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ABSTRACT

The responsibility of Task Force III was (1) to determine the anticipated cost of higher education in Connecticut to 1980 along with possible sources of support; (2) to identify alternative courses of action and make recommendations that recognize the possible consequences of different courses of action; and (3) to determine the fiscal implications of different courses of action. This report presents: (1) a description of the Task Force's mission; (2) Task Force members; (3) eight recommendations that concern planning, a management information system, community colleges, independent colleges, tuition (and/or fees), student financial assistance, and a budget procedure for higher education and salary administration; (4) a discussion of the problem of financing higher education and a review of the Commission for Higher Education's responsibility in this area; (5) a brief description of the creation of the Task Forces; and (6) a discussion of higher education in Connecticut. A description of the materials that were studied by the Task Force is included in the appendix. (AF)

ED048834

**FINANCING HIGHER EDUCATION**

**Report of  
Task Force III  
to the  
Connecticut Commission for Higher Education**

**U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
OFFICE OF EDUCATION**

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December 1970

The Connecticut Commission for Higher Education wishes to express its gratitude to the Task Force members who prepared this report. In June 1970 the Commission established four Task Forces with broad representation from the educational, business and civic communities of the State. Each Task Force was asked to consider a different aspect of higher education. Their separate reports express the conclusions and recommendations of Task Force members exclusively. They are not necessarily the views of the Commission for Higher Education.

ED048834

December 8, 1970

Mr. Donald H. McGannon, Chairman  
Commission for Higher Education  
340 Capitol Avenue  
Hartford, Connecticut

Dear Mr. McGannon:

In behalf of Task Force #3, I take pleasure in presenting its conclusions. The Task Force was assigned the consideration of financing of higher education in Connecticut. Created in July of 1970, it has held seven working sessions during the summer and fall. It was a time of defining its role, establishing an agreement on basic philosophy and a determination of specific areas for discussion and recommendation. In all this, members of the Task Force have been most involved and articulate. Their diligence and spirit of concern deserves the highest commendation.

In the report attached, the recommendations appear first. Background and supporting data follow. The Task Force reviewed a substantial amount of factual and statistical material in the course of its studies which is available, if desired.

These recommendations refer to those matters which it was felt needed to be dealt with under the category of "immediate". The most important, Task Force #3 feels, is for the Commission for Higher Education to have a greatly expanded role in planning the future of the state system of higher education as identified herein and by appropriate recommendations to the Governor and the General Assembly, justify the appropriations necessary to meet those needs. The General Assembly is urged to continue to provide appropriations adequate to maintain the public institutions in a viable and competitive position.

In its deliberations, the Task Force has been mindful of the many student needs which exist in our state. At the same time we have been sensitive to the cost of providing these services and have considered the effect our recommendations would have on the taxpayer. Our report, therefore, reflects the prudence of the collective thinking of the members. We also recognize that the adoption of the principles contained in our recommendations would, in some cases, require the enactment of enabling legislation.

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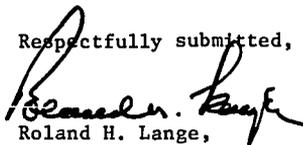
Mr. Donald H. McGannon

December 4, 1970

We wish to recognize here and state our appreciation for the most capable and helpful assistance given us by the staff of Dr. W. Robert Bokelman and Mr. Richard S. Lewis.

The Task Force will continue to pursue the long-range financial matters with which it has been charged by the Commission. These would include the area of higher education construction. It will devote itself to recommendations that will identify the steps that need to be taken to assure that planning, professional practice, construction marketing, financing, and organization are adequately developed to reduce the time required to construct facilities and to save money in the areas of site development and construction.

Respectfully submitted,



Roland H. Lange,  
Chairman

Encl.

RHL:ja

## FOREWORD

This is the third of four Task Force reports on higher education in Connecticut. The reports are entitled:

- I. NEEDS: SOCIO-ECONOMIC, MANPOWER, REGIONAL
- II. FUNCTION, SCOPE AND STRUCTURE
- III. FINANCING
- IV. QUALITATIVE AND QUANTITATIVE PERFORMANCE AND ACHIEVEMENT

Each Task Force report contains a section that describes the development of the present state system of higher education. In the report of Task Force III, this background material appears in sections III and IV beginning on page 21.

The charges to the four Task Forces from the Commission for Higher Education suggested subjects for possible consideration. They did not, however, limit the scope of the discussions. Task Force members were encouraged to make recommendations for any actions they felt would strengthen Connecticut's system of higher education.

A definition of Task Force III's assignment, a list of the Task Force members and a brief summary of their recommendations follow. The complete report begins on page 1.

### Definition of Task

Funds to support the current operations of higher education institutions have traditionally come from governmental appropriations, charges to students, gifts and grants. As the costs of providing educational programs and services have escalated, it has been necessary to seek ever-increasing levels of support. Another part of the greater dollar need relates to the demands for additional services such as student assistance to improve the opportunities for economically-deprived young people to attend institutions of higher education.

With particular reference to institutions receiving a major share of their operating support from governmental sources, the requirements of other State activities for additional support make it necessary for State priorities to be established and constantly examined.

Higher education aims both to increase efficient use of financial, manpower, and physical resources and to improve the quality of programs.

As costs rise it is logical to expect that the taxpayer will ask what return is being obtained on the investment in higher education.

Related to support of the operating programs is the need for support of the capital programs-- the acquisition of needed land, the construction of buildings, and the purchase of fixed equipment.

The fiscal condition of the independent colleges cannot be overlooked when higher education financing is studied. Until 1967 the enrollments in independent colleges exceeded those in the public system. The independent colleges bore the brunt of higher education enrollments in the entire northeast for many years. Spokesmen for both public and independent higher education agree that a viable system of independent colleges is highly desirable. A study of the financing of higher education, therefore, cannot be oblivious to the status and future needs of the independent sector.

Other task forces will submit evidence of the varied needs to be met through higher education, including the State's responsibility to increased numbers of its citizens.

Serious consideration must be given to both the support required and the possible sources of such support. Alternate courses of action must be identified and recommendations made that recognize the possible consequences of different courses of action. The fiscal implications of alternate courses of action need to be anticipated.

## Charges

### Category A (Total Charge)

1. Determination of the anticipated cost of higher education to 1980 to meet needs and provide new programs and services identified by other task forces, particularly Task Force I on Needs, and alternate means of securing the funds required to meet these needs, including innovative and new programs as well as the present program, student assistance, services to the public, and capital programs;
2. Identification of alternate means of financing capital programs, both for the academic and related program and for the auxiliary program (dormitories, dining halls, student centers, etc.);
3. Recommendations as to levels of support required and the sources of funds;
4. Determination of possible savings in construction that might result if academic programs were offered on different bases of utilization of facilities;
5. Identification and study of such other matters related to higher education financing needed by this task force.

### Category B (Short-Range)

1. Determination of the total investment now being made in higher education in the State and the sources of this support;
2. Identification of the relative share of the State's resources being invested in higher education;
3. Identification of the investment made by Connecticut in higher education in appropriate units of measurement as it compares with the investment made in other states;
4. Determination of the relative and absolute cost of higher education charged to the student in Connecticut and how this cost compares with the costs in other states.
5. Development of a salary administration system including continuous study of salary comparability in and out of the state;
6. Analysis of the student financial assistance programs in higher education in Connecticut.

