



State of Connecticut
Department of Higher Education

HIGHER EDUCATION COUNTS

ACHIEVING RESULTS

2009 EXECUTIVE SUMMARY

Connecticut
Department of
Higher Education

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HIGHER EDUCATION COUNTS

ACHIEVING RESULTS 2009

EXECUTIVE SUMMARY

Higher Education Counts is the annual accountability report on Connecticut's system of higher education. Since 2000, the report has been the primary vehicle for reporting higher education's progress toward achieving six, statutorily-defined state goals:

- To enhance student learning and promote academic excellence
- To join with elementary and secondary schools to improve teaching and learning at all levels
- To ensure access to and affordability of higher education
- To promote the economic development of the state to help business and industry sustain strong economic growth
- To respond to the needs and problems of society
- To ensure the efficient use of resources

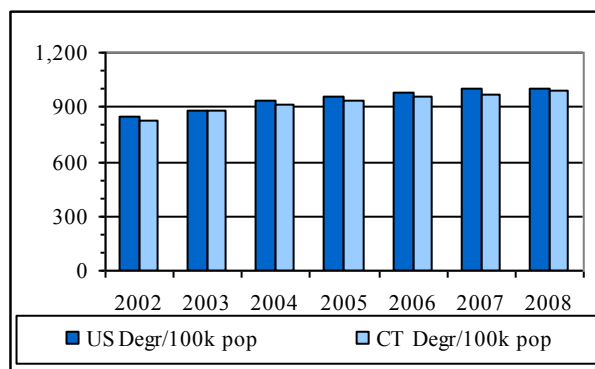
The report is intended to provide state policy-makers with specific information on a number of important indicators of progress measured against specific goals and/or peer institutional benchmarks and to serve as a backdrop for key state policy discussions on the importance of educational attainment for the future welfare and economic development of the state.

Overall performance results again are somewhat mixed with goals reached or strong progress made on several strategic measures such as licensure pass rates, reducing the brain drain, workforce preparation and student retention rates. Other indicators, however, have shown little improvement or have declined over the last five years. Among those of particular concern are graduation rates within our four-year comprehensive universities and two year colleges and minority retention and graduation rates, particularly among Hispanic students.

STUDENT LEARNING

Our graduates continue to perform very well on professional licensure exams. This is strong evidence of the quality of the education and training students receive at our public colleges. Connecticut also is closing the gap with the national average in terms of the number of degrees per 100,000 population. Overall degree production is up almost nine percent over the last five years, compared to 11 percent nationally. Connecticut's colleges and universities need to set higher benchmarks for degree production so that the state has the talent it needs to remain competitive and its citizens have the tools to succeed in our changing economy.

DEGREES CONFERRED PER 100,000 POPULATION



An important factor in improving graduation rates is ensuring our students are prepared for the rigor of college work. Yet too many students come to our colleges lacking the knowledge, skills and abilities to succeed. Nearly 20 percent of students attending the community colleges, for example, were enrolled in a developmental math course in fall 2007. Of those, only 47 percent passed. The colleges are making concerted efforts to improve this rate to 60 percent by 2012.

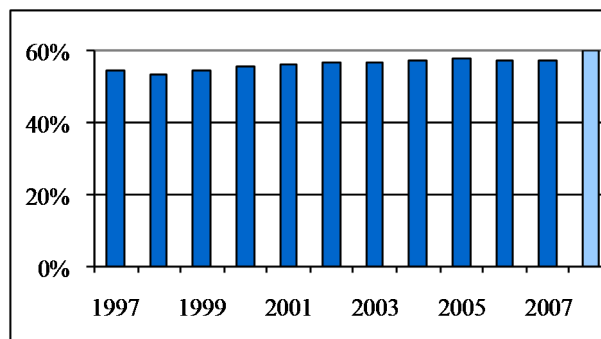
Students attending our public colleges indicate high levels of satisfaction with their educational experiences and skill development, particularly at Charter Oak State College. Within the Connecticut State University System, there was a slight decline in reported satisfaction with general education outcomes such as ability to think analytically, write effectively and use quantitative skills. Overall satisfaction with on-line courses offered through the Connecticut Distance Learning Consortium member institutions has been stagnant at about 80 percent, short of its goal of 90%.

