences/Human Sciences	9	63	72
Foreign languages, literatures, and Linguistics	0	0	0
Health Professions and Related Clinical Sciences	55	179	234
Legal Professions and Studies	6	52	58
Liberal Arts and Sciences, General Studies and Humanities	0	15	15
Library Science	0	4	4
Mechanic and Repair Technologies/Technicians	13	1	14
Multi/Interdisciplinary Studies	0	3	3
Natural Resources and Conservation	0	0	0
Parks, Recreation, Leisure, and Fitness Studies	0	1	1
Personal and Culinary Services	12	6	18
Physical Sciences	0	0	0
Public Administration and Social Service Professions	0	3	3
Security and Protective Services	37	28	65
Social Sciences	1	0	1
Transportation and Materials Moving	0	0	0
Visual and Performing Arts	8	18	26
<b>Total Certificate &lt; 1 Year Degrees</b>	<b>298</b>	<b>584</b>	<b>882</b>
<b><u>Certificate &gt; 1 Year</u></b>			
Biological and Biomedical Sciences	1	0	1
Business, Management, Marketing, and Related Support Services	4	3	7
Computer and Information Sciences and Support Services	3	0	3
Engineering	0	0	0
Engineering Technologies/Technicians	1	1	2
Family and Consumer Sciences/Human Sciences	0	0	0
Health Professions and Related Clinical Sciences	3	28	31
Public Administration and Social Service Professions	0	0	0
Visual and Performing Arts	10	16	26
<b>Total Certificate &gt; 1 Year Degrees</b>	<b>22</b>	<b>48</b>	<b>70</b>

Appendix C (Continued)  
**Degrees and Certificates by Level, Discipline and Gender of Recipient**  
**Connecticut Colleges and Universities**  
2004-05

<b>Discipline</b>	<b>Men</b>	<b>Women</b>	<b>Total</b>
<b><u>Associate</u></b>			
Agriculture, Agriculture Operations, and Related Sciences	13	22	35
Architecture and Related Services	0	2	2
Biological and Biomedical Sciences	3	2	5
Business, Management, Marketing, and Related Support Services	371	813	1,184
Communication, Journalism, and Related Programs	12	12	24
Communications Technologies/Technicians and Support Services	12	9	21
Computer and Information Sciences and Support Services	147	41	188
Education	4	19	23
Engineering	23	6	29
Engineering Technologies/Technicians	156	23	179
Family and Consumer Sciences/Human Sciences	18	222	240
Foreign languages, literatures, and Linguistics	2	5	7
Health Professions and Related Clinical Sciences	121	755	876
Legal Professions and Studies	4	42	46
Liberal Arts and Sciences, General Studies and Humanities	544	1,103	1,647
Mathematics and Statistics	1	1	2
Mechanic and Repair Technologies/Technicians	9	0	9
Natural Resources and Conservation	2	2	4
Parks, Recreation, Leisure, and Fitness Studies	11	12	23
Personal and Culinary Services	17	11	28
Philosophy and Religious Studies	0	0	0
Physical Sciences	1	0	1
Psychology	0	5	5
Public Administration and Social Service Professions	7	26	33
Science Technologies/Technicians	10	3	13
Security and Protective Services	103	92	195
Social Sciences	0	7	7
Transportation and Materials Moving	4	0	4
Visual and Performing Arts	88	141	229
<b>Total Associate Degrees</b>	<b>1,683</b>	<b>3,376</b>	<b>5,059</b>

Appendix C (Continued)  
**Degrees and Certificates by Level, Discipline and Gender of Recipient**  
**Connecticut Colleges and Universities**  
2004-05

<b>Discipline</b>	<b>Men</b>	<b>Women</b>	<b>Total</b>
<b><u>Bachelor's</u></b>			
Agriculture, Agriculture Operations, and Related Sciences	35	66	101
Architecture and Related Services	32	25	57
Area, Ethnic, Cultural, and Gender Studies	85	146	231
Biological and Biomedical Sciences	260	403	663
Business, Management, Marketing, and Related Support Services	1,569	1,420	2,989
Communication, Journalism, and Related Programs	356	622	978
Computer and Information Sciences and Support Services	285	52	337
Construction Trades	18	1	19
Education	150	501	651
Engineering	430	103	533
Engineering Technologies/Technicians	129	19	148
English Language and Literature/Letters	287	557	844
Family and Consumer Sciences/Human Sciences	24	267	291
Foreign languages, literatures, and Linguistics	61	162	223
Health Professions and Related Clinical Sciences	152	846	998
History	365	276	641
Legal Professions and Studies	4	32	36
Liberal Arts and Sciences, General Studies and Humanities	432	625	1,057
Library Science	2	5	7
Mathematics and Statistics	88	109	197
Multi/Interdisciplinary Studies	133	176	309
Natural Resources and Conservation	25	22	47
Parks, Recreation, Leisure, and Fitness Studies	36	19	55
Personal and Culinary Services	0	0	0
Philosophy and Religious Studies	78	66	144
Physical Sciences	133	111	244
Psychology	286	1,120	1,406
Public Administration and Social Service Professions	20	174	194
Science Technologies/Technicians	0	0	0
Security and Protective Services	170	156	326
Social Sciences	1,107	1,047	2,154
Theology and Religious Vocations	0	0	0
Transportation and Materials Moving	2	2	4
Visual and Performing Arts	422	530	952
<b>Total Bachelor's Degrees</b>	<b>7,176</b>	<b>9,660</b>	<b>16,836</b>