TASK FORCE III  
FINANCING HIGHER EDUCATION

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Task Force III makes eight specific recommendations at this time. The recommendations, which appear in Section I of this report, concern planning, a management information system, community colleges, independent colleges, tuition (and/or fees), student financial assistance, a budget procedure for higher education and salary administration. Investigation is continuing in the area of higher education construction and it is anticipated that additional suggestions will be forthcoming.

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## I. RECOMMENDATIONS

### RECOMMENDATION 1 - PLANNING

Task Force III urges that the Commission for Higher Education expand its planning activity significantly. It feels that all long-range planning should be controlled by and funded through the Commission for Higher Education.

Recognizing a growing discontent by students, by the public and by legislatures with existing educational structures, the Commission is urged to approach the problems of the future open-mindedly. New concepts and new methods need to be developed in order to assure that Connecticut will have a state-wide system of higher education which will be responsive to the needs of the decades ahead.

Cost projections alone dictate that innovations such as the external degree be studied and tested. Proliferation of program offerings indicate that the review of new programs be under-taken with a new firmness. New teaching methods should be investigated and resources should be utilized in the most effective manner.

To assist the Commission for Higher Education in carrying out its role of coordination and planning, we recommend that a fund be appropriated annually in an amount equal to one percent of the operating budgets of the four constituent units to permit the Commission to initiate and conduct studies, projects and research aimed at improving the effectiveness of the total system of higher education in the state.

### RECOMMENDATION 2 - MANAGEMENT INFORMATION SYSTEM

A management information system should be established by the Commission

for Higher Education in concert with the constituent units of higher education to provide data that will permit ready and accurate enumeration and measurement of the performance of the higher education enterprise. This includes measures of the cost of providing the services, adequacy of libraries and other supporting services, and adequacy and utilization of physical facilities.

The Task Force supports the strengthening of the research unit of the Commission to permit the creation of a new system to collect and analyze management information. The system should be developed in cooperation with the institutions in order that data collected will be useful to all units of the higher education system as well as to the state.

#### RECOMMENDATION 3 - COMMUNITY COLLEGES

Task Force III does not question the community college's place in the Connecticut system of higher education. However, it recommends that no more Community Colleges be opened in the State until a thorough reexamination of the entire community college system has been made. Pending such a review, including the number, location, and financing of existing campuses, it is recommended that no construction or expansion of major new facilities for the Community Colleges be undertaken.

#### RECOMMENDATION 4 - INDEPENDENT COLLEGES

This Task Force recognizes the important role played by the independent colleges in the state system of higher education and recognizes the financial plight these institutions face.

The Task Force feels that it is economically advantageous to the state to increase its support of the private institutions. These colleges and universities exist -- with buildings, faculties and staffs and can accommodate

additional students. An investment in these schools will create long-run savings of considerable magnitude and is a logical alternative to the continual expansion of the public units.

It is recommended that the Commission for Higher Education take immediate action to develop plans to utilize more fully the resources of the independent colleges of the state and to enable them to make their most effective contributions to the total system of higher education in Connecticut.

The consulting firm of A. D. Little, Inc. is investigating this matter in depth and a comprehensive report is to be available in early 1971.

#### RECOMMENDATION 5 - TUITION (AND/OR FEES)

It is proposed that the Commission for Higher Education, in cooperation with the constituent units, establish a rate of tuition (and/or fees) for in-state undergraduate students which will approximate a return of 20% of the educational and general costs of the unit as supported by state general fund appropriations, less expenditures for organized research and extension and public services. A charge at this level would place Connecticut at about the national average. For undergraduate students attending the public institutions from out of state, it is proposed that a level be set that approximates 50 percent of the costs as described for the in-state students. Financial assistance should be available for those students unable to afford this level of tuition charge.

Sums collected should be dedicated to restricted purposes that are in the best interest of the public system of higher education.

(one member of the Task Force does not support this recommendation)

#### RECOMMENDATION 6 - STUDENT FINANCIAL ASSISTANCE

Many students who have the ability to attend institutions of higher

education are unable to do so for financial reasons. We recommend that uniform guidelines be developed to determine financial need and that sufficient funds be made available to permit needy students with ability to attend college.

Through federal, state and institutional funds, students with need should be able to acquire scholarship and subsistence funds to permit them to attend college. With the needs of students from low-income families being particularly great, aid programs should be available to enable them to attend the institutions that will best serve their career objectives.

Information should be made more readily available to high school counselors and other interested parties about existing State programs which assist students in their quest for post-secondary training and education.

It is also proposed that a program be developed through joint efforts of the high schools and the colleges to better acquaint high school students with programs, financial assistance, and careers open to those completing prescribed study programs at secondary level.

One of the student aid programs being recommended by the Commission for Higher Education is a state supported work-study program. Task Force III strongly supports this type of assistance which provides work opportunities for the student who wants to earn his own way and also provides manpower in areas needing alert and creative help.

#### RECOMMENDATION 7 - BUDGET PROCEDURE FOR HIGHER EDUCATION

It is recommended that the Commission for Higher Education, in line with its statutory responsibility to make an impartial assessment of the budgetary requests for higher education and to make recommendations thereupon to the Governor and the General Assembly, modify its established procedures to provide a continuing review of the operating requirements of the

constituent units. Meaningful management information should be received periodically and not merely at the time of a budget submission. The procedure should also provide for a continuing examination of existing program offerings by the constituent units as a way of establishing budget priorities.

It is also recommended that the respective Boards of Trustees of the constituent units retain fiscal autonomy in the use of appropriated funds.

#### RECOMMENDATION 8 - SALARY ADMINISTRATION

Since the Commission for Higher Education is charged by law with the review of proposed changes in salary scales and levels of staffing, a procedural plan should be developed which will permit the Commission to carry out its responsibilities in an equitable manner. Such a plan should include the following characteristics:

1. The salary plan should be responsive to cost of living, salaries paid by peer institutions, years of service, rank, salaries in professions comparable to that of teaching and should permit the recognition of merit. Attention should be given to the fringe benefits programs of the constituent units.
2. A range of entering salary levels should be provided for professional positions to accommodate applicants with different levels of preparation.
3. Establish a salary review panel, with the chairman of the panel being appointed by the commission and with major representation coming from the higher education system, to serve the Commission by performing, upon request of the Commission, the following functions:

- (a) recommend salary groupings, salary levels or salary ranges for each position and
- (b) to review specific requests for salary adjustments or position classifications and to recommend to the Commission action to be implemented.

## 11. FINANCING HIGHER EDUCATION

The deliberations of Task Force III began with a review of the Commission Goals and their specific application to the responsibilities of the Finance Task Force. The members have studied various types of state and national data which were felt to be relevant and appropriate to the mission and have heard reports from Task Force members and guests.

In studying the subject of higher education expenditures, one obvious observation that can be made is that the financing of higher education requires large sums of money.

### Appropriations, 1961-1971

This has been noticeable in Connecticut during the decade of the 1960's. In the 10-year period from 1961 to 1971, the appropriations made by the public system of higher education showed a 5-fold increase, from 32.3 million in 1960-61 to 176.7 million in 1970-71. A history of appropriations is shown on the following page.