K-12 LINKAGES

The state continues to make progress in persuading more Connecticut high school graduates to attend college in-state. Since 1997, the percentage of public high school graduates who plan to attend college in Connecticut has increased from 54 percent to just under 58 percent, but is still shy of our 60 percent goal. While keeping more of our best and brightest is a laudable goal, significantly increasing this percentage will be very difficult as the number of high school graduates plateaus. Our institutions should consider attracting more high caliber students from out-of-state, particularly at the graduate level.

Small gains have been made in producing teachers in critical shortage areas, but not enough to fill the needs identified by the State Department of Education (SDE). The Connecticut State University System and the Alternate Route to Certification program run through the Department of Higher Education continue to produce a significant number of teachers in shortage fields.

CT Public High School Graduates Enrolled in CT Higher Education



Early intervention programs run by our colleges are exceedingly successful in preparing students for college admission and success. The ConnCAP program administered by the Department of Higher Education (DHE) provides funding for 11 programs that run on campuses across the state, including the University of Connecticut and its Health Center, Central, Eastern, Southern and Western Connecticut State Universities, Capital and Naugatuck Community Colleges, University of Bridgeport and Wesleyan University. The percentage of program participants who go on to college rose to 96 percent in 2007, up five percentage points from last year. The Connecticut Career Pathways (Tech-Prep) Program at the community colleges, a collaborative initiative with the state’s K-12 system, enrolls almost 5,275 high school students each year and provides career pathways that eliminate course duplication.

ACCESS AND AFFORDABILITY

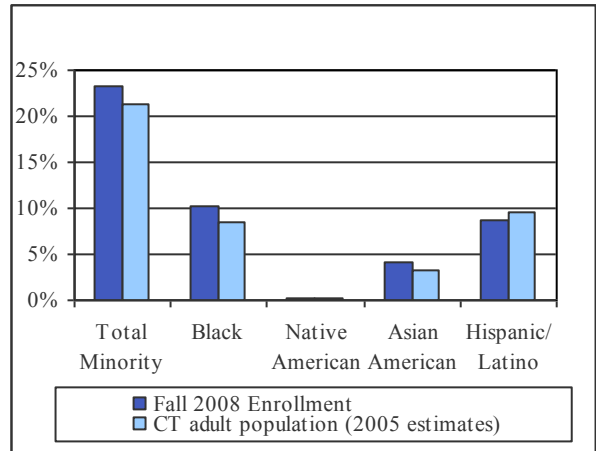
Connecticut’s college participation rate (enrollment per 100,000 adults) rose substantially in 2008, but is still below the national average. The current level of 6,863 exceeds the goal set five years ago and a new goal of increasing by another two percent in five years has been set. This will take considerable effort as Connecticut continues to lose many recent high school graduates to other states.

Connecticut is experiencing a substantial change in the make-up of its adult population as the proportion of minorities is expected to reach nearly 30 percent by the year 2020. Historically, these groups have not been prepared for, gained access to or succeeded in postsecondary to the same degree as white students. And while the overall enrollment of minorities in Connecticut higher education exceeds the share of minorities in Connecticut’s adult population, the fast-growing Hispanic population is still under-represented (8.7% enrollment versus 9.5% adult population in the US Census 2005). The percentage of Hispanics most likely will increase with the next census update, thus widening the gap. Minorities continue to exceed their respective shares of the population at the community colleges and Charter Oak State College. At four-year universities (UConn and CSUS), Blacks and Hispanics continue to be underrepresented, except at Southern where only Hispanics are under parity. The trend among our four-year institutions does not bode well for a future Connecticut which will rely heavily on highly educated workers from these groups.

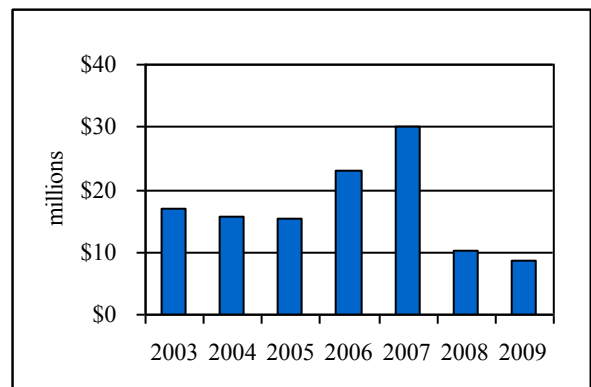
Thanks in large part to a \$13.7 million infusion of new financial aid funds to students attending our public colleges in 2008, the estimated level of unmet need has been reduced below nine million dollars. Unmet need was as high as \$30 million in 2007. While tuition and fee increases have moderated somewhat in recent years, they are still outpacing average cost-of-living indices. The state needs to ensure that need-based financial aid keeps pace with these increases so that the unmet need does not rise again.

