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ABSTRACT

This report is the second annual accountability report of Connecticut's state system of higher education. With the passage of Public Act 01-173, each constituent unit of higher education is to submit an accountability report to the Commissioner of Higher Education annually by January 1. The Commissioner is charged with assembling a consolidated accountability report to the Joint Standing Committee on Education. For the first time, the 2002 report contains performance improvement targets. This document provides updated baseline data and peer institution comparisons for measures reported in the previous year and data on several new measures included for the first time this year. A set of four measures for the Connecticut Distance Learning Consortium is also presented for the first time. The report opens with the presentation of system-level measures to provide a statewide perspective on higher education in Connecticut. These measures are followed by reports from each of the constituent units. Each section begins with a brief discussion of unit mission, strategic priorities, and peer institutions used for comparative purposes. Attachment A contains a list of measures for which performance improvement targets have been set. Attachment B contains an updated timeline for the development and reporting of measures not yet included in this report, and Attachment C provides a list of measures that have been substituted or dropped. (Contains 87 tables and 110 figures.) (SLD)

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ED 465 326

Board of Governors for Higher Education
Department of Higher Education
State of Connecticut

REPORT II

Higher Education Counts:

Accountability Measures for the New Millennium

February 1, 2002

Data Analysis Update
Performance Improvement Targets

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Preamble

Preamble

The primary mission of Connecticut higher education is to provide high quality, relevant educational opportunities at all academic levels which collectively:

- ensure access for all qualified Connecticut residents both geographically and financially,
- encourage individual growth and development,
- meet the workforce needs of the State's economy,
- are cost-effective, and
- demonstrate unequivocal high performance

To accomplish these goals, Connecticut relies upon an abundant array of public and independent institutions. The public sector, in particular, is a vital public enterprise that, like other systems across the nation, has multiple purposes, goals and expectations. These include, among other things, the education and training of students for future success; research, development and dissemination of new knowledge; and public service in the form of cultural events, community assistance and outreach. It is composed of four separate constituent units that offer a wide array of programs and services ranging from short-term certificate and associate degree to professional and doctoral degree programs. Each of these constituent units has a distinct mission and makes a unique contribution to the state's citizenry:

The ***University of Connecticut*** is a land and sea grant public research university. As such, it offers a wide range of undergraduate and graduate curricula. It has responsibility for offering doctoral degree programs in all fields and for post-baccalaureate professional degree programs in areas such as agriculture, dentistry, engineering, law, medicine and pharmacy. Research and service to enhance social and economic well being are major activities of the university in a broad range of fields such as medicine and dentistry; physical, chemical and biological sciences; humanities; and applied professional programs.

The ***Connecticut State University*** consists of four comprehensive state universities located in four geographic regions of the state. Its primary mission is to educate students of all ages and all socio-economic backgrounds through affordable and accessible baccalaureate and selected masters' and sixth year degree and certificate programs. It has special responsibility for teacher training, professional development and graduate education through the sixth year, and currently is piloting an education doctorate (Ed.D).

The ***Community-Technical College System*** consists of twelve community colleges that are located in every area of the state and serve as active and responsive partners in the academic, economic and cultural lives of their respective communities. The colleges provide occupational, vocational, technical, and technological and career education; community service programs; and programs of general study for college transfer that represent the first two years of baccalaureate education including, but not limited to, general education, remediation and adult education.

The Board for State Academic Awards operates ***Charter Oak State College***, which is a nontraditional college designed to provide adults with an alternative means of earning degrees of equivalent quality and rigor to those earned at other institutions of higher education. Currently, the College awards four degrees at the associate and baccalaureate levels. It also provides and promotes learning through a variety of means such as electronically and computer-mediated instruction, and video. It also operates the ***Connecticut Distance Learning Consortium*** that provides a single point of presence for distance education and a high quality technology infrastructure for web-based delivery of courses and programs for Charter Oak's own courses, as well as offerings of many other public and private college partners.

It is because of these special and, in many cases, unique roles that comparisons among these constituent units on measures of accountability are unwise and inappropriate, and should be avoided whenever possible. Instead, it is more appropriate to compare the performance of our public colleges to that of similar or peer institutions. It is for that reason that the Board of Governors and the General Assembly, through the passage of Public Act 00-220, have required an approved set of comparable or "peer" institutions that have similar missions, roles and characteristics. It is against these peers that comparisons in the following accountability report are made for each institution and constituent unit, while no comparisons among constituent units are provided.

REPORT II

Introduction

Introduction

This report represents the second annual accountability report of Connecticut's state system of higher education. The first report was prepared in 2001, as required under Public Act 00-220. With the passage of Public Act 01-173, each constituent unit of higher education is to submit an accountability report to the Commissioner of Higher Education annually by January 1st. The Commissioner, in turn, is charged with compiling these reports, and transmitting a consolidated accountability report to the Joint Standing Committee on Education by February 1st. The report must contain accountability measures for each unit and for the system and, for the first time in 2002, performance improvement targets.

The accountability measures reported here were originally developed by the Higher Education Coordinating Council and approved by the Board of Governors in February, 2000. The measures are intended to gauge performance on six priority, state level goals:

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

Report Focus

This document provides updated baseline data and peer institution comparisons for measures reported last year, and data on several new measures included for the first time this year. A set of four measures for the Connecticut Distance Learning Consortium also is being presented for the first time. In addition, each institution has identified performance improvement targets for a number of their respective measures. A list of those measures where targets have been set is summarized in Attachment A. These targets were selected after careful analysis of performance trends, comparisons to peer institutions and consideration of institutional objectives. Generally, the anticipated timeframe to reach the improvement target is five years. In some cases, however, results are expected sooner and, in a few cases, later.

Analysis of trend data, in many cases, five or more years worth, has provided each constituent unit and institution with an opportunity to learn more about the underlying drivers and other important factors associated with performance on some of these measures. In some cases, areas for further study and analysis have been identified, along with suggestions for sustaining, changing and improving performance. The Commissioner would like to reiterate once again that accountability reporting is a dynamic and evolving process.

This report represents the next step, and an extremely important one, in the quest for improved accountability and performance. However, much more work needs to be done to ensure that the higher education community can demonstrate that it is meeting state needs and priorities. This will require continual re-examination of measures to reaffirm their appropriateness, incorporation of external feedback to ensure measures are capturing performance that is meaningful to external constituencies such as the General Assembly, and development of more mechanisms to gauge true outcomes, particularly in the area of student learning and business and industry satisfaction. In the latter case, this development will require significant resources that are currently not available.

Report Organization

The report begins with the presentation of system-level measures under the auspices of the Board of Governors for Higher Education. These are intended to provide a statewide perspective on the performance of Connecticut's higher education system. For some measures, this includes information on both Connecticut's public and independent institutions. The section also touches on several statewide programs administered directly by the Department of Higher Education.

The system-level measures are followed by reports from each of the constituent units. Each of these sections begins with a brief discussion of unit mission, strategic priorities and peer institutions used for comparative purposes. In most cases, unit level summary information is presented first, followed by data for each individual campus and related peer institutions, where applicable.

It is important to recognize that these accounts were developed and presented separately by each respective unit. While the Department of Higher Education worked in collaboration with each unit to attempt to ensure as much consistency as possible, the reader will note important and intentional differences in report focus, style and, in some cases, presentation. For easier navigation of the report, a complete listing of each measure by goal, along with it location within the report, can be found in the index in the back of the report.

Attachment B contains an updated timeline for the development of and reporting of measures not yet included in this report and Attachment C provides a list of measures, which after further analysis have been either substituted or dropped.

Development of Measures

The development, data collection, analysis and presentation of the accountability measures contained in this report are largely the work of the members of the Board of Governors' Performance Measures Task Force (PMTF). Established in the summer of 1998, the group consists of representatives from each of the constituent units, Connecticut independent colleges and the Department of Higher Education (see Attachment D). The PMTF has invested numerous hours to ensure that the measures are appropriate, sound and reliable. One of the major drivers of the group's work was the desire to foster a better understanding of higher education's contributions to the state, spotlight successes and promote continued improvement in student learning and service. The Commissioner would like to take this opportunity to especially thank this group for its continued dedication and commitment to producing this next report, and looks forward to its future contributions.

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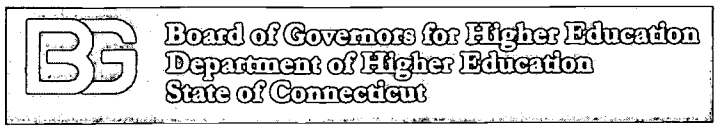

REPORT II

Board of Governors for Higher Education

Board of Governors for Higher Education

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Board of Governors for Higher Education

Overview

The Board of Governors for Higher Education serves as the statewide coordinating and planning authority for Connecticut's 44 colleges and universities. The public system of higher education consists of 18 degree-granting institutions organized into four constituent units: the University of Connecticut (UConn), including its Health Center, Law School and five regional campuses; the Connecticut State University, consisting of four regional state universities; the Connecticut Community-Technical System consisting of twelve community colleges; and Charter Oak State College, the state's only external degree-granting institution. Twenty-seven independent colleges and universities, the U.S. Coast Guard Academy and numerous private occupational schools also serve Connecticut.

In fall 2001, nearly 165,000 students were enrolled in Connecticut's public and independent colleges and universities. The public system served about 63% of these students with 26% utilizing the Community-Technical College System, 22% the Connecticut State University and 15% the University of Connecticut. The remaining 37% enrolled at one of the Connecticut's independent colleges.

In September 1998, the Board adopted *An Agenda for Action* and endorsed a new vision for Connecticut's postsecondary system that serves as its guide to its future development:

> ***Connecticut and its citizens value and deserve a postsecondary education system of the highest academic caliber. In concert with this commitment, the State's public and independent higher education and postsecondary institutions will capitalize on their distinctive educational strengths that collectively offer geographic and financial access for all qualified residents.***

This vision has guided the Board's priorities over the last several years, and continues to be at the forefront of the Board's actions and activities. For the next biennium, the Board has identified six major budget initiatives in the following areas: *Technology, Student Financial Aid, Accountability, Teacher Shortages, Workforce Development and Facilities Preservation.*

Methodology

The accountability measures contained in this section are intended to focus on higher education's performance from a statewide perspective. For each major goal, the system level measures attempt to provide the reader with an understanding of how well the system is performing. Where possible, comparisons to other state and national trends are provided. The sources of these data are identified below each table.

The next step in the evolution of this report is the addition of performance improvement targets for many of our measures. The targets were developed after careful analysis of the pertinent performance trends, comparisons to national and regional benchmarks and consideration of system and program objectives. Generally, the anticipated timeframe to reach the improvement target is five years. In some cases, however, results are expected sooner and, in a few cases, later.

It is important to note that these measures rely heavily on existing data sources. And, as noted in the report introduction, there is much more to be done to develop even more meaningful measures that focus on actual outcomes. In particular, the Department would like to develop better measures of student learning and of employer satisfaction. Unfortunately, it currently lacks sufficient funding to substantially undertake these initiatives, but we hope the General Assembly's interest and commitment toward accountability will help to secure funds for strengthening these measures.

The Department also would like to provide an on-going assessment of the condition of our facilities infrastructure. Through the generous support of the General Assembly during the last legislative session, the Department is currently engaged in a facility condition assessment of 4.0 million square feet or 20 percent of all higher education facilities through the Higher Education Asset Protection Program. At the conclusion of the first phase of the project in May 2002, an accurate state of the condition of those facilities assessed will be known and reported in 2003. With the General Assembly's continued support, we hope to have the entire 20 million square feet of higher education facilities assessed by 2004.

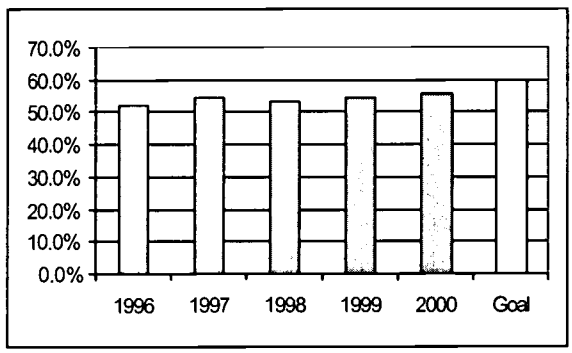
PERCENT OF CT PUBLIC HIGH SCHOOL GRADUATES ENROLLED IN CT HIGHER EDUCATION

Performance Indicator

The percentage of college-bound Connecticut public high school graduating seniors who indicate they plan to attend a Connecticut college or university. This measure speaks to the perceived quality and accessibility of Connecticut's higher education institutions.

Performance Improvement Goal

Within 10 years, 60% of Connecticut's public high school graduates will attend college in-state.



Data Analysis

Of the more than 75% of Connecticut's 2000 public high school graduates who planned to attend college, nearly 56% planned to attend in Connecticut. The data are based on information about the future plans of graduating seniors collected by the State Department of Education from public high schools. Except for a dip in 1998, the percentage of students staying in state has increased steadily over the last five years, while the percentage of public high school graduates attending college has remained constant at about 75%. This upswing is a positive sign that more aggressive recruitment efforts and increases in student financial assistance may be paying off. Although college enrollment, especially at UConn and independent institutions, is supplemented through in-migration of students from other states, keeping our own bright young people in state is a priority. The performance improvement goal of 60% within ten years is set to encourage continued attention to increasing in-state attendance, especially with higher numbers of high school graduates, placing the state in a more competitive position for future workforce development.

	1996	1997	1998	1999	2000	% change 96 to 00
Total public HS grads indicating college plans	19,027	20,308	20,551	21,339	22,314	5.4%
Total grads indicating CT attendance	9,874	11,031	10,902	11,682	12,420	5.9%
Percent of HS grads planning to attend college in CT	51.9%	54.3%	53.0%	54.6%	55.7%	

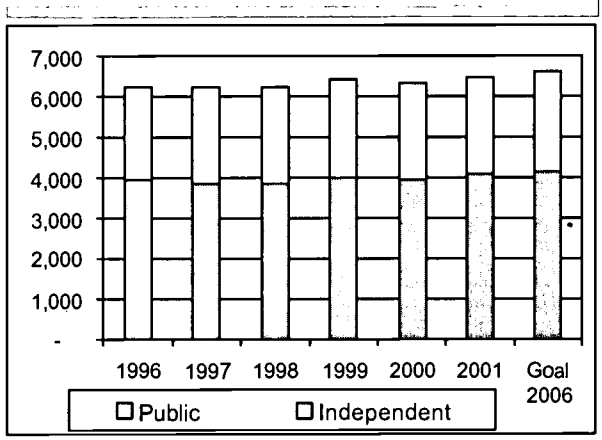
NUMBER OF STUDENTS ENROLLED IN CT HIGHER EDUCATION PER 100,000 POPULATION AGE 18 AND OLDER

Performance Indicator

The number of students enrolled, including full-time or part-time students taking courses for credit at any public or independent institution of higher education in Connecticut, divided by the adult state population per 100,000 aged 18 and older. This measure provides a broad statewide indication of system utilization in providing life-long learning to adult citizens of all ages.

Performance Improvement Goal

The five-year goal is to increase the enrollment rate by 2 percent.



Data Analysis

Total college enrollment per 1,000 adults generally has been on the rise since 1996 and now stands at 6,490. Data for 2000 and 2001 reflect the new 2000 US Census which shows Connecticut's overall population growing by over 3% from 1999 estimates. Enrollments, too, have been on the rise, reflecting the expected growth in the number of recent high school graduates. It should be noted that about 45% of Connecticut's high school graduates leave the state to attend college. Therefore, compared to a national rate of 7,260 per 1,000, Connecticut's performance on this measure shows mixed results. The goal of increasing this ratio by 2% over the next five years emanates from recent efforts to retain more Connecticut students, the projected growth in high school graduates and a sluggish economy in which more people are expected to seek retraining.

	1996	1997	1998	1999	2000	2001
Total Headcount, Public Institutions	97,157	95,871	95,094	97,672	100,453	103,467
Total Headcount, Independent Institutions	57,926	58,188	59,135	60,161	60,256	61,210
Grand Total Enrollment	155,083	154,059	154,229	157,833	160,709	164,677
Total CT Population 18 & over*	2,476,825	2,478,992	2,464,986	2,453,771	2,537,535	2,537,535
Public Institution Enrollment per 100,000	3,923	3,867	3,858	3,980	3,959	4,077
Independent Institution Enrollment per 100,000	2,339	2,347	2,399	2,452	2,375	**2,412**
Total CTHE Enrollment per 100,000 adults	**6,261**	**6,215**	**6,257**	**6,432**	**6,333**	**6,490**

* Data for 2000 and 2001 utilize the 2000 US Census.

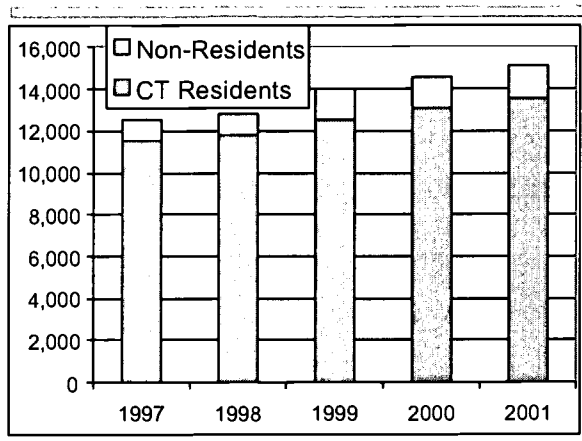
Sources: DHE Fall Enrollment Reports; U.S. Census Bureau – State Population Estimates by Selected Age Groups and Sex: Annual Time Series July 1, 1990 – July 1, 1999; www.census.gov/population/estates/state/st99-9.txt

PERCENT OF FRESHMEN WHO ARE CT RESIDENTS

Performance Indicator

The total number of first-time, degree-seeking freshmen who are Connecticut residents as a proportion of the total first-time, degree-seeking freshmen in Connecticut public institutions of higher education. This indicator provides some measure of the desirability of our public colleges and universities to our own residents.

How well do our public institutions attract in-state students to begin their higher education experience in Connecticut?



Data Analysis

As another indicator of how well our public institutions attract in-state students to begin their higher education experience in Connecticut, this ratio declined again this past fall even though the actual number of Connecticut resident first-time freshmen rose another 3.4% to 13,545. Last year, 13,065 or 90% of the entering freshmen were Connecticut residents; in 1997 the ratio was 92%. The decline in proportion is due to the fact that our institutions are attracting out-of-state students at a faster rate than in-state students, particularly at the University of Connecticut. Out-of-state students increased by 55% from 1,028 to 1,594 since 1997, while in-state students rose by only 18%. These trends, taken together with the number of college-bound students that leave the state, suggest that while our institutions are becoming somewhat more attractive to Connecticut residents, it will be a significant challenge to retain even more in-state students. State policymakers may want to consider the economic benefits of providing incentives to attract more out-of-state students to our college campuses, particularly if workforce projections continue to indicate shortages in college-educated workers.

	1997	1998	1999	2000	2001	% change 1997-2001
CT Residents	11,504	11,762	12,568	13,065	13,545	18%
Non-Residents	1,028	1,104	1,433	1,496	1,594	55%
CT Residents	92%	91%	90%	90%	89%	
Non-Residents	8%	9%	10%	10%	11%	

Includes all first-time freshmen (those who completed high school within the previous year plus others)

Source: IPEDS Fall enrollment

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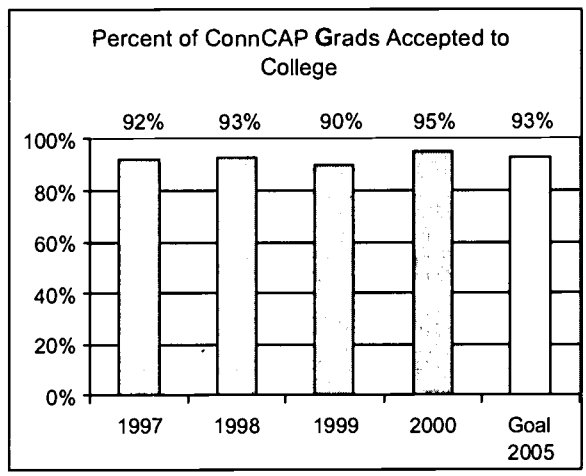
COLLEGE ENROLLMENT RATE OF CONNCAP PARTICIPANTS

Performance Indicator

The percentage of ConnCap participants who graduate from high school and subsequently are admitted to and enroll in college. This indicator speaks to the success of early intervention programs.

Performance Improvement Goal

To consistently achieve an enrollment rate of at least 93 percent through 2005.



Data Analysis

The ConnCAP program targets underachieving students who possess the potential for success in middle and high school and provides them with intensive summer and academic year activities and intervention services. It has been extremely successful in getting students to graduate high school and accepted to college. Over 95% of ConnCap seniors graduate from high school. Of those, over 90% get accepted to college. The program has enrolled students beginning as early as eighth grade, and a high percentage of those who continuously participate in the program experience a high rate of success. In 2000, the most recent year for which data is available, a 5 percentage point increase in the success rates was noted, even as the actual numbers are about 30% higher than in 1998 and 1999. Clearly, this was an exceptional class since a rolling three-year average produces a college enrollment rate of between 92% and 93%. The Department of Higher Education, which oversees these programs, will continue to monitor performance and advocate for continued expansion.

Year	ConnCap Seniors	No. Graduating High School	% Graduating High School	No. Grads Accepted at College	% Grads Accepting at College
1997	140	140	100%	129	92%
1998	176	172	98%	160	93%
1999	170	162	95%	146	90%
2000	222	218	98%	208	95%

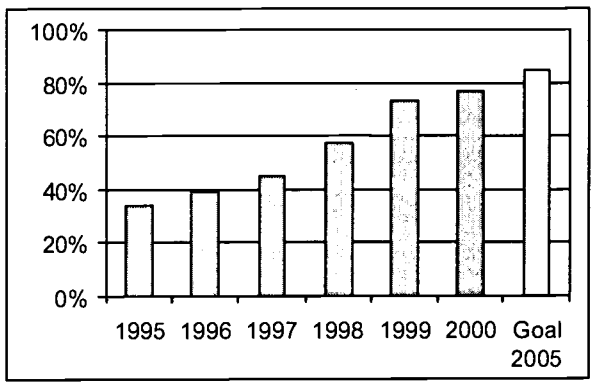
EMPLOYMENT RATE OF ALTERNATE ROUTE TO CERTIFICATION GRADUATES

Performance Indicator

The percentage of Alternate Route to Certification (ARC) graduates who get teaching jobs in Connecticut public schools within one year of program completion as determined by the issuance of a 90-day certificate or durational shortage area permit (DSAP) by the State Department of Education. It is a relative indicator of graduate quality and demand.

Performance Improvement Goal

To achieve an employment rate of 85 percent by 2005.



Data Analysis

Created in 1986, the Alternate Route to Teacher Certification is an innovative program developed by the Department of Higher Education to attract talented individuals from fields outside of education into teaching. The program consists of two major parts: a rigorous eight-week period of full-time instruction offered in the summer and conducted by the Department, followed by two years of teaching in a Connecticut elementary, middle or secondary school closely supervised by the State Department of Education (SDE). The program was expanded in fall 2001 to add an academic year option called ARC II in Hartford and New London. A temporary 90-day certificate is issued by SDE after successful completion of the ARC program and Praxis II exams, and upon the recommendation of the employing superintendent. With the shortage of teachers, SDE added a DSAP or emergency certificate to help fill the need for teachers which allows certain teaching requirements to be completed while in the classroom.

Since 1995, the annual employment rate of ARC graduates teaching in Connecticut public schools has more than doubled from 34% in 1995 to 77% in 2000. Over this six-year period, the summer program has produced 897 graduates, with the annual number of graduates obtaining teaching jobs within one year tripling from 42 in 1995 to 130 in 2000. The ARC program provides an excellent pool of qualified teacher candidates to Connecticut, a majority of whom are teaching in shortage areas such as mathematics, science, bi-lingual education and world languages.

	1995	1996	1997	1998	1999	2000
Earned 90-day Certificate	42	51	68	94	116	130
ARC Graduates	123	131	151	164	159	169
Percentage	**34.1%**	**38.9%**	**45.0%**	**57.3%**	**73.0%**	**76.9%**

Source: State Department of Education 90-day certificates issued and ARC graduation report.

PERCENT OF CT COLLEGES WITH FORMAL FEEDBACK MECHANISMS TO K-12

Performance Indicator

The number of Connecticut public institutions that can demonstrate formal feedback mechanisms to K-12 systems as percentage of the total number of Connecticut public institutions.

Are Connecticut Colleges and Universities providing feedback to local schools on student performance?

Data Analysis

For this measure, 17 Connecticut public colleges and universities have been included: the University of Connecticut, Central, Eastern, Southern and Western Connecticut State Universities and the 12 community colleges in the Community-Technical College System. Of these 17, only two have demonstrated any formal feedback mechanism with K-12, which represents less than 12% participation. The two colleges are Manchester Community College and Naugatuck Valley Community College.

Manchester Community College:
Manchester provides most of its feedback to high schools through the community college Tech Prep program. Currently, Manchester has Tech Prep agreements with 12 high schools and two correctional facilities. Last year, over 800 high school students took courses under Tech Prep agreements. After the agreements have been set up, the college faculty visit the high schools to review coursework and work with the high school faculty to ensure that the curriculum, pedagogy and technology remain comparable. The college faculty typically review courses in their area of expertise and also, work with high school faculty who teach in the same field. Recommendations are made by the Manchester faculty regarding the purchase of equipment and textbooks used in the various Tech Prep programs. The Tech Prep grants are then used by the high schools to implement these recommendations.

In addition, Manchester provides informal feedback to high schools in its service region through interactions between Admissions Officers and high school guidance counselors at various functions at the college such as its Counselor Breakfast.

Naugatuck Valley Community College:
Naugatuck has developed articulation agreements with some, but not all, of the K-12 schools within its service region. The primary feedback mechanism is through the federally funded Tech Prep Program. Some 17 high schools and nearly 900 students in the Naugatuck Valley service region participated in this program through formal articulation agreements. The final grades for each student are recorded at both the high school and at Naugatuck Valley Community College.

PERCENT OF CT PUBLIC 4 YR INSTITUTIONS EMPLOYING CAPT TEST IN ADMISSIONS PROCESS

Performance Indicator

The number of Connecticut public four-year institutions that can demonstrate the use of the Connecticut Academic Performance Test (CAPT) in admissions decisions as a percent of the total number of Connecticut public four-year institutions.

Is meeting K-12 standards important for students who go onto Connecticut public colleges and universities?

Data Analysis

For purposes of this measure, five Connecticut public four-year institutions have been included: the University of Connecticut and Central, Eastern, Southern and Western Connecticut State Universities. Currently, none of these public institutions formally use the CAPT test in the admission decision process. However, Southern is the closest to using the test results, noting that scores are reviewed when the student is on the borderline for admission. Eastern, on the other hand, uses the results to strengthen a student's chance of receiving merit based financial aid.

The CAPT is a mandated statewide assessment administered to all public school students in Grade 10. It assesses and reports on student performance in four areas: mathematics, reading, writing and science. It not only captures what students know but also measures their ability to apply what they have learned in school to real life situations. The test does not compare students to one another, but to goal standards established by the State Board of Education. Each student's results become a part of his or her school records, but passage is not required for graduation. In the end, the purposes of the CAPT program are to:

- set high standards for student achievement on a comprehensive range of important skills and knowledge;
- emphasize the application and integration of skills and knowledge in realistic contexts;
- promote better instruction and curriculum by providing useful test achievement information about students, schools and districts; and
- provide an expanded measure of accountability for all levels of Connecticut's education system up to and including high school. [1]

[1]CAPT Second Generation 2001 Program Overview by the Connecticut State Board of Education in the name of the Secretary of State of Connecticut.

STATE RANKING OF TUITION & FEES

Performance Indicator

The national ranking of each constituent unit based on the average in-state undergraduate tuition and mandatory fees for public colleges. This indicator permits a national comparison of the affordability of public higher education.

Performance Improvement Goal

In light of the state's current economic situation, the short-term performance goal is for each constituent unit to maintain its relative national ranking.

	FY 1997	FY 1998	FY 1999*	FY 2000*	FY 2001	FY 2002	Change FY 97-02
University of Connecticut	$4,974	$5,242	$5,330	$5,404	$5,596	$5,824	17.1%
National Average	3,358	3,515	3,686	3,817	3,996	4,260	26.9%
National Rank	7	7	6	6	6	6	
Connecticut State University	$3,505	$3,611	$3,670	$3,747	$3,908	$4,165	18.8%
National Average	2,645	2,786	2,917	3,024	3,164	3,385	28.0%
National Rank	10	9	9	10	10	9	
Community-Technical College System	$1,722	$1,814	$1,814	$1,814	$1,886	$1,888	9.6%
National Average	1,457	1,496	1,541	1,589	1,671	1,766	24.0%
National Rank	16	16	16	16	18	19	

*Tuition frozen by legislative action, but not other required fees.

Source: 2001-02 Tuition and Fee Rates: A National Comparison– Washington State Higher Education Coordinating Board (January 2002).

Data Analysis

Nationally, the University of Connecticut (UConn) consistently ranks among the top 10 most expensive public doctoral universities in terms of tuition and fees. Even after two years of a tuition freeze, UConn's rank remains unchanged at six. Like UConn, Connecticut State University (CSU) also ranks among the top 10 in terms of student cost when compared to other comprehensive state colleges and universities on a national basis. CSU's rank has see-sawed between nine and 10, despite tuition freezes, since both Virginia and Massachusetts have substantially cut their tuition. On a national basis, the community colleges tend to be slightly more affordable than their public higher education counterparts, but still are ranked among the top 20 most expensive in the country. After holding both tuition and fees virtually level for five academic years, the two-year system's rank improved from 16 to 19 in FY 2002. Among the factors contributing to Connecticut's high rankings are: the high cost of living; high cost of salaries and benefits, determined largely through the collective bargaining process; and relatively small colleges requiring similar levels of core support. Connecticut's tuition and fee rates are more in-line with other northeastern states.