An earlier Commission estimate of state support for the public institutions during the decade of the 1970's indicates that the needs of the system could be expected to increase from existing levels by four times.

For the country as a whole, projections made by the U.S. Office of Education anticipate enrollments in public institutions to increase from 2,116,000 enrolled in 1960-61 to 5,009,000 in 1970-71, and to 8,265,000 in 1980-81 (extending estimates from 1977-78 at the rate applied during the prior 10 years). Expenditures for educational and general functions for public institutions are projected to increase from \$3.3 billion in 1960-61 to \$8.9 billion in 1970-71 and to \$16.1 billion in 1980-81

Table A  
OPERATING BUDGET APPROPRIATIONS FROM THE GENERAL FUND  
1961-63 through 1969-71

Constituent Unit	1961-63 Appropriation	1963-65 Appropriation	1965-67 Appropriation	1969-71 Appropriation
Regional Community Colleges (including Central Office)	--	--	\$ 2,535,000	\$ 21,111,000
State Colleges (including Central Office)	\$ 10,506,800	\$ 12,577,337	\$22,870,000	\$ 51,798,000
State Technical Colleges (including Central Office)	--	--	3,381,000	7,633,000
University of Connecticut	21,765,658	27,907,879	38,026,000	74,974,000
Health Center	--	--	803,000	15,731,000
Sub-totals	\$ 32,272,458	\$ 40,485,216	\$67,615,000	\$ 171,247,000
CHE:				
Central Office			210,000	815,000
Legislatively-Mandated	--	--	2,510,000	4,595,000
TOTALS	\$ 32,272,458	\$ 40,485,216	\$70,335,000	\$ 176,657,000

(extending estimates from 1977-78 at the rate applied during the prior 10 years). It is reasonable to expect, however, that the U.S. Office of Education expenditures projections will be found (as in the past) to be conservative.

Connecticut's per capita personal income is one of the highest in the nation, (see Table B). The state support of higher education, on the other hand, is not such an impressive statistic. In 1968-69, Connecticut,

with a per capita expenditure for institutions of higher education of \$38.30, ranked 43rd among the states, (see Table C). An additional \$11.44 would need to have been added to reach the national average. It should be pointed out, however, that a strong system of private colleges and universities in the state, continues to accommodate a significant portion of Connecticut's students.

Table B

PER CAPITA PERSONAL INCOME  
CALENDAR YEAR 1969<sup>(1)</sup>

Maximum	District of Columbia	\$ 4,849
Highest State	Connecticut	4,537
Lowest State	Mississippi	2,192
National Average		3,680

Table C

PER CAPITA GENERAL EXPENDITURES FOR  
STATE INSTITUTIONS OF HIGHER EDUCATION, 1968-69

Highest State	Alaska	\$ 121.51
	Connecticut (43rd)	38.30
Lowest State	New Jersey	26.12
National Average		49.74

Personal income alone is not an absolute indication of a State's ability or willingness to support a given program. It should also be remembered that Connecticut is a relatively small State and that its

(1) Preliminary

per capita wealth varies by region within the state. The Connecticut Development Commission in its publication CONNECTICUT MARKET DATA 1970 shows the following distribution by county.

Table D

PER CAPITA EFFECTIVE BUYING INCOME

1969

<u>County</u>	Per Capita Effective Buying Income (1)
Fairfield	\$ 4,303
Hartford	3,594
Middlesex	3,250
New Haven	3,150
Litchfield	3,104
Tolland	3,041
New London	2,994
Windham	2,798
Statewide average	3,553

It can be seen, for example, that Fairfield County in 1969 had a per capita effective buying income that was more than fifty percent greater than Windham County.

As noted in Table A there has been a steady increase in Connecticut's investment in higher education, with significant improvements made during the decade of the 1960's. The two factors of increased numbers of students and increased costs of services have contributed to the rise in total operating costs.

Much of the growth, including the starting of two-year units of tech-

(1) Per capita effective buying income equals per capita income after payment of federal income tax.

nical colleges and of community colleges, and transforming the state college system from teacher-training to teacher training liberal arts institutions, have come at a time when costs have increased sharply.

#### STATE REVENUE TASK FORCE

A State Revenue Task Force was established by the 1969 General Assembly (Special Act No. 274.) to undertake an analysis of all sources of revenue available to the state. It is to evaluate alternative methods of providing revenue to meet the anticipated long-range needs of the state. Recommendations for long-range state revenue policy will be made to the Governor and the 1971 session of the General Assembly not later than February 1, 1971.

In February, 1970, the Commission for Higher Education was asked to prepare an estimate of the requests higher education would make for the support during the decade of the 1970's, both for operating and for capital funds. The estimates developed by the Commission are shown in Table E on the following page.

#### INFORMATION SYSTEM

While Task Force #4 is giving concentrated attention to the matter of information systems, it is clearly in the interest of Task Force #3 to support such a system and to participate in its development.

In cooperation with the constituent units that will be called upon to provide the same data, it is necessary that information be available that will give a ready answer to objective measures of institutional operations in areas of income and expenditures, physical plant, student, curricular loads, student levels, student housing, student aid, etc.

Table E  
ESTIMATED COSTS, 1971-72 THROUGH 1980-81 FOR FIVE CONSTITUENT UNITS

	FOUR UNITS	CHE	FIVE UNITS		RCC	SC	TECH COL.	U. of CONN.	TOTALS
			ANNUAL	BIENNIAL					
			(Amounts in millions)						
1971-72	\$127.00	\$ 5.97	\$132.97		\$ 73.7	\$57.0	\$13.7	\$18.8	\$163.2
1972-73	146.90	8.37	155.27	\$288.24					
1973-74	168.90	11.62	180.52		119.5	57.0	3.5	44.5	224.5
1974-75	193.00	13.07	206.07	386.59					
1975-76	217.40	14.81	232.21		104.5	57.0	18.9	24.8	205.2
1976-77	246.50	16.69	263.19	495.40					
1977-78	275.80	18.58	294.38		46.2	57.0	-	25.2	128.4
1978-79	308.60	20.58	329.18	623.56					
1979-80	341.10	22.78	363.88		60.6	57.0	-	20.4	138.0
1980-81	386.10	25.05	411.15	775.03					

Objective and accurate data are required to develop budgets, to measure operations and to make meaningful projections for years ahead.

A report prepared for the Task Force on Taxation indicated that, with reasonable increments in costs related to increases of the past few years applied to anticipated enrollment growths, the state might expect to be requested to appropriate some \$750 million for public higher education by the 1979-81 biennium. This would be a four-fold increase from the present 1969-71 appropriation level and a twenty-nine fold increase from 1959-61.

(1) Estimates of capital requirements for the construction of academic and related buildings as prepared by representatives of the constituent units. Housing, other Auxiliary Enterprise buildings and the University of Connecticut Health Center are not included.

Through an increased level of support (554% between 1960 and 1970 per M.M. Chambers -- 5th highest of the 50 states) the state of Connecticut has shown its commitment to higher education (see Table F). This investment has permitted the establishment of liberal arts - teacher training institutions from teachers colleges, the establishment of systems of 2-year technical colleges and community colleges. Support levels have enabled the colleges to compare favorably with like institutions across the country.