The constituent units generally receive more state support for operating expenditures than their respective peer institutions, except at the UConn Health Center. In addition, state support as a percentage of educational operating expenses remained relatively stable. This progress will be difficult to maintain as the state deals with the current economic downturn and other competing state priorities. A more stable and consistent level of support should be a goal for the state to ensure that our institutions remain an economic engine for Connecticut.

MINORITY ENROLLMENT



UNMET FINANCIAL AID NEED



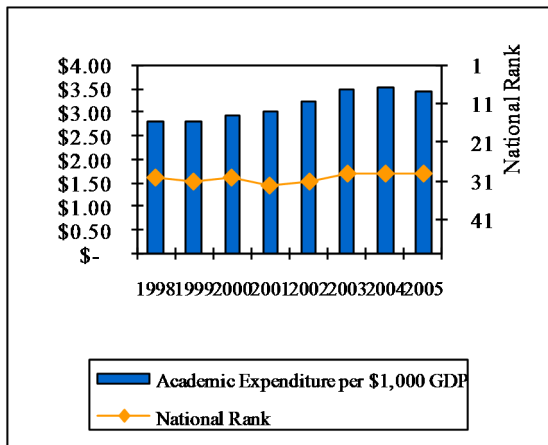
ECONOMIC DEVELOPMENT

Our graduates provide a critical source of manpower to the state’s labor force and there is no more compelling evidence than to demonstrate the economic benefits of a college degree for both the state and the student. According to the Connecticut Department of Labor (DOL), nearly 70 percent of our public college graduates in 2007 were employed in Connecticut after graduation and earned an average of \$10,171 per quarter, or about \$40,684 per year.

Engineering, computer science and natural science graduates are essential to meeting Connecticut’s workforce needs. Despite an overall healthy growth rate in the annual production of bachelor’s degrees in engineering since 2003, current production rates still are well below the 754 annual openings projected by DOL. The annual number of four-year computer science graduates declined again in 2008 to 220 and are down almost 37 percent since 2004. On a more positive note, bachelor’s degrees in the natural science were up 3.5 percent from last year and 22 percent over the last five years. Still, more needs to be done to encourage students to pursue degrees in science, math and engineering in order to keep our workforce competitive nationally and internationally.

Bachelors Degrees	2004	2008	% Change
Engineering	488	646	32.4%
Computer Science	347	220	-36.6%
Natural Sciences	1,179	1,433	21.5%

RESEARCH INTENSITY



Connecticut’s academic research intensity, as measured by academic research and development (R&D) per \$1,000 in gross state product declined in 2006 and being stagnant since 2003. The state’s rank of 28th is far below the ranking of 18th it held in 1994. In comparison to other northeast states, the state’s growth rate is nine percentage points slower and its academic R&D growth rate is among the slowest in the nation. Research awards at the University of Connecticut and its Health Center are up by two percent since 2004 and stood at \$194.6 million in 2008. The state would benefit greatly from a more coordinated state effort to expand research capacity.

SOCIETAL NEEDS

Connecticut ranked fourth in the educational attainment levels of its residents in 2007. However, the percentage of its population aged 25-and-older with a bachelor’s degree or higher is below regional levels for both Blacks and Hispanics and below the region for Hispanics. Connecticut needs a concerted focus on increasing the educational attainment of all its citizens, but particularly its minority populations or it may stand to lose its competitive edge.

Our public colleges continue to provide expanding public service, cultural and athletic opportunities to Connecticut citizens. Patient visits at UConn’s John Dempsey Hospital and affiliated medical and dental practice groups are up 24 percent since 2004. Last year, over 120,000 people enrolled in non-credit courses and programs offered across the public system, and countless numbers of others enjoyed athletic, fine arts performances and other cultural events held on campuses across the state.