UNMET FINANCIAL AID NEED

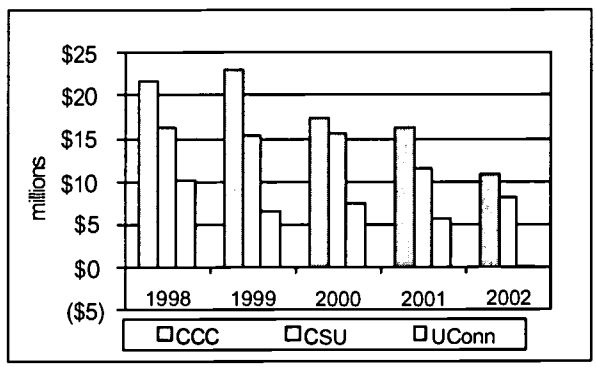
Performance Indicator

The change in the value of unmet grant need as measured under federal needs analyses for public colleges minus available student financial aid grants from all sources. Grant need is a proxy measure of overall demand for student financial aid.

Performance Improvement Goal

Reduce unmet need by an additional ten percent in the next five years.

Unmet Grant Need



Data Analysis

Connecticut and its public higher education system have done a good job of reducing the level of unmet need. Over the period from 1998 to 2001, grant need at Connecticut's public institutions increased by 9.2%, then dropped nearly 12% in 2002. There is no indication in the federal needs analysis of a cause for the sudden drop. Unmet need was reduced by 61% over the four-year period with significant reductions recorded by each constituent unit, as indicated above. Need for financial aid grew at slightly over 3% per year until 2002, while unmet grant need decreased by about 9% annually, as grant revenue growth outpaced the increase in need. State appropriated need-based aid (Capitol Scholarship and Connecticut Aid to Public College Students) grew by $13.5 million over this time period, or by 135% (34% per year). Federal aid (Pell and Supplemental Educational Opportunity Grants) registered the lowest increase, at about 4% per year. Institutional grants increased by 14% per year, or by a total of $9.3 million. As a result of the drop in grant need, unmet need has been reduced to below $19 million. Ensuring that unmet need does not grow will require increases in state, federal and institutional aid that keep pace with tuition and fee growth; reducing this gap further will require a continued low grant need and additional funding infusions for the state programs, whose growth has come to a standstill.

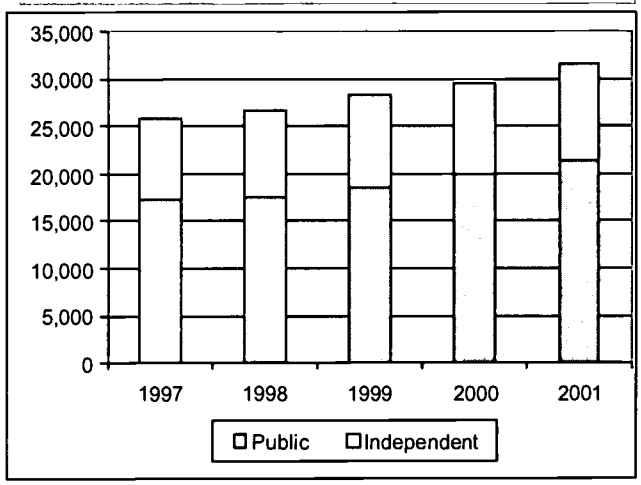
Millions	Grant Need	Pell Grants	FSEOG	Institutional Set-Aside	Capitol Scholarship	CAPCS	Total System Unmet Need
2002	$ 91.5	$ (21.5)	$ (2.2)	$ (25.8)	$ (3.6)	$ (19.8)	$ 18.7
4-year change	-3.7%	18.5%	7.1%	56.2%	133.7%	127.2%	-61.1%
2001	$ 103.7	$ (20.8)	$ (2.2)	$ (24.2)	$ (3.6)	$ (19.8)	$ 33.3
3-year change	9.2%	15.1%	4.3%	46.7%	133.7%	127.2%	-31.1%
2000	$ 99.5	$ (18.7)	$ (2.2)	$ (21.3)	$ (3.1)	$ (14.6)	$ 39.6
2-year change	4.8%	3.2%	6.9%	29.2%	104.2%	67.3%	-17.6%
1999	$ 96.0	$ (17.5)	$ (2.3)	$ (16.9)	$ (3.1)	$ (11.3)	$ 45.0
1-year change	1.1%	-3.1%	10.0%	2.3%	100.3%	29.6%	-6.4%
1998	$ 95.0	$ (18.1)	$ (2.1)	$ (16.5)	$ (1.25	$ (8.7)	$ 48.1

INCREASE IN MINORITY ENROLLMENT & RETENTION

Performance Indicator

The change in the percentage of minority students enrolled in higher education and changes in the retention rates of minority students.

Are Connecticut colleges attracting and retaining minority students?



Data Analysis

Minority enrollment continues to increase both in absolute numbers and in proportion to total enrollment. From 1997 to 2001, it rose by 5,680 students, or 22%. Total enrollment (including both minority and non-minority students) rose only 6.9% during the same time period. The largest increases occurred in public institutions, where the number of minorities increased by over 24% compared to a 17.5% increase at Connecticut's independent institutions. The number of minority students enrolled in Connecticut colleges and universities now stands at 31,538. This represents over 19.2% of total enrollment, up more than 2 percentage points from 1997. (This includes all students, including non-resident aliens for whom ethnicity data is not available.)

						Change From 97 to 01	
	1997	1998	1999	2000	2001	%	No.
Headcount Enrollment							
Public	95,871	95,094	97,672	100,453	103,467	7.9%	7,596
Independent	58,188	59,135	60,161	60,256	61,210	5.2%	3,022
Total	54,059	154,229	157,833	160,709	164,677	6.9%	10,618
Minority Enrollment							
Public	17,277	17,477	18,461	19,979	21,454	24.2%	4,177
Independent	8,581	9,211	9,806	9,637	10,084	17.5%	1,503
Total Minority	25,858	26,688	28,267	29,616	31,538	22.0%	5,680
Minority % of Total							
Public	18.0%	18.4%	18.9%	19.9%	20.7%		
Independent	14.7%	15.6%	16.3%	16.0%	16.5%		
Total	16.8%	17.3%	17.9%	18.4%	19.2%		

Source: IPEDS Fall Enrollment

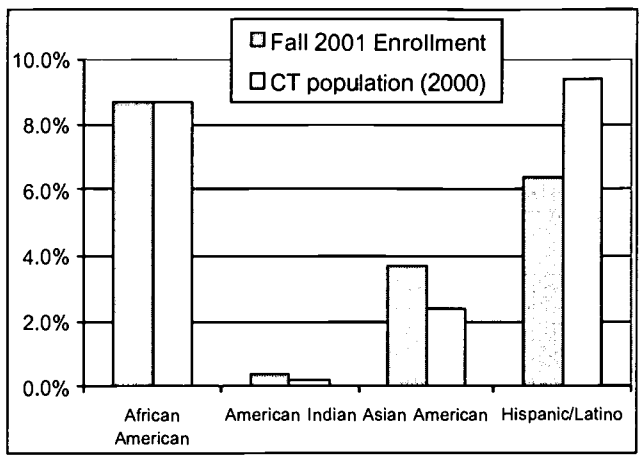
MINORITY ENROLLMENT IN HIGHER EDUCATION

Performance Indicator

The number and percentage of minority enrollment (fall) by ethnic group in the Connecticut higher education system compared to the number and percentage of minorities by ethnic group in Connecticut's general population.

Performance Improvement Goal

To attain parity with the general population in the next five years.



Data Analysis

On the whole, minority enrollment lags behind its representation in the total population. Minority students represent 19.2% of enrollment on Connecticut's college and university campuses, whereas the minority population as a whole constitutes 20.7% of the total based on 2000 US Census data. The rates for specific groups vary, but only Hispanic/Latinos currently are behind their total proportion in the general population. The disparity is significant at 3 percentage points. African Americans, on the other hand, are at parity with the general population at 8.7%. The participation rates for Asian Americans and American Indians, however, are slightly higher than in the general population. These trends are not surprising given the substantial increases in minority enrollments over the last several years. However, our colleges and universities will need to focus on attracting more Hispanic/Latino students in order to reach the goal of overall parity.

	Total Minority	African American	American Indian	Asian American	Hispanic/ Latino
Fall 2001 Enrollment	31,538	14,310	596	6,098	10,534
Fall 2001 % of Enrollment	19.2%	8.7%	0.4%	3.7%	6.4%
Connecticut general population	20.7%	8.7%	0.2%	2.4%	9.4%
Enrollment difference from population	-1.5%	0.0%	0.2%	1.3%	-3.0%

Source: IPEDS Fall Enrollment (2001) and US Census 2000

PERCENT OF OPERATING EXPENDITURES FROM STATE SUPPORT

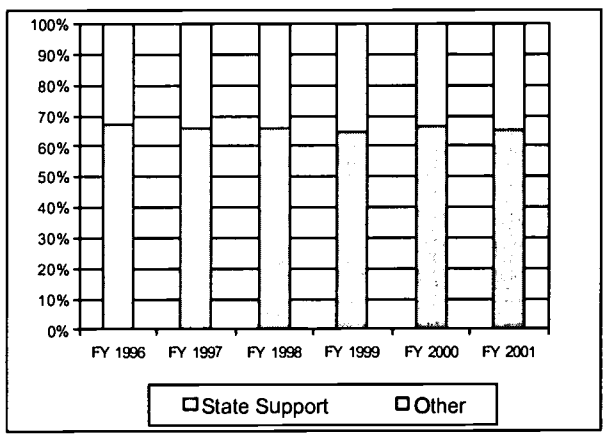
Performance Indicator

The total state appropriations for higher education, including General Fund fringe benefits, state-supported student financial aid and capital equipment funds for the public system, as a percent of total educational and general (E & G) expenditures for these units as defined by the National Association of College and University Business Officers (NACUBO), including capital equipment funds.

Performance Improvement Goal

Reach 68% in state support by FY 2006.

State Support for E&G Operating Budget



(millions)	FY 1996	FY 1997	FY 1998	FY 1999	FY 2000	FY 2001
State Support	$478.4	$479.1	$516.7	$546.1	$622.5	$627.9
E&G	$715.7	$726.5	$782.3	$841.1	$936.2	$961.2
Percent	67%	66%	66%	65%	66%	65%

Source: DHE Cost per Student Database and Charter Oak State College Financial Reports.

Data Analysis

From 1996 through 2001, support from the State of Connecticut has see-sawed between a high of almost 67% of the E&G operating budget for public higher education* in FY 1996 to a low of 65% in FY 1999 and FY 2001. There was a 1 percentage point increase to 66 percent in 2000, due in part to a $3.3 million increase in state-supported student financial aid programs. The following year saw a decline of 1 percentage point in part due to the $8.8 million recision, which was partially offset from a $5.3 million increase in state-supported student financial aid programs. These programs, the Capitol Scholarship and Connecticut Aid to Public College Students, experienced an $17 million increase in funding from 1996 to 2001. The continued stability of the state's investment is extremely important to the financial viability of our colleges and universities and additional state funds of $25.7 million in today's dollars would be needed to attain the goal of 68%.

It should be noted that the higher education matching grant funds are not included as part of the analysis since they become permanent endowments of each respective college or university foundation. Also, interest earnings from these state-funded endowments that support scholarships, endowed professorships and other programmatic enhancements, are not reflected here.

*This measure focuses on education-related expenditures only. Therefore, auxiliary enterprises for which are usually not supported with state funds such as student housing, food service and hospital operations are excluded. Because of data consistency issues, expenditures for the University of Connecticut Health Center, Connecticut

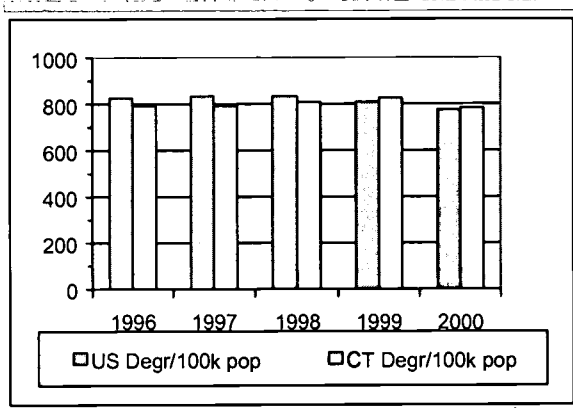
DEGREES CONFERRED PER 100,000 POPULATION

Performance Indicator

The annual number of undergraduate and graduate degrees conferred by Connecticut's public and independent institutions per 100,000 population.

Performance Improvement Goal

The long-term performance goal is to remain at or above the national average.



Data Analysis

Even though Connecticut is producing more degrees than five years ago, its rate per 100,000 population has declined as degree production has not kept pace with population growth. Connecticut only recently has begun to produce more degrees proportionate to the total population than is true nationally. In 1996, Connecticut institutions granted 794 degrees per 100,000 population, compared with a national figure of 826. By 2000, however, the Connecticut institutions granted 786 compared to the national figure of 777. The lower national figures reflect population increases of about 5% over these five years, while the number of annual degrees has actually declined. In Connecticut, both population and the number of degrees rose, but at slightly different rates (4.2% and 3.2%, respectively).

It is important to remember that a significant proportion of Connecticut's high school graduates leave the state to attend college. While some of them return to Connecticut and eventually graduate from the state's institutions of higher education, the majority do not. With that caveat, a long term goal of remaining at or above the national average has been adopted.

	1996	1997	1998	1999	2000
US Population	265,228,572	267,783,607	270,248,003	272,690,813	281,421,906
CT Population	3,267,030	3,268,514	3,272,563	3,282,031	3,405,565
US Degrees	2,191,713	2,230,589	2,251,722	2,202,018	2,187,200
CT Degrees	25,927	25,944	26,378	27,037	26,763
US Deg/100k pop	826.3	833.0	833.2	807.5	777.2
CT Deg/100k pop	793.6	793.8	806.0	823.8	785.9
Difference	(32.8)	(39.2)	(27.2)	16.3	8.7

TRENDS IN DEGREES CONFERRED BY CLUSTER AREA

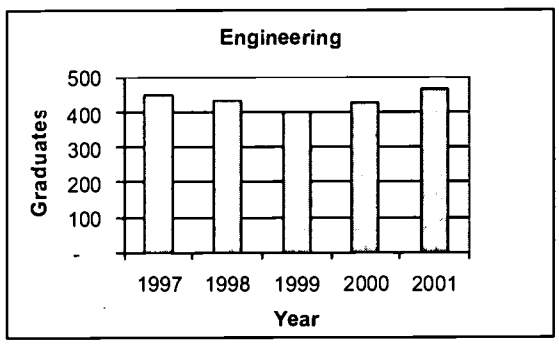
Performance Indicator

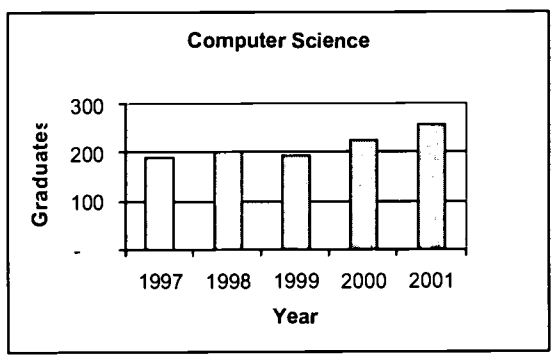
How well are our colleges and universities meeting the workforce demands of the state?

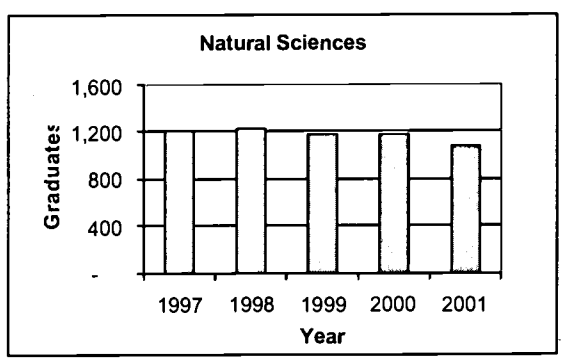
The annual number of bachelor's degrees conferred by Connecticut public and independent colleges in the following cluster areas: engineering, computer and information sciences, natural sciences, and business.

Data Analysis

In two of the fields where a more definitive match between occupation and degree is possible, Connecticut has seen some encouraging growth in the number of four-year degree graduates over the last three years. The number of degrees in engineering is up almost 17% from 1999, but is still considerably below the annual need of over 700 new engineers estimated by the CT Labor Department. In the information technology field, the number of graduates has grown by 34%, but only to 259, well below the estimated need of over 1,500 per year. Five-year trends are provided in the table below.







Two other discipline areas (business and the natural sciences) also represent important linkages to Connecticut's workforce needs, but are more difficult to align with specific job opening projections. It is troubling that the number of four-year degree recipients in the natural sciences continues to decline from 1,221 in 1998 to just 1,072 last year. Graduates in this field are needed in the state's growing bioscience sectors a nd in our secondary schools as teachers. Business degrees fell slightly last year, but annual production is about 4% higher.

Bachelor's degrees in	1997	1998	1999	2000	2001	%Change 01/97
Engineering	448	431	399	425	465	4%
Computer Science	188	203	194	226	259	38%
Natural Sciences	1,206	1,221	1,181	1,167	1,072	-11%
Business	2,278	2,205	2,356	2,389	2,376	4%
Total bachelor's degrees in all disciplines	13,946	14,102	14,447	14,548	14,137	1%

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EEIC INQUIRIES PER 100,000 POPULATION

Performance Indicator

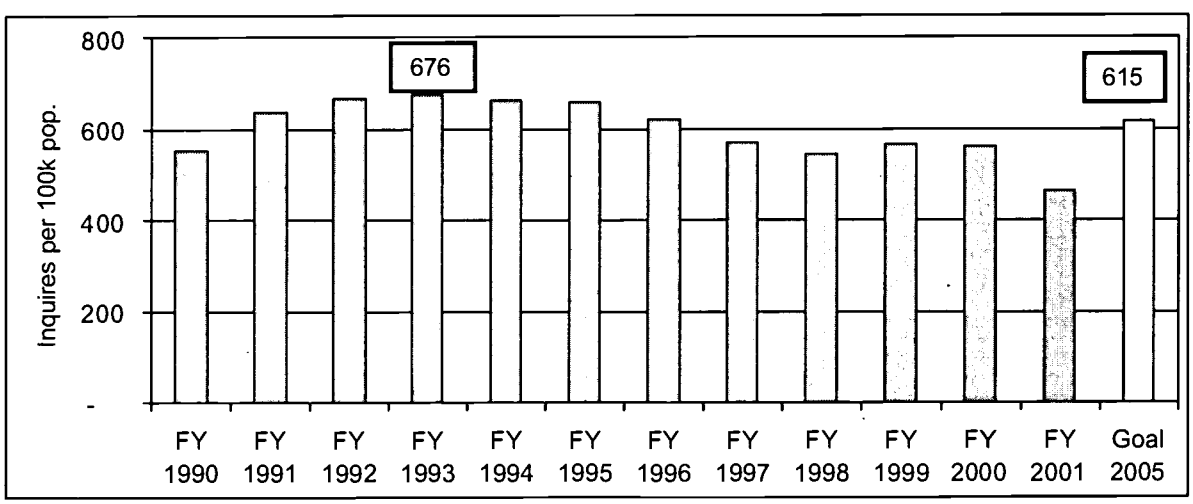
The annual number of logged Education & Employment Information Center (EEIC) inquiries during the fiscal year per 100,000 population.

Performance Improvement Goal

To have 615 inquires per 100,000 population by 2005.

Data Analysis

The Education & Employment Information Center services – information, counseling and referral – are objective, thorough, immediate and free through a toll-free telephone Hotline. As the only resource of its kind in Connecticut, it has steered an average of 615 inquiries per 100,000 population annually over the last ten years toward suitable learning and job opportunities. The majority of inquiries come from the Hotline (approximately 20,000 annually), however, the EEIC staff also counsel dislocated workers at company closings, conduct Education Exploration Workshops at Connecticut Works Centers, and participate in college and career fairs across the state. In FY 2000, the EEIC responded to 561 inquiries per 100,000 population compared to 676 at its peak in FY 1992 indicating a decline of about 20%. To put these figures in context, unemployment peaked at over 8% in Connecticut during 1992 and continued to decline to a low of 2.3% in FY 2000. The unemployment rate has just begun to rise again. Clearly, the number of inquiries received has followed the unemployment trend. In addition, as the internet has become more accessible to Connecticut citizens, many now search and find information they desire directly on the EEIC's webpage, which has seen a 100-fold increase in hits from just 1,700 in FY 1997 to over 17,000 in FY 2001. The performance goal for the EEIC was determined by calculating the 10-year average for inquiries.



Sources: U.S. Census Bureau – State Population Estimates: Annual Time Series, July 1, 1990 to July 1,

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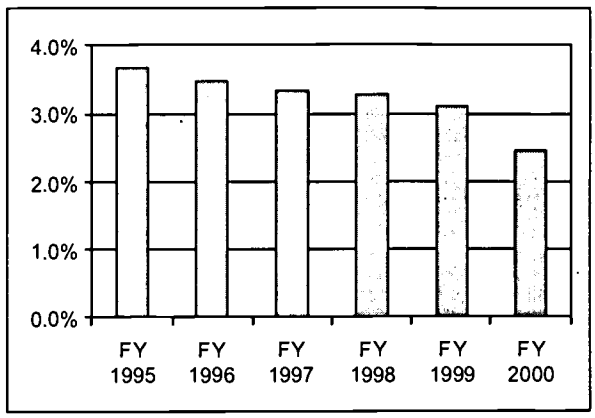
PERCENT OF E&G BUDGET DEVOTED TO PUBLIC SERVICE

Performance Indicator

Total public service expenditures represented as a percentage of total higher education and general (E&G) expenditures among public institutions excluding the UConn Health Center. Indicates higher education's commitment to offer activities that enrich the state's communities as well as the citizens.

To what extent are higher education resources devoted to public service and community outreach activities?



Data Analysis

The National Association of College and University Business Officers (NACUBO) defines public service as expenses for activities established primarily to provide non-instructional services beneficial to individuals and groups external to the institution. These activities include community services programs and cooperative extension services. Included in this category are conferences, institutes, general advisory services, reference bureaus, radio and television and consulting delivered to various sectors of the community.

As a percentage of the education and general expenditures, public service expenditures have declined over this period from a peak of 3.7 percent in FY 1995 to a low of 2.4 percent in FY 2000. However, actual spending on public service activities in Connecticut's public higher education institutions has risen from a low of $26.7 million in FY 1997 to $28.9 million in FY 2000, an increase of $2.3 million or 8.6 percent. This suggests that other areas of the budget are increasing at a faster rate than public-service type expenditures. It will be important to monitor this trend and, should it continue, examine root causes.

	FY 1995	FY 1996	FY 1997	FY 1998	FY 1999	FY 2000
Public Service Expenditures*	$27.8	$27.4	$26.7	$26.9	$28.2	$28.9
E&G Expenditures*	$757.4	$789.1	$796.8	$822.1	$911.4	$1,182.4
Percentage	**3.7%**	**3.5%**	**3.3%**	**3.3%**	**3.1%**	**2.4%**

Source: IPEDS Finance Surveys.
* Expenditures shown in millions. Note: IPEDS finance survey does not capture central office expenditures. However, since figures are relatively small, they would not impact trends.

PARTICIPANTS ENROLLED IN AN AMERICORPS PROGRAM

Performance Indicator

Increasing the annual number of participants enrolled in an AmeriCorps program.

Performance Improvement Goal

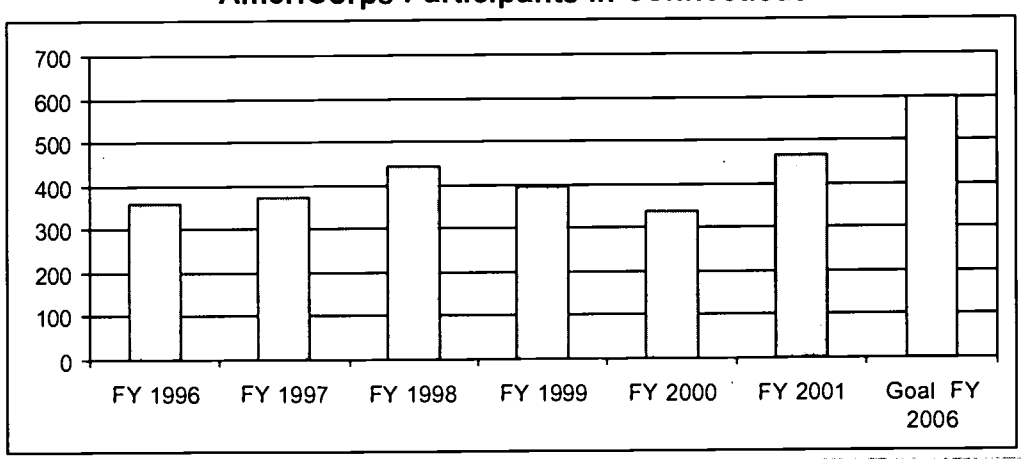
Annually have a 5% increase in the number of AmeriCorps participants and ultimately reach 600 participants by FY 2006.

Data Analysis

Annually over the last seven years, AmeriCorps, the domestic Peace Corps, has consistently attracted nearly 400 individuals to spend a year serving in Connecticut communities. In return, AmeriCorps members receive an education award of up to $4,725 to help defray the cost of college tuition or pay back qualified student loans. To date, more than 2,400 AmeriCorps members have served in the State and have qualified for education awards totaling more than $8 million.

People of all ages and backgrounds are helping to solve problems and strengthen communities through 55 national service projects across Connecticut. Serving through local non-profits, schools, religious organizations and other groups, these citizens tutor and mentor children, coordinate after-school programs, build homes, organize neighborhood watch groups, clean parks, recruit volunteers and accomplish other things to improve communities.

AmeriCorps Participants in Connecticut



	FY 1996	FY 1997	FY 1998	FY 1999	FY 2000	FY 2001	Goal FY 2006
Participants enrolled in AmeriCorps Programs	359	370	442	393	337	467	600

WBRS Data Tracking System

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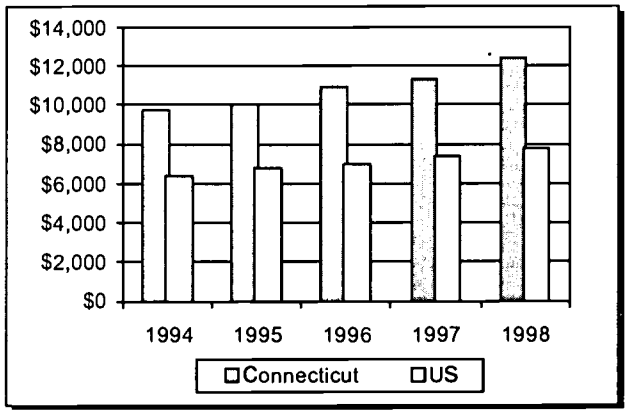
EDUCATIONAL COSTS PER FTE STUDENT

Performance Indicator

Trends in educational cost per FTE student as defined by the Research Associates of Washington survey compared with the United States average and Connecticut's rank among the states will indicate the rate of expenditure growth compared to the rest of the country.

Performance Improvement Goal

For the long-term, hold annual growth to the CPI or less.



Data Analysis

Research Associates of Washington defines educational costs as total appropriation plus net tuition divided by annualized FTE enrollment. The educational cost in Connecticut for the last five years of the survey is displayed in the table below, along with the average national cost and Connecticut's cost in relation to the national average.

Connecticut consistently spends about 50% more per FTE student than the national average. This cost relationship remained relatively stable until 1998 when a surge in cost larger than the other states caused a 5% increase. The surge was caused by a significant increase in the cost of fringe benefits coupled with a continuing decline in annualized FTE enrollment. Were more recent data available nationally, Connecticut's spending would likely drop to the 150% range as a result of enrollment growth offsetting cost fluctuations.

Connecticut will remain in the top 10% of the cost ranking nationally in company with other states where a high cost of living is evident such as in the Northeast. This, together with the impact of collective bargaining and a relatively large number of small public institutions, ensures that Connecticut will continue to spend more per FTE student on educational services than the national average.

The State Higher Education Executive Officers (SHEEO) organization is interested in collecting and reporting this data. If more up-to-date data is not available in the near future, a different measure will be selected for this goal.

	1994	1995	1996	1997	1998	4-year Change
Connecticut Cost	$ 9,761	$ 10,015	$ 10,895	$ 11,292	$ 12,385	26.9%
US Average Cost	$ 6,361	$ 6,795	$ 7,020	$ 7,371	$ 7,714	21.3%
Percent of US Average	153.5	147.4	155.2	153.2	160.6	

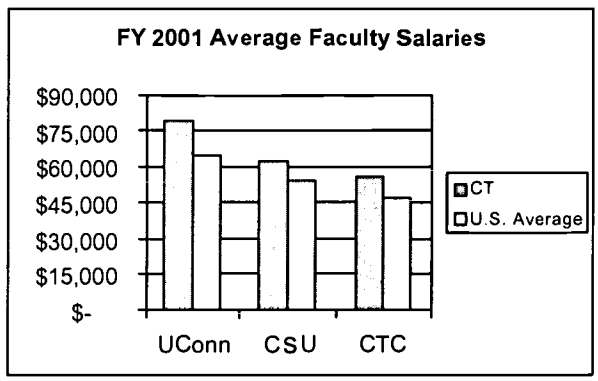
AVERAGE FACULTY SALARIES

Performance Indicator

The average faculty salaries (all ranks) compared to national averages and peer institutions.

How do Connecticut's faculty compensation rates compare to other states?

Data Analysis



Compared to the national average of public colleges and universities with similar missions, Connecticut's faculty ranks high in salary levels. The difference is partially explained by the higher cost-of-living in Connecticut compared to some other regions of the country. Last year, UConn's average faculty salary was $78,734, compared to a national average of $64,703, or 21.7% higher. CSU's averages also were higher than the national average for four-year public comprehensive institutions at $62,261, compared to $54,458 (14.3% higher). Lastly, the community colleges' average of $56,266 was 20.6% higher than the $46,650 national average. These figures do not take into account age and tenure of faculty that may explain part of the differential.