Table F

THE RATE OF GAIN IN APPROPRIATIONS OF STATE TAX FUNDS  
FOR OPERATING EXPENSES OF HIGHER EDUCATION (1)  
1959-60 to 1969-70

<u>Rank of States</u>	<u>State</u>	<u>10-Year Gain</u>
1	Hawaii	742.5%
5	Connecticut	554.0%
50	Oklahoma	120.3%
	National Average	337.5%

At this time the state is receiving demands for support from other state agencies and from other services. It has become apparent that Connecticut, even with its high ranking in per capita income, must look more systematically at its pattern for using its resources.

Budget Process

The Commission for Higher Education is required to receive budget requests from the constituent units and to forward those requests, along with

(1) M.M. Chambers, Illinois State University, as reported in the Chronicle of Higher Education.

its recommendations, to the Governor and the General Assembly. In the meantime, the Budget Division requires each unit supported by state appropriations, including higher education, to prepare and submit a detailed budget which is expanded to considerable magnitude as ideas for further implementation have been devised. The figures requested in both budget forms, while derived through different means, tend to match in total amount.

The Commission, in cooperation with the constituent units, has developed an approach to the budget which recognizes the different costs of programs by level and provides a formula application to give equitable treatment to each unit. The procedure has recognized both catch-up and keep-up features to help the units acquire the resources to provide programs at a desired quality level.

While recognizing the validity of requests generated by the units, the Commission has not recommended full funding at any time. Its position has been to use the existing level of the current year's operation as a base and to add allowances for additional enrollments projected, allowances for inflationary factors, to recommend funding for new programs of high priority to the system, to operate new buildings, and to improve the funding of special functions that have obviously been inadequately supported. Beyond that level, the Commission has recommended partial attainment of a more adequate level of support through a catch-up recommendation. In looking at the need to maintain some parity with peer institutions, the Commission has been aware of the need to achieve a level of equity among the four teaching, research, and public service units of public higher education.

Budget preparation for higher education should incorporate a system of program analysis that would provide support based upon program units related

to student contact hours by level and salaries per unit. Separate formulas would determine support required for other functions, as libraries, plant operation and maintenance, student services, administration and others. The operation of this system would require a constant access to management information for planning and for evaluation.

Units and systems would have the opportunity to identify needs for improved levels of support and for new areas of service, but would not be required to prepare detailed justifications for on-going activities that would be supported on a formula basis.

The boards of trustees of the constituent units would retain the authority to administer the units, including authority to use appropriated funds for the purposes approved without control from a centralized agency.

Such budgets could be developed in concert with the Commission for Higher Education, thereby reducing substantially the work load that has been required by a budget process that has identified justifiable needs, but has not been implemented.

#### Operating Procedures

While the Board of Trustees of the constituent units have autonomy in governing the institutions, many state control features are maintained on fiscal matters that are extremely time consuming. These are in the areas of purchase of equipment, computer services, travel and funds transfers.

Detailed study will be required to find compromises that will assure the outcome desired by the central agencies while still allowing a maximum of freedom to the constituent units to operate their units.

### Role of Independent Colleges

There is increasing evidence that the independent, or private, higher education institutions are finding it increasingly difficult to provide quality programs that will attract students and do it at a charge that students and their parents can afford. This situation is documented across the country and not in Connecticut alone.

The 1969 General Assembly enacted legislation permitting the Commission for Higher Education to contract with independent colleges to increase their numbers of Connecticut undergraduate students as well as to increase their total enrollment.

A separate study of the role of the independent colleges in Connecticut is being studied by the A. D. Little Company. It is expected that recommendations made in the study report will identify ways that more effective use can be made of the resources of the independent colleges in Connecticut.

### Building Needs

Evidence collected by the Commission for Higher Education in its studies of higher education facilities and space utilization substantiates the need for additions to the plants of each of the constituent units. The requirements of the state college unit have been further documented by planning studies carried out at each of the four campuses by architectural consultants. A system of higher education centers also will require capital funding, though these sums will largely be those that otherwise would be invested in plants for community colleges and technical colleges. The entire system of community colleges requires permanent plants, with most needing campus sites as well as buildings.

In its report to the State Revenue Task Force, the Commission, based upon projections from the constituent units, estimated that an investment of some \$860 million would be required in educational and related capital facilities during the decade of the 1970's. This figure excluded requirements for housing, dining halls and other auxiliary facilities.

The higher education units experience serious delays in getting buildings constructed. It is not unusual for a period of six years to elapse from the time planning is started for a building until it has been completed.

Additional attention needs to be given to a construction system that places proper emphasis on planning, professional practice, construction marketing, financing and organizing to do the entire job assigned. While Task Force III will have the item of capital construction in its long-range category of problems to be studied, it seems desirable to identify it as a problem area in the short-range report.

In the construction system that may be recommended for implementation, it is evident that there will be three major objectives: (1) long-range planning, (2) reducing the time required to acquire facilities, and (3) building more economically.

#### Student Charges

The State of Connecticut has historically supported a philosophy of low cost higher education. Three units have tuition levels of \$100 per academic year to Connecticut residents, while the fourth charges no tuition to in-state students. Each of the units has fees of varying amounts to support selected student services and other programs. The current levels for 1970-1971 are in Table G .

Table G

TUITION, FEES, ROOM AND BOARD CHARGES  
AT THE CONSTITUENT UNITS, 1970-71

Constituent Unit	Tuition		Fees		Room	Board
	In-State	Out-of-State	In-State	Out-of-State		
Regional Community Colleges	\$100	\$300	\$ 30-40	\$30-40	\$250	--
State Colleges	100	700	72-90	72-90	300	480
Technical Colleges	100	300	15	15	420	
University of Connecticut	-	300	290	690	500	520
Health Center	600	1300	-	-	-	-

When compared with the levels set in other states, it is seen that Connecticut's charges are low. (See Table H on the following page).

The American Association of State Colleges and Universities recently conducted a study of 1970-71 tuition charges in state colleges in forty-six states. For resident students the range was from \$150.00 (California) to \$708.00 (Pennsylvania) and the Median Charge was \$368.00. Connecticut's combination tuition and fee charge of \$182.00 at its State Colleges ranked 45th of the 46 states.

Cases can be made for opposing philosophies concerning tuition levels. Low tuition can be justified as a state investment to assure a trained and educated citizenry that can contribute to the state's economy. High tuition can be justified on the assumption that the individual is the principal benefactor and from the standpoint that nationwide pressures are mounting to require the student to make a more significant contribution to the total education cost.