EDUCATIONAL ATTAINMENT

	% 1990	Rank	% 2000	Rank	% 2007	Rank
Massachusetts	27.2	1	32.7	2	37.9	1
Colorado	27.0	3	34.6	1	35.0	3
New Hampshire	24.4	7	30.1	4	32.5	8
Maryland	26.5	4	32.3	3	35.2	2
New Jersey	24.9	5	30.1	7	33.99	5
Connecticut	27.2	1	31.6	5	34.7	4
US Average	20.3		24.4		27.5	

RESOURCE EFFICIENCY

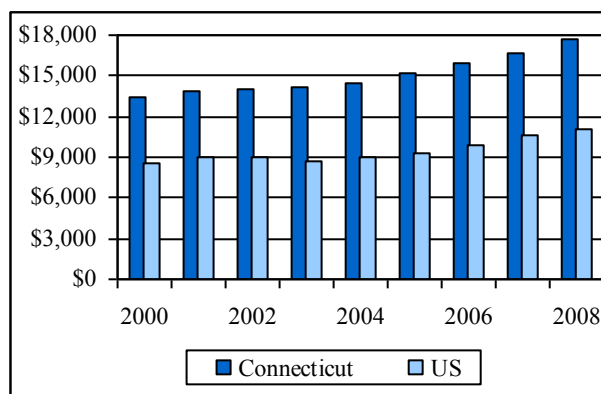
Retaining students from one year to the next is the best way to ensure degree completion. The University of Connecticut — Storrs exceeds its peers on first-year retention at 93 percent and has a small minority retention rate gap for Blacks and Hispanics. Overall, the Connecticut State University System has made some progress in improving its retention rate and it exceeds its peers with an average of 79%. The community colleges are within the range for their peers at about 57 percent, but show a large minority retention rate gap for Black students. The state needs to support the creation of stronger longitudinal student intervention systems to improve student progress and success. Increased attention to retention hopefully will pay off in increased graduation rates. The most recent six-year graduation rate (the national norm for comparison) at the University of Connecticut’s Storrs campus is 76 percent, while the rate for those starting at the branch campuses is 48 percent. Both rates have risen over the last five years and further improvement is anticipated from the universities’ “Finish in Four” initiative.

RETENTION AND GRADUATE RATES

Institution	First-Year	Graduation Rates	
	Retention	4-Year	6-Year/3-Year
University of Connecticut	89%	56%	71%
Storrs	93%	66%	76%
Regional Campuses	78%	25%	48%
Connecticut State University	77%	19%	43%
Central	79%	17%	46%
Eastern	74%	32%	46%
Southern	77%	16%	38%
Western	74%	16%	40%
Community Colleges	59%		10%
Asnuntuck	57%		24%
Capital	56%		10%
Gateway	54%		10%
Housatonic	59%		10%
Manchester	63%		11%
Middlesex	60%		9%
Naugatuck Valley	58%		7%
Northwestern CT	66%		13%
Norwalk	63%		9%
Quinebaug Valley	60%		17%
Three Rivers	55%		13%
Tunxis	63%		7%
Charter Oak			
Associate’s			60%
Bachelor’s			53%

The Connecticut State University System saw a slight gain in its six-year graduate rate to 43 percent, but it is still below that of its peers (47%). Rates for minorities (37%) remain below that of whites. The system anticipates some gains in the coming years as a result of the recent improvement in retention rates, but needs more concerted efforts if it is to reach its goal of exceeding its peers. At the community colleges, the overall three-year graduation rate for first-time, full-time degree seeking students declined to 10 percent and has ranged from 10 to 14 percent over the last five years. These rates are below overall peer averages (15%). The system’s participation in the national “Achieving the Dream” project may assist in efforts to improve student success. Both three-year and six-year graduation rates at Charter Oak State College are favorable at 60 percent and 53 percent, respectively.

EDUCATIONAL COST PER FTE STUDENT



Connecticut higher education continues to be costly for both the state and its students. Connecticut public higher education now spends about 60 percent more than average. Some of this differential can be explained by the high cost of living and impact of collective bargaining, but the latest upturn to \$17,755 compared by a national average of \$11,015 is very troubling.

NEXT STEPS

To bolster performance improvement, the state needs to set more specific, strategic priorities for its higher education system. Principle among those priorities should be to:

- Reach consensus on what constitutes a “college-ready” curriculum for high school students, and collaborate with business and preK-12 education to raise performance in science, math and technology;
- Improve student success along the educational continuum by appropriating more funding for successful early intervention programs, longitudinal student tracking systems and developmental education and retention programs;
- Increase degree production in critical workforce shortage areas to mirror project job openings;
- Develop a strong, coordinated state response to the need for increased academic research capacity across the system; and
- Encourage stable state funding patterns, resource efficiencies and reallocations to slow the growth of per student spending and limit annual increases in student tuition and fees.