Yet another appropriate way to assess salary levels is to compare them to peer institutions with whom Connecticut colleges may compete for faculty. When compared to their peers, all Connecticut institutions rank among the top three with the exception of Central CSU and Southern CSU which rank slightly lower. These rankings have remained stable over the past five years. Peer data is not available for FY 2001 since the IPEDS Faculty Salary Survey was not collected. From FY 1996 to FY 2001, our institutional salaries have remained stable at about 120% of the national average for respective institutional types. This indicates salaries are growing at roughly the same rate across the nation as in Connecticut. The table below summaries these analyses; further details by fiscal year are presented on the next page.

Unit	FY 2001 Average Salary	FY 2001 National Average	Percent of US Average		Ranking Among Peers	
			FY 1996	FY 2001	FY 1996	FY 2000
University of Connecticut	$78,734	$64,703	122	122	2 of 10	2 of 10
Connecticut State University						
Central CSU	$62,099	$54,458	118	114	4 of 6	4 of 6
Eastern CSU	$57,545	$54,458	117	106	3 of 10	3 of 10
Southern CSU	$62,917	$54,458	117	116	6 of 10	6 of 10
Western CSU	$65,570	$54,458	123	120	1 of 10	1 of 10
Community-Tech College System						
Asnuntuck/Northwestern/Quinebaug	$56,984	$46,650	117	122	1 of 6	1 of 7
Capital/Gateway/Housatonic	$58,843	$46,650	126	126	1 of 5	2 of 7
Manchester/Naugatuck/Norwalk	$54,787	$46,650	120	117	2 of 7	3 of 6
Middlesex/Three Rivers/Tunxis	$55,391	$46,650	123	119	1 of 6	1 of 6

AVERAGE FACULTY SALARIES

	FY 1996	FY 1997	FY 1998	FY 1999	FY 2000	FY 2001	Change FY96-01
University of Connecticut	**67,363**	**70,883**	**71,779**	**72,951**	**75,297**	**78,734**	**16.9%**
Peer Average	59,543	62,253	63,442	-	67,948	n/a	n/a
U.S. Average Public Doctoral Inst.	55,190	57,149	59,051	61,958	63,982	64,703	17.2%
Connecticut State University							
Central CSU	**55,649**	**58,218**	**57,420**	**58,901**	**58,839**	**62,099**	**11.6%**
Peer Average	52,646	53,204	54,438	55,727	57,101	n/a	n/a
Eastern CSU	**55,237**	**56,545**	**55,470**	**56,391**	**55,971**	**57,545**	**4.2%**
Peer Average	46,146	47,137	47,983	49,441	50,895	n/a	n/a
Southern CSU	**55,605**	**58,360**	**58,669**	**58,696**	**60,829**	**62,917**	**13.1%**
Peer Average	52,921	53,386	54,346	54,630	57,625	n/a	n/a
Western CSU	**58,284**	**63,168**	**61,694**	**62,900**	**62,217**	**65,570**	**12.5%**
Peer Average	44,323	45,189	46,416	46,593	48,842	n/a	n/a
US Ave. Public Comprehensive Inst.	47,350	48,943	49,852	51,294	52,982	54,458	15.0%
Community-Tech. College Sys.							
Asnuntuck CC	**50,173**	**53,352**	**53,419**	**58,567**	**61,232**	**63,596**	**26.8%**
Northwestern CT CC	**50,491**	**52,088**	**47,820**	**50,862**	**51,533**	**54,803**	**8.5%**
Quinebaug Valley CC	**45,594**	**46,657**	**46,124**	**48,103**	**50,541**	**53,168**	**16.6%**
Peer Average	36,000	35,788	37,270	38,825	39,199	n/a	n/a
Capital CC	**56,230**	**56,880**	**55,256**	**57,399**	**59,136**	**61,045**	**8.6%**
Housatonic CC	**52,192**	**54,312**	**53,743**	**53,742**	**52,388**	**54,790**	**5.0%**
Gateway CC	**50,119**	**53,609**	**53,027**	**55,190**	**57,856**	**60,133**	**20.0%**
Peer Average	39,080	40,230	41,570	48,077	49,911	n/a	n/a
Middlesex CC	**50,718**	**54,083**	**51,504**	**56,269**	**57,810**	**52,274**	**3.1%**
Three Rivers CC	**51,448**	**53,803**	**52,288**	**55,840**	**58,781**	**56,735**	**10.3%**
Tunxis CC	**52,372**	**51,407**	**60,158**	**54,207**	**54,515**	**55,768**	**6.5%**
Peer Average	39,447	40,230	40,775	41,842	42,065	n/a	n/a
Manchester CC	**48,219**	**50,264**	**47,861**	**50,188**	**51,536**	**54,524**	**13.1%**
Naugatuck Valley CC	**51,734**	**51,905**	**50,125**	**52,667**	**53,326**	**56,217**	**8.7%**
Norwalk CC	**51,076**	**51,530**	**48,125**	**49,096**	**51,641**	**53,456**	**4.7%**
Peer Average	43,457	44,767	46,180	47,850	49,116	n/a	n/a
US Average 2-Yr Public Institutions	41,970	43,356	44,192	46,258	46,947	46,650	11.2%

Source: IPEDS Faculty Salary Survey. In some years, some of the peer data was missing or not available. The IPEDS Faculty Salary Survey was not done in FY 2001, however, Connecticut did the survey. Academe, March-April Issue.

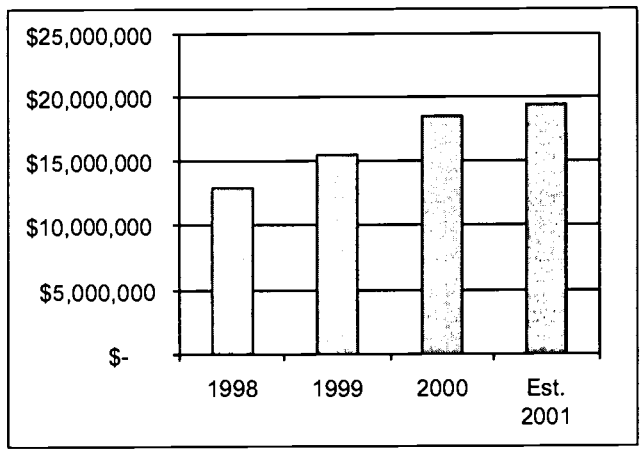
PRIVATE FUNDS RAISED UNDER HIGHER EDUCATION MATCHING GRANT PROGRAM

Performance Indicator

The total dollar amount of endowment eligible gifts received by Connecticut public higher education each calendar year under the Higher Education Matching Grant Program. Private resources are critical to the support of current operations and the fiscal stability of Connecticut's public institutions.

Performance Improvement Goal

Raise a total of $535.8 million by the end of calendar year 2012.



Data Analysis

Public Act 97-293 created a 2:1 private to public endowment matching grant program for the constituent units of higher education known as the "Higher Education Matching Grant Program." By definition, an endowment is a permanent fund bestowed upon an institution/foundation, usually for a specific purpose, in which the principal remains intact while the investment earnings can be expended. Public Act 01-141 extends each unit's maximum state grant eligibility from 10 to 15 years. Prior to the 1997 legislation, UConn had a three-year, 1:1 match program developed in conjunction with UConn 2000. Private and matching state funds must be used for scholarships, endowed professorships or program enhancements.

The annual amount raised will reach an estimated $19.4 million in 2001, representing a 50.4 percent increase in endowment eligible gifts over four years. In total, the program has raised over $66.0 million in private endowment gifts. The matching funds from the State total $33.4 million over the four-year period, for a total endowment increase of nearly $100 million. This represents a good start from which to build financial stability for the Connecticut public higher education system despite the reduction that lowered the 2000 gifts match by more than 5%, and the concern that the match for year 2001 gifts could be further reduced due to continuing budget issues.

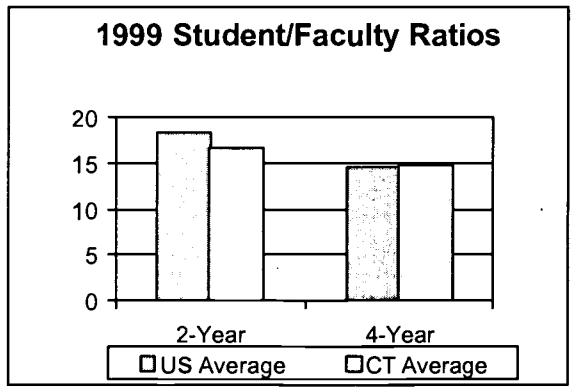
	1998	1999	2000	Est. 2001	Grand Total	Goal by 2012	Percent of Goal
University of Connecticut	$10,637,771	$12,800,000	$15,000,000	$15,000,000	$53,437,771	$335,000,000	16.0%
Connecticut State University	1,291,113	1,414,161	2,295,508	2,704,500	7,705,282	120,000,000	6.4%
Community Colleges	841,574	1,237,323	1,139,499	1,541,172	4,759,568	79,000,000	6.0%
Charter Oak State College	111,772	105,353	112,731	100,000	429,865	1,800,000	23.9%
Total	$12,882,230	$15,556,837	$18,547,737	$19,345,672	$66,332,477	$535,800,000	12.4%

STUDENT/FACULTY RATIOS

Performance Indicator

How efficiently do Connecticut public institutions deliver instructional services?

The student/faculty ratio of Connecticut public two- and four-year institutions compared to national averages as published by the National Center of Educational Statistics (NCES).



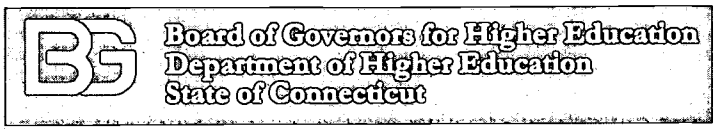
Data Analysis

The National Center of Educational Statistics (NCES) estimates national and state student/faculty ratios biennially from the Integrated Postsecondary Education Data System (IPEDS) fall enrollment and staff reports. The application of the NCES formula has allowed Connecticut ratios to be calculated in the off-years for ongoing comparison purposes.

Community colleges in Connecticut continue to enjoy a student/faculty ratio well below the national average, as noted in the accompanying chart and table. In 1999, for example, Connecticut's ratio was 16.6 students for every faculty member, compared to a national average of 18.4, or almost 11% lower. This trend may reflect differences in faculty workload expectations set out by collective bargaining contracts and the fact that Connecticut has a comparatively large number of two-year colleges for a state of its size. The continuing decline in the ratio predicted through 2001 is due to the fact that the number of faculty has increased at a much higher rate than enrollments over the last four years. Since 1997, the number of faculty (full-time equivalent) has increased by nearly 19%, while enrollment has increased by 12%.

From 1995 to 1999, the ratios for four-year public colleges in Connecticut have tracked very closely to the national average. (It is important to note that the national data do not distinguish between research universities, which tend to have much smaller ratios, and other four-year colleges.) Much like the two-year sector, a decrease in the ratios began in 1997 when faculty lost to the early retirement program were replaced and enrollment continued to decline, but as enrollment rose in 1999, so did the ratio. By 2001, with enrollment growth outdistancing faculty growth (14% compared to 12%), Connecticut's ratios are slightly higher than the national average.

Student/Faculty Ratio	1995	1996	1997	1998	1999	2000	2001
US Public 4-year colleges	14.8		14.5		14.5		
CT Public 4-year colleges	14.5	14.6	14.4	14.4	14.8	14.8	14.7
US Public 2-year colleges	19.5		18.8		18.4		
CT Public 2-year colleges	16.6	16.5	16.8	16.6	16.6	16.3	15.9



REPORT II

University of Connecticut

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University of Connecticut

Founded in 1881, The University of Connecticut, is a land grant, sea grant and space grant consortium institution. UConn includes the main campus in Storrs and 5 regional campuses located throughout the state in Avery Point, Stamford, West Hartford, Torrington and Waterbury. The latter three joined administratively as a single Tri-Campus. The School of Social Work sits on the West Hartford regional campus, only a few miles away from the Law School in Hartford. In this report, the term "Storrs+" represents the Storrs Campus, the 5 regionals, the Law School and School of Social Work. The University's Health Center in Farmington, referenced separately, includes the Schools of Medicine and Dental Medicine, selected graduate programs, medical and dental clinics, and the John Dempsey Hospital.

Mission

The University mission is to serve as the flagship and sole public doctoral degree granting institution in the state; be a center for research and excellence in fulfillment of its land grant status; meet educational needs of undergraduate, graduate, professional and continuing education students; and, provide faculty with means to develop intellectual capacity through teaching, research and interaction with society.

The University's Health Center pursues a mission of providing outstanding health care education in an environment of exemplary patient care, research and public service. This includes: providing educational opportunities for Connecticut residents pursuing careers in medical and dental care professions, public health, biomedical, and behavioral sciences; helping health care professionals maintain competency through continuing education programs; and furthering Connecticut's economic development by translation of research into new technologies, products and jobs.

Education of students in a research university goes beyond formal acquisition of knowledge and critical assessment of that knowledge to include skills and training in methods of generating knowledge. The State invests in a public research university so education in these advanced skills is available to any of its citizens with requisite abilities and motivation. The State's investment also supports the University's translation of ideas into activity, products and jobs, fostering and building upon insightful methods for creating new knowledge so that future generations will have ability and means to meet any challenges that confront them. Teaching motivated, well-prepared students eager to learn from accomplished and engaged faculty doing "cutting-edge" research is the fundamental mission of a research university.

Overview

UConn has 17 Schools and Colleges offering 8 different types of undergraduate degrees including a choice of 106 majors. At the graduate level, 13 different degrees are offered in 80 fields of study. The terminal professional degrees offered by the University are law, medicine, dental medicine and pharmacy.

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The last decade of the 20th century was a period of unprecedented transformation for the University. We enter the new century invigorated. UCONN 2000, our ten-year capital improvement program, continues to change the face of the University. Along with the Strategic Plan and Master Plan for Facilities it has enabled us to hone our vision of what can be and what we must provide Connecticut's citizens. Our campuses are rejuvenated, physically and academically. Facility construction and renovation, combined with equipment and technology upgrades and deferred maintenance efforts have been productive. Enrollment and SAT scores increased significantly, and prominent new faculty continue to be recruited. Our average annual fundraising growth rate for the past 5 years is more than double the national average. From FY1995 to FY2001: annual private giving grew from $8.2 million to $50.6 million; the endowment grew from $50 million to $209 million; and total assets under management rose from $65 million to $251 million. Sponsored research reorganization initiatives continue to produce tangible results. Storrs+ and Health Center awards grew 18 percent over last year, rising to $147.5 million in FY 2001.

The Health Center is making great strides in other areas, as well, such as restructuring operations, cost-saving efforts, and new programmatic and research initiatives. The new state-of-the-art Academic Research facility has produced returns; significantly increased research funding and activity, as reported above. The Health Center is implementing its Strategic Plan, designed to capitalize on education and research strengths and set the course for investment in new resources. It provides the framework for 4 new Signature Programs that connect our basic research, translational research and clinical programs: Connecticut Health, Brain and Human Behavior, Cancer, and Musculoskeletal Medicine. Our Dental School is currently ranked as the best in the country based on student performance on standardized exams. Also, U.S. News & World Report designated John Dempsey Hospital as one of the nation's 50 best hospitals for genetic services.

The University has set long-term goals monitored regularly and reviewed annually. Our performance measures are congruent to these goals. Themes of excellence, access, affordability, partnership with the state of Connecticut in economic development, response to needs and problems of society, and ensuring efficient use of resources run prominently through both our goals and these measures.

Methodology

The University's position regarding performance indicators and legislative goals will be presented within this context and in some cases, in comparison with peers. A word of caution regarding interpreting peer information. No two institutions are the same, let alone eight or nine. Each has its own distinct characteristics that effect operations. Institutions compared to us are those most similar based on selected available criteria and will provide some level of comparative information to illustrate areas of success and areas in need of improvement. In summary, there is a great deal of information regarding the University in this report that presents a clear picture of what we are about, what we do, and what our plans are for the future.

Peers for the University of Connecticut

Peer selections were based on the University's review of a list of peer institutions generated by a model developed by the Connecticut Department of Higher Education (DHE).

The University and DHE agreed upon the following peers:

Storrs+
- Colorado State University
- Iowa State University
- University of Iowa
- Louisiana State University
- University of Massachusetts
- University of Missouri
- University of Nebraska
- Rutgers University
- University of Tennessee
- University of West Virginia

Health Center

School of Medicine:
- Louisiana State University
- University of Massachusetts
- University of Medicine and Dentistry of New Jersey System
- University of Missouri
- University of Nebraska
- University of Tennessee
- SUNY Brooklyn

School of Dental Medicine:
- University of Maryland
- University of Medicine and Dentistry of New Jersey System
- SUNY Stony Brook

QUANTITATIVE & WRITING SKILLS

Performance Indicator

Proportion of graduating undergraduates completing university requirements for demonstrating written communication and quantitative analysis skills. *(Storrs+)*

Do students who graduate have writing and quantitative skills consistent with higher education accreditation standards?

Data Analysis

All UConn undergraduates, in addition to meeting degree requirements in a major, must meet general education requirements in Literature and the Arts, Culture and Modern Society, Philosophical and Ethical Analysis, and Science and Technology. Courses represent basic knowledge that should be attained by any well-educated graduate of a research university and provide the background and framework for advanced work in specialized majors. Requirements also include writing ("W") and quantitative ("Q") skills. Standards and procedures are specified for these courses.

"W" courses comply with guidelines regarding number of pages required and ways writing is to be evaluated, edited, and returned for rewriting. Students must pass 4 specially designated writing courses (English Composition, Literature Composition, and 2 other "W" courses). They also must complete two Quantitative "Q" courses and one computer applications "C" course. Upon entry, all students must pass a University administered exam before enrolling in a quantitative course. They may take more of these courses based on their major or personal preference. Also, these skills will be honed in courses not designated "W" or "Q". UConn has offered these courses for 2 decades with great success. In the spirit of moving forward, we are building on this success by assessing this system and considering whether a modified structure might further enhance students' skills. The structure includes:

(1) assessment at entrance to UConn relative to clearly articulated standards;
(2) intensive work in first two semesters, as necessary, to establish university-level foundational skills; and
(3) further development in major courses, consistent with exit expectations.

The University is considering a competency-based program of skills development that will include writing and quantitative components. UConn students are currently graduating with writing and quantitative skills consistent with the New England Association of Schools and Colleges (NEASC) Standard 4.19:

> "Graduates successfully completing an undergraduate program demonstrate competence in written and oral communication in English; the ability for scientific and quantitative reasoning, for critical analysis and logical thinking; and the capability for continuing learning."

Follow-up surveys sent annually to graduating students indicate graduates are satisfied with the writing and quantitative requirements and skills acquired.

LICENSURE & CERTIFICATION EXAM PERFORMANCE

Performance Indicator

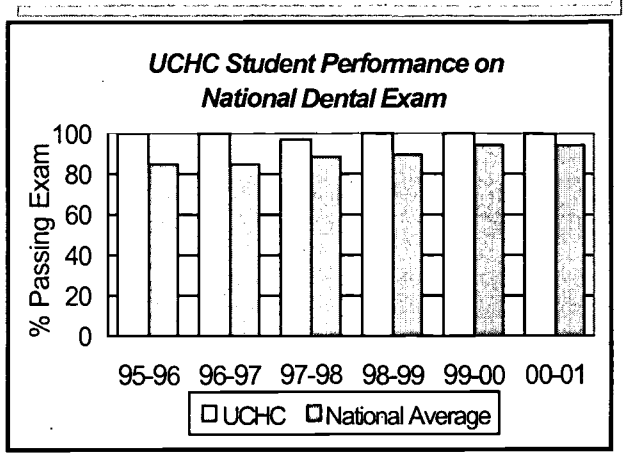
Passing rates on licensure and certification examinations. *(Storrs+ and Health Center)*

Performance Improvement Goal

The goal is to continue our passing rates of between 95 and 100% on national medical and dental exams.

Data Analysis

UConn students continue to succeed on licensure and certification exams that are an integral part of their academic programs. Passing rates on these exams are a strong indication of student learning and competency as well as readiness to practice a profession.



Source: National Boards of Medical & Dental Examiners

National certification examinations are required of all students in the Schools of Medicine and Dental Medicine. Students must pass in order to move on to the next phase of their preparation, residency. The National Board of Medical Examiners (NBME) Step 1 exam is given to first-time test takers at the end of the 2nd year as is the National Board of Dental Examiners Part 1 exam. Step 2 and Part 2 exams are given in the 4th year. The 1999 graduating class was the first School of Medicine class proceeding through all four years of the new School of Medicine curriculum. For Part 1, the School of Dental Medicine was ranked 2nd out of 55 dental schools and for Part 2 it was ranked first in the nation. The NBME does not provide rankings for the School of Medicine.

STUDENT PERFORMANCE ON NATIONAL MEDICAL AND DENTAL EXAMS

PERCENT PASSING EXAMS	95-96	96-97	97-98	98-99	99-00	00-01
National Board of Medical Examiners						
Step 1						
UCHC	**95%**	**92%**	**89%**	**97%**	**98%**	**99%**
National	91%	93%	93%	94%	95%	NA
Step 2						
UCHC	**99%**	**92%**	**94%**	**98%**	**98%**	**97%**
National	93%	94%	95%	95%	95%	95%
National Board of Dental Examiners						
Part 1						
UCHC	**97%**	**100%**	**94%**	**100%**	**98%**	**100%**
National	88%	85%	88%	86%	88%	93%
Part 2						
UCHC	**100%**	**100%**	**97%**	**97%**	**100%**	**100%**
National	85%	85%	88%	88%	94%	NA

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LICENSURE & CERTIFICATION EXAM PERFORMANCE

Data Analysis (Continued)

The table below presents passing rates for various Storrs+ programs requiring licensure and certification exams. As the data illustrates, the University of Connecticut students have fared very well on these types of exams. Of particular note are passing rates in Nursing and Teacher Education, two areas where there is a crucial need for more professionals to meet health and education needs.

Performance by students in programs not listed in the table include the following:

- Communication Sciences master's degree graduates have had a 100% passing rate since 1965 on the Speech-Language national clinical certification exam.
- Actuarial Sciences student pass rates on rigorous professional exams have consistently exceeded national averages.
- Performance on the Certified Public Accounting (CPA) exams continues to be well above the state average and at or above the national average.
- In Continuing Studies, 3/4 of Real Estate Sales and 90% of Real Estate Broker program completers pass licensure exams.

Also, the College of Agriculture and Natural Resources assists the state in training and licensing wildlife rehabilitators and nuisance animal control officers via a 14 week accreditation course for the CT Landscape & Nursery Association. Graduates become licensed or certified by agencies, e.g., American Association of Laboratory Science, American Dietetics Association, State Dept. of Environmental Protection.

% STUDENTS PASSING EXAMS	Period Covered (Acad Year)	Pass Rate (Cumulative or Range)	Pass Rate Goal
Audiology National Clinical Certification	1990-2000	90%	95%-100%
Nursing Licensure Exam	1995-2000	84%	85%
Law Bar Exam	1995-2000	73%-88%	85%-90%
Long-Term Health Care Management Program	1995-2000	95%	95%-100%
Physical Therapy	1998-2000	89%-97%	95%-100%
Diagnostic Genetic Sciences	1998-2000	79%-95%	95%-100%
Dietetics	1998-2000	96%-100%	95%-100%
Medical Technology	1998-2000	89%-100%	95%-100%
Cytotechnology	1998-2000	100%	95%-100%
Teacher Education Praxis II Exam	2000	100%	100%
North American Pharmacy Licensure Exam	2000	100%	100%

RESEARCH PERFORMANCE

Performance Indicator

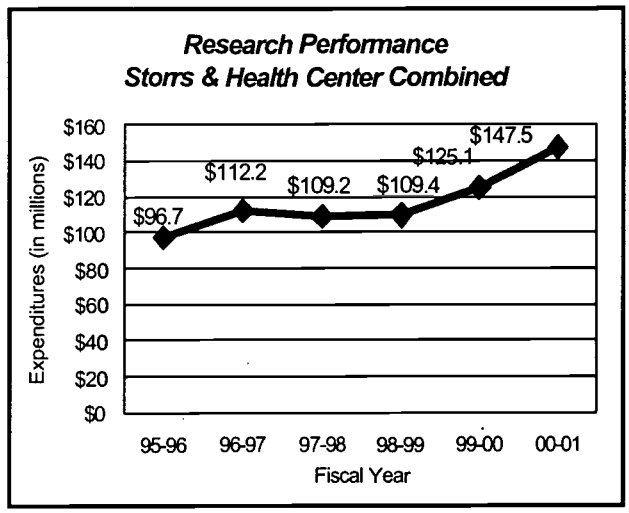
Total Research Expenditures.
(Storrs, Health Center and Total)

Performance Improvement Goal

The research performance goal is a total of $180 million in Fiscal Year 2004, $100 million for Storrs+ programs and $80 million for the Health Center.

Data Analysis

Research performance continues to climb. Between FY 1996 and FY 2001, research expenditures for Storrs+ and Health Center combined increased from $96.7 million to $147.5 million, an increase of 53%.



Research investments from both the University and outside sponsors reap numerous benefits: the value-added that comes from the enhancement of knowledge and new discovery; faculty contributions to cutting edge discoveries and developments; additional funding to support the work of the University; increased educational opportunities for the students; and direct economic benefit to the State's economy through transfer of technology and other scientific advancements.

Heightened awareness of the University's research mission has occurred in recent years, and UConn's research operations have been strategically reorganized with an eye toward increased efficiency, accountability and enhanced competitiveness for research awards on all its campuses. Aggressive faculty recruitment has brought established investigators to Storrs and the Health Center, strengthening existing research programs and setting the stage for the development of new ones.

UCONN 2000 has enabled the construction of teaching and research facilities in Storrs and Avery Point, and has helped recruit high quality faculty and students. The building program for Storrs+ has also spurred state-of-the-art equipment purchases for these newly constructed facilities (the Chemistry Building, the Agriculture Biotechnology Laboratory and the Marine Sciences Center at Avery Point). The University of Connecticut experienced healthy growth in its portfolio of sponsored programs in the past three years, and we think UCONN 2000 is a major reason. At the UConn Health Center, the new Academic Research Building is reaping immediate benefits.

Between Fiscal Year 1999 and Fiscal Year 2000, research expenditures increased 14 percent. This was followed by an even larger increase of 18 percent between Fiscal Year 2000 and Fiscal Year 2001.

RESEARCH PERFORMANCE

Data Analysis (Continued)

Data presented below illustrate the growth in research expenditures for both Storrs+ and Health Center programs. Between FY 1996 and FY 2001, expenditures grew from $55.4 million to $78.9 million at Storrs+ and from $41.3 million to $68.6 million at the Health Center. Thus, the University as a whole had an increase of $50.8 million to $147.5 million.

RESEARCH EXPENDITURES (in millions)	FY96	FY97	FY98	FY99	FY00	FY01	5 Yr Incr.
Actual							
Storrs+	$55.4	$67.4	$61.1	$61.2	$68.0	$78.9	42%
Health Center	$41.3	$44.8	$48.1	$48.2	$57.1	$68.6	66%
Total University	**$96.7**	**$112.2**	**$109.2**	**$109.4**	**$125.1**	**$147.5**	**53%**

Peer comparisons (below) utilizing IPEDS data show Storrs+ has room for improvement, but the initiatives discussed on the previous page will close this gap. The Health Center research performance is a bit higher than its peers. IPEDS data does not include recovered indirect expenses, cost-shared (i.e., unassessed) indirect expenses, and contributed faculty time and effort. These expenses contribute significantly to the scope of research investments made by the University each year, and are included in data the University annually provides to the National Science Foundation (NSF) as part of its comprehensive analysis of the nation's research and development (R&D) activities. The latest national rankings from the National Science Foundation, for FY 2000, shows that the combined University of Connecticut campuses continue to be ranked in the top 100 public institutions nationally in terms of Research & Development expenditures (UConn's rank is 45).

IPEDS Peer Comparisons

RESEARCH EXPENDITURES AS % OF TOTAL BUDGET	FY96	FY97	FY98	FY99	FY00
Storrs+	**12.8%**	**12.0%**	**12.0%**	**11.2%**	**12.1%**
Peers	16.1%	16.5%	15.8%	16.2%	16.5%
Health Center	**11.6%**	**10.9%**	**10.8%**	**9.8%**	**8.5%**
Peers	9.4%	10.2%	9.3%	9.0%	7.7%

FACULTY PUBLICATIONS

Performance Indicator

Number of annual publications per faculty member. *(Storrs+)*

Performance Improvement Goal

The three-year performance goal is for faculty to produce, on average, three publications/creative products per year.

Data Analysis

Faculty productivity is high based on the number of publications and creative products generated annually (see chart below). The numbers reflect a faculty who are consistently publishing a good number of scholarly books, textbooks, laboratory/ technology manuals, software, book chapters, technical reports, published conference proceedings and journal articles and, in the case of fine arts faculty, producing creative products such as plays, musical compositions, paintings and other artistic creations.

Total publications/products have been relatively stable over the last five years, ranging between 3,000 to 3,400. On average, research (equivalent to full-time) faculty members produce three publications/creative products per year. This number may not impress the layperson, but each of these products is labor intensive, requiring countless hours of research, analysis, writing, re-writing and production.

It should be noted that the faculty are maintaining this level of productivity while simultaneously teaching and performing service to the community and state. The work that faculty members do in preparing a product worthy of publication and the knowledge from this work can be transferred to students via the classroom and to all those who read the work, watch the stage production, view the work of art or listen to the creative piece of music composed by a faculty member.