Table H

COMPARISON OF TUITION AND/OR FEE CHARGES IN CONNECTICUT'S  
PUBLICLY SUPPORTED INSTITUTIONS OF HIGHER EDUCATION  
WITH INSTITUTIONS IN OTHER STATES, 1968-69

	RESIDENT TUITION AND/OR FEES		
	UNIVERSITY OF CONNECTICUT	STATE COLLEGES	TWO-YEAR COLLEGES
CONNECTICUT	\$240	\$190	\$160
<b>50 States</b>			
Highest (State)	\$740 (Ky.)	\$498 (N.Y.)	\$495 (Ind.)
Median	\$368	\$300	\$230
Lowest (State)	\$180 (Texas)	\$122 (Calif.)	\$ 18 (Calif.)
Conn. Rank	44th of 46	41st of 45	30th of 40
<b>10 Wealthiest States</b>			
Highest (State)	\$530 (N.J.)	\$498 (N.Y.)	\$405 (N.Y.)
Median	\$345	\$264	\$258
Lowest (State)	\$240 (Conn.)	\$122 (Calif.)	\$ 18 (Calif.)
Conn. Rank	9th of 9	6th of 8	7th of 8
<b>10 Northeast States</b>			
Highest (State)	\$690 (N.H.)	\$498 (N.Y.)	\$450 (Pa.)
Median	\$402	\$285	\$318
Lowest (State)	\$240 (Conn.)	\$170 (Me.)	\$160 (Conn.)
Conn. Rank	8th of 8	9th of 10	8th of 8

Student Financial Assistance

State-funded student financial assistance available to Connecticut residents has been relatively modest. Funds available have limited awards to a maximum of 2% of the high school graduates.

During the 1969-70 academic year, state funds totalling \$1.2 million aided approximately 2,100 students. In the present 1970-71 year, \$1.7 million is being made available.

The Commission for Higher Education has adopted a goal that no student in Connecticut who is qualified or qualifiable and who seeks higher education be denied the opportunity for such education because of his economic situation. Implementation of this goal will require greatly increased levels of support, particularly if students are assessed tuitions that represent from 20 to 50 per cent of operating costs.

### III. CREATION OF TASK FORCES

The CHE has the need by law and logic for the development of a plan which, subject to annual or systematic modification, could represent at any one instant the synthesis of policy, objectives and the fiscal and physical plans for meeting those objectives. (Robert J. Jeffries, Chairman, Fiscal Policy Committee of the Commission for Higher Education. Statement to Commission, May 7, 1970).

As a way of implementing quality planning the Fiscal Policy Committee of the Commission for Higher Education recommended establishment of four task forces whose general responsibilities would be:

- (a) identification and collection of pertinent data,
- (b) definition and consideration of alternative proposals, and
- (c) identification of alternatives.

In addition, it was stated that,

Each task force will be encouraged to address itself not only to those specific responsibilities initially assigned to it but also to those which it identified as a result of its own activity. In a time when higher education programs are being expanded rapidly, and when increasing demands are being placed on our institutions of higher education, a static charge to a task force would be unrealistic and would fail to utilize the anticipated potential of the group.

Membership of each task force was to consist of five to fifteen members to be drawn from higher education (administration, faculty, students), business and commerce, the professions, state agencies and communities. The Commission for Higher Education was to provide staff assistance.

Two basic areas of concern were directed to the attention of each of the Task Forces. These included long-range and short-range matters which were described as follows:

Category A - Long-Range Concerns are related to the sequential development of the State's system of higher education both public and private.

Category B - Short-Range Concerns are related to those items mandated by the 1969 General Assembly which must be completed for presentation at the time of the convening of the 1971 General Assembly. Some studies may also be completed by special committees and in-house activities of the Commission for Higher Education and can be intergated with the pertinent concerns of the task forces.

The four major topics of concern delegated as assignments to each of the task forces were identified as being consistent with the goals of the Commission for Higher Education after consultation with the constituent boards of the higher education system and the Advisory Council of the Commission for Higher Education, representing public and private institutions of higher learning in Connecticut. The areas are I. Needs: Socio Economic, Manpower, and Regional; II. Function, Scope, and Structure of Higher Education; III. Financing Higher Education, and IV. Qualitative and Quantitative Performance and Achievement in Higher Education.

It is expected that the summer and fall deliberations of the four Task Forces may result in recommendations for legislative action as well as the identification of possible new directions in Connecticut higher education.

#### IV. HIGHER EDUCATION IN CONNECTICUT

In 1964, the United States Office of Education, at the request of a commission appointed by the General Assembly, conducted a study of higher education in Connecticut. The recommendations made in that report led in 1965 to the creation of a state system of higher education, a definition of the role of the higher education subsystems including the Commission, and the establishment of a Community College System.

The Commission's efforts, since its inception, have been directed toward the significant and orderly development of the system, avoidance of costly and inefficient duplication of programs, and coordination in introduction of programs and institutions to serve the needs of the State and its citizens. A major responsibility carried by the Commission is to determine the needs of higher education in the State and how they best can be met through the total higher education system and the subsequent sponsoring of legislative programs and levels of support that will meet these needs.

Goals for higher education in Connecticut have been identified by the Commission after extensive discussions with the constituent boards of the public higher education system and the Advisory Council. They include the following:

1. To plan for and to coordinate higher education in the state and to stimulate among the constituent units of the public system and the independent colleges, long-range planning which will result in economically efficient and functionally effective programs of education.
2. To define, collect, and analyze data which are related to higher education and carried on by the staff of the colleges and universities in the State; and to report and communicate the aims, needs, and achievements of higher education in the State.

3. To make recommendations which will assist all colleges and universities in the State in obtaining the faculties, facilities, programs, and financial support which they must have to provide quality education.
4. To participate in the development of educational standards and to test college performance in relation to these standards.

The Commission published and distributed general goals defining long-range objectives for publicly and privately supported higher education in the State.

These are:

1. To insure that no student in Connecticut who is qualified or qualifiable and who seeks higher education be denied the opportunity for such education because of his social, ethnic, or economic situation.
2. To protect essential freedoms in the institutions of higher education.
3. To provide opportunities for a liberal education and for preparing to serve the State's economic, cultural, and educational development.
4. To develop the most effective use of available resources in public and independent institutions of higher education and thus obtain the greatest return on the public investment.
5. To maintain quality standards which will insure a position of national leadership for Connecticut's institutions of higher learning.
6. To assist in bringing the resources of higher education to bear upon the solution or abatement of society's problems.

The Commission for Higher Education is one of the five subsystems in the Connecticut system of public higher education. It acts with Boards of Trustees of the other four subsystems to coordinate planning and to assist in their relationship with agencies whose activities affect higher education. It is the desire of the Commission for Higher Education to achieve the proper balance between institutional autonomy and coordinated operations. Generally

speaking the mission of each of the four subsystems can be explained as follows:

#### Regional Community Colleges

The present State system consists of 10 community colleges. The first three colleges were founded by the interest and efforts of community leaders. Subsequently Public Act 330 made possible the incorporation of these three colleges into a Regional Community College system and provided for the establishment of additional two year community colleges.

They have a responsibility to offer courses of instruction for academic credit leading to the associate degree. In addition to programs of study for college transfer, this level of instruction includes career oriented programs designed to prepare individuals for the variety of specialized vocations that the growing complexity of Connecticut's economic environment demands. In addition, the responsibility of the Regional Community Colleges extends to the offering of courses of instruction at the transitional level for high school graduates preparing for work at the degree-credit level. Such offerings at the transitional "pre-freshman" level include courses of retraining, continuing education, and community services.