ADDITIONAL COMMON CORE PERFORMANCE RESULTS

GRADUATION RATE TRENDS AND COMPARISON TO PEERS					
	2004	2005	2006	2007	2008
University of Connecticut	66%	65%	68%	69%	71%
<i>Peer Average</i>	65%	68%	69%	NA	NA
Storrs	71%	72%	74%	74%	76%
Regional Campuses	44%	42%	46%	46%	48%
Connecticut State University	39%	38%	39%	42%	43%
<i>Peer Average</i>	46%	46%	47%	NA	NA
Central	43%	40%	40%	44%	46%
Eastern	41%	43%	48%	48%	46%
Southern	37%	36%	34%	38%	38%
Western	33%	35%	37%	37%	40%
Community Colleges*	14%	12%	13%	11%	10%
<i>Peer Average</i>	17%	15%	16%	16%	15%
Asnuntuck	32%	32%	25%	26%	24%
Capital	29%	13%	20%	10%	10%
Gateway	13%	14%	12%	8%	10%
Housatonic	14%	10%	10%	10%	10%
Manchester	12%	14%	14%	13%	11%
Middlesex	14%	14%	11%	12%	9%
Naugatuck Valley	9%	10%	13%	8%	7%
Northwestern CT	13%	10%	13%	10%	13%
Norwalk	9%	7%	10%	11%	9%
Quinebaug Valley	17%	14%	18%	17%	17%
Three Rivers	8%	12%	14%	14%	13%
Tunxis	13%	10%	9%	9%	7%
Charter Oak State College					
Associate's	46%	40%	46%	52%	60%
Bachelor's	56%	55%	56%	57%	53%

*Six-year rates for four-year colleges and three-year rates for two-year colleges. For Community Colleges, data is for 2003-07.

MINORITY GRADUATION RATES*							
	All	White	Black	Hispanic	Asian American	Native American	Total Minority
University of Connecticut	71%	70%	56%	64%	73%	NA	64%
Storrs	76%	76%	59%	70%	79%	NA	70%
Regional Campuses	48%	41%	51%	47%	60%	NA	53%
Connecticut State University	43%	44%	33%	39%	46%	42%	37%
Central	46%	47%	38%	40%	48%	43%	40%
Eastern	45%	46%	40%	39%	36%	40%	39%
Southern	38%	40%	32%	43%	41%	33%	36%
Western	40%	43%	21%	32%	56%	100%	31%
Community Colleges	10%	12%	5%	6%	8%	16%	6%
Asnuntuck	24%	23%	0%	33%	43%	0%	27%
Capital	10%	21%	6%	8%	0%	0%	6%
Gateway	10%	11%	9%	7%	6%	0%	8%
Housatonic	10%	13%	6%	8%	8%	0%	7%
Manchester	11%	14%	2%	3%	12%	33%	4%
Middlesex	9%	10%	0%	3%	8%	NA	3%
Naugatuck Valley	7%	9%	3%	2%	0%	0%	2%
Northwestern CT	13%	14%	0%	0%	0%	NA	0%
Norwalk	9%	10%	5%	10%	9%	0%	7%
Quinebaug Valley	17%	18%	0%	8%	NA	33%	11%
Three Rivers	13%	13%	9%	4%	18%	20%	10%
Tunxis	7%	8%	0%	2%	0%	33%	3%
Charter Oak State College							
Associate's	60%	57%	61%	86%	0%	0%	63%
Bachelor's	53%	51%	59%	59%	61%	57%	59%

*Six-year rates for four-year colleges and three-year rates for two-year colleges

**n/a - numbers of students too small to report

LICENSURE EXAM RESULTS

Nursing	5-Year Average	State/National Average
UConn	88%	88%
Southern CSU	92%	88%
Western CSU	99%	88%
Community College Average	93%	88%
Teacher Education Praxis II		
University of Connecticut*	100%	92%
Central CSU	95%	92%
Eastern CSU*	100%	92%
Southern CSU	95%	92%
Western CSU*	99%	92%
Other		
University of Connecticut		
State Bar	91%	76%
Pharmacy	95%	%
Audiology	100%	NA
Speech	98%	NA
Physical Therapy	98%	NA
Medical 1&2	97%	94%
Dental 1&2	100%	91%
Community Colleges**		
Allied Health without Nursing	7%	NA
Dental Hygiene	99%	NA
Diagnostic Medical Sonography	100%	NA
Dietetic Technology	72%	NA
Early Childhood Education	91%	NA
EMT- Paramedic	98%	NA
Medical Lab Technician	78%	NA
Medical Assisting	82%	NA
Nuclear Medicine	100%	NA
Occupational Therapy Assistant	86%	NA
Phlebotomy	100%	NA
Radiation Therapy	97%	NA
Radiologic Technology	98%	NA
Radiology	96%	NA
Respiratory Care	98%	NA
Surgical Technology	76%	NA

*Passage required for completion. ** Programs not offered at all colleges.

MINORITY ENROLLMENT

	2008	Target	+/- Parity
University of Connecticut	18.7%	21.4%	-2.7
Storrs and Regional Campuses	18.7%	21.4%	-2.7
UConn Health Center	25.6%	21.4%	4.2
Connecticut State University	17.4%	21.4%	-4.0
Central CSU	16.6%	21.4%	-4.8
Eastern CSU	15.7%	21.4%	-5.7
Southern CSU	19.3%	21.4%	-2.1
Western CSU	17.1%	21.4%	-4.9
Community Colleges*	34.0%	21.4%	12.6
Asnuntuck	16.2%	21.4%	-5.2
Capital	71.6%	21.4%	50.2
Gateway	42.1%	21.4%	20.7
Housatonic	50.8%	21.4%	29.4
Manchester	28.0%	21.4%	6.6
Middlesex	24.8%	21.4%	3.4
Naugatuck Valley	25.1%	21.4%	3.7
Northwestern CT	8.0%	21.4%	-13.4
Norwalk	42.5%	21.4%	21.1
Quinebaug Valley	15.9%	21.4%	-5.5
Three Rivers	20.5%	21.4%	-0.9
Tunxis	20.8%	21.4%	-0.6
Charter Oak State College**	24.0%	17.0%	7.0

* Percentages in small rural community colleges are on par with adult population in respective service areas

**Target for COSC is % of adults over 25.

OPERATING EXPENDITURES FROM STATE AND LOCAL SUPPORT

	2007	Peers	Difference
University of Connecticut			
Storrs and Regional Campuses	48.4%	25.2%	23.2
UConn Health Center	23.0%	25.6%	-2.6
Connecticut State University	48.3%	41.7%	6.6
Central CSU	45.3%	38.6%	6.7
Eastern CSU	43.5%	37.4%	6.1
Southern CSU	46.8%	38.1%	8.7
Western CSU	44.7%	38.9%	5.8
Community Colleges	61.0%	57.0%	4.0
Asnuntuck, Northwestern, Quinebaug	66.0%	62.0%	4.0
Capital, Gateway, Housatonic	60.0%	52.0%	8.0
Manchester, Naugatuck, Norwalk	60.0%	57.0%	3.0
Middlesex, Three Rivers, Tunxis	63.0%	57.0%	6.0
Charter Oak State College	35.8%	n/a	

REAL PRICE TO STUDENTS (% OF MHI)			
	2007	Peers	Difference
University of Connecticut	13.0%	14.3%	-1.3
Connecticut State University	10.5%	12.0%	-1.5
Central CSU	10.5%	12.8%	-2.3
Eastern CSU	10.9%	11.7%	-0.8
Southern CSU	10.3%	11.9%	-1.6
Western CSU	10.3%	12.5%	-2.2
Community Colleges	4.2%	4.9%	-0.7
Asnuntuck, Northwestern, Quinebaug	4.2%	4.7%	-0.5
Capital, Gateway, Housatonic	4.2%	5.0%	-0.8
Manchester, Naugatuck, Norwalk	4.2%	5.2%	-1.0
Middlesex, Three Rivers, Tunxis	4.2%	4.7%	-0.5

REAL COST PER STUDENT			
	2007	Peers	Difference
University of Connecticut	\$20,490	\$21,547	\$1,057
Connecticut State University	\$14,838	\$11,972	\$2,866
Central CSU	\$14,644	\$12,966	\$1,678
Eastern CSU	\$15,603	\$11,989	\$3,614
Southern CSU	\$14,674	\$11,732	\$2,942
Western CSU	\$14,837	\$11,886	\$2,951
Community Colleges	\$10,929	\$9,370	\$1,559
Asnuntuck, Northwestern, Quinebaug	\$13,991	11,779	\$2,212
Capital, Gateway, Housatonic	\$11,938	\$9,423	\$2,515
Manchester, Naugatuck, Norwalk	\$11,019	\$9,349	\$1,670
Middlesex, Three Rivers, Tunxis	\$11,587	\$10,078	\$1,509
Charter Oak State College	\$2,902	NA	NA