Faculty Publications	**95-96**	**96-97**	**97-98**	**98-99**	**99-00**	**00-01**	**Goal**
Publications	3,047	2,606	2,640	2,896	2,784	2,782	
Research Faculty (excl. Arts faculty)	1,099	1,059	1,012	1,049	1,063	1,059	
Publications Per Faculty	**2.8**	**2.5**	**2.6**	**2.8**	**2.6**	**2.6**	**2.8**
Creative Products	370	298	485	423	473	464	
Arts Faculty	67	60	59	62	62	64	
Creative Products Per Arts Faculty	**5.5**	**5.0**	**8.2**	**6.8**	**7.6**	**7.3**	**7.8**
Total	3,417	2,904	3,125	3,319	3,257	3,246	
Research Faculty (incl. Arts faculty)	1,166	1,119	1,071	1,111	1,125	1,123	
Total Per All Research Faculty	**2.9**	**2.6**	**2.9**	**3.0**	**2.9**	**2.9**	**3.0**

CONNECTICUT FRESHMEN

Performance Indicator

Number and percent of freshmen who are Connecticut residents. *(Storrs+ and Health Center)*

Performance Improvement Goal

Percent of incoming freshmen from CT:
Storrs+: 70% - 75%
Medical School: 80% - 90%
Dental School: 30% - 40%

Data Analysis

The number of freshmen from Connecticut has increased significantly since the Fall of 1996, by more than 27%. This reflects UConn's demographically effective recruiting efforts, the impact of UCONN 2000 on school choice, enhanced merit- and need-based financial aid programs, successful athletic programs providing valuable exposure to the University, and a well-publicized fund-raising effort producing major financial gains for the University.

While efforts to recruit out-of-state students continue to broaden the student population base and enrich the college experience, the value of keeping our Connecticut students at home, both in the present and for the future, is recognized as the University moves forward.

The Health Center's percentage of in-state medical students has averaged 85% over the last six reporting years. The School of Dental Medicine (SDM) has had a smaller proportion of in-state students. However, the School of Dental Medicine continues to attract a high number of outstanding non-resident students who elect to practice in Connecticut upon graduation (brain gain for the state). Also, the SDM has instituted a number of new programs to increase the number of qualified in-state applicants.

Fall Semester	**1996**	**1997**	**1998**	**1999**	**2000**	**2001**
Storrs+						
Total First-Time Freshmen	2,774	2,761	3,227	3,645	3,585	3,896
Total from CT	2,266	2,282	2,596	2,756	2,625	2,886
Percent from CT	**82%**	**83%**	**80%**	**76%**	**73%**	**74%**
Health Center						
School of Medicine						
Total First-Time First Year	81	83	77	77	80	76
Total from CT	72	76	66	60	68	62
Percent from CT	**89%**	**92%**	**86%**	**78%**	**85%**	**82%**
School of Dental Medicine						
Total First-Time First Year	43	41	42	40	39	42
Total from CT	12	23	12	17	12	7
Percent from CT	**28%**	**56%**	**29%**	**43%**	**31%**	**17%**

TEACHER EMPLOYMENT

Performance Indicator

Percent and number of graduates employed as teachers. *(Storrs+)*

Performance Improvement Goal

The teacher employment rate of graduates remain between 98 to 100%.

Data Analysis

Between 94% to 98% of Neag School of Education graduates have jobs teaching in public schools. The five-year summary below illustrates this pattern of success. Integrated Bachelor's/Master's Teacher Education Program completers are surveyed after graduation. The response rate is about 80% annually. The table summarizes percent employed in a teaching position in the past 5 years, including full-time teaching, part-time teaching, long-term substitutes or classroom aides.

The School has developed a model of professional preparation for educators that provides students with a balance of carefully sequenced inquiry experiences, multiple clinical practices, liberal arts preparation, and pedagogical knowledge. This is done in a collegial environment stressing collaboration between and among public schools, professional development schools, different departments within the Neag School of Education, faculty from departments within the College of Liberal Arts and Sciences (e.g., Biology), the School of Fine Arts (Music Education), and the College of Agriculture and Natural Resources (Agricultural Education).

To qualify for the University's institutional recommendation to serve as a teacher, students must complete the Integrated Bachelor's/Master's Teacher Education Program, involving a minimum of five years of full-time study. Prospective teachers complete at least two years of course work in general education and subject area major courses prior to admission to the Neag School of Education. This is followed by at least two years of full-time course work in subject area major and professional education while enrolled in the undergraduate teacher education program, followed by at least one year of full-time course work in professional education while enrolled in the Graduate School to earn the Master of Arts in Education. Students also must pass Connecticut's subject knowledge testing requirements.

TEACHER EMPLOYMENT	94-95	95-96	96-97	97-98	98-99	99-00
Program Completers	77	112	112	105	120	129
Survey Respondents	63	92	91	75	92	99
Employed in Teaching Position	59	87	89	72	90	96
Percent Teaching	94%	95%	98%	96%	98%	97%

CT SUPERINTENDENTS AND PRINCIPALS

Performance Indicator

Percent and number of Connecticut superintendents and principals with degrees from UConn. *(Storrs+)*

Performance Improvement Goal

The three-year target is to improve the percentage from 40 to 43%.

Data Analysis

Many superintendents and principals in the state of Connecticut are University of Connecticut Neag School of Education graduates. Currently, about 40% of the superintendents in Connecticut have degrees from our School of Education at one or more of the following levels, bachelor's, master's, sixth-year certificates or Ph.D.'s. The three-year target is to improve the percentage from 40% to 43%.

Data on the much larger number of principals is not available in a data base format as yet. No doubt, representation from the University of Connecticut also will be strong among principals in Connecticut elementary and secondary schools.

A primary mission of the Department of Educational Leadership within the Neag School of Education is to prepare high quality graduates for major leadership positions in education. Programs in Educational Administration at the Sixth-Year and Doctoral levels have four functions:

- course work enrollment,
- inquiry (understanding and conducting research),
- development (applying knowledge in organizations), and
- service (actual assignments in educational organizations).

While the basic administrative component at the Sixth-Year level prepares students for specific roles such as department head, principal, director, supervisor, and assistant superintendent, at the doctoral level, the administrative component focuses on various specializations such as policy analysis and research.

The doctoral program prepares students with the skills and experience to ultimately pursue opportunities to become school superintendents.

COLLABORATIVE ACTIVITIES WITH PUBLIC SCHOOLS

Performance Indicator

Collaborative activities and programs supported by UConn in CT public schools. *(Storrs+, Health Center and Total)*

How does the University of Connecticut interact with Connecticut school districts?

Data Analysis

UConn's Neag School of Education and our other Schools and Colleges engage in a large and wide variety of collaborations with K-12 schools:

The Neag School interacts with many public schools in central and eastern Connecticut, particularly in regard to Professional Development Schools in Ashford, Bolton, Coventry, East Hartford, Glastonbury, Hartford, Mansfield, Region 19, Tolland, Willington, and Windham. In these schools, faculty and administration in Neag and in the public schools collaborate on a wide variety of projects. An important element of this collaboration is the more than 100 internship projects conducted by Fifth Year Neag students in the Professional Development Schools.

Typical of the range of collaborative projects of this type are the following, which have taken place in Hartford schools over the past five years:

Elementary/Middle School: Math Enrichment, Geography Laboratory, Language/ Writing Enrichment, Technology in Education, Promoting Higher Cognition in Math Education, The Parent Center, Reading Lab, Second Language Acquisition

High School: One-on-One Tutoring, Writing/Math Technology, Future Teachers Club, Journey to Moscow/Warsaw, Multimedia Video and Graphic Arts

Other collaborative activities include programs focusing on *diversity* such as the Diversity in Teacher Education Grant to increase the number of minority teachers, the GEAR-UP Grant with public schools in Hartford emphasizing equal access, and the Bilingual Education Fellowship Program Grant with the Connecticut Department of Education that develops teacher trainers in bilingual education.

In addition the Neag School of Education works with school districts on *technology related* programs including the UConn/UTC Professional Development Academy on classroom technology, the Stamford project that integrates technology into public schools, and the $2M Gates Foundation Grant to train school administrators in the effective use of technology in education.

Among others collaborations are the DHE Chemical Ecology Grant to teach scientific research to high school students, the Gifted and Talented Grant that provides training for gifted education teachers, the University Training Center Reading Recovery Program with 54 school districts, and the Neag Model Grant providing professional development for classroom teachers.

COLLABORATIVE ACTIVITIES WITH PUBLIC SCHOOLS

Data Analysis (Continued)

There are many collaborative activities involving other schools and colleges in the University and public schools. As with Neag collaborations, *diversity* is an area of emphasis. The Teenage Minority Business Program having enrolled 600 high schoolers, has a mission to increase the number of minority teens going to college or choosing a business career through seminars by minority business persons and faculty, living in dorms, and working with student mentors. In the Street Law Program, our Law School students go to Hartford Public High School to teach students about legal rights and responsibilities. Engineering offers summer engineering camp/ internships for 50 promising state high school students and BRIDGE, a 6-week pre-freshman program geared toward females and minorities.

Many *health-related* collaborations involve diversity as well. The Health Center has collaborative programs with 24 public schools, the Science Center of CT, and the state's universities to increase the number of under-represented students in health professions, sponsors regional centers in Hartford, Bridgeport, Norwich, and Torrington, has projects with 51 public schools to recruit underrepresented students into health professions, supports a community service project providing a 6-session health education program for 6th graders at 12 schools in the Hartford public school system, and provides community service by involving residents in health education classes of 4 public schools in the Hartford area.

The School of Nursing's "3000 by 2000" program (e.g., at Weaver High School) informs minority students about opportunities in health care and nursing, and nursing students work with school nurses at New Britain and Southington High's School-Based Health Clinics. Allied Health works with the Weaver High School Health Academy, providing lab experiences and discussion in Physical Therapy, Medical Technology, Dietetics, Diagnostic Genetics, and Cytotechnology. Family Studies' Adventures of Lead Busters Club in Hartford teaches 1st & 2nd graders about lead hazards and its Title V Delinquency Prevention Project offers after school programs in tutoring, mentoring, and youth leadership. UConn's School of Social Work works with schools, providing resources and programs (e.g., Step Up for Children and the Institute for Violence Reduction).

Science programs annually include the Kids are Scientists Too Summer Program for students in grades 4-9, the Chemistry Olympiad hosting 200 high school students, and the CT Museum of Natural History's annual BioBazaar that convenes nature and education organizations for hikes, exhibits, and activities (attended by 3,000). Several thousand elementary and middle schoolers visit our animal facilities and Agriculture & Natural Resources does workshops for students and teachers on nutrition, wildlife, landscaping, and careers. *Fine Arts* outreach includes photography, contemporary art, and visits to rehearse and perform with the University Symphony Orchestra. The Jorgensen Center for Performing Arts, Benton Museum of Art, and Museum of Puppetry also offer programs to schools.

REAL PRICE TO STUDENTS

Performance Indicator

Tuition and fees as a percent of median household income.
(Storrs+ and Health Center)

What is the price of attendance for in-state students relative to Connecticut median household income?

Data Analysis

Three types of price of attendance comparisons will be presented. Comparisons between Storrs+ undergraduate students' cost of attendance and:

- Performance Measure Peers
- Public Universities in the Northeast
- UConn's Top 10 Competitors for Students

Regarding the UConn Health Center, DHE policy for tuition and fees calls for Health Center tuition and fees to be between the 70th and 75th percentile of public medical and dental schools, nationally. Over the years, the Health Center's tuition and fee rates have been consistent with this policy. Annual tuition and fees at the UConn School of Medicine for FY 2002 is $14,300. Annual tuition and fees at the UConn School of Dental Medicine for FY 2002 is $12,465.

Performance Measure Peers

In FY 2000, the cost of attending UConn relative to Connecticut median household income was 10.7% compared to 11.7% in FY 1995 (see table below). Legislatively mandated tuition freezes and increases related to the cost-of-living index have been primary reasons for moderate increases in recent years. These moderate increases have brought UConn's cost ratio relative to state median household income closer to its peers. In FY 95, UConn was 2.9 percentage points higher than its peers. That gap has declined to 1.7 percentage points.

TUITION & FEES AS PERCENT OF MEDIAN HOUSEHOLD INCOME	FY95	FY96	FY97	FY98	FY99	FY00
CT Median Household Income	**$40,243**	**$42,119**	**$43,985**	**$46,508**	**$50,798**	**$50,360**
Peer Average	$34,384	$34,891	$36,347	$38,141	$40,386	$41,166
Storrs+ Tuition & Fees	**$4,712**	**$4,810**	**$4,974**	**$5,242**	**$5,330**	**$5,404**
Peer Average	$3,028	$3,156	$3,252	$3,370	$3,550	$3,688
Storrs+ (% of Income)	**11.7**	**11.4**	**11.3**	**11.3**	**10.5**	**10.7**
Peer Average	8.8	9.0	8.9	8.8	8.8	9.0

REAL PRICE TO STUDENTS

Data Analysis (Continued)

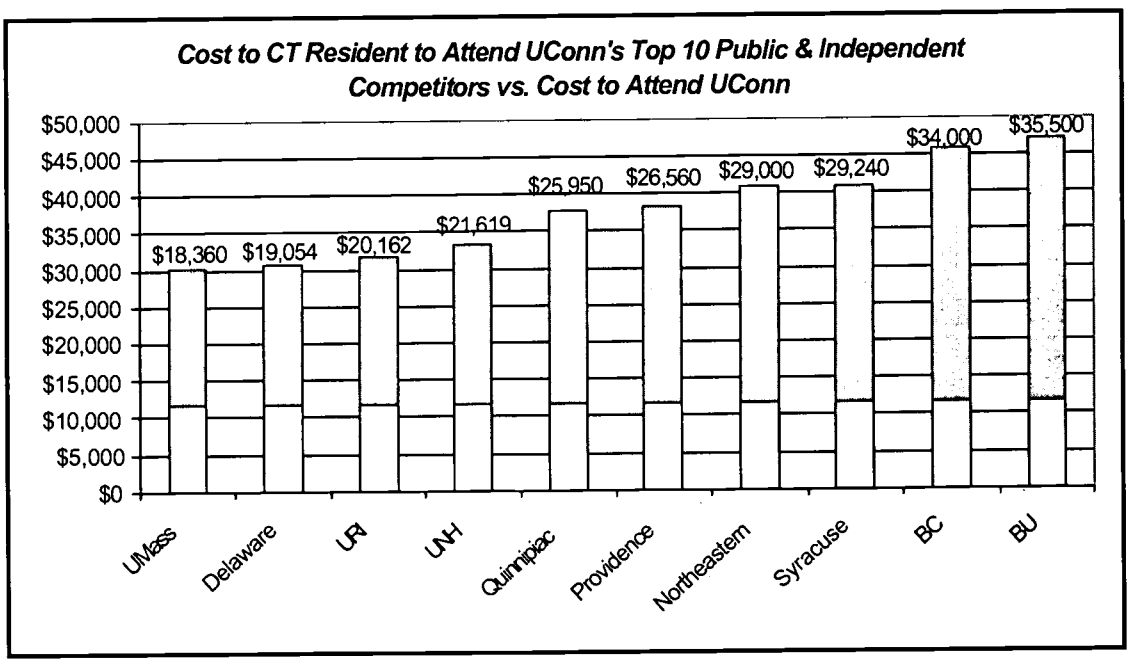
Public Universities in the Northeast

Tuition and fees for the University of Connecticut and other schools in the northeast consistently rank high nationally among public universities, largely due to the impact of the cost of living and its effect on collective bargaining increases. UConn's tuition and fee rates are actually lower than the average of our northeast peers, that include the Universities of Maine, Massachusetts, New Hampshire, Rhode Island and Vermont, as well as Rutgers (see table below).

Tuition and Fees	FY99	FY00	FY01	FY02
UConn Storrs+	$5,330	$5,404	$5,596	$5,824
Northeast Public Universities	$5,771	$5,908	$6,188	$6,432

Primary Competitors for Students

A key comparison is UConn's cost of attendance (tuition and fees) versus its primary competitors for students. The differential for Connecticut resident students attending UConn versus one of our primary competitors is compelling (see chart). For an in-state student to attend UConn in 2000-01 cost $11,658 compared to between $18,360 and $35,500 to attend one of our primary competitor schools.



* Light Blue Portion (Bottom Part of Bars) = UConn 2000-01 Tuition & Mandatory Fees $11,658
Dark Blue Portion (Top Part of Bars) represents the difference between UConn & competitor
Number at top of bars equals tuition and mandatory fees at the competitor institution

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PERCENT OF OPERATING EXPENDITURES FROM STATE SUPPORT

Performance Indicator

Total state appropriations including general fund fringe benefits & state grants & contracts, but excluding capital equipment funds, as a % of total operating expenditures. *(Storrs+, Health Center and Total)*

What portion of operating funds comes from State appropriations?

Data Analysis

The portion of operating costs for the University funded by the State has remained somewhat stable since FY 1996 whether or not you include state grants and contracts in the calculation. Because grants and contracts usually required targeted expenditures not available for general operating support, the data is presented both ways below. Adequate levels of state funding for operations are imperative to meet the growing demand for an education. Recent freshman enrollment increases demonstrate this growing demand. Storrs+ programs receive a greater percentage of funding from the State than their peers. A major reason for this is the high fringe benefit rates calculated off salaries that reflect the high cost of living in Connecticut compared to other states. Peer comparisons show the Health Center receiving a bit higher percent of State support than their peers.

State Support for Operations ($M)	FY96	FY97	FY98	FY99	FY00
Including State Grants & Contracts					
Storrs+	$197.9	$196.5	$219.0	$224.1	$246.5
Peers	$212.2	$220.2	$229.2	$239.8	$252.2
Storrs+	46.6%	45.8%	48.0%	46.3%	46.3%
Peers	36.6%	34.2%	33.2%	34.0%	37.3%
UCHC	$77.2	$76.5	$78.4	$91.7	$92.2
Peers	$97.7	$85.0	$112.4	$98.4	$110.0
UCHC	23.1%	20.4%	19.0%	20.9%	20.1%
Peers	24.4%	22.3%	21.7%	18.1%	18.7%
Excluding State Grants & Contracts					
Storrs+	$183.1	$188.3	$204.2	$213.2	$226.2
Peers	$194.1	$203.6	$212.1	$221.0	$232.2
Storrs+	43.1%	43.9%	44.8%	44.1%	42.5%
Peers	33.5%	31.7%	30.7%	31.4%	34.4%
UCHC	$75.7	$74.5	$76.4	$89.3	$89.5
Peers	$81.9	$71.1	$90.9	$79.3	$91.2
UCHC	22.7%	19.8%	18.5%	20.4%	19.5%
Peers	20.5%	18.7%	17.6%	14.6%	15.5%

Note: For purposes of consistency in peer comparisons and trends, special one-time appropriations and the extra (27th) pay period have been excluded for FY 2000.

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STATE SUPPORT FOR STUDENT AID

Performance Indicator

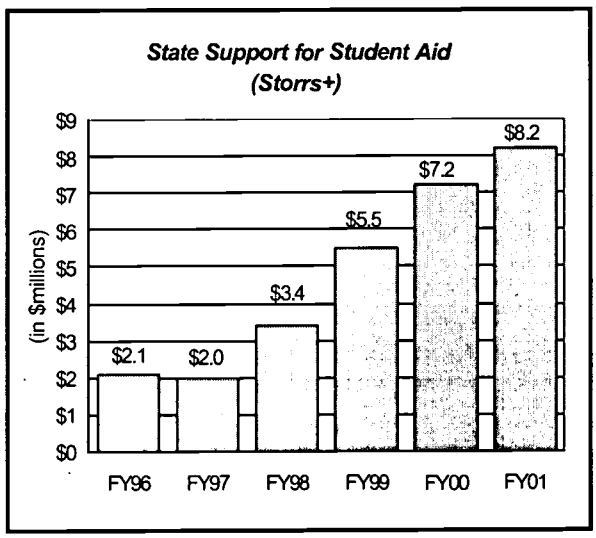
Percent of financial aid from State support. *(Storrs+ and Health Center)*

What portion of student financial aid is provided by the State?

Data Analysis

Financial aid funding from the State nearly quadrupled between FY1996 and FY2001, from $2.1 million to $8.2 million as the graph to the right illustrates. Additional funding from Connecticut Aid for Public School Grants accounted for this increase.

Viewed as a percent of total student financial aid (including grants, loans, tuition waivers and student employment), the percent of state support grew from 2.3% in FY96 to 6.3% in FY01.



Actual State Support for SFA	FY96	FY97	FY98	FY99	FY00	FY01
Total Financial Aid Storrs+	$92.3	$92.5	$108.1	$114.1	$127.8	$130.6
State Support	$2.1	$2.0	$3.4	$5.5	$7.2	$8.2
% State Support of Total	**2.3%**	**2.2%**	**3.1%**	**4.8%**	**5.6%**	**6.3%**

Looking at the IPEDS data (which does not include tuition waivers and student employment in its financial aid categorizations) the increase in proportion of the total has been steady. UConn ranks below its peers in percent of financial aid coming from State support. However, recent increases in State support help to ensure access for students in need as well as students with meritorious academic records. Continued increases in support would maintain this upward trend as the costs associated with providing a first-class education rise, particularly in light of a growing student population.

IPEDS Peer Comparisons

State Support for SFA	FY96	FY97	FY98	FY99	FY00	FY01
% Total SFA Support						
Storrs+	**8.2%**	**8.3%**	**11.7%**	**17.5%**	**19.7%**	**21.6%**
Peers	NA	27.1%	28.9%	27.5%	30.5%	NA
% Total SFA Support						
Health Center	**0.0%**	**0.0%**	**0.0%**	**0.5%**	**0.0%**	**0.0%**
Peers	14.2%	16.8%	18.1%	12.4%	9.9%	NA

FINANCIAL AID PER STUDENT

Performance Indicator

The amount of aid per student. *(Storrs+ and Health Center)*

How well is the institution meeting the financial needs of its students?

Data Analysis

Financial aid per student viewed as a percent of total student financial aid (including grants, loans, tuition waivers and student employment) has risen steadily for Storrs+ students over the past six years. Between FY 1996 and FY 2000, total financial aid per student rose from $4,106 to $5,746, an increase of 40%. The University has made a commitment to provide even more assistance for student financial aid. From FY 2000 to FY 2003, expenditures for need-based and merit/talent-based aid will increase significantly.

Actual Total SFA Per Student	FY95	FY96	FY97	FY98	FY99	FY00
Storrs+	NA	$4,106	$4,240	$5,088	$5,332	$5,746

With regard to IPEDS data, (which does not include tuition waivers and student employment in its financial aid categorizations) the increase in proportion of the total has been steady. Financial aid provided per UConn student has increased 67%, from $981 to $1,639 since FY 1995. The University is now on a par with its peers, having steadily closed the gap since Fiscal Year 1995. At the Health Center, financial aid per student has fluctuated somewhat within a range of $2,200 and $2,750 per student among a total population of about 500 students annually. Compared to their peers, Health Center students receive more financial aid per student.

IPEDS Peer Comparisons

	FY95	FY96	FY97	FY98	FY99	FY00
Storrs-Based	**$981**	**$1,124**	**$1,103**	**$1,374**	**$1,457**	**$1,639**
Peer Average		NA	$1,342	$1,474	$1,501	$1,662
Health Center	**$2,473**	**$2,537**	**$2,199**	**$2,759**	**$2,566**	**$2,306**
Peer Average	$1,621	NA	$1,594	$1,651	$1,741	$1,685

ENROLLMENT OF MINORITIES AND WOMEN

Performance Indicator

The numbers and proportions of underrepresented minorities and women. *(Storrs+ and Health Center)*

Performance Improvement Goal

To have enrollment proportions that are representative of the state's population.

Data Analysis

Minority enrollment at the University of Connecticut (Storrs+ and Health Center combined) has increased by 20% between Fall 1996 and Fall 2001 (see below). This fact is furtherance of the University's aspiration of having the student body reflect, at a minimum, the ethnic composition of the state. Minority enrollment at UConn represented 16.3% of our student population in Fall 2001. The recent dramatic increase in freshman minority enrollment bodes well for future increases and has contributed to the University's minority representation being closer to the U.S. Census Bureau's 1999 estimate of 20.7 percent under-represented minorities in the state of Connecticut and above the U.S. Census Bureau's 2000 estimate of 16% for the state's 18 years and older minority population. The Health Center's minority enrollment of 25 percent exceeds the State level of 20.7 percent. A breakdown of the University's enrollment by ethnic group is presented on the next page, including statewide population minority representation. Non-Resident Aliens and Unknown categories are excluded from University totals because their ethnic composition cannot be ascertained.

Female enrollment remained steady for Storrs+ since FY 96 at about 52 percent, consistent with the female population in the state. At the Health Center, female enrollment remained steady at 46% (see below).

	1996	1997	1998	1999	2000	2001
Minority Enrollment*						
Storrs+	3,029	2,978	3,139	3,280	3,438	3,623
	14.6%	14.8%	15.4%	15.5%	15.8%	16.3%
Health Center	95	100	107	114	112	116
	18.6%	20.1%	21.2%	22.9%	23.0%	25.0%
Minorities as % CT Population		19.7%	20.2%	*20.7%*	*20.7%*	20.7%
Minorities as % CT Pop. 18+		16.6%	17.0%	17.9%	*16.2%*	16.2%
Female Enrollment						
Storrs+	11,234	10,989	11,153	11,617	11,961	12,228
	51.5%	51.7%	52.1%	52.2%	52.2%	51.9%
Health Center	236	233	234	233	230	217
	46.2%	46.8%	46.3%	46.7%	47.3%	46.0%

* Minority numbers exclude International students and unknowns because their ethnicity is not indicated.

ENROLLMENT OF MINORITIES AND WOMEN

Data Analysis (Continued)

Enrollment by Ethnic Group	1996	1997	1998	1999	2000	2001
African American Enrollment						
Storrs+	956	935	1,038	1,115	1,093	1,137
	4.6%	4.6%	5.1%	5.3%	5.0%	5.1%
Health Center	40	31	29	28	28	38
	7.8%	6.2%	5.7%	5.6%	5.8%	8.0%
*African Americans as % CT Pop.**				*9.4%*	8.7%	
Hispanic Enrollment						
Storrs+	891	881	950	995	1,075	1,110
	4.3%	4.4%	4.7%	4.7%	5.0%	5.0%
Health Center	16	16	16	22	22	19
	3.1%	3.2%	3.2%	4.4%	4.5	4.0%
Hispanics as % of CT Pop.				*8.5%*	9.4%	
Asian Enrollment						
Storrs+	1,098	1,082	1,078	1,099	1,192	1,306
	5.3%	5.4%	5.3%	5.2%	5.5%	5.9%
Health Center	38	52	60	62	61	56
	7.4%	10.4%	11.9%	12.4%	12.6%	12.0%
Asians as % of CT Pop.				*2.6%*	2.4%	
Native American Enrollment						
Storrs+	84	80	73	71	78	70
	0.4%	0.4%	0.4%	0.3%	0.4%	0.3%
Health Center	1	1	2	2	1	3
	0.2%	0.2%	0.4%	0.4%	0.2%	0.6%
Native Americans as % CT Pop.				*0.2%*	*0.2%*	

The data above indicates room for closing the gap between statewide proportions of African American and Hispanics and their representation in Storrs+ and Health Center enrollments. The proportion of Asian-American students enrolled far exceeds statewide population estimates.

UConn has many multicultural centers that promote diversity: the African American Center; Puerto Rican Center; and Asian American Center. There is a Women's Center on campus as well as the Rainbow Center for gay and lesbian individuals. Also, UConn promotes diversity with early collaborative efforts with K-12 students, college preparatory programs, financial aid initiatives and support services.

NON-DEGREE, NON-CREDIT ENROLLMENT

Performance Indicator

Total enrollment in non-degree and non-credit courses and workshops. *(Storrs+ and Health Center)*

Are the needs of life long learners being met?

Data Analysis

A significant number of people are benefiting from the University of Connecticut's non-credit courses and programs. Trend data on non-credit students' course workshop registrations and event and conference attendance is provided in the table below as well as data on non-credit courses and workshops offered by the Health Center. As the numbers in the table indicate, non-credit programs form a substantial presence among the programs offered by the University of Connecticut.

The College of Continuing Studies (CCS) components include the Professional Studies Unit, Labor Education Center, Community School of the Arts, and the Credit-Free Program at the Stamford Campus. The Professional Studies Unit (PSU) operates credit-free educational programs at the Storrs campus and throughout the state. Offerings include certificate programs in Information Technology and health care professions, licensing and re-licensing programs in Real Estate and Insurance, and academic conferences. PSU programs fall into two categories: 1. PSU's in-house programs, which have no partners or sponsors; 2. programs done in collaboration with other Schools and departments on campus or outside agencies. Schools and Colleges also offer non-credit programs apart from the College of Continuing Studies.

Non-Credit Enrollments in (Courses, Workshops, Conferences, Events)

	FY96	FY97	FY98	FY99	FY00	FY01
Storrs+						
College of Continuing Studies	49,205	46,321	45,506	41,162	54,223	
Allied Health Women's Health Confer's.	1,000+	1,000+	1,000+	1,000+	1,000+	
Fine Arts Outreach Programs	132,527	71,075	47,784	102,634	93,850	
Fine Arts Visiting Artist Lecture Series	10,702	11,605	12,185	11,120	8,364	
Museum of Natural History				43,446	40,195	
Health Center						
Continuing Medical Education				3,123	5,192	10,489
Patient Education Discovery Series				1,721	2,619	3,289
Mini-Medical School Non-Credit Program					300	261

GRADUATE STUDENT SUPPORT

Performance Indicator

Total funding for graduate students.
(Storrs+ and Health Center)

To what extent have graduate assistantships helped students financially support their education?

Data Analysis

There were 1,379 graduate assistantships in FY 2001. Total salary dollars expended on graduate assistantships was $21.3 million. This is up $6.1 million from the $15.2 million expended on graduate assistantships in FY 1995. Salary dollars per graduate assistantship have increased from $11,410 to $15,425.

Graduate assistants at the University of Connecticut provide important functions that serve the primary mission of the University of research, teaching, and public service including:

teaching courses and laboratory sections;
tutoring students;
performing important research; and,
doing public service (e.g., providing counseling services in the community).

These vital assistants help faculty to create the best possible environment for students to learn while, at the same time, garnering valuable teaching and research experience to take with them as they educate students in the future.

Graduate Student Support	FY95	FY96	FY97	FY98	FY99	FY00	FY01
Full Assistantships	1,336	1,213	1,215	1,237	1,202	1,311	1,379
Salaries for Assistantships	$15.2M	$15.3M	$16.4M	$17.2M	$17.3M	$19.5M	$21.3M
Salary per Assistantship	$11,410	$12,580	$13,462	$13,934	$14,405	$14,894	$15,425

Note: A full assistantship is a teaching, research, or administrative assignment of 20 hours per week or the equivalent.

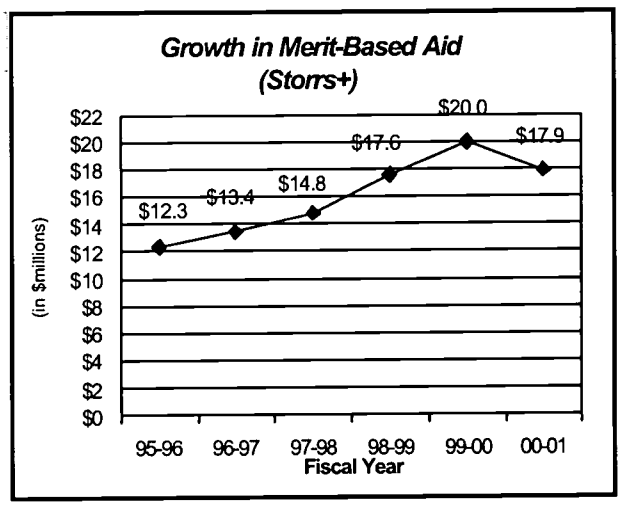
MERIT-BASED AID

Performance Indicator

Total amount of merit-based aid.
(Storrs+ and Health Center)

Is there financial support for the "best and brightest?"

Data Analysis



Merit-based aid has increased 46% from FY 1996 to FY 2001. Merit-based aid, predominantly in the form of scholarships, consists of monies provided to students for various types of unique or outstanding performance or achievement.

The University of Connecticut offers a broad range of merit scholarship programs rewarding students who have established outstanding academic records and have made significant contributions to their school or community through leadership, service, special talents, and experiences that may enhance our campus environment.

Such aid for University of Connecticut students has increased in recent years based on a concerted effort by the University to increase the number of high-achieving students. This effort is not made at the expense of students who require need-based aid as there has been a commitment to increase need-based aid, as well.

From FY 2000 to FY 2003, expenditures for need-based aid and merit-based combined will increase substantially. Although, the Health Center has a much smaller enrollment base, their increase in merit-based aid also has been impressive.

Merit-Based Aid (in millions)	FY96	FY97	FY98	FY99	FY00	FY01	Change FY96-01
Storrs+	$12.3	$13.4	$14.8	$17.6	$20.0	$17.9	$5.6
Health Center	$0.2	$0.1	$0.4	$0.7	$1.0	$1.0	$0.8

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TUITION SUPPORT FOR STUDENT AID

Performance Indicator

Percent of tuition income devoted to all forms of financial aid. *(Storrs+ and Health Center)*

How well is the institution meeting the financial needs of its students?

Data Analysis

Tuition support for student aid increased 42% between FY1996 and FY2001, from $15.4 million to $21.8 million. At the same time the University was meeting the financial needs of the students who required financial assistance, the University also was able to increase merit-based aid to attract high-achieving high school students. The number of valedictorians enrolling at UConn has steadily increased in recent years. The University is strongly committed to access and affordability and considers it a top priority as these figures bear out. Types of tuition aid include tuition waivers, tuition grants, scholarships & fellowships, and student employment.

Board of Governors for Higher Education (BGHE) policy calling for 15% of tuition revenues to be set-aside annually for need-based aid is consistently met or exceeded by UConn. Between FY1996 and FY2001, Tuition Funded Need-Based Aid grew from $11.4 million to $15.2 million, or 33%. At the Health Center, where tuition is a relatively minor portion of the revenues due to an enrollment of about 500, financial aid has consistently been at the 15% BGHE policy level.

Financial Aid Budget (in $millions)	**FY96**	**FY97**	**FY98**	**FY99**	**FY00**	**FY01**
Tuition Funded Need-Based Aid						
Total Need-Based (Tuition Funded)	$11.4	$9.4	$11.8	$10.7	$13.4	$15.2
% Net Tuition Revenue	*17%*	*14%*	*17%*	*15%*	*17%*	*17%*
Tuition Funded Scholar. & Fellow.	$3.9	$4.2	$5.1	$6.1	$7.2	$6.6
Subtotal	$15.4	$13.6	$16.9	$16.8	$20.5	$21.8
% Net Tuition Revenue	*22.6%*	*19.7%*	*23.8%*	*22.9%*	*25.6%*	*24.4%*
Tuition Waivers	$13.5	$13.6	$20.3	$18.7	$20.3	$22.0
Total Tuition Funded Aid	**$28.9**	**$27.2**	**$37.2**	**$35.5**	**$40.8**	**$43.8**
% Gross Tuition Revenue	*34.6%*	*32.0%*	*40.2%*	*38.0%*	*40.5%*	*39.4%*
Other Financial Aid						
State/Federal/Private/St. Empl.	**$21.5**	**$22.8**	**$25.1**	**$29.6**	**$33.8**	**$35.1**
Loans	**$41.9**	**$42.5**	**$45.8**	**$49.0**	**$53.2**	**$51.7**
GRAND TOTAL FINANCIAL AID	**$92.3**	**$92.5**	**$108.1**	**$114.1**	**$127.8**	**$130.6**

EXTERNAL SUPPORT

Performance Indicator

Total external grant/award/clinical income. *(Storrs+, Health Center and Total)*

What is the magnitude of revenue generating endeavors at the State's public research university?

Data Analysis

External support for the University of Connecticut Storrs+ programs has grown by 47 percent, from $62.3 million to $91.5 million between FY 1996 to FY 2000. External revenues consist of federal, state, local, and private gifts and contracts, and research awards. External revenue at the Health Center, which includes hospital revenues as well as gifts and contracts, also has grown, substantially.

This growth can be attributed to our continuing efforts to meet the mission of the University by supplementing state support with revenue producing sources of funding. The University continues to improve its performance in these important areas that support its operations.

As can be seen in the chart below, the Storrs+ portion of total revenues from external support is lower than its peers, while the Health Center's is higher than its peers.

External Support Revenue As a % of Total Revenue	**FY95**	**FY96**	**FY97**	**FY98**	**FY99**	**FY00**
External Support (in millions)						
Storrs+	$62.3	$66.2	$62.3	$67.7	$75.0	$91.5
Peers	$111.4	$122.7	$114.6	$120.4	$128.4	$142.6
% Total Revenues						
Storrs+	13.8%	15.6%	14.5%	14.8%	15.5%	17.2%
Peers	18.8%	21.2%	17.8%	17.4%	18.2%	21.1%
External Support						
Health Center	$218.2	$227.7	$260.2	$307.8	$328.4	$315.8
Peers	$301.0	$288.7	$304.5	NA	$431.0	$426.9
% Total Revenues						
Health Center	68.6%	68.1%	69.3%	74.5%	74.9%	68.9%
Peers	66.7%	65.5%	65.8%	NA	70.7%	67.0%

PATENTS AND INVENTIONS

Performance Indicator

Total number of patents and inventions. *(Storrs+, Health Center and Total)*

Performance Improvement Goal

The projected Fiscal Year 2002 totals presented in the chart below.

Data Analysis

The Center for Science & Technology Commercialization (CSTC) is part of the Office of Sciences & Technology Business Development that reports to the President of the University. The other two entities that report to the Office of Sciences & Technology Business Development are the Research and Development Corporation and Incubators. The Center serves as the University's technology transfer office, responsible for commercialization (patenting & licensing) of University inventions. CSTC is involved in licensing with established companies and start ups. The Research and Development Corporation is a wholly owned subsidiary of the UConn Foundation. Its mission is to create start up businesses utilizing UConn technologies. It includes the opportunity to draw on expertise from throughout the University such as the Schools of Business, Law, Fine Arts, etc. The Research and Development Corporation annually has 1 to 3 start up businesses and reviews 8 to 10 promising technologies. It also manages the University's equity portfolio derived from business start-ups and licenses. The first formal UConn Incubator is under development as part of the second Agriculture Biotechnology Building. The plan is to develop incubator space on all campuses of the University. Trend data below indicates that the CSTC has performed at similar levels to comparable institutions.

Center for Science & Technology Commercialization (CSTC)

	FY97	FY98	FY99	FY00	FY 01	Proj. FY 02	Comparable Institutions
Invention Disclosures	45	45	50	72	64	90	20-88
New U.S. Patent Approvals	10	19	22	26	26	25	7-68
Licenses Executed	10	12	12	18	12	15	7-17
Licenses Producing Income	8	12	10	13	16	40	9-21
Licensing Revenue	$433K	$806K	$481K	$426K	$467K	$650K	$343K-$4.6M
Start Ups	1	1	2	0	2	1	0-4

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PUBLICATIONS ASSISTING SOCIETY

Performance Indicator

Publications that support the public good. *(Storrs+ and Health Center)*

How are UConn publications supporting the public good?

Data Analysis

Our tri-fold mission includes public service. Publications supporting the public good are too numerous to mention here, but we will highlight some examples.
Health issues are addressed by Health Center and Storrs+ programs. "UConn House Call", a Health and Wellness publication, is mailed 4 times each year to 40,000 homes in the Health Center's 17 town Primary Service Area and has information about clinical services, physicians, and general health and prevention tips. The clinical web site www.uconnhealth.org featuring health and wellness information and descriptions of clinical services and physicians, averages over 11,000 visits a month, an increase of 31% over last year. The School of Allied Health's "Cancer Risk Appraisal Survey and Information Flyer" tests the general public's knowledge on cancer risk factors and provides information on cancer risk reduction. The School of Nursing supplies materials to the Nursing Career Center of CT about careers and educational opportunities in health care fields. And, the Patient Education Program (PEP) is an interactive, multimedia program that helps active older adults recognize potential for drug interactions. Nursing also presents web-based research study information to create support networks for nurses.

Social issues are covered in publications prepared by the School of Social Work and the School of Family Studies. The former through faculty serving on editorial capacities on journals that benefit the public, e.g., "Social Work in Health Care", "Journal of Women and Aging", "Journal of Gay & Lesbian Services", and the "Journal of HIV/AIDS". Family Studies publications include the "KIDS" newsletter that provides educational information to programs and providers (1200 distributed 3 times a year since 1987), "All Children Considered" (20,000 circulation to family and center-based child care providers), and the "Birth to Five Newsletter" (6,000 mailed quarterly to parents, teachers and caregivers with special needs).

Educational issues are addressed in many ways by the Neag School of Education, including the following 2 examples: the Biannual "Spotlight" newsletter sent to 15,000 individuals and institutions, nationwide and the National Research Center for Gifted and Talented's dissemination of numerous publications to would be educators and parents of gifted children (in the past 5 years, this includes: 31,000 research monographs, 157,000 practitioner's guides, 1100 training tapes, and 54,000 newsletters). The Center for Latin American and Caribbean Studies publishes 2 newsletters, each to about 800 readers. "Ariel" provides information on conferences, lectures, resources and items of interest. "Enlace", (educational outreach program newsletter) gives information to K-12 teachers about publication announcements and professional development opportunities.

PUBLICATIONS ASSISTING SOCIETY

Data Analysis (Continued)

The College of Continuing Studies (CCS) produces many *civic-related* publications. Over 1,200 of the following publications were sold each of the past two years by the Institute of Public Service primarily as requested by municipal public officials statewide: "Local Government in CT", "Handbook for CT Tax Collectors", "Handbook for Town Treasurers", "Facts About Property Assessment", and the "Handbook for CT Boards of Finance". CCS also produces a "Joint Labor/Management Committees Pamphlet" designed to get committees up and running. CCS also provides the Occupation Safety & Health "What Workers Should Know" pamphlet. The Journalism department sponsors "Access Online", the only Freedom of Information publication in Connecticut. The Dodd Center Archives provide valuable resource materials, particularly a wealth of information on the Holocaust and African National Studies. And, the Roper Center provides public opinion feedback garnered from their polls.

Financial issues are addressed by the School of Business through various publications, such as those produced by the Center for Health Systems Management (CHSM) and CT Small Business Development Center (CSBDC). These include: "Institute for Long-Term Health Care Management Data", "Quarterly Schedule of Small Business Education Programs", and the "Annual CSBDC Economic Impact Brochure". The Economics department also provides financial information through publications such as "Connecticut Economy: A University of Connecticut Quarterly Review" that provides a helpful review of the state of the state economy every three months and monographs from the Center for Economic Analysis and Center for Economic Education that present results from economic impact studies done by the Center.

Cultural experiences from the School of Fine Arts, Museum of Puppetry, Benton Museum, Center for Visual Arts and Culture, CT Repertory Theatre, Jorgensen Center for Performing Arts and Gallery, and von der Mehden Recital Hall are published in a cooperative semi-annual catalogue entitled "Connecticut Arts". The Artszine on-line newsletter is published 3 times a year and updated continuously.

Legal issues are discussed in Law School self-published law journals that are distributed to law schools and libraries: "The Connecticut Law Journal" (published semi-annually, circulation of 1,000 annually); "The Connecticut Journal of International Law" (published semi-annually, circulation of 500 annually); "The Connecticut Law Review" (quarterly, circulation of 600 annually); and "The Connecticut Public Interest Law Journal" (inaugural issue).

Agricultural and nutritional issues are addressed through College of Agriculture and Natural Resources fact sheets provided to thousands of people on home, garden, food, water quality. The CT Family Nutrition Program for Infants, Toddlers and Children partners with Hispanic Health Council and reaches 200,000 Latino adults and children through the media. And, Cooperative Extension Programs provide agricultural/plant consultation services throughout the state.

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PATIENT/CLIENT SERVICES

Performance Indicator

Provision of Patient/Client Services.
(Storrs+ and Health Center)

Performance Improvement Goal
FY 2004, number of visits:
Hospital = 185,000;
University Medical Group = 390,000;
Dental Practice Student = 79,000,
Dental Practice Faculty = 11,500

Data Analysis

A venue for the practice of medicine and dental medicine is necessary to achieve the academic and research goals of the Health Center and its Schools of Medicine and Dental Medicine. In addition to supporting the Health Center's academic mission, the John Dempsey Hospital, University Medical Group and University Dental Group provide a wide range of primary and specialty health care services to the citizens of the State of Connecticut (see table below).

With faculty supervision, nursing students provide patient/client services at agencies statewide: graduate students practice more than 500 hours with homeless, migrant farm workers, in community health centers, hospital clinics, and the Niantic women's prison; undergraduates spend 200 hours each semester with patients in acute care settings, providing: direct health care, health monitoring and teaching and continuity of care planning; students visit community senior centers; and, with the Visiting Nurse Association of Central Connecticut, work with CARELINK's Seniors & Students: Partners for Wellness program to promote individuals and their families' ability for self-care and empower them to increase and maintain a healthful quality of life.

Unit and Activity	FY96	FY 97	FY 98	FY 99	FY 00	FY 01	Goal FY 04
John Dempsey Hospital							
Visits							
Emergency Dept.	15,805	13,476	14,897	15,961	17,367	19,413	
In-Patient	7,514	6,939	6,692	6,553	6,879	7,541	
Out-Patient	104,051	114,337	118,847	122,151	143,426	141,545	
Total	127,370	134.752	140,436	144,665	167,672	168,499	185,000
University Medical Group							
Visits							
Consultations	15,447	15,595	16,470	16,292	19,042	21.695	
Procedures	57,417	57,958	66,136	66,366	75,243	95,714	
Visits	169,640	182,368	200,798	211,683	217,166	237,964	
Total	242,504	255,921	283,404	294,341	311,451	355,373	390,000
Dental Student Practice							
Visits	54,043	65,839	65,121	70,710	76,820	77,340	79,000
Dental Faculty Practice							
Visits	NA	7,331	8,317	9,031	10,993	11,113	11,500
TOTAL	**423,917**	**463,843**	**497,278**	**518,747**	**566,936**	**612,325**	**665,500**

PATIENT/CLIENT SERVICES

Data Analysis (Continued)

Allied Health's Physical Therapy department operates an outpatient physical therapy practice in conjunction with Windham Community Memorial Hospital. Located on campus, it is staffed by faculty and post-professional graduate students, providing orthopedic and neuromuscular rehabilitation care. The Center for Health Promotion provides the university and community with comprehensive health promotion interventions (blood pressure, cholesterol, diet). The Speech and Hearing Clinic provides comprehensive evaluation, treatment, consultative and referral services.

The Psychology Services Clinic offers mental health services to members of the community outside the University, provides mental health assessment services to local school systems, and focuses on dealing with mental health issues involving young (birth to age three) children. This clinic also provides a program for Early Identification of Autism. Clinical Pharmacy faculty are involved in client services, statewide. School of Social Work health services research projects in Connecticut: HIV/AIDS research and services, child abuse and neglect prevention, children's mental health issues, substance abuse treatment and violence reduction.

The Business School's Center for Health Systems Management provides assistance and consultation to health care organizations, and, over a five-year period, has provided over 280 students internships in health care organizations. College of Agriculture and Natural Resources' services include the Home & Garden Center that responded to 15,000 questions regarding diseases, insects, plants, and food and water safety.

Faculty members from the Neag School of Education provide an extensive range of patient/client services throughout the state, including services for individuals with different types of disabilities, school-based psychology assistance, adult education and employment, services for the gifted and talented, and many others. Through the Humphrey Center for Marital and Family Therapy, faculty and graduate student trainees from the School of Family Studies see approximately 450 non-student cases per year involving about 700 people, and totaling about 3,200 hours.

The Law School provides a number of client services. The Connecticut Urban Legal Initiative involves law students in identifying neighborhood problems that typify urban blight and in devising strategies to address them. The Center for Children's Advocacy works on behalf of the legal rights of poor children. Connecticut's Clinical Programs offers student attorneys the opportunity to represent clients in civil, criminal, and women's rights cases.

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TRAINING FOR PUBLIC OFFICIALS

Performance Indicator

Number and type of training offerings for public officials. *(Storrs+, Health Center and Total)*

How well is the University meeting needs in this area of public service and education?

Data Analysis

Training opportunities are provided by the University through Storrs+ programs and the Health Center.

Storrs+: College of Continuing Studies

- Labor Education Center creates & teaches non-credit & credit courses in labor-related subjects across CT & provides information and research on labor matters in response to requests from unions, government agencies, academic institutions and the general public.
- Over 1,200 of the following publications were sold each of the past two years by the Institute of Public Service primarily as requested by municipal public officials statewide: Local Government in CT, Handbook for CT Tax Collectors, Handbook for Town Treasurers, Facts About Property Assessment, Handbook for CT Boards of Finance.
- The Joint Labor/Management Committees Pamphlet is designed to get these committees up and running successfully.
- Occupation Safety and Health "What Workers Should Know" is a 16-page pamphlet providing helpful information and advice.
- Credit-Fee Programs at the Stamford Campus—The College of Continuing Studies/ Center for Learning and Advancement non-credit program develops high-quality, community-based professional and enrichment programs to a diverse community of learners. Linking the University with individuals as well as corporate and public service sectors in Fairfield County, the goal is to engage learners in a life-long academic partnership with the University of Connecticut.

Health Center

- Provides training opportunities and consultation to upper management of agencies. This includes but is not limited to supervisor training on the use of the Employee Assistance Program (EAP) as a management tool, Violence Prevention in the Workplace, Stress Management, Conflict Resolution, Disaster/Trauma Recovery, Team Building, and Signs and Symptoms of Substance Abuse.
- In terms of Indoor Air Quality (IAQ) and ergonomics, the Department of Environmental Medicine faculty and staff train many state and municipal groups including 12 school systems and 3 state government agencies.

CULTURAL AND RECREATIONAL CONTRIBUTIONS

Performance Indicator

Number and type of cultural and recreational activities. *(Storrs+)*

How well is the University meeting needs in this area of public service?

Data Analysis

The University of Connecticut is a resource for the past, present and future, both for the state and for the students who enroll in its programs. The emphasis at this University is on choice from a wealth of opportunities made available.

For more than a million Connecticut citizens each year, the University is more than classroom and laboratories, cultural presentations and athletic contests; it is direct contact with University people working through institutes, centers, extension services, and extended and continuing education programs in all 169 cities and towns in Connecticut.

The University's public service mission, which has grown apace with academic offering and research endeavors in both scope and importance, reaches out into local government offices and schools, into pharmacies and medical offices, into corporate laboratories and small business showrooms, onto farm lands and fishing boats. Each year, new programs evolve to meet newly identified needs in Connecticut, including cultural and recreational needs.

The University has reached out with services to all parts of the State, and it has promoted cultural enrichment by making the main campus a center for the arts in Connecticut. Jorgensen Auditorium on the Storrs campus regularly schedules internationally prominent symphony orchestras, musical soloists and chamber groups, dance companies, and touring dramatic productions, complemented by Department of Music recitals in von der Mehden Hall and by Department of Dramatic Arts productions. The Music Department also holds performances at a variety of venues around the state. The William Benton Museum of Art has been acclaimed as one of Connecticut's finest art museums; the diversity and quality of its exhibitions contribute to the vitality of the arts at the University.

The intercollegiate athletic programs, both men's and women's, are of constant interest to countless citizens in Connecticut. National championships in men's and women's basketball and men's soccer as well as the recent upgrade to Division I football and the new stadium have been on the minds of many UConn fans both during the season and the off-season. And, there are many more UConn teams of interest to the state's citizens, including: men's baseball, women's softball and field hockey, track and field, ice hockey, and volleyball, to name but a few. Not only do UConn's intercollegiate athletics programs provide entertainment and a morale boost but they open the doors of the University and all we have to offer to many, including the youth who are our future.

SUPPORT FOR ACADEMIC AND STUDENT SERVICES

Performance Indicator

Percent of operating expenditures for instruction, academic support and student services. *(Storrs+, Health Center and Total)*

What proportion of operating expenditures are devoted to direct services for students?

Data Analysis

Almost half of total operating expenditures for Storrs+ operations are devoted to direct services for students. As the table below indicates, this exceeds the portion of operating expenditures devoted to these services for UConn's peers, where the average is closer to one-third.

It should be noted that the funding for Storrs+ and Health Center programs will differ significantly. Figures for Storrs+ programs reflect services for some 24,000 students compared to the Health Center where enrollment is consistently around 500 students. Factor in the major differences in the type of program offerings and the reasons for the differences become even more marked. This lower portion of expenditures for academic and student services at Health Centers holds true for their peers as well.

SUPPORT: INSTRUCTION, ACADEMIC SUPPORT AND STUDENT SERVICES	FY 95	FY 96	FY 97	FY 98	FY 99	FY 00
(in millions)						
Support for these Services						
Storrs+	**$214.6**	**$198.9**	**$195.6**	**$202.9**	**$222.8**	**$238.8**
Peers	$202.5	$212.7	$218.5	$233.3	$242.9	$262.7
% Total Expenditures						
Storrs+	**47.2%**	**44.4%**	**45.3%**	**45.6%**	**45.6%**	**44.4%**
Peers	36.3%	36.0%	6.5%	36.1%	37.2%	39.2%
Support for these Services						
Health Center	**$72.5**	**$70.4**	**$78.2**	**$81.9**	**$82.7**	**$107.7**
Peers	$100.4	$103.9	$106.4	$109.2	$116.9	$121.1
% Total Expenditures						
Health Center	**22.8%**	**21.4%**	**22.5%**	**20.6%**	**18.8%**	**23.3%**
Peers	5.1%	6.5%	25.9%	2.2%	2.2%	0.4%

Note: FY 2000 includes special one-time appropriations and the extra (27th) pay period.

RETENTION RATES

Performance Indicator

Undergraduate retention rates.
(Storrs+)

Performance Improvement Goal
To continue and improve upon our current high rate of retention.

Data Analysis

Freshman retention rates at the University of Connecticut are higher than our peer institutions. UConn's one-year retention rate for Storrs and its regional campuses is 85%, compared to 82% for its peers.

Notwithstanding, the University of Connecticut continues to address this important area. A Retention and Graduation Task Force has been formed and is meeting regarding data, trends, surveys, environmental scans, and literature reviews, all with the intent of optimizing students' staying at UConn and earning their degree.

The University's recent initiation and growth in its Freshman Year Experience program and the increase in the academic quality of incoming students is expected to improve retention and eventual graduation rates. This program has grown consistently since its inception in both number of courses offered and number of freshmen registered in these courses. Currently the majority of freshmen enroll in this course that helps acclimate students to the University and the overall college experience, academically, socially, personally, and with regard to career choice. Feedback regarding this program has been outstanding.

UConn First-Time Freshman Retention Rates

	Storrs	Regionals	Total
One-Year Retention Rate (Fall 2000 to Fall 2001)	88%	72%	85%
Average One-Year Retention Rate of Peers			*82%*
Two-Year Retention Rate (Fall 1999 to Fall 2001)	79%	56%	75%
Three-Year Retention Rate (Fall 1998 to Fall 2001)	75%	51%	70%

UNDERGRADUATE GRADUATION RATES

Performance Indicator

Graduation rates: in six years for undergraduates. *(Storrs+)*

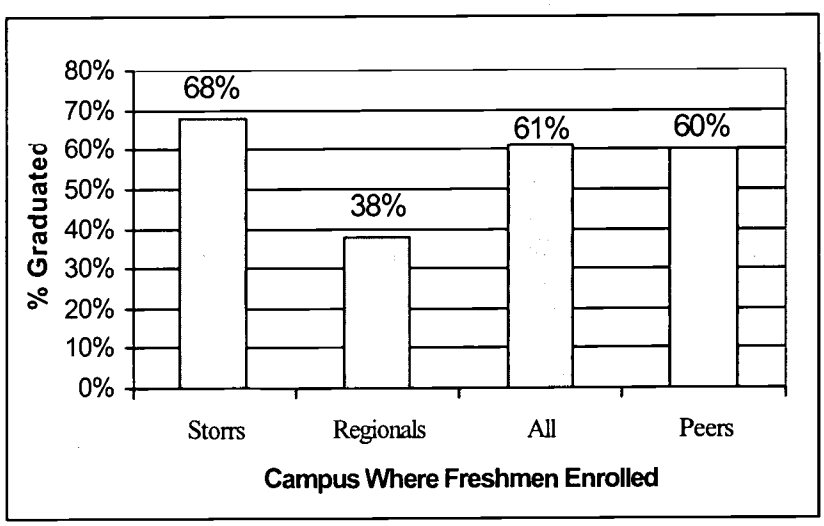
Performance Improvement Goal

To improve by one to two percentage points in the next three years.

Data Analysis

Graduation rates for all UConn undergraduates and breakdowns by Storrs and regional campuses are presented on the graph below. These are six-year graduation rates, the national standard of comparison for degree completion. The assumption for this standard is that students are expected to complete all requirements for a degree within this span of time. As the chart indicates, about two-thirds of students in this cohort who were originally Storrs freshmen graduated in six years. Graduation rates for students who were originally freshmen at the regional campuses were somewhat lower. This has been and will continue to be a high priority issue. Although completion rates have remained somewhat stable in recent years, the University's recent initiation and growth in its Freshman Year Experience program and the recent increase in the academic quality of incoming students is expected to improve retention and eventual graduation rates. The University of Connecticut has 106 fields of study for bachelor's degree students. Every student must complete a set of core general education requirements in addition to course work in their major. Retention and degree completion patterns vary among the fields of study. The table below shows UConn's undergraduate graduation rate is higher than its peers.

Six-Year Undergraduate Graduation Rate for Most Recent Cohort (1994-95 to 2000-2001)



GRADUATE STUDENT GRADUATION RATES

Performance Indicator

Graduation rates: in four years for master's students. *(Storrs+ and Health Center)*

What percentage of graduate students are graduating in the amount of time used as a standard for comparison purposes nationally?

Data Analysis

Graduation rates vary among the fields of study for master's degree students. Each field has admission criteria and degree requirements in addition to the general requirements of graduate study at the University.

All students are expected to complete all requirements for the degree within a reasonable span of time. Some programs can be completed in two years, others take longer. Four-year graduation rates from graduate programs have been used in studies, nationally.

However, capturing this information is very difficult because of the profile of graduate students. Many graduate students pursue their degrees part-time while they are employed full-time or parenting full-time, and there is a stop and start nature to their attendance.

Employment opportunities in other locations also take some students away from their pursuit of a graduate degree where they started. Full-time graduate students are somewhat trackable, but some graduate students switch to part-time status out of personal or financial necessity or employment opportunities.

For all students, all work must be completed within a maximum period of six years from the beginning of the earliest course taken. An extension of the six-year limit is considered only when there is substantial evidence of regular and consistent progress toward completion of degree requirements.

University of Connecticut master's degree programs are offered both through Storrs and the Health Center. Summary data on degree completion rates are not available at this time. A first step to obtaining this data may be to provide information on degree completion rates for selected programs that are less difficult to track than others. Possible programs include the Integrated Bachelor's/Master's Degree Program in Education, the PharmD. degree and the MBA program. The completion rate for most of the fields of study normally can be expected to be in the range of 80-85% within six years.

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PH.D., MEDICAL & DENTAL SCHOOL GRADUATION RATES

Performance Indicator

Graduation rates: in eight years for Ph.D., medical, and dental students. *(Storrs and Health Center)*

Performance Improvement Goal

For students entering FY 2000, eight year graduation rates of 95% for medical students and 90% for dental students.

Data Analysis

A summary of graduation rates within 8 years for medical and dental students is presented in the table below. As one might expect from the academic credentials of students admitted to these programs, graduation rates are very high. Graduation rates for Medical School students who entered between 1993 and 1997 range from 81 to 96 percent. Thus, many are graduating in less than 8 years. Graduation rates for Dental School students ranged from 74 to 93 percent for students entering between 1993 and 1997. Some students are earning combined degrees (e.g., MD/PhD, DMD/PhD, MD/MPH). This can extend the date of graduation.

Graduation rates vary among the fields of study for doctoral degree students. Each field has admission criteria and degree requirements in addition to the general requirements of graduate study at the University. The equivalent of at least 3 years of full-time study beyond the baccalaureate or 2 years beyond the Master's degree is required of all students. All work must be completed within 8 years of the beginning of doctoral study. Extension of the time limit is considered only when there is substantial evidence of regular, consistent progress toward completion of degree requirements.

Data on doctoral degree completion rates are not available at this time. The completion rate for most of the fields of study normally can be expected to be in the range of 65-70% within 8 years.

8-Year Graduation Rates of UCHC Medical and Dental School Students

Entering Year, Fall of:	1992	1993	1994	1995	1996	1997	Goal
School of Medicine							
Admitted	81	80	81	83	81	83	
Graduated to Date	**95%**	**96%**	**93%**	**96%**	**90%**	**81%**	**95%**
Active	0%	3%	2%	1%	4%	13%	
Withdrawn or Dismissed to Date	4%	1%	5%	2%	6%	6%	
School of Dental Medicine							
Admitted	39	45	44	38	43	43	
Graduated to Date	**79%**	**93%**	**91%**	**87%**	**88%**	**74%**	**90%**
Active	0%	0%	2%	0%	5%	14%	
Withdrawn or Dismissed to Date	21%	7%	7%	13%	7%	12%	

TRANSFER STUDENT GRADUATION RATES

Performance Indicator

The number of transfer students from the Community College System who graduate from UConn, by community college. *(Storrs+)*

Performance Improvement Goal

To improve graduation/retention rates by one to two percentage points in the next three years.

Data Analysis

Persistence and Graduation Statistics for Community College Students who Transferred to UConn Between Fall 1995 and Spring 1998

School	Location	Transfers	Graduated	Now Enrolled	% Graduated or Now Enrolled
Asnuntuck	Enfield	30	7	11	60%
Capital	Hartford	32	5	8	41%
Gateway	New Haven	20	7	7	70%
Housatonic	Bridgeport	13	4	3	54%
Manchester	Manchester	179	77	55	74%
Middlesex	Middletown	47	9	18	57%
Naugatuck Valley	Waterbury	48	10	20	63%
Northwestern	Winsted	27	10	6	59%
Norwalk	Norwalk	106	41	33	70%
Quinebaug Valley	Danielson	29	7	10	59%
Three Rivers	Norwalk	84	22	30	62%
Tunxis	Farmington	27	6	11	63%
Total		642	205	212	67%

The Department of Higher Education continues to coordinate transfer articulation efforts and has keep this key educational issue current in the minds of decision-makers throughout the state. The University of Connecticut participates in task forces to address course transfer articulation issues and transfer students' timely graduation. We have set a goal to increase the number of students transferring in from the Community College system and their graduation rates, as well. The table above presents data on students who transferred in from Connecticut's community colleges between Fall 1995 and Spring 1998. Two-thirds of those students have graduated or are still enrolled at UConn. The University is currently updating their transfer student data.

NON-GENERAL FUND OPERATING BUDGET SUPPORT

Performance Indicator

Percent of total institutional budget generated from non-general fund sources

How do entrepreneurial and educational activities allow expansion of the university mission and contribute to the state's economic vitality?

Data Analysis

Proportions of revenues from non-general fund sources have remained stable between FY1996 and FY2001 for Storrs+ programs, and there has been a modest increase for Health Center programs. Non-general fund revenues are crucial to operations of the University. Revenues from varied non-general fund sources such as research funding, grants & contracts, fundraising, tuition & fees, and auxiliary services allow selected operations to become less reliant on general fund support and permits general fund dollars to be directed toward the Education and General (E&G) activities, which are more closely related to providing students a good education. Comparisons (below) indicate UConn peers with higher portions of non-general fund support, while the Health Center is closer to its peers.

Non-GF Support for Operations	FY96	FY97	FY98	FY99	FY00
Excluding State Grants & Contracts					
Storrs+	$227.1	$232.2	$237.0	$259.7	$285.6
Peers	$367.6	$423.1	$461.4	$465.3	$423.6
Storrs+	53.4%	54.2%	52.0%	53.7%	53.7%
Peers	63.4%	65.8%	66.8%	66.0%	62.7%
UCHC	$257.0	$299.1	$334.6	$347.0	$366.1
Peers	$302.0	$295.6	$404.9	$444.2	$478.2
UCHC	76.9%	79.6%	81.0%	79.1%	79.9%
Peers	75.6%	77.7%	78.3%	81.9%	81.3%
Including State Grants & Contracts					
Storrs+	$241.9	$240.4	$251.7	$270.6	$306.0
Peers	$385.6	$439.7	$478.5	$484.0	$443.6
Storrs+	56.9%	56.1%	55.2%	55.9%	57.5%
Peers	66.5%	68.3%	69.3%	68.6%	65.6%
UCHC	$258.5	$301.1	$336.6	$349.4	$368.8
Peers	$317.8	$309.5	$426.3	$463.3	$497.0
UCHC	77.3%	80.2%	81.5%	79.6%	80.5%
Peers	79.5%	81.3%	82.4%	85.4%	84.5%

RATIO OF ADMINISTRATORS TO STAFF

Performance Indicator

Percent of full-time staff that are administrators, which include Executive/ Administrative/Managerial Employees whose primary assignments require management of the institution or recognized department. *(Storrs+)*

Performance Improvement Goal

The performance goal is to continue the current level of efficiency, monitoring of our ratios on an ongoing basis.

Data Analysis

The University of Connecticut is a dynamic institution where great changes have occurred over the last quarter century, particularly in the past five years. There has been growth in enrollment, facilities, research, and fund-raising as well as the recent emergence in presence of the regional campuses. We have become a bigger player, not only here in Connecticut, but regionally, nationally and internationally as well.

In light of these advances, it is particularly noteworthy to mention two very important trends that are prominent in the chart below. While all of the above has been going on:

- The total number of employees at the University of Connecticut has remained virtually stable.
- The total number of administrators and administrators as a percentage of total employees has also remained stable. In fact, there are fewer administrators at the University in the Fall of 2000 than in 1985 and 1995.

Thus, the University not only has come a long way recently and over the past 25 years, it has done it in a streamlined fashion, administratively.

IPEDS Staffing Data	Fall 75	Fall 85	Fall 95	Fall 00
Total Number of Employees (Full-Time)	3,929	3,904	3,810	3,934
Executive/Administrative/ Managerial Employees	89	104	100	93
Administrators as a Percent of Total Employees	2.3%	2.7%	2.6%	2.4%

PERCENT OF BUDGET FOR ADMINISTRATIVE & OTHER FUNCTIONS

Performance Indicator

Percent of budget devoted to administrative and other functions. *(Storrs+)*

What portion of the University budget is expended on administrative and other functions?

Data Analysis

Legislation enacted in the mid-1990's has mandated that public higher education constituent units keep their administrative expenditures below a designated cap. The expenditure components included within the definition as well as the definition itself have changed over the life of the cap. As the definitions have changed, the administrative cap percentages have been adjusted accordingly.

The most recent Statutory definition reads as follows:

"For the University of Connecticut, for the fiscal year ending June 30, 2001, expenditures institutional administration, ... shall not exceed 3.47% . . . . of the annual general fund appropriation and operating fund expenditures, exclusive of capital bond and fringe benefit funds."

It is significant to note that the University of Connecticut has continually stayed below the administrative cap mandated for us. The University has demonstrated the ability to manage and administer its operations in a cost-efficient and effective manner. We will continue our vigilant efforts, as is evident by recent assessments of administrative functions and reorganized services resulting in cost savings and increased productivity.

ADMINISTRATIVE SPENDING CAP REVIEW

	FY97	FY98	FY99*	FY00	FY01
Legislatively-Mandated Administrative Expenditure Cap	4.05%	3.58%	3.47%	3.58%	3.47%
University of Connecticut Administrative Expenditures (per cap definition)	3.83%	3.38%	3.07%	3.14%	3.12%
Expenditures ($M)					
Administrative	$12.6	$10.8	$11.9	$12.4	$13.2
Total	$328.7	$321.1	$385.7	$393.9	$425.0

*In FY99, the definition of the administrative expenditure cap was modified to allow for the inclusion of federal and private funds, thereby significantly increasing the expenditure base.

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Board of Governors for Higher Education
Department of Higher Education
State of Connecticut

REPORT II

Connecticut State University

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Connecticut State University

Overview

The Connecticut State University System is a comprehensive university system consisting of four universities. The four institutions are: Central Connecticut State University in New Britain, Eastern Connecticut State University in Willimantic, Southern Connecticut State University in New Haven and Western Connecticut State University in Danbury. The oldest institution is Central, established in 1849. The youngest, Western, was established in 1903. The institutions evolved from normal schools to teacher's colleges to state colleges, and finally, to state universities. From 1849 to 1965, the institutions were governed by the State Board of Education. In 1965, the Board of Trustees for the Connecticut State Colleges was established as an independent governing board. Under the governance of the trustees, new degree programs were established, enrollment increased, and facilities were improved and expanded. In 1983, university status was conferred. Today, CSU is the state's largest university system.

Mission

The four comprehensive universities of the CSU System — Central Connecticut State University, Eastern Connecticut State University, Southern Connecticut State University and Western Connecticut State University — are Connecticut's universities of choice for students of all ages, backgrounds, races and ethnicities. CSU provides affordable and high-quality, active-learning opportunities, which are geographically and technologically accessible. A CSU education leads to baccalaureate, graduate and professional degrees consistent with CSU's historical missions of teacher education and career advancement, including applied doctoral degree programs in education. CSU graduates think critically, acquire enduring problem-solving skills and meet outcome standards that embody the competencies necessary for success in the workplace and in life.

Fulfilling the Mission

CSU fulfills this mission through the focused missions of its universities.

Central Connecticut State University
- is Connecticut's premier learner-centered public university with teaching as its focus
- applies knowledge to better the human condition
- provides access and quality for students to reach their full potential

Eastern Connecticut State University
- is Connecticut's public liberal arts university
- provides an intellectual ambiance that develops analytic thinkers, innovative problem solvers and creative learners

Southern Connecticut State University
- is a preeminent metropolitan university
- offers a learning community that is grounded in a liberal education
- is the lead institution for advanced study in CSU

Western Connecticut State University
- aspires to be the state's public university of choice for programs of excellence in the liberal arts and the professions
- builds all programs on a strong liberal arts foundation
- stresses critical thinking, problem solving, and communication skills for the new millennium.

Creative learning at each university transforms Connecticut into a state of minds.

System Profile

The four universities of the Connecticut State University System enroll over 35,800 undergraduate and graduate students in more than 150 degree programs; more than 90 percent of the students are Connecticut residents. About 60 percent of the students are female and over 15 percent are minority. The system employs almost 3,000 full-time staff, including more than 1,150 faculty. For FY 2001-2002, the System's budget is more than $360 million. Between July 1, 2000 and June 30, 2001, the universities awarded 3,580 bachelor's degrees, 1,551 master's degrees and 336 sixth-year certificates (advanced graduate study).

System Initiatives

The following system initiatives closely follow many of the goals proposed by the Legislature and addressed by the performance indicators in this report:
1. Enhance Scholarship, Teaching and Learning
2. Enhance Public Education
3. Enhance the Quality of Student Life
4. Enhance Support for the State's Economy and Quality of Urban Life
5. Enhance the Use of Technology
6. Develop Synergies
7. Increase Institutional Advancement Efforts
8. Maintain and Enhance Physical Facilities
9. Enhance Continuous Quality Improvement Efforts and Gain Operating Efficiencies
10. Enhance Access, Equity and Retention
11. Develop Fully the Human Capital Within CSU and Connecticut

Each year, the chancellor of the CSU System prepares a Letter of Priority for each university president outlining the strategic priorities that will be addressed under these initiatives.

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Methodology

For most of the measures described in this report, system data were readily available from surveys conducted by the universities in the CSU system, from standardized reports of enrollment submitted to the US Department of Education or the Connecticut Department of Higher Education or from the universities themselves. For measures where CSU universities were compared to peer institutions, the same standardized reports were used. Population and income data were obtained from the US Department of Commerce Census estimates. Where data for some measures are, for all intents and purposes, the same for each institution — as in the case of some fiscal indicators — a system-level table, graph and analysis is used instead of individual institutional analyses that would be repetitive. The other measures do provide individual institutional data entries and trends.

System Peers

In March 2000, each university in the system formally adopted a group of peer institutions against which various comparisons could be made. Eastern requested a new peer list that retained four of the original peers, added one new institution and dropped six (see below). These institutions were selected for comparability of size, undergraduate/graduate enrollment, number of full-time and FTE faculty, program mix, library size, revenue and expenditures, and location (urban/suburban/rural). Since some of our universities selected the same institutions for peers, there are 25 different institutions in the mix. Comparisons to peer institutions, as appropriate, appear throughout the report.

CSU Comparative (Peer) Institutions

Central Connecticut State University
Bridgewater State College (MA)
Oakland University (MI)
SUNY College at Oswego (NY)
Towson University (MD)
West Chester University of Pennsylvania (PA)
William Patterson University of New Jersey (NJ)

Eastern Connecticut State University
Massachusetts College of Liberal Arts (MA)-*New*
Ramapo College of New Jersey (NJ)
Salisbury State University (MD)
SUNY College at Geneseo (NY)
University of Maine at Farmington (ME)

Peers Dropped From List
Framingham State College (MA)
Frostburg State University (MD)
Keene State College (NH)
Plymouth State College (NH)
Richard Stockton College of New Jersey (NJ)
SUNY at Potsdam (NY)

Southern Connecticut State University
Bridgewater State College (MA)
CUNY College of Staten Island (NY)
Kean University (NJ)
Montclair State University (NJ)
Oakland University (MI)
Rhode Island College (RI)
Salem State College (MA)
Salisbury State University (MD)
Towson University (MD)
William Patterson University of New Jersey (NJ)

Western Connecticut State University
Fitchburg State College (MA)
Frostburg State University (MD)
Indiana University-South Bend (IN)
Indiana University-Southeast (IN)
Salisbury State University (MD)
SUNY College at Fredonia (NY)
University of Michigan-Flint (MI)
Western Oregon University (OR)
Westfield State College (MA)
Worcester State College (MA)

PERCENT OF GRADUATES WHO REPORT THEIR CSU CURRICULUM ENHANCED GENERAL EDUCATION SKILLS

Performance Indicator

Percent of graduates who reported that their CSU education had a positive impact on their ability to: think critically, analytically and logically; write effectively; communicate well orally; use scientific and quantitative skills; and acquire new skills and knowledge independently.

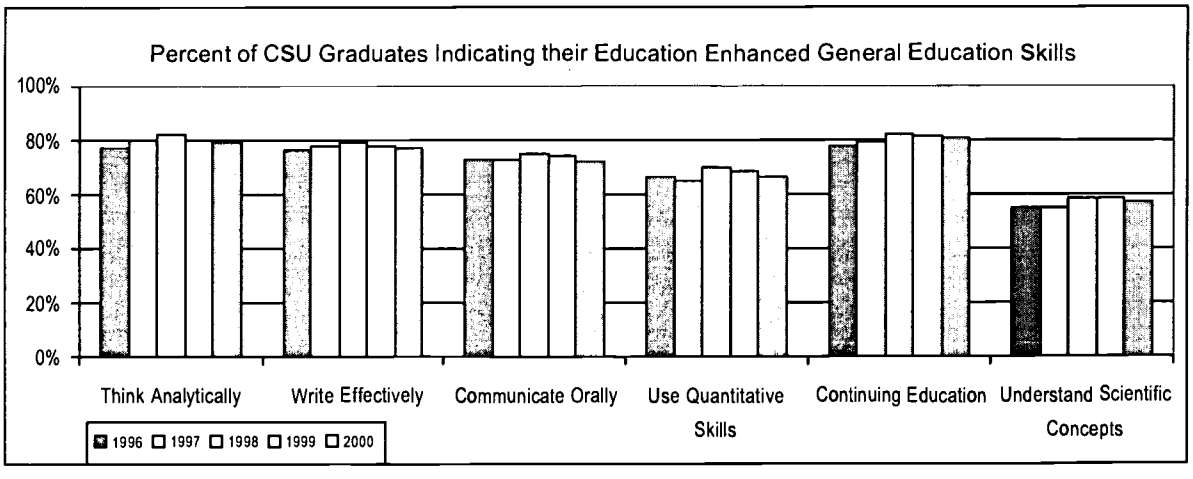
To what extent do CSU graduates report positively on the outcomes they received from their education?

General Education Outcomes: CSU Survey of Graduates

	1996	1997	1998	1999	2000
Think Analytically	77%	80%	82%	80%	79%
Write Effectively	76%	78%	79%	78%	77%
Communicate Orally	73%	73%	75%	74%	72%
Use Quantitative Skills	66%	65%	70%	68%	66%
Continuing Education	78%	79%	82%	81%	81%
Understand Scientific Concepts	55%	55%	58%	58%	57%

Data Analysis

Results from the Survey of Graduates: July 1, 1999 to June 30, 2000 did not change appreciably from those of the previous year's graduates. Again, there were various gradations among the five areas, however, reports of enhancement in five of the six areas were equal to or greater than 1996. The highest rated skill each year was "*acquire new skills and knowledge independently*" (Continuing Education in the graphic below). Eighty-one percent of 1999 and 2000 graduates indicated that CSU education enhanced their skills to learn and develop an appreciation for continuing education and lifelong learning. This was an increase from 78% of the 1996 graduating class. Additionally, 79% reported that their CSU education enhanced their ability to "think analytically and logically," and 77% reported enhanced skills to "write effectively." Each year, the universities in the Connecticut State University system survey their graduates on a variety of indicators. Reports by graduates on the effectiveness of the General Education component of the baccalaureate curriculum is one of those indicators. This information is self-reported. As learning outcome measures are developed (see performance indicators to be reported in 2003) more research-based data will be reported.



PERCENT OF INCOMING FRESHMEN WHO ARE CONNECTICUT RESIDENTS

Performance Indicator

Percent of new students — first time and transfer — indicating Connecticut residence in information collected at enrollment. Data are for the fall semester in each year indicated.

Performance Improvement Goal

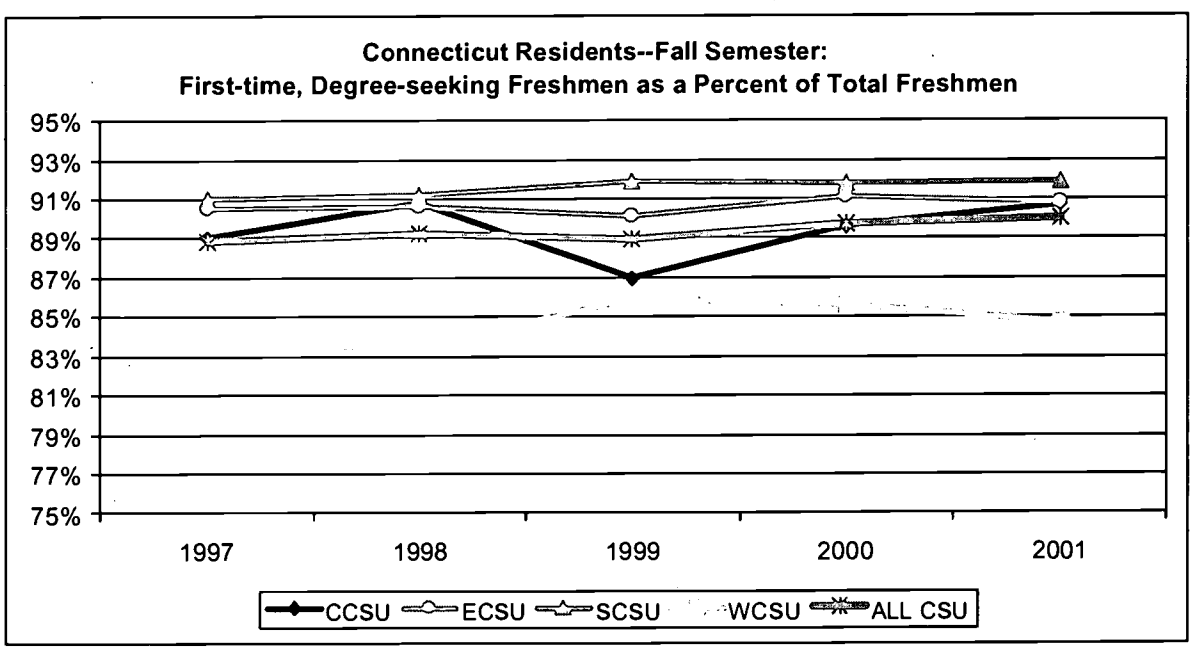
The goal of each university is to maintain or improve its current percentage.

Percent CT Residents of All New Freshmen

	1997	1998	1999	2000	2001
CCSU	89%	91%	87%	90%	91%
ECSU	90%	91%	90%	91%	91%
SCSU	91%	91%	92%	92%	92%
WCSU	84%	83%	86%	86%	85%
ALL CSU	**89%**	**89%**	**89%**	**90%**	**90%**

Data Analysis

CSU consistently fulfills its mission of providing high quality education for Connecticut residents by attracting fully 90% of its enrollment from within the state. In fall 2001, the number of Connecticut residents enrolled as first-time, degree-seeking freshmen in the CSU system ranged from 85% to 92% of all new freshmen. Over the past five years, system wide, the over all percent increased from 89% to 90% and has held there for the past two years, the highest for any Connecticut public university. Concurrently increasing enrollment indicates that the number of Connecticut residents attending CSU has also been increasing. In addition, 95% of CSU's new non-degree undergraduates, 91% of its new graduate students and 91% of its new transfer students in fall 2001 are Connecticut residents. Overall, 92% of CSU's 35,877 student body in fall 2001 were Connecticut residents.



PERCENT OF EDUCATION PROGRAMS USING ASSESSMENT FEEDBACK TO IMPROVE CURRICULA

Performance Indicator

Increase the percentage of undergraduate degree programs in education employing assessment data to improve their curricula.

To what extent are undergraduate education programs using external assessment feedback to improve curricula?

Data Analysis

For 2000-2001 Academic Year

	# Programs	# Using Assessment Feedback	% Using Assessment Feedback
CCSU	26	26	100%
ECSU	16	16	100%
SCSU	13	13	100%
WCSU	23	23	100%
ALL CSU	**76**	**76**	**100%**

External assessment is not new to the professional programs at the universities in the CSU system. The importance of teacher preparation to the mission of all the CSU universities keeps their curricula in constant view and review. As such, and shown in the accompanying table, all 76 education programs use both internal and external assessment to review, revise and improve their curricula. There are multiple measures used to assess program effectiveness: the federally mandated report of performance of program completers passing the PRAXIS II examination; review of new teacher performance by the State Department of Education; program advisory boards; and the standards of the National Council for Accreditation of Teacher Education (NCATE), whose accreditation imprimatur is not given lightly — only 41% of all education schools nationwide are so recognized. CSU is proud that Central is one of only three institutions in Connecticut to hold NCATE status.

Results of the Praxis II examination for CSU students in 1999-2000 are presented below. In response to and in compliance with State Board of Education policies, CSU institutions include in their curricula reference to the Common Core of Learning and Common Core of Teaching. It should be noted that some schools outside CSU require passage of Praxis II for program completion, thereby reporting a 100% pass rate; CSU

PRAXIS II Results for 1999-2000

	Basic Skills	Academic Content	Summary
CCSU	100.0%	92.6%	93.0%
ECSU	100.0%	97.6%	97.7%
SCSU	100.0%	92.8%	92.1%
WCSU	98.3%	88.3%	88.0%
ALL CSU	**99.8%**	**93.1%**	**92.8%**
STATEWIDE	99.8%	94.5%	94.5%

RELATIONSHIPS WITH K-12 SCHOOLS

Performance Indicator

Increasing number of formal relationships or partnerships on special projects with K-12 public schools.

Performance Improvement Goal

The goal of each university is to add two (2) partnerships by 2004.

K-12 Formal Relationships or Partnerships

	1997	1998	1999	2000	2001	Goal 2004
CCSU	22	23	25	25	28	30
ECSU	0	0	5	5	5	7
SCSU	16	18	19	24	24	26
WCSU	3	4	4	5	7	9
ALL CSU	**41**	**45**	**53**	**59**	**64**	**72**

Data Analysis

Since the last report, Central established three new formal relationships, Western added two new partnerships and Eastern and Southern were unchanged. (The numbers for Southern differ from those reported last year because program partnerships outside the School of Education were not included in the 2001 report). CSU universities are proud of the many relationships they have with local schools in their respective regions and the mutually beneficial programs that have developed over the years. The CSU universities are integrally involved in not only educating and training more than half the teachers in the state but also in ensuring the professional development for K-12 personnel and the quality improvement of school programs and initiatives.

Central Connecticut State University

Currently, Central has 11 formal relationships between public schools and the School of Education and Professional Studies. These formal relationships are embedded in the school's *Professional Development Network*, indicating that contracts have been signed that address the mutual commitment of resources, central administrative support and faculty commitment. These are formal collaborative ventures between pre-school through grade 12 schools and the university. CCSU also has more than 17 partnerships — mutually defined agreements to collaborate on specific projects — in the Schools of Arts and Sciences, Education and Professional Studies, and Technology.

Eastern Connecticut State University

Eastern is a university sponsor of the Professional Development Schools (PDS) program, working with five disadvantaged, rural school districts in eastern Connecticut. School districts make major commitments to the PDS program with cooperating PDS teachers serving as mentors to pre-service students and modeling effective teaching and learning practices. Cooperating teachers are an essential link to the teacher preparation program.

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RELATIONSHIPS WITH K-12 SCHOOLS

Data Analysis (continued)

Southern Connecticut State University
Southern's faculty are assigned to each of the seven Professional Development Schools (PDS) in the Greater New Haven area and provide such support as consultation with teachers and principals, and conducting workshops. In addition, programmatic endeavors are in effect between academic departments and area schools. SCSU students are engaged in field assignments in these schools on a regular basis. Teachers from the PDS are often called upon to be lecturers in classes at SCSU. Further, the New Haven Public Schools have assigned a PDS coordinator from their central office to oversee the development of PDS and to work directly with the Dean's office. In the Momauguin school district in New Haven and in Ansonia, PDS university faculty and school teachers work together and coordinate their activities. In New Haven, SCSU faculty are actively participating with teachers in the School Program Management Teams (SPMT) within each school. Southern and the participating schools have created the beginnings of an administrative and overall governance structure for the PDS network and will be continuing this work in the future.

Western Connecticut State University
Western Connecticut State University is currently affiliated with seven Professional Development Schools (PDS) within the Danbury Public School System. All elementary education majors are placed in one of the five schools during their "professional semester" for a 10-day field experience. Activities at the participating PDS sites are consistent with best practice in teacher education and involve a complex interaction between university and site-based practitioners. Western faculty have been involved in staff development training days at PDS sites and classroom teachers are often brought into professional semester classes as "living resources." A significant number of students continue at the PDS site for their supervised student teaching experience. Taken together, these partnerships reflect CSU's effective role as Connecticut's leading teacher-education provider.

REAL PRICE TO STUDENTS

Performance Indicator

Tuition and required fees not including student health insurance as percent of state median household income.

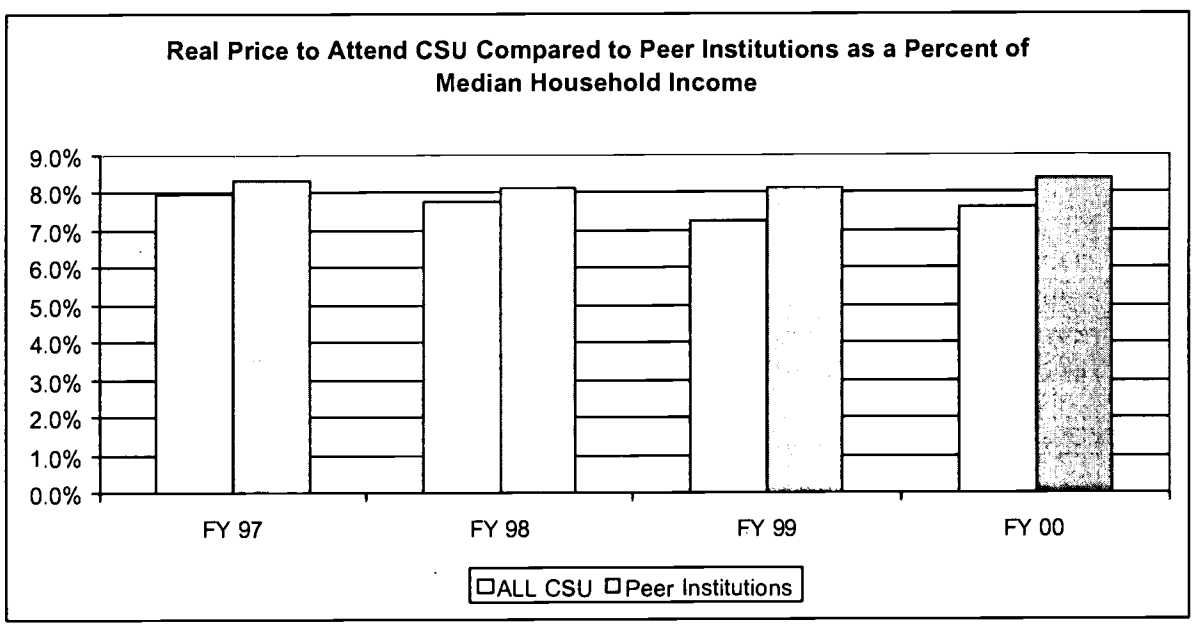
Performance Improvement Goal

Our target is to maintain the percent of CSU tuition in reference to MHI below the aggregate for our peer group.

Data Analysis

Over the four-year period from FY1997 through FY2000, the average cost of tuition and mandatory fees at the Connecticut State University System (CSU) represented a smaller percentage of median household income than its combined peer group. Moreover, although tuition and fees increased both at CSU and among the 25 peer institutions from FY1997 to FY2000, tuition and fees as a percentage of median income for CSU has **declined** substantially, from 7.96% in FY1997 to 7.44% in FY2000, in part reflecting the tuition freeze in place in FY1999 and FY2000. Conversely, among the peer group, the percentage has **increased** slightly, from 8.34% to 8.37% in the same time period. In terms of affordability, CSU continues to maintain a price advantage versus its peers and remains an excellent value.

	FY 1997	FY 1998	FY 1999	FY 2000	4-Yr % Change
Tuition and Fees – CSU System	3,500	3,601	3,667	3,749	7.1%
Connecticut MHI	43,985	46,508	50,798	50,360	14.5%
T&F as % of MHI – CSU	**7.96%**	**7.74%**	**7.22%**	**7.44%**	
Tuition and Fees – Peer Average	3,418	3,470	3,639	3,848	12.6%
Average MHI – Peers	41,003	42,820	44,678	45,995	12.2%
T&F as % of MHI – Peers	**8.34%**	**8.10%**	**8.14%**	**8.37%**	



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REAL PRICE TO STUDENTS

CENTRAL	FY1997	FY1998	FY1999	FY2000	4-YR %
Tuition and Fees	3,542	3,614	3,670	3,772	6.5%
Connecticut MHI	43,985	46,508	50,798	50,360	14.5%
T&F as % of MHI	**8.05%**	**7.77%**	**7.22%**	**7.49%**	
Tuition and Fees – Peer Average	3,685	3,845	3,999	4,155	12.8%
MHI Peers Average	41,464	43,403	45,121	46,867	13.0%
T&F as % of MHI – Peers	**8.89%**	**8.86%**	**8.86%**	**8.86%**	
EASTERN	**FY1997**	**FY1998**	**FY1999**	**FY2000**	**4-YR %**
Tuition and Fees	3,486	3,594	3,657	3,754	7.7%
Connecticut MHI	43,985	46,508	50,798	50,360	14.5%
T&F as % of MHI	**7.93%**	**7.73%**	**7.20%**	**7.45%**	
Tuition and Fees – Peer Average	3,664	3,804	3,949	4,289	17.1%
MHI Peers Average	41,060	43,044	45,084	46,575	13.4%
T&F as % of MHI – Peers	**8.92%**	**8.84%**	**8.76%**	**9.21%**	
SOUTHERN	**FY1997**	**FY1998**	**FY1999**	**FY2000**	**4-YR %**
Tuition and Fees	3,444	3,568	3,664	3,711	7.8%
Connecticut MHI	43,985	46,508	50,798	50,360	14.5%
T&F as % of MHI	**7.83%**	**7.67%**	**7.21%**	**7.37%**	
Tuition and Fees – Peer Average	3,438	3,427	3,717	3,857	12.2%
MHI Peers Average	43,082	45,410	47,203	48,114	11.7%
T&F as % of MHI – Peers	**7.98%**	**7.55%**	**7.88%**	**8.02%**	
WESTERN	**FY1997**	**FY1998**	**FY1999**	**FY2000**	**4-YR %**
Tuition and Fees	3,528	3,626	3,676	3,758	6.5%
Connecticut MHI	43,985	46,508	50,798	50,360	14.5%
T&F as % of MHI	**8.02%**	**7.80%**	**7.24%**	**7.46%**	
Tuition and Fees – Peer Average	3,207	3,303	3,367	3,578	11.6%
MHI Peers Average	40,900	42,481	44,606	45,389	11.0%
T&F as % of MHI – Peers	**7.84%**	**7.78%**	**7.55%**	**7.88%**	

PERCENT OF OPERATING EXPENDITURES FROM STATE SUPPORT

Performance Indicator

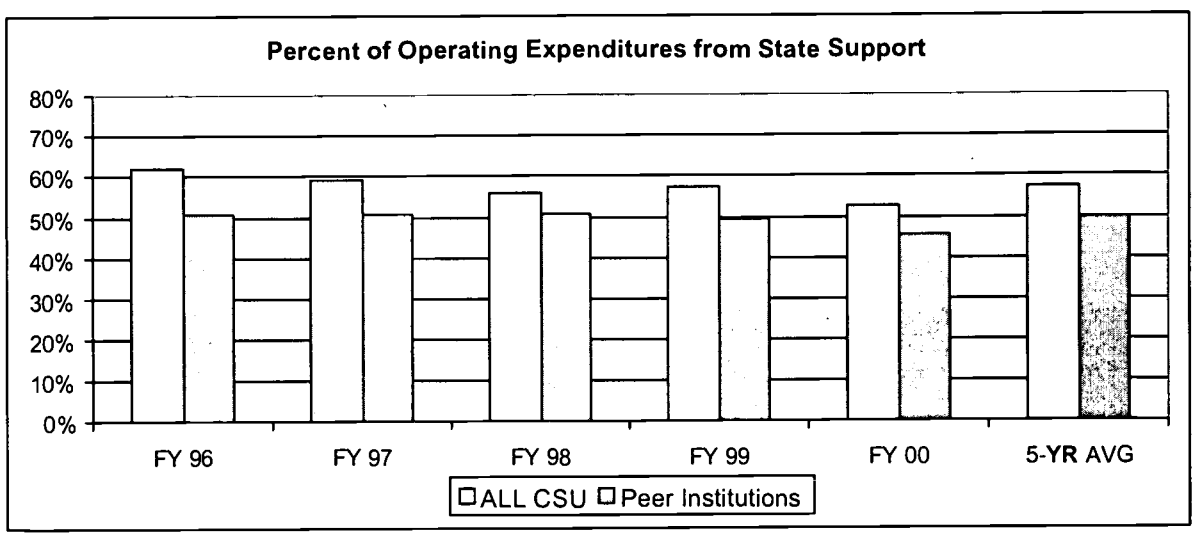
Ratio of state support to operating expenditures. Operating expenditures include all operating expenses for instruction, research, public service, academic support, student services, and institutional support, all library expenditures, CAPCS, fringe benefits on general fund personnel, and equipment expenditures from operating funds.

To what extent does the State support the universities in the Connecticut State University System, and how does that compare to state support for peer institutions in other states?

Institution	FY 1996	FY 1997	FY 1998	FY 1999	FY 2000	Five-YR Aver.
CSU - (Including fringe benefits)	**61.9%**	**59.3%**	**56.0%**	**57.4%**	**52.8%**	**57.5%**
Peer Institutions	50.7%	50.7%	51.4%	50.1%	45.3%	49.6%

Data Analysis

The percentage of operating expenditures from state support for the Connecticut State University System (CSU) has been consistently higher compared to its peer institutions, averaging 57.5% on an adjusted basis over the five-year period from FY1996 through FY2000, versus 49.6% for peer institutions. (Note: During FY2000, there was a change in the CSU system internal fund distribution formula which affected individual university trends). However, although the percentage of state support for CSU is appreciably higher than its peers, the general trend is that the percentage of operating expenditures from state support for CSU is declining. This trend is unfortunate, since CSU depends on state support to maintain the quality of programs at the caliber expected by the state's businesses and citizens, while also ensuring access and affordability to students.



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PERCENT OF OPERATING EXPENDITURES FROM STATE SUPPORT

	FY1996	FY1997	FY1998	FY1999	FY2000	Five-Year Average
Central CT State University	**61.3%**	**58.9%**	**55.7%**	**55.6%**	**50.3%**	**56.4%**
CCSU Peers	49.8%	48.6%	47.4%	46.2%	41.0%	46.6%
Eastern CT State University	**55.5%**	**55.6%**	**51.0%**	**53.2%**	**53.6%**	**53.8%**
ECSU Peers	45.8%	46.7%	53.5%	49.4%	46.3%	48.3%
Southern CT State University	**65.8%**	**61.0%**	**59.5%**	**59.1%**	**55.9%**	**60.3%**
SCSU Peers	51.9%	50.8%	50.0%	49.2%	44.8%	49.3%
Western CT State University	**61.4%**	**60.2%**	**55.3%**	**61.9%**	**51.1%**	**58.0%**
WCSU Peers	52.6%	54.5%	56.0%	54.4%	49.4%	53.4%

PERCENT OF STUDENTS WHOSE FINANCIAL AID NEEDS ARE NOT MET

Performance Indicator

Federally defined total need (tuition & fees, room & board, transportation, books and supplies) for financial aid compared to total financial aid awarded. Unsecured loans are not included.

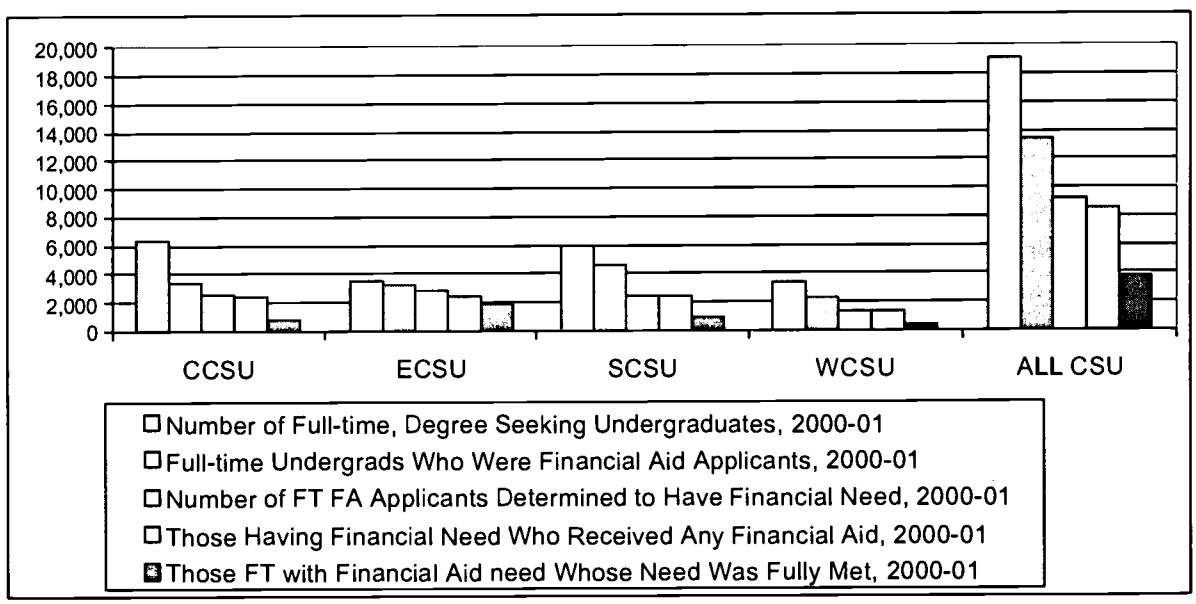
What percentage of students have unmet needs for financial aid?

Percent of students whose financial aid needs are not fully met

	2000-2001
CCSU	72%
ECSU	33%
SCSU	64%
WCSU	78%
ALL CSU	**59%**

Data Analysis

During the 2000-2001 academic year, almost half of CSU's full-time, matriculated undergraduate students were determined to have financial aid need. Based on information provided by the Financial Aid offices at each of the universities, **of those who were determined to have need**, 93% received some aid, but only 44% of those receiving financial aid (41% of those having need) had their need fully met. While each university seeks to reduce the percentage of unmet financial need, this is dependent primarily on increased federal and state financial aid availability. On average, the universities in the CSU system are meeting between 62% and 89% of the determined need of their financial aid awardees. Differences among the campuses are related to available financial aid, the number of students applying and the amount of determined need, and the financial aid package programs of each university. However, evidence from CSU's annual survey of graduates has shown a trend of more students financing their education with loans that must be repaid rather than grants.



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PERCENT OF STUDENT FINANCIAL AID FROM STATE SUPPORT

Performance Indicator

The ratio of state support for financial aid to total aid awarded.

Performance Improvement Goal

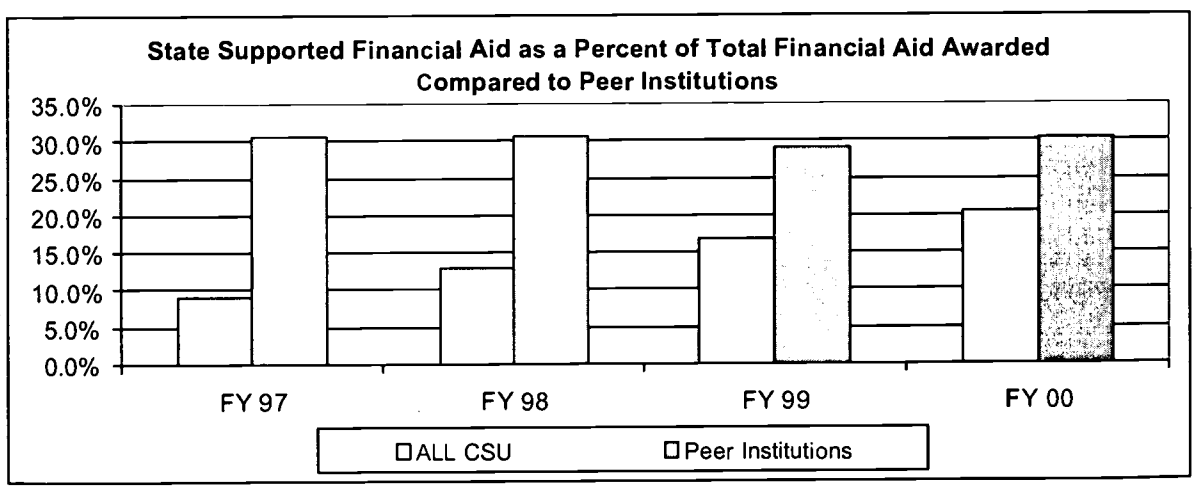
Increase the current percentage of student financial aid from state support by 10% over the next three years.

Data Analysis

Percent of Financial Aid from State Support

	FY 1997	FY 1998	FY 1999	FY 2000
CSU Institutions	**9.1%**	**12.9%**	**16.8%**	**20.6%**
Peer Institutions	30.6%	30.8%	29.3%	30.4%

Connecticut State University System students receive much less in financial aid from state support as a percentage of total financial aid than do students at peer universities; however, this percentage has risen significantly over the past four years. In FY1997, CSU students only received 9.1% of financial aid from state sources; this percentage rose to 12.9% in FY1998, 16.8% in FY99, and 20.6% in FY2000. Conversely, students at peer institutions have received on average 30% of total financial aid from state sources over the same four-year period. The increase is due to two factors: the State of Connecticut has over the past five years directed more funding into the CAPCS (Connecticut Aid to Public College Students) program, and the distribution formula used by the Department of Higher Education to allocate CAPCS among the constituent units of higher education has been revised to direct additional funds to institutions serving the neediest students, resulting in a greater allocation to CSU. Total funding for CAPCS has increased 56.3% in FY98 versus FY97, 30.3% in FY99 versus FY98, and 28.4% in FY00 versus FY99. The revision in the distribution formula has resulted in a larger percentage of total CAPCS funding directed to CSU: 27.9% in FY97, 32.7% in FY98, 34.4% in FY99, and 34.7% in FY2000. Peer institutions come from 10 different states, all with different state financial aid programs. It is strongly urged that the state fully fund the CAPCS program in the future.



EXTENT TO WHICH ENROLLMENT BY ETHNIC GROUPS COINCIDES WITH CONNECTICUT POPULATION CHARACTERISTICS

Performance Indicator

Percent of students of color (African-Americans, Hispanics, Asian Americans, and Native Americans) enrolled in universities in the CSU System compared to their percentages in the state's population.

Performance Improvement Goal

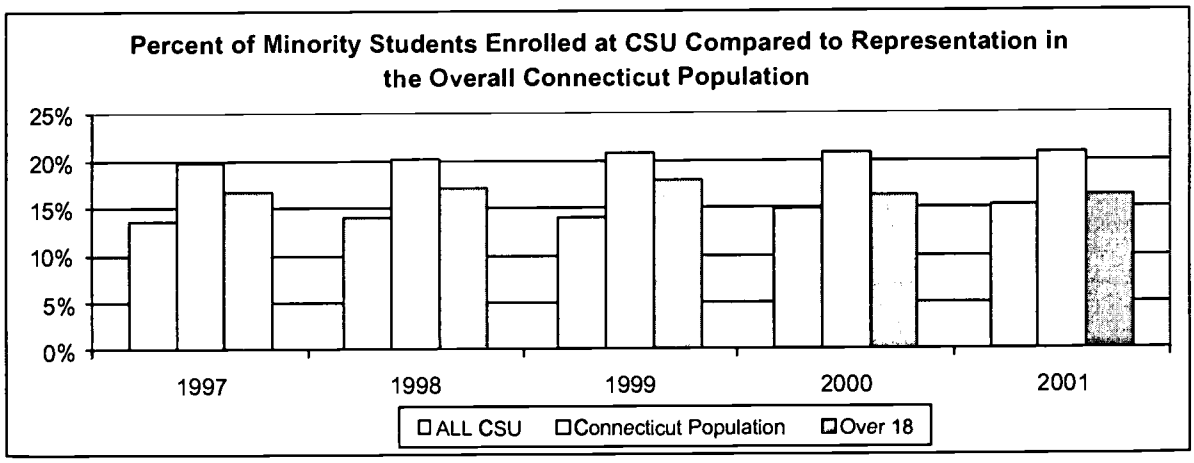
By fall 2004, the percentage of students of color at CSU institutions will achieve parity with the percentage of over 18 year old residents of color in the state population.

Data Analysis

Enrollment of students of color at each of the universities in the CSU System has been increasing annually. This fall they represent 15.1% of the total student body. This represents a total growth of over 20%, compared to an 8.5% increase in the total student body — a positive trend toward narrowing the current gap. U.S. population estimates based on the 2000 census shows the non-white population of Connecticut at 20.7%, where in 1997 it was 19.7%. While the percentage of students of color at CSU is less than the percent of African-Americans, Hispanics, Asian-Americans and Native Americans in the state population, the growth of representation of these groups at CSU institutions has been more dramatic.

Minority Enrollment by Campus and CT Population

	1997	1998	1999	2000	2001
CCSU	13.7%	13.9%	14.3%	14.6%	14.6%
ECSU	13.1%	13.8%	13.6%	13.7%	13.7%
SCSU	14.2%	14.4%	14.6%	15.9%	17.2%
WCSU	12.8%	12.7%	12.7%	13.2%	13.3%
ALL CSU	**13.6%**	**13.9%**	**14.0%**	**14.7%**	**15.1%**
Connecticut Population	19.7%	20.2%	20.7%	20.7%	20.7%
Over 18	**16.6%**	**17.0%**	**17.9%**	**16.2%**	**16.2%**



SOURCE: 1997-1999 CT population and over 18 figures based on state projections from US 1990 Census.
2000 and 2001 data are from the 2000 Census.
Since the USDE does not require ethnicity data, more students are electing not to provide this information, making the data less accurate.

CSU SPONSORED ACTIVITIES

Performance Indicator

Number of persons served by conferences, seminars, institutes, etc. produced or sponsored by CSU for business or corporations. Each university was asked to provide information on such sponsored activities, regardless of locus, that were not part of their normal instructional activity.

To what extent are CSU institutions engaged in activities to support workforce development?

Data Analysis

During the 2000-2001 academic year, each of the four universities in the CSU system collected information reflecting their support of workforce development. The universities have always been strong partners with the businesses in their respective regions. Overall, almost 150,000 persons participated in these activities.

Central Connecticut State University produced or sponsored events that were attended by more than 113,000 people. These events were hosted in five areas: (1) The Institute for Industrial and Engineering Technology. Located in downtown New Britain, IIET provides the business and industrial communities with economic development services through the Technical Training Center, the Manufacturing Applications Center, the Procurement and Technical Assistance Center and the Conference Center. (2) The Enrollment Center/Continuing Education offers noncredit courses, workshops and seminars for community groups, civic organizations (non-profit), and for-profit businesses and industries. (3) Academic departments at CCSU sponsor events in which the surrounding community, for-profit and non-profit businesses and corporations are involved and add to the economic development of the state. (4) The activities of the Department of Student Center Operations and Events Services have been categorized into corporate and governmental events. (5) Lastly, centers and institutes serve as outreach arms on an international, national, regional and community level. Like those events sponsored by academic departments, their impact is mostly cultural and indirectly relating to the economic development of the state.

Eastern Connecticut State University served 680 persons through its conferences, seminars and institutes during 2000-2001. In addition, ECSU produces and airs "Real Business" in collaboration with CPTV. This program reaches 28,000 households.

Southern Connecticut State University estimated 300 attendees at statewide and international business conferences on campus. Workforce development activities are planned for the School of Extended Learning for 2002-2003.

Western Connecticut State University hosted events through its Ancell School of Business, the O'Neill Center and the Office of Institutional Advancement that served more than 1,750 people.

PERCENT OF BUSINESS PROGRAMS USING ASSESSMENT FEEDBACK TO IMPROVE CURRICULA

Performance Indicator

Increase the percentage of undergraduate degree programs in business employing assessment data to improve their curricula.

What proportion of Business programs are employing assessment data?

2000-2001 Academic Year

	# Programs	# Using Assessment Feedback	% Using Assessment Feedback
CCSU	13	13	100%
ECSU	2	2	100%
SCSU	4	4	100%
WCSU	5	5	100%
ALL CSU	**24**	**24**	**100%**

Data Analysis

External assessment is not new to the business programs at the universities in the CSU system. Whether or not they are seeking accreditation from American Assembly of Collegiate Schools of Business (AACSB), the standards of this organization provide generally accepted guidelines for program performance. Advisory boards comprising local business people voluntarily serve these programs as well. As such, and shown in the accompanying table, all 24 undergraduate business programs use both internal and external assessment to review, revise and improve their curricula.

At Central Connecticut State University, all business programs rely on advisory boards to provide them with information on their strengths, graduates and where revisions may be necessary to keep current with market requirements. Surveys of employers and program alumni also add to the assessment effort. Eastern similarly uses external feedback to assess their business programs.

In preparation for AACSB accreditation, the Ancell School of Business at Western has gathered assessment data for several years — including capstone evaluations and surveys of students, graduates and employers. Recently, nationally normed Educational Benchmarking, Inc. surveys have been summarized and used to reflect on the curriculum. All of the undergraduate business programs at Southern Connecticut State University have undergone assessments within the last three years and each has implemented the results of assessments to modify offerings.

PERCENT OF FACULTY AND STAFF ENGAGED IN COMMUNITY SERVICE ACTIVITIES

Performance Indicator

Increase the percentage of faculty and staff engaged in the civic, cultural, recreational, youth centered, etc. activities in the communities where they live and/or work.

To what extent do faculty and staff engage with the community?

2000-2001 Academic Year

	Total	Participants	%
CCSU	892	294	33%
ECSU	505	224	44%
SCSU	930	140	15%
WCSU	479	96	20%
ALL CSU	**2806**	**754**	**27%**

Data Analysis

During the academic year 2000-2001, full-time faculty and staff at each of the universities in the CSU system were surveyed in one fashion or another to ascertain their involvement in the communities in which they live and/or work. Since this information is self-reported, response rates will vary. Overall, 27% of CSU's full-time faculty and staff are engaged in community activities.

Southern Connecticut State University reported that, in some professional programs, nearly all faculty are engaged in some community service activities. Arts and Sciences faculty are more difficult to track, with some reliance on grant applications and resumes. Staff information was not readily forthcoming and that lowered the overall rate to about 15 percent. Western relied on faculty recognition ceremony programs, newspaper clippings and self-reporting but noted that this 20 percent underestimates the extent of community service. At Eastern Connecticut State University, 224 full-time faculty and staff (44 percent) who responded to the request for information indicated that they were engaged in service to their communities. At Central, 57% of the faculty and 14% of the staff indicated that they are involved in their communities. As with Southern, there were four categories that seemed to be aligned particularly with professional activities: (1) discipline of study, (2) K-12 schools, (3) business enterprises, and (4) non-profit organizations. Other categories were civic engagement and other.

Overall, CSU faculty and staff are engaged in activities outside their universities and are responding to the problems and needs of society. Further, community people attend university functions on campus and this must also be considered as an aspect of the entire university being involved in its community.

PERCENT OF GRADUATES WHO PARTICIPATED IN COMMUNITY SERVICE ACTIVITIES

Performance Indicator

Self-reporting by graduates on activities to benefit their community as well as expand the scope of their undergraduate curriculum while they were enrolled at one of the CSU universities. These activities included but were not limited to: service learning (e.g., student teaching), internships, cooperative education, and practicums. Students indicating any one of these activities were included, but were not counted more than once if multiple activities were listed.

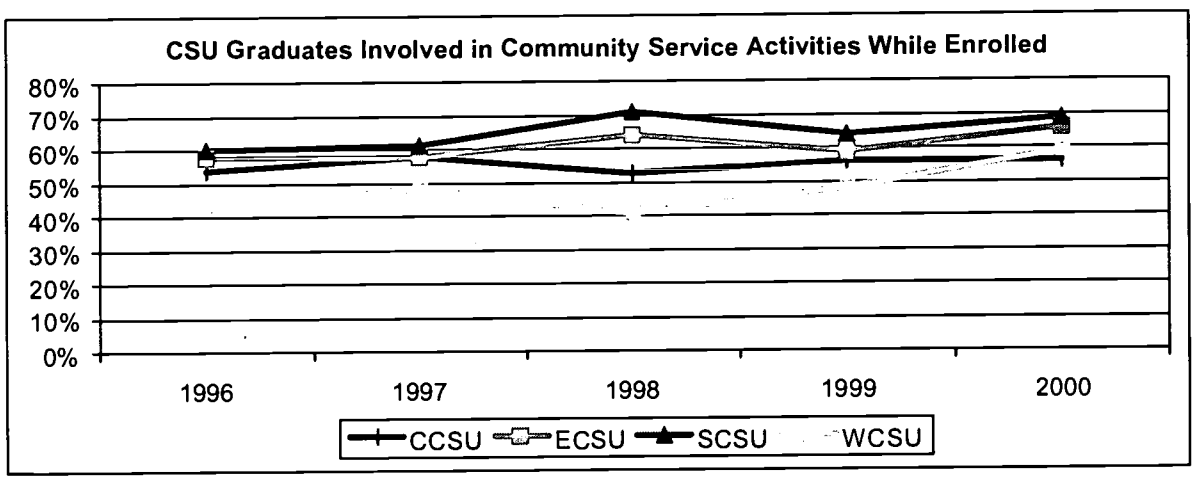
Performance Improvement Goal

The number of graduates participating in community services will vary by university with an overall target of +2% over five years for the CSU system.

	1996	1997	1998	1999	2000
CCSU	54%	58%	53%	56%	56%
ECSU	58%	58%	64%	59%	66%
SCSU	60%	61%	71%	64%	69%
WCSU	44%	48%	41%	48%	59%
ALL CSU	**55%**	**57%**	**58%**	**58%**	**63%**

Data Analysis

CSU's annual Survey of Graduates, the percentage of students who reported being involved in community service, service learning (including student teaching), internships, practica or cooperative education activities while enrolled at one of the CSU universities increased for the fourth consecutive year, and increased at each of the four universities. These activities may be voluntary (not required for the degree), such as cooperative education; mandatory (required for the degree), such as student teaching or an allied health practicum; or either, such as an internship where the student may receive a salary or degree credit. The trends in the accompanying chart show an increase in community service over the last four graduating classes. This reflects the degree to which CSU is the system for access and the system for outreach, assisting its students in serving communities across the state.



PERCENT OF NON-BUSINESS PROGRAMS USING ASSESSMENT FEEDBACK TO IMPROVE CURRICULA

Performance Indicator

Increase the percentage of non-business undergraduate degree programs employing assessment data to improve their curricula.

What proportion of non-business programs are employing assessment data?

Data Analysis

While assessment may not be new to programs in Education and Business, other programs at the universities in the CSU system are beginning this process for program improvement. System-wide, 52% of all non-business programs, excluding education/teacher preparation, employ some mode of external evaluation to assess their curricula and recommend improvements.

2000-2001 Academic Year

	# Programs	# Using Assessment Feedback	Percentage
CCSU	21	8	38%
ECSU	20	12	60%
SCSU	33	17	52%
WCSU	17	10	59%
ALL CSU	**91**	**47**	**52%**

Central reported that eight of its 21 non-business programs were involved in assessment and used a variety of sources: four programs applied for national accrediting and have been assessed by the standards set by those agencies (one of these also uses external examinations). Two others use external examinations to assess the content knowledge of the curriculum and inform faculty of areas in need of review and/or revision; one of these also survey supervisors or senior internships and assess student preparation. Two other professional programs use advisory boards to provide information on program strengths, graduates and where curricular revisions may be necessary.

Eastern employed external feedback data in 12 of its 20 non-business programs during 2000-01.

At Southern, assessments operate on a five-year cycle that is currently in year three. Half the programs (17 of 33) that have undergone assessment have used reports by external examiners to enhance curriculum, delivery, advisement, and other services to students and faculty. During years four and five of the cycle, the other 16 programs will be assessed.

During summer and fall of 2001, the Assessment Committee at Western evaluated 10 departmental plans (of 17 departments). Examples of good practice and comments on each plan will be delivered to department chairs in January 2002.

PERCENT OF OPERATING EXPENDITURES FOR INSTRUCTION, ACADEMIC SUPPORT AND STUDENT SERVICES

Performance Indicator

The ratio of operating expenses for instruction, academic support (including Libraries) and student services to all education and general expenditures.

Performance Improvement Goal

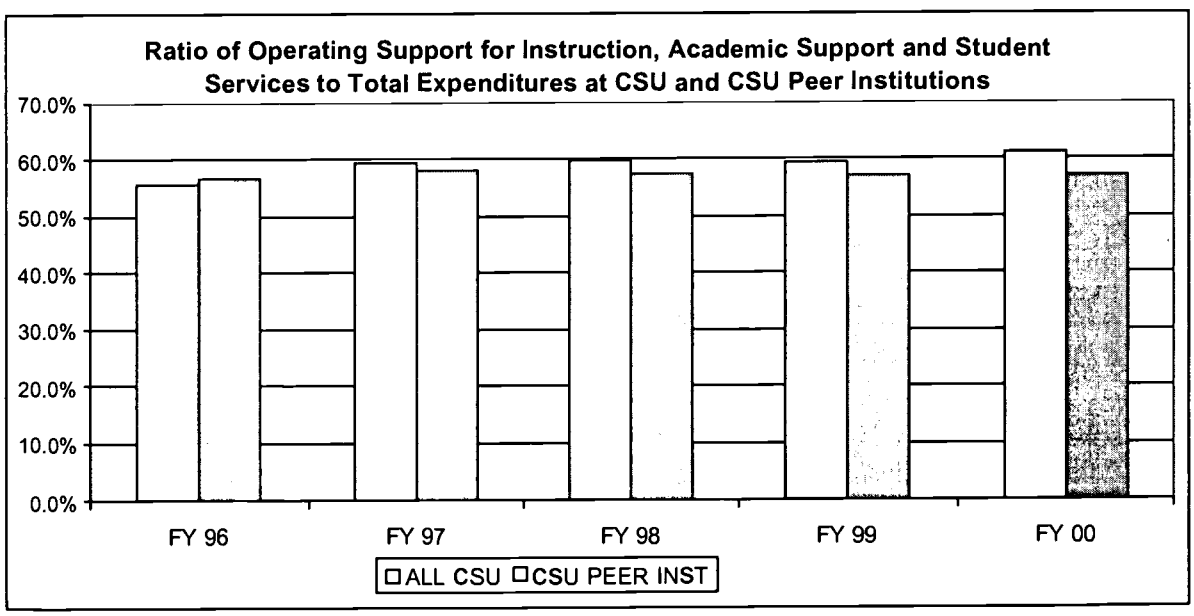
Maintain at 61% or to exceed peer group aggregate, whichever is higher. Each university will also maintain its current level or strive to exceed peer group composite, whichever is higher.

Data Analysis

% of Operating Expenses for Instruction, Academic Support and Student Services

	FY1996	FY1997	FY1998	FY1999	FY2000
CSU	**55.6%**	**59.3%**	**59.8%**	**59.3%**	**61.0%**
Peers	57.4%	58.5%	57.4%	56.8%	57.1%

Over the five-year period from FY1996 to FY2000, operating expenses for instruction, academic support and student services as a percentage of all expenditures for the Connecticut State University System (CSU) has increased from 55.6% to 61.0%. In contrast, this ratio for its combined peer group has remained stable, at approximately 57.4% over the same period. This indicates that CSU has increased the amount of funds spent directly on students in such areas as faculty, counseling, libraries, and student services, demonstrating CSU's commitment to learning and to its students. Conversely, the static percentage for the combined peer group indicates little change over time in the amounts spent on these functions. CSU will strive to maintain or increase the amount of funds spent directly on student learning and student services.



Source: IPEDS Finance Reports

PERCENT OF OPERATING EXPENDITURES FOR INSTRUCTION, ACADEMIC SUPPORT AND STUDENT SERVICES

	FY1996	FY1997	FY1998	FY1999	FY2000
Central CT State University	**51.0%**	**59.5%**	**61.3%**	**58.0%**	**59.2%**
CCSU Peers	56.5%	58.6%	57.0%	57.0%	57.3%
Eastern CT State University	**51.0%**	**52.2%**	**53.1%**	**52.7%**	**55.3%**
ECSU Peers	55.2%	56.8%	55.6%	53.6%	57.5%
Southern CT State University	**62.3%**	**62.7%**	**62.9%**	**65.4%**	**68.8%**
SCSU Peers	57.6%	58.6%	57.9%	56.9%	56.6%
Western CT State University	**58.3%**	**59.5%**	**57.5%**	**56.3%**	**55.7%**
WCSU Peers	59.0%	59.8%	59.0%	58.5%	58.2%

FACULTY INSTRUCTIONAL PRODUCTIVITY

Performance Indicator

Workload for full-time faculty is established at 12 credits per semester by the contract negotiated between the CSU Board of Trustees and the American Association of University Professors for the CSU faculty.

What is the number of load credits carried annually by each full-time faculty member in the CSU System compared to full-time faculty at CSU peer institutions?

	FY 2000-01
CCSU	20.4
ECSU	21.2
SCSU	21.4
WCSU	22.0
ALL CSU	**21.3**

Not enough peer institutions responded to our request for faculty instructional productivity data to report peer data this year.

Data Analysis

During 2001, the CSU vice presidents for academic affairs and system office staff developed and adopted a common methodology to report data and calculate instructional productivity of full-time faculty. Instructional productivity includes all load credit hours related to offering instruction, whether credit or non-credit, as well as direct service instruction and program activities to students. This definition excludes chairing an academic department or directing a center or institute that does not involve learning activities for students. It also excludes reassigned time for research and other purely administrative assignments.

The following criteria were adopted:

Items that generate student credit hours:

- Teaching courses regardless of the number of faculty load credits
- Teacher supervision and any other activity that generates student credit hours, such as: internships, independent studies (including coordination of independent studies), thesis preparation and supervision, supervision of student teaching, and individualized instruction. It was agreed that anything that generates student credit hours is by definition "instruction."

Items that *do not* generate student credit hours but nevertheless *do* involve instruction:

- Non-credit workshops
- Load credit that is directly assigned to activities relating specifically to instruction, for example coordination of instructional programs

Items that should *not* be included:

- managing an institute that does not directly affect students, such as an institute for the business community
- reassigned time for research unless students are involved directly in the research

Allowing for reassigned time for such activities, the accompanying table shows the average annual number of load credits related to instruction during the 2000-2001 academic year. According to a 1999 study on postsecondary faculty conducted by the National Center for Education Statistics, full-time faculty at comprehensive institutions (similar in mission, role and scope to the universities in the CSU system) spend 79.4% of their time in instruction-related activities. Full-time faculty at CSU spend 88% to 92% of their time in instruction-related activities. Data are being collected from peer institutions by personal request by the CSU System Office for Institutional Research, since no national data on an institutional basis exists from which to extract this information.

RETENTION RATE

Performance Indicator

The percentage of first-year full-time degree-seeking freshmen continuing in the second year.

Performance Improvement Goal

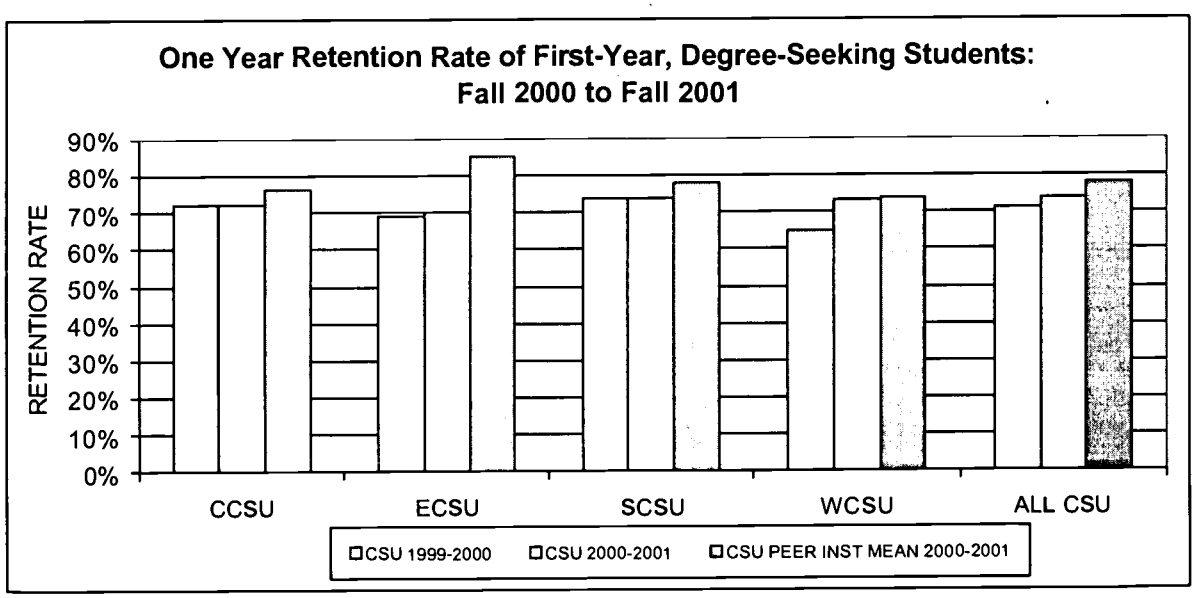
CSU's long term system goal is to exceed the median for our peer group.

Data Analysis

First Year Retention Rate of First-time Degree Seeking Students

	FY 1997	FY 1998	FY 1999	FY 2000	FY 2001	PEERS FY 2001 MEAN	PEERS FY 2001 MEDIAN
CCSU	68%	70%	74%	72%	72%	77%	74%
ECSU	73%	69%	72%	69%	70%	85%	84%
SCSU	74%	72%	71%	74%	74%	79%	80%
WCSU	63%	69%	64%	65%	73%	74%	74%
ALL CSU	**70%**	**70%**	**71%**	**71%**	**74%**	**78%**	**77%**

The CSU retention rates of first-year, degree-seeking undergraduate students to the second year have improved for each university over those reported last year. Overall, the CSU system showed a 74% retention rate among first-time, full-time, degree-seeking students from fall 2000 to fall 2001, compared to a 71% rate from 1999 to 2000. The increase is higher system-wide because students transfer from one CSU university to another. These rates are respectable, especially since CSU is Connecticut's university for public access to a quality higher education. Nationally, retention rates of 70% for institutions with missions comparable to CSU are well above average. Recognizing the need for constant improvement, each of the universities has identified increased retention as one of its key strategic priorities. It is worth noting that peers have been selected to encourage higher retention goals for CSU institutions. Data are being collected from peer institutions by personal request by the CSU System Office for Institutional Research, since no national data exists from which to extract this information.



Source: Peer Institution Institutional Research Offices

GRADUATION RATE

Performance Indicator

Percentage of first-year, full-time degree seeking students in a cohort, who complete within 150% of the normal time period for a degree program (six years).

Performance Improvement Goal

CSU's long term system goal is to exceed the median for our peer group.

Data Analysis

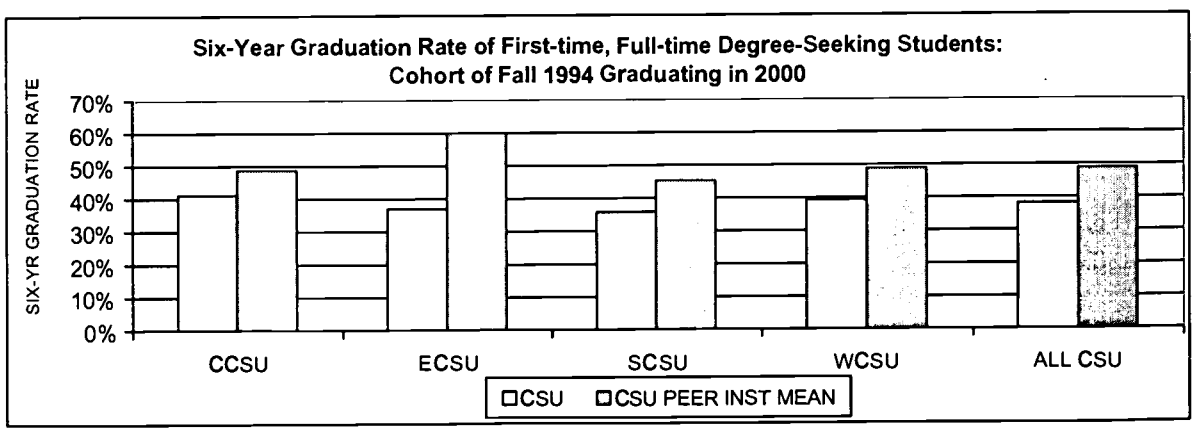
The methodology for determining the six-year graduation rate is the one used for reporting to the US Department of Education. The CSU rates are lower than the average rates for their respective peer groups; but, the mix of attributes of entering classes for the peer institutions (access policies, entry standards, SAT scores) cannot be determined to permit exact comparability between CSU and its peers.

Six-Year Graduation Rate of First-time Degree Seeking Students

	CSU 1997	CSU 1998	CSU 1999	CSU 2000	PEERS 2000 MEAN	PEERS 2000 MEDIAN
CCSU	45%	45%	43%	41%	49%	46%
ECSU	40%	36%	35%	37%	60%	57%
SCSU	41%	36%	37%	36%	45%	41%
WCSU	42%	44%	42%	40%	46%	45%
ALL CSU	**42%**	**40%**	**39%**	**39%**	**47%**	**45%**

Six-year graduation rates declined slightly for three of the universities in the CSU system; Eastern showed a slight increase. Overall, this is consistent with the national trend for public institutions. However, with an increase in SAT scores and a concomitant increase in retention, graduation rates for future cohorts at CSU should increase to approximate those of its peers. As in the retention indicator, aspirational peers have been chosen by CSU to encourage improvements in graduation rates. As retention increases, so will the universities' graduation rates.

This single indicator should not be taken out of context and should be viewed with other aspects of institutional productivity. For example, CSU as a system has conferred between 3,500 and 3,900 baccalaureate degrees every year over the past five years. Also, this indicator does not measure the persistence of students who may be attending part-time and take seven to ten years or more to complete their program of study, or the hundreds of students who transfer to CSU universities and graduate.



Source: IPEDS Graduation Rate Surveys

REAL COST PER STUDENT

Performance Indicator

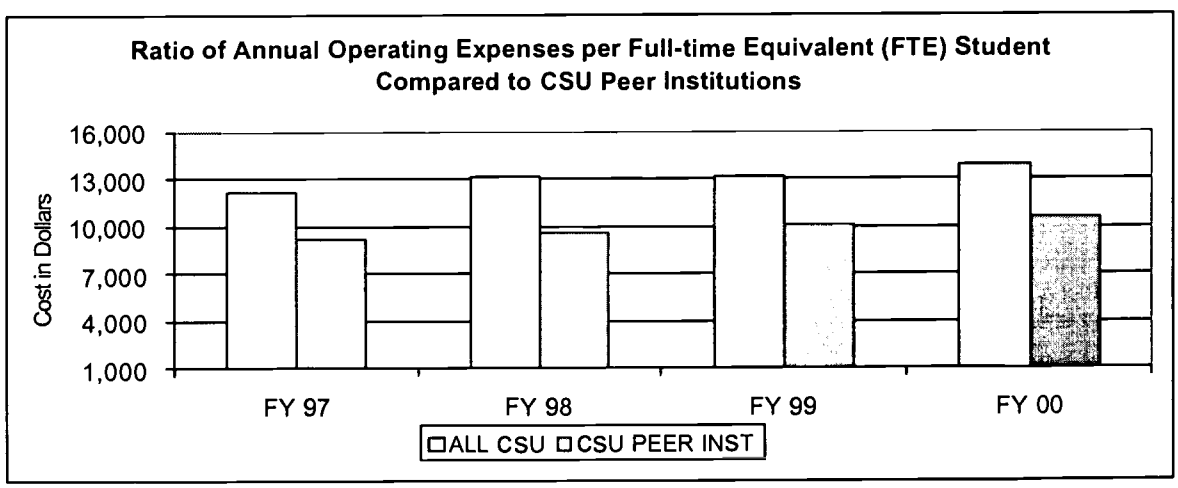
The ratio of total operating expenditures (restated to include fringe benefits costs) to full-time equivalent students compared to peers, with reference to the consumer price index (CPI) and the Higher Education Price Index (HEPI).

How does current real cost compare to peer institutions?

Operating Expenses/ FTE	FY 1997	FY 1998	FY 1999	FY 2000	4-YR % Increase
Annualized FTE – CSU	21,233	21,562	21,901	22,697	6.9%
CSU	**12,127**	**13,188**	**13,136**	**13,878**	**14.4%**
% Increase		8.8%	-0.4%	5.7%	
Annualized FTE – Peers	156,026	159,940	162,318	162,514	4.2%
Peers	**9,238**	**9,656**	**10,088**	**10,637**	**15.1%**
% Increase		4.5%	4.5%	5.4%	
CPI		1.8%	1.7%	2.9%	
HEPI		3.5%	2.4%	4.1%	

Data Analysis

When restated to include General Fund fringe benefits in all fiscal years as well as to exclude the 27th payroll which took place in FY2000, in order to be consistent with our peers, total operating expenditures at the Connecticut State University System (CSU) have increased 22.3% from FY1997 through FY2000, vs. a 19.9% increase for peers. This increase is due in large part to the introduction of a new distance-learning initiative and increased spending for information technology, including spending for increased technology for student labs and libraries; as well as the purchase and implementation of a new integrated client-server-based data system, which will enable CSU to better serve its students. FTE enrollment has increased 6.9% at CSU largely due to a significant increase in full-time undergraduate students over the four-year period, versus a 4.2% increase in FTE enrollment at peer institutions. Restated total operating expenditures per FTE show an increase of 14.4% over the four years from FY1997 through FY2000, versus a 15.1% increase at peer institutions, thus comparing favorably with our peers.



Source: IPEDS Finance Report

REAL COST PER STUDENT

CENTRAL	FY1997	FY1998	FY1999	FY2000	4-Year % Increase
Average FTE	7,116	7,257	7,385	7,562	6.3%
Operating Expenses/FTE	**12,440**	**14,481**	**13,588**	**14,582**	**17.2%**
% Increase		16.4%	-6.2%	7.3%	
Average FTE – CCSU Peers	48,105	49,975	50,236	52,041	8.2%
Operating Expenses/FTE – CCSU	**10,740**	**11,303**	**11,828**	**12,262**	**14.2%**
% Increase		5.2%	4.6%	3.7%	
CPI		1.8%	1.7%	2.9%	
HEPI		3.5%	2.4%	4.1%	

EASTERN	FY1997	FY1998	FY1999	FY2000	4-Year % Increase
Average FTE	3,232	3,340	3,444	3,722	15.2%
Operating Expenses/FTE	**12,718**	**13,548**	**13,612**	**13,505**	**6.2%**
% Increase		6.5%	.5%	-.8%	
Average FTE – ECSU Peers	17,783	18,130	18,223	18,477	3.9%
Operating Expenses/FTE – ECSU	**9,994**	**10,317**	**11,256**	**11,303**	**13.1%**
% Increase		3.2%	9.1%	.4%	
CPI		1.8%	1.7%	2.9%	
HEPI		3.5%	2.4%	4.1%	

SOUTHERN	FY1997	FY1998	FY1999	FY2000	4-Year % Increase
Average FTE	7,410	7,443	7,474	7,639	3.1%
Operating Expenses/FTE	**11,329**	**11,603**	**12,513**	**13,041**	**15.1%**
% Increase		2.4%	7.8%	4.2%	
Average FTE – SCSU Peers	73,269	74,535	75,912	75,667	3.3%
Operating Expenses/FTE – SCSU	**10,719**	**11,305**	**11,918**	**12,747**	**18.9%**
% Increase		5.5%	5.4%	7.0%	
CPI		1.8%	1.7%	2.9%	
HEPI		3.5%	2.4%	4.1%	

WESTERN	FY1997	FY1998	FY1999	FY2000	4-Year % Increase
Average FTE	3,476	3,524	3,599	3,774	8.6%
Operating Expenses/FTE	**12,636**	**13,549**	**13,040**	**14,530**	**15.0%**
% Increase		7.2%	-3.8%	11.4%	
Average FTE – WCSU Peers	38,040	39,790	40,728	39,700	4.4%
Operating Expenses/FTE – WCSU	**10,316**	**10,482**	**10,801**	**11,704**	**13.5%**
% Increase		1.6%	3.0%	8.4%	
CPI		1.8%	1.7%	2.9%	
HEPI		3.5%	2.4%	4.1%	

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CSU Performance Indicators to be Reported in 2003

The measures listed below are to be reported in later versions of the Accountability Report. Plans for how data will be collected and analyzed by each CSU university are summarized for each indicator. Common methodologies will be used to compile system indicators. Where specific university plans are not indicated, the methodology will be developed in conjunction with the System Office Academic Affairs department.

Goal 1: To enhance student learning and promote academic excellence

1.1 Percent of graduates demonstrating in depth understanding of an area of knowledge (January 2003)

CCSU. CCSU will provide this information through analyzing student performance in their majors on one or more of the following: capstone courses, senior seminars, internships or cooperative education or student teaching, portfolios, internal or course embedded examinations and external examinations. In addition, CCSU will use the computed Grade Point Average of courses in the major. Thus, the Major GPA combined with at least one other measure will be used to demonstrate in-depth understanding of an area of knowledge.

ECSU. During 2001-2002, the Office of the Vice President for Academic Affairs at ECSU, in cooperation with the academic deans and the Office of Planning and Institutional Research, will continue assisting academic departments and relevant University committees in developing student outcomes plans for each major. During 2001, selected academic departments will design, implement and demonstrate assessment instruments and methodologies for their majors. The remaining departments will be considering appropriate assessment instruments for their programs and will be benefiting from the work of the lead departments. By the end of 2002, ECSU will report on the types of standardized or local instruments that will be used by academic programs to assess the graduate's in-depth understanding of an area of knowledge.

Programs that have already implemented the use of assessment instruments will continue to do so and submit with their department annual report the percent of graduates demonstrating in-depth understanding of an area of knowledge. Professional programs using exams and other assessment instruments for licensure and certification purposes will report results based on mandated assessment cycles.

By the end of 2002, all department plans to assess students' in-depth understanding of their discipline will be ready for review and approval by the appropriate academic dean. Years 2001 and 2002 will enable programs that are new to this process to explore the use of appropriate instruments. A major goal during this period would be to gain experience with assessment processes that are verifiable, affordable and valuable for purposes of improving the learning process and student attainment.

SCSU. At SCSU, the percent of students passing exams to obtain a license or a certification will be secured from various departments over the course of the next two years. The departments from which this information will be gathered will include Nursing, Education (Elementary and Secondary), Counseling and School Psychology, Library Science, Communications Disorders, Physical Education, Special Education, and Reading. Those from the School of Education reflect data provided for NCATE accreditation.

As SCSU progresses through the NEASC self-study and as the University's outcomes assessment process continues to develop, information is being gathered on a number of program-specific knowledge indicators. At this time, SCSU is in the third year of its first five-year assessment cycle. Some twenty programs are assessed each year. Each establishes a performance instrument to provide baseline data for student learning and program outcomes. Information collected through a series of student, faculty and administration surveys related to the current NEASC self-study, along with information gathered through the outcomes assessment program will provide the baseline data related to this indicator.

WCSU. The Assessment Committee provided guidelines for assessment reporting in December 2000. Deans and department chairs will submit their chosen measures to the office of Institutional Research and Assessment (February 23, 2001). Tentative Report Date: January 2003.

1.2 Percent of graduates demonstrating competence in an ability to: Think critically, analytically and logically; write effectively; communicate well orally; use scientific and quantitative skills; and acquire new skills and knowledge on their own (January 2003)

CCSU. CCSU will use the Academic Profile to assess students in their First Year Experience and information from the National Survey of Student Engagement to establish a benchmark. Student growth will be measured by assessing capstone courses, senior seminars, internal or course embedded examinations. A 5 percent sample of students with 100 credits or more each spring will be used for analysis.

ECSU. By the end of 2002, ECSU will have arrived at a comprehensive system to assess student competencies in critical, analytical and logical thinking; oral and written communication skills; use of scientific and quantitative skills and the ability to acquire new skills and knowledge independently. Existing assessment methods, such as student portfolios, capstone courses and projects, as well as other assessment instruments will be reviewed for inclusion in the comprehensive system for assessing student competencies in these areas.

SCSU. As in 1.1 above, information collected through surveys related to the NEASC self-study along with information gathered through the assessment program will provide percentages related to the above competencies. In addition, there is an ongoing assessment of SCSU's General Education Program; the results of this analysis will also provide data regarding the specific skills to be reported in this item.

WCSU. The Assessment Committee and the Committee on Undergraduate Curriculum and Standards (CUCAS) will make recommendations for the Academic Profile and/or California Critical Thinking Skills Test to be administered to rising juniors (April 15, 2001).

1.5 Percent of students needing remediation who meet outcome standards upon completion of remedial courses (January 2003)

All incoming, degree-seeking students at all CSU universities take the ACCUPLACER examination to determine whether they need to enroll in pre-college, developmental courses.

CCSU. Currently at CCSU, the exam is occurring for Mathematics 099 and an exam will be in place in Fall, 2001 for English. To determine their outcomes standards at the completion of Math 099, students are given a standardized examination developed by the Mathematics

department. The English department uses a standardized writing prompt, determined each semester. Separate faculty who do not have the student in class use a rubric to assess the student's essay on three items related to general merit and three items related to mechanics. An analysis of student grades at the end of the semester will measure success in meeting course outcomes. Further, those students will be tracked to verify enrollment and success in college level courses

ECSU. At ECSU, the English Department is responsible for the developmental writing program, whereas the Mathematics Department is responsible for the mathematics developmental program. Each program has established testing and assessment for all students needing remediation in English and Mathematics respectively. Each department will submit an annual report demonstrating student achievement in relation to program standards.

SCSU. The Institutional Research Office at SCSU has been developing computer programs that will provide percentage information on remediation program outcomes. Reports from these programs will be available well before the 2003 report deadline. It is anticipated that all programs will have their outcomes in place prior to the reporting date; this is a function of the orderly process of institutional assessment.

WCSU. The Office of Institutional Research and Assessment added ACCUPLACER data and remedial course data to the undergraduate retention tracking file. Calculations for each cohort will be performed as necessary.

Goal 2: To join with elementary and secondary schools to improve teaching and learning at all levels

2.1 Percent of graduates from teacher preparation programs employed as teachers

CSU currently collects this information as part of its annual graduate student survey. However, less than 50 percent of the graduates return surveys. An arrangement will be discussed with the Certification Division of the State Department of Education to obtain more complete data. The individual universities may also attempt to collect this information from local school districts.

Goal 4: To promote the economic development of the state and to help business and industry sustain strong economic growth

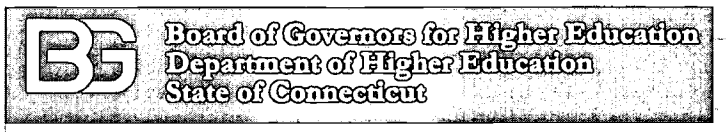
4.1 Percent of business employers satisfied with competence of graduates

The performance measures task force determined that this was a system wide goal to be reported by the Department of Higher Education.

Goal 5: To respond to the needs and problems of society

5.3 Percent of non-business employers satisfied with competence of graduates

The performance measures task force determined that this was a system wide goal to be reported by the Department of Higher Education.



REPORT II

Community-Technical College System

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Community-Technical College System

Community-Technical College System

Overview

The Connecticut Community Colleges have a distinctly different mission from that of the other units of public higher education. The statutory responsibility of the community colleges, as reflected in Connecticut General Statutes 10a-80, is (1) to provide programs of occupational, vocational, technical and career education designed to provide training for immediate employment, job retraining or upgrading of skills to meet individual, community and state workforce needs; (2) to provide general programs including, but not limited to, remediation, general and adult and continuing education designed to meet individual student goals; (3) to provide liberal arts and sciences and career programs for college transfer; (4) to provide community services and continuing education to respond to workforce needs or to address career, personal, instructional, cultural and public interests; (5) to provide student support services (abstracted from Connecticut General Statutes).

With a commitment to technical and career programs, and a desire to help meet state workforce needs, in 2001 the colleges initiated nine new technical degree programs, 19 program options, and 25 credit certificate programs. Graduates of technical and career programs in 2000 represented 66% of all degree awards.

The colleges also served more than 300 companies and, by November 15th of the Fall 2001 semester, registered 20,277 people in non-credit courses and programs, responsive to employer and community needs.

Community college students are typically ethnically diverse, older, work full- or part-time, have families, and enter college with a variety of personal goals that may not include graduation such as skills acquisition, personal enrichment, and the pursuit of lifelong learning. A recent national report card rated the Connecticut Community Colleges among the top five in retention nationally.

Graduate follow-up survey results for 2000 revealed that:

- 7.3% of entering community college students already had an associate's degree;
- 9.5% of students entered with a bachelor's, master's, doctorate or professional degree;
- 55% entered with the goal of acquiring an associate's degree;
- 94% achieved their goal to a great extent or to some extent;
- Within 6 months 48.9% of graduates reported annual earnings of $30,000 or more;
- Graduates gave high satisfaction levels for
    - faculty knowledge of course material,
    - relevancy of course to major,
    - overall quality of instruction, and
    - location of course offerings.

The materials that follow provide data for on-going examination of key effectiveness areas such as graduation by gender and ethnicity, licensure and certification examination pass rates, responsiveness to workforce development needs, overall fiscal efficiency, and partnerships with local high schools. Because of difficulty in gathering the data both internally and externally, the majority of the measures provide data for only one or two years. The exception is the fiscal measures, where five years of data is provided.

Key Findings for Connecticut Community Colleges

- Connecticut Community Colleges have a high licensure and certification exam pass rate. For the year 2000, 100% of the Dental Hygiene, EMT— Paramedic, Physical Therapist Assistant, Medical Lab Technician, Nuclear Medicine, Radiation Therapy, and Respiratory Care graduates that took their respective exams passed.
- Career and technical programs account for 66% of all degree awards. Business and Data Processing programs provide the single largest group of career graduates (24%), in direct response to state employment needs. The second largest group of career and technical degrees awarded is in Health-Related programs (19%), again reflecting college responsiveness to state workforce needs.
- The colleges enroll and graduate a large number of ethnic minority students. In Fall 2000, minority enrollments represented 27% of the student body, with African Americans and Hispanics representing 23% of the student enrollment. In 2000, minority students earned 25% of all credit degrees and certificates awarded. In Fall 2001, minority enrollments represented 28.7% of the student body, with African Americans and Hispanics representing 25.5% of the student enrollment. In 2001, minority students earned 27.2% of all credit degrees and certificates awarded.
- Women represent the majority of students and graduates. In 2000, women received 63.1% of degrees and certificates awarded, a number proportionate to college enrollments by gender. In terms of age, 47% of all graduates were 30-54 years old, and 50% were 18-29 years old. In 2001, women received 66% of degrees and certificates awarded.
- Community college students are generally older than those in other units of higher education; however, enrollment of students 18 and younger is increasing. The colleges continue to serve a highly diverse student population in terms of ethnicity, gender, and age.
- The colleges have articulation agreements with all of the regional vocational-technical schools and provide pathways from school to college. Tech Prep and School to Career enrollments represent cooperation between school and college faculty in helping to ensure