The role of the community college pre-supposes service to a region within commuting distance of its student clientele. Each of the institutions expects to provide facilities to support instructional, cultural and extra-curricular programs normally available in a comprehensive college of medium size. Dormitories, however, are not envisioned. (Board of Trustees, 1968)

Norwalk and Manchester established community colleges without State assistance in 1961 and 1963. Winsted made plans for a community college to open in September of 1965. Following incorporation of these three institutions into the Regional Community College System, guidelines for the further development of a community college system for Connecticut were developed by the Commission for Higher Education when it was established

in 1965 by the State Legislature.

Additional colleges added to the system and recommended for approval by the Commission for Higher Education included:

Housatonic Community College Stratford	Licensed 3/1/67 to begin 9/67
Middlesex Community College Middletown	Given independent status 6/1/68
Greater Hartford Community College Hartford	Licensed 5/10/67 to begin 9/68
South Central Community College New Haven	Licensed 5/10/67 to begin 9/68
Mattatuck Community College Waterbury	Licensed 5/10/67 to begin 9/68
Tunxis Community College Bristol - New Britain	Opened 9/70
Mohegan Community College Norwich - New London	Opened 9/70

Three additional community colleges, not recommended by either the Board of Trustees for Regional Community Colleges or by the Commission for Higher Education were authorized in the closing days of the 1969 session of the General Assembly.

These were:

Northeastern Connecticut	To open after September 1971
Northern Connecticut	To open after September 1971
Ansonia - Bridgeport - Derby Region	To open after September, 1973

#### State Technical Colleges

Four State Technical Colleges were developed in the postwar years. Publicly-supported technical college education in Connecticut dates back to April, 1946, when the Connecticut Engineering Institute was organized in Hartford by the State Board of Education. Inaugurated as a pilot

program in response to demands of Connecticut industry, the institute was to help fill the need for a new type of industrial personnel, the engineering technician. The Connecticut Engineering Institute functioned as a post-secondary institute for several years. Following the success of the program in Hartford, other institutions were founded in Norwalk (1961), Norwich (Thames Valley, 1963), and Waterbury, (1964). A fifth institution was authorized by the 1967 legislature for the greater New Haven area. By legislative action in 1967 (P.A. 751) the name was changed from institute to college, a separate board of trustees was established and the system became a subsystem of the public system of higher education in 1965.

The purpose of these institutes is to prepare those technicians for immediate employment in Connecticut industry who need up to two years of college-level instruction. (Board of Trustees, 1966)

#### State Colleges

Four State Colleges were created as normal schools in the years between 1850 and 1903. Degree granting privileges were extended in the 1930's and the names changed to State Teachers Colleges. In the 1960's, the institutions added graduate programs and additional curricula. Subsequently their names were changed to:

Southern Connecticut State College in New Haven  
Central Connecticut State College in New Britain  
Eastern Connecticut State College in Willimantic  
Western Connecticut State College in Danbury

As multi-purpose institutions of higher learning, the State Colleges recognize four interrelated functions: professional education, liberal education, graduate study and research, and public service.

The major emphasis of the colleges is and will continue to be given to the professional preparation of teacher and other school personnel. Professional offerings have been extended to include education of nurses and the liberal arts and sciences program has increasingly grown in importance offering majors in the areas of the humanities, mathematics, the social sciences, the physical sciences, and the life sciences. (Board of Trustees, 1968)

#### University of Connecticut

The University of Connecticut was created by the Legislature in April, 1881, as the Storrs Agricultural School. Charles and Augustus Storrs, natives of Mansfield presented the State with a gift of 170 acres of land and \$6,000. In 1893, the General Assembly renamed the School Storrs Agricultural College and offered admission to women. Three other name changes occurred: Connecticut Agricultural College in 1899, Connecticut State College in 1933 and the University of Connecticut in 1939.

At present the University has five lower division branches in Waterbury (1946), Hartford (1946), Stamford (1951), Torrington (1957) and Groton (1967). The Legislature provided for the expansion of Stamford to a four year college division by September of 1971, although this proposal was opposed by both the University and Commission for Higher Education. No funds were specifically appropriated for this purpose.

Schools of Law, Social Work and Insurance have been created in Hartford. In 1961, a Medical-Dental School and Health Center were authorized in Farmington. Although the facility is still under construction, the first class of 48 students was admitted in September, 1968. When facilities have been completed, and full classes admitted, 48 doctors and 48 dentists should be graduated annually.

The University of Connecticut is charged with 'exclusive responsibility for programs leading to doctoral degrees and postbaccalaureate professional degrees.' The University must additionally provide undergraduate, pre-professional, first professional, and Master's degree work consistent with its particular responsibility for advanced graduate study, and such extension and service programs as are appropriate to the training and characters of its staff and to its facilities.

The central point of emphasis of current planning efforts of the University is an institution of highest quality, with an internally complementary graduate and undergraduate program, on a scale that reconciles the requirements of quality with the state's quantitative needs. (Board of Trustees, 1965)

#### Independent Institutions

There is also a growing list of areas of cooperation between the State system and the independent colleges. These institutions, while not officially part of the publicly supported State system, enroll a substantial portion of the college students in the State. They are faced with the necessity of planning for the future in a time when public institutions of higher education are undergoing rapid expansion and development. The Commission for Higher Education provides information to these institutions, involves them in planning activities, and makes every effort to insure that their contribution to the State will be maintained.

The first attempt by the Commission to seek greater utilization of independent colleges resulted in the enactment of P.A. 627 in 1969. This act provides that additional places in independent Connecticut colleges may be provided from public funds through contractual agreements with individual colleges. According to the law, the amount of money per contracted place paid to the independent colleges shall not exceed the cost to Connecticut for educating a student in a comparable program in the public

system. The act stipulates that 125% of the current tuition charged by the institution to students up to the cost per student in State supported institutions, be paid to the college for each additional Connecticut student it admits over a certain base year. The college agrees to use 100% of the tuition to Connecticut students in the form of financial assistance. The remainder may be utilized for its general expenses. The total appropriation made available for 1970-71 was \$1,500,000.

With a grant from the Commission for Higher Education, An Analysis of the Financial Crisis of Private Colleges and Universities was completed in October, 1970 by Ward S. Curran, Associate Professor of Economics and George M. Ferris, Lecturer in Corporate Finance at Trinity College. The report was presented to the Connecticut Conference of Independent Colleges for their consideration, and future developments are anticipated as a result of cooperative efforts between the Commission for Higher Education and the Connecticut Conference of Independent Colleges. A blue ribbon committee has been created by the Commission to provide counsel and advice to the consulting firm of Arthur D. Little, Inc., of Boston, as that firm studies the State's relationship to the independent colleges and universities within its borders. Efforts to preserve the viability of the private sector of higher education will be continued by the Commission for Higher Education as it recognizes the important contributions of the independent colleges and universities in Connecticut education.

#### Commission for Higher Education

As the fifth subsystem in Connecticut's system of higher education,

the Commission for Higher Education functions to coordinate planning of the other four subsystems and assists in their relationships with agencies whose activities affect higher education.

In carrying out its mandated responsibilities, the Commission for Higher Education attempts: (1) to secure for the State a maximum return on its investment in higher education, (2) to extend higher education opportunity for the State's citizens, (3) to create new resources to meet emerging higher education needs, (4) to provide information and assistance to higher education boards, institutions, and agencies and (5) to create a climate for the orderly development of the State system of higher education.

Under the provisions of Public Act 330, the Commission for Higher Education has 16 members, 12 appointed by the Governor and four appointed by the subsystem boards. Of the 12, one must be a representative of the State's private institutions of higher education.

Members presently serving on the Commission who were appointed by Governor John Dempsey are:

Chairman  
Donald H. McGannon, President  
Westinghouse Broadcasting Company  
90 Park Avenue  
New York, N. Y. 10017 (1975)

The Reverend Edwin Edmonds  
Dixwell Avenue Congregational Church  
217 Dixwell Avenue  
New Haven, Connecticut 06511 (1971)

John J. Driscoll, President  
Connecticut State Labor Council  
AFL-CIO  
9 Washington Avenue  
Hamden, Connecticut 06514 (1971)

James F. English, Jr., Chairman  
Connecticut Bank & Trust Company  
1 Constitution Plaza  
Hartford, Connecticut 06115 (1971)

Miss Anne M. Hogan  
23 Tatem Street  
Putnam, Connecticut 06260 (1975)

John R. Reitemeyer, Publisher  
The Hartford Courant  
285 Broad Street  
Hartford, Connecticut 06101 (1977)

Miss Helen M. Hogan  
306 Greenbriar Drive  
Cheshire, Connecticut 06410 (1973)

Orville J. Sweeting  
108 Everit Street  
New Haven, Connecticut 06511 (1977)

Dr. Robert J. Jeffries  
The University of Bridgeport  
219 Park Avenue  
Bridgeport, Connecticut 06602 (1977)

Sister Mary Theodore  
Mercyknoll  
243 Steele Road  
West Hartford, Connecticut 06117 (1977)

James J. Dutton, Jr., Attorney  
22 Shetucket Street  
Norwich, Connecticut (1973)

Alfred W. Van Sinderen, President  
Southern New England Telephone Company  
New Haven, Connecticut 06410 (1973)

The four representatives named by the subsystems are:

Merlin D. Bishop  
UAW - Sub-Regional Director  
100 Constitution Plaza, Suite 500  
Hartford, Connecticut 06103  
(Rep. Board of Trustees,  
University of Connecticut)

Dr. Margaret Kiely  
250 Myrtle Avenue  
Bridgeport, Connecticut 06604  
(Rep., Board of Trustees, State  
Technical Colleges)

Henry E. Fagan  
35 York Street  
Stratford, Connecticut 06497  
(Rep. Board of Trustees for  
Regional Community Colleges)

Mrs. Bernice Niejadlik  
Alexander Lake (Box 304)  
Danielson, Connecticut 06239  
(Rep., Board of Trustees, State  
Colleges)

Alternates named by the institutions:

Alternate for Mr. Bishop  
Mr. Joseph R. McCormick, President  
The Hartford Electric Light Co.  
176 Cumberland Avenue  
Wethersfield, Connecticut 06109

Alternate for Dr. Kiely  
Mr. Charles Phelps  
Hebron Road  
Andover, Connecticut

Alternate for Mr. Fagan  
Mrs. William Sale Terrell  
2801 Albany Avenue  
West Hartford, Connecticut 06117

Alternate for Mrs. Niejadlik  
Mr. John F. Robinson  
The Robinson School  
17 Highland Street  
West Hartford, Connecticut 06119

Alternate for Mr. Fagan  
Mr. Justin Glickson  
202 Ponus Avenue  
Norwalk, Connecticut 06850

The Commission does not operate the public institutions of higher

education. This function is assigned by statute to the various Boards of Trustees. Its responsibilities include a number of major coordinating efforts of which the following are examples:

#### BUDGET PLANNING AND COORDINATION

Public Act 330 requires the governing board of each subsystem to prepare a biennial budget request and to submit it to the Commission for Higher Education, together with such additional information as required. The Commission for Higher Education prepares a consolidated proposed budget for submission to the Governor and the General Assembly. Since the requests of the governing boards of the subsystems are included in the Commission's submission, the Commission's recommendations represent an additional assessment of individual subsystem and total system needs. In the past two biennia, the total amounts recommended by the Commission for Higher Education have fallen between the amounts requested by the subsystems and those appropriated by the General Assembly. The Commission, in both biennia, recommended an amount for each subsystem which it believed would provide for orderly progress and development, and an increment for improvement of quality as well.

#### APPROVAL OF NEW PROGRAMS

Since 1965, the Commission has been responsible for coordinating planning for higher education throughout the State. The Commission encourages individual governing boards to initiate plans for institutional development. The institutions are required to submit such plans to the Commission for approval. All institutions of higher learning, public and private, have participated in and profited by the many studies of educational needs and

existing programs that the Commission and other organizations have made.

Beyond its coordinating role, the Commission is also responsible for accrediting new programs. This activity is carried out in cooperation with the Connecticut Council for Higher Education and serves to insure the public of the quality of the programs offered.

The Commission also has leadership and coordinating responsibilities to programs for student financial assistance, in contracting for spaces for Connecticut residents in independent institutions, and in developing higher education centers.

## V. APPENDIX

(The following are brief descriptions of the materials which were studied by the Task Force. They are felt to be significant and have been useful in helping the Task Force arrive at conclusions and recommendations.)

### PER CAPITA FINANCIAL DATA

- In the calendar year 1968, Connecticut had the highest per capita income (i.e. \$4,256) of any of the states. The national average was \$3,417, the median was \$3,298 and the low state, Mississippi, was \$2,081.
- Connecticut, in 1967-68, ranked thirteenth among the states in the per capita amount of general revenue it received from state and local taxes. Connecticut's \$356.59 compares with the national average of \$338.09, a median of \$322.00, the high state's \$503.49 (New York) and the low state \$199.60 (Arkansas).
- In 1967-68, Connecticut with a per capita general expenditure for institutions of higher education of \$30.11 ranked 47th among the states. The national average was \$51.11, the median was \$53.05, Wyoming, the high state spent \$111.43 and Massachusetts, the low state spent \$24.28.
- Using as a measure the amount of state and local general expenditure per \$1000 of personal income for all levels of education, Connecticut's figure of \$50.57 ranked 48th among the fifty states. The national average was \$65.84. The median was \$73.25, the high (Wyoming) was \$115.75 and the low (Massachusetts) was \$46.21.
- When we consider per capita state revenue from state and local taxes (1967-68) as a percent of per capita personal income in 1968, Connecticut ranks 44th among the states. At 8.4% we compare with Wyoming's 12.7% and Ohio's 7.9%.
- Comparing selected items of state and local government expenditures with national averages in 1967-68, Connecticut is well above on such items as interest on General Debt (+63.0%), Total Debt (+52.7%), Sewerage (+51.4%) and is below on Health and Hospitals (-10.5%) and, for example, Higher Education (-41.1%).
- To determine the effect of the total tax burden on personal income in 1968, per capita state and local taxes and per capita federal taxes were subtracted from per capita personal income. To personalize these statistics as much as possible, corporate income taxes were deducted from

both state and federal figures. Connecticut's adjusted or "spendable" per capita income of \$3,073 ranks second to Alaska's \$3,425. Virginia is the median with \$2,326 and Mississippi is low with \$1,680. It should be stated that these and other income statistics do not reflect the differences in the cost-of-living between states or areas.

#### REPORTS AND STUDIES

- Three reports written by M.H. Chambers, Illinois State University, pertaining to support levels of public higher education during the decade of the 60's. Connecticut, with a gain of 554% is in the group of fourteen states showing the most improvement in appropriations.
- An article giving background information on student financial aid programs prepared by Task Force member, P. Jerome Cunningham.
- An article giving background information on the determination of family contribution toward the cost of higher education prepared by Task Force member, P. Jerome Cunningham.
- Selected portions from the Comprehensive Development Plan of the State University System of Florida, 1969-1980.
- A preliminary report on the economic status of a sampling of students at the University of Connecticut submitted by Dr. Dorothy Goodwin, University of Connecticut.
- A report of the Select Committee for the Study of Financial Problems of Private Institutions of Higher Education in the Commonwealth of Massachusetts, January 1970.
- A report by the Education Commission of the States (Vol. 1, No. 6, July-August 1970) describing the current activities of the various commissions for higher education in the United States.
- The Annual Report of the Connecticut State Scholarship Commission, Academic year, 1969-70.
- The Connecticut Economy to 1980, a report prepared by the Connecticut Bank and Trust Company.
- Connecticut 2000, an industrial projection prepared by the Connecticut Bank and Trust Company.
- A report from the Education Commission of the States (June 1970) regarding the findings of a Task Force on Student Assistance.

#### FINANCIAL DATA-NATIONAL SUMMARIES

- The United States Bureau of the Census indicates that the median income,

in constant 1968 dollars of U.S. families has risen from \$4,716 in 1947 to \$8,632 in 1968. In this period, the number of families making under \$3,000 has decreased from 26% to 10.3% and the number of families making \$10,000 or over has increased from 10% to 39.7%.

- Government statistics show that when the head of the family has from one to eight years of elementary school, only 5.6% make \$15,000 or over. With one to four years of high school, 13.1% will earn \$15,000 or over and with one or more years of college, 33.2% will earn \$15,000 or over. With elementary school training 6.3% of White heads of family reached the \$15,000 mark but only 1.9% of Negro heads of family reached that mark. With high school training, the figures are: White, 13.8% and Negro 5.4%, and with college training: White 33.5% and Negro 23.2%.
- Using 1957-59 dollars as 100% the consumer price index, according to the 1970 Economic Report of the President, has risen from 59.7 in 1929 to 127.7 in 1969 while the wholesale price index has risen from 52.1 to 113.0.
- As a percent of gross national product from 1930 thru 1969, expenditures for all education has risen from 3.3% to 6.8%. Higher education in total has increased from .6% to 2.4% with public higher education going from .3% to 1.5% and private higher education from .4% to .9%.
- Expenditures of institutions of higher education have, of course, risen over the years. In 1929-30 some 508.5 million dollars were spent for operating and another 125.25 million for plant. By 1967-68 these figures had increased to 15.6 billion dollars for operating and 3.5 billion for plant. The United States Office of Education predicts that by 1977-78 expenditures for operating will grow to 31.4 billion but that plant expenditures will decrease to 2.5 billion.
- The Connecticut Labor Department in June of 1970 published the total cost of budgets in the Spring of 1969 for four person families in forty metropolitan areas across the country. Three living standards were presented: lower, moderate and higher. Hartford ranked 5th in the first two categories and 7th in the third. Anchorage and Honolulu were 1st and 2nd in all standards. In the lower standard Hartford (\$7,163) was \$596 above the urban U.S. average of \$6,567. In the moderate standard Hartford (\$10,934) was \$857 above the U.S. average of \$10,077 and in the higher standard Hartford (\$15,424) was \$835 above the average of \$14,589. Austin, with a range from \$5,812 to \$12,618 was the least expensive of the areas shown.

#### FINANCIAL DATA - STATE SUMMARIES

- For 1967-68, the Bureau of the Census provides the following data by states: the general revenue of state and local governments by source and by level of government; the direct general expenditure of state and local governments by function and by level of government; the capital outlay of

state and local governments in total and for selected functions; per capita amounts of selected items of state and local government finances; and the relation of selected items of state and local government finances to personal income.

- To study the relationships between tuition and fees charged and total education and general revenue in publicly controlled institutions, percentages were developed for each of the 50 states. Revenues from the Federal Government were deducted from the total in an attempt to remove the influence of sponsored research. Comparisons were made for the years 1961-62, 1963-64 and 1965-66. In these years Connecticut ranked 46th, 44th and 45th among the states. In 1961-62 Connecticut's 10.5% tuition and fee revenue as a percent of adjusted education and general income compared to the high (Pennsylvania) of 38.3%, the low (Louisiana) of 5.5% and the median (Hawaii) of 17.3%.

In 1963-64 Connecticut's 13.4% compared to the high (Vermont) of 37%, the low (Louisiana) of 6.3% and the median (Oklahoma) of 19.7%. In 1965-66 Connecticut's 11.5% compared to the high (Ohio) of 40%, the low (Illinois) of 7.4% and the median (Michigan) of 21%.

#### FINANCIAL DATA - GENERAL SUMMARIES

- The United States Department of Commerce provides the following data by states: Estimated population for 1968 and 1969, personal and per capita income for calendar 1968, and state government portion of state-local tax revenue in fiscal 1967-68 with payrolls for October 1968; population and personal income for 1967-68 and summaries of state tax revenue for 1967 to 1969.
- The Southern Regional Education Board provides information about the dollars appropriated per student to doctoral and non-doctoral senior institutions in southern states in 1968. The highest appropriations for doctoral students approaching \$2100 per student, were made by Arkansas, North Carolina and Virginia. At lower levels were Alabama, Oklahoma and Tennessee at about \$1,000 per doctoral student.

#### STUDENT AND POPULATION DATA

- The Office of Education informs us that in the Fall of 1968, 118,505 students, whose homes were in Connecticut attended degree granting institutions of higher education in the 50 states and outlying areas. Of this number, 75,525 Connecticut students (63.7% of the total were attending institutions within the State). Since 97,681 students from all of the States and outlying areas were in attendance in Connecticut institutions of higher education, Connecticut experienced a gross in-migration of 22,156. Since more students left the State than came to it Connecticut experienced a net out-migration of 20,824 students.
- Total higher education enrollment, full-time and part-time, Fall 1968,

with numbers and percentages attending all public and independent institutions, by state.

- Percent of students enrolled in any type of school, by single years of age, by states, 1960 and calculated average percentage. Connecticut ranked 19th.
- High school graduates as a proportion of population age 16, Connecticut and the United States, 1960-1975.
- Degrees conferred between July 1, 1967 and June 30, 1968 in Connecticut's independent and publicly supported colleges and universities.
- Degrees conferred between July 1, 1968 and June 30, 1969 in Connecticut's independent and publicly supported colleges and universities.
- Degrees conferred between July 1, 1969 and June 30, 1970 in Connecticut's independent and publicly supported colleges and universities.

#### OTHER DATA

- Faculty salary schedules, Connecticut's publicly supported institutions of higher education, 1969 and 1970.
- A general summary of the student housing and auxiliary facility program at State Colleges, present and projected, from the Board of Trustees for State Colleges, August 1970.
- Goal statements of the Commission for Higher Education and Task Force 3's position statements for those goals with direct financial implications.