Appendix C (Continued)  
**Degrees and Certificates by Level, Discipline and Gender of Recipient**  
**Connecticut Colleges and Universities**  
2004-05

<b>Discipline</b>	<b>Men</b>	<b>Women</b>	<b>Total</b>
<b><u>Post-Baccalaureate Certificates</u></b>			
Area, Ethnic, Cultural, and Gender Studies	0	0	0
Biological and Biomedical Sciences	0	0	0
Business, Management, Marketing, and Related Support Services	11	20	31
Computer and Information Sciences and Support Services	23	2	25
Education	9	21	30
Engineering	10	2	12
Engineering Technologies/Technicians	2	0	2
English Language and Literature/Letters	0	1	1
Family and Consumer Sciences/Human Sciences	0	0	0
Health Professions and Related Clinical Sciences	4	3	7
History	0	2	2
Legal Professions and Studies	8	4	12
Mathematics and Statistics	2	4	6
Multi/Interdisciplinary Studies	0	0	0
Natural Resources and Conservation	4	5	9
Parks, Recreation, Leisure, and Fitness Studies	0	0	0
Philosophy and Religious Studies	0	4	4
Psychology	0	2	2
Public Administration and Social Service Professions	1	7	8
Security and Protective Services	15	26	41
Social Sciences	0	0	0
Theology and Religious Vocations	15	2	17
Visual and Performing Arts	0	1	1
<b>Total Post-Baccalaureate Certificates</b>	<b>104</b>	<b>106</b>	<b>210</b>

Appendix C (Continued)  
**Degrees and Certificates by Level, Discipline and Gender of Recipient**  
**Connecticut Colleges and Universities**  
2004-05

<b>Discipline</b>	<b>Men</b>	<b>Women</b>	<b>Total</b>
<b><u>Master's</u></b>			
Agriculture, Agriculture Operations, and Related Sciences	11	5	16
Architecture and Related Services	41	22	63
Area, Ethnic, Cultural, and Gender Studies	30	56	86
Biological and Biomedical Sciences	91	172	263
Business, Management, Marketing, and Related Support Services	1,235	822	2,057
Communication, Journalism, and Related Programs	17	29	46
Computer and Information Sciences and Support Services	211	69	280
Education	633	2,332	2,965
Engineering	330	92	422
Engineering Technologies/Technicians	30	3	33
English Language and Literature/Letters	19	67	86
Family and Consumer Sciences/Human Sciences	20	56	76
Foreign languages, literatures, and Linguistics	50	72	122
Health Professions and Related Clinical Sciences	206	813	1,019
History	53	44	97
Legal Professions and Studies	20	19	39
Liberal Arts and Sciences, General Studies and Humanities	23	45	68
Library Science	9	92	101
Mathematics and Statistics	65	40	105
Multi/Interdisciplinary Studies	23	23	46
Natural Resources and Conservation	59	77	136
Parks, Recreation, Leisure, and Fitness Studies	7	15	22
Philosophy and Religious Studies	42	25	67
Physical Sciences	74	70	144
Psychology	62	217	279
Public Administration and Social Service Professions	73	253	326
Security and Protective Services	50	119	169
Social Sciences	136	122	258
Theology and Religious Vocations	51	35	86
Visual and Performing Arts	181	170	351
<b>Total Master's Degrees</b>	<b>3,852</b>	<b>5,976</b>	<b>9,828</b>

Appendix C (Continued)  
**Degrees and Certificates by Level, Discipline and Gender of Recipient**  
**Connecticut Colleges and Universities**  
2004-05

<b>Discipline</b>	<b>Men</b>	<b>Women</b>	<b>Total</b>
<b><u>Doctoral</u></b>			
Agriculture, Agriculture Operations, and Related Sciences	1	3	4
Area, Ethnic, Cultural, and Gender Studies	3	3	6
Biological and Biomedical Sciences	56	70	126
Business, Management, Marketing, and Related Support Services	10	6	16
Computer and Information Sciences and Support Services	3	1	4
Education	11	35	46
Engineering	38	18	56
English Language and Literature/Letters	8	12	20
Family and Consumer Sciences/Human Sciences	0	6	6
Foreign languages, literatures, and Linguistics	12	15	27
Health Professions and Related Clinical Sciences	13	33	46
History	9	6	15
Legal Professions and Studies	6	2	8
Mathematics and Statistics	12	7	19
Multi/Interdisciplinary Studies	6	14	20
Natural Resources and Conservation	6	4	10
Philosophy and Religious Studies	5	3	8
Physical Sciences	38	16	54
Psychology	23	46	69
Public Administration and Social Service Professions	0	0	0
Social Sciences	41	39	80
Theology and Religious Vocations	5	3	8
Visual and Performing Arts	17	18	35
<b>Total Doctoral Degrees</b>	<b>323</b>	<b>360</b>	<b>683</b>
<b><u>First-Professional</u></b>			
Health Professions and Related Clinical Sciences	151	168	319
Legal Professions and Studies	353	270	623
Theology and Religious Vocations	37	35	72
<b>Total First-Professional Degrees</b>	<b>541</b>	<b>473</b>	<b>1,014</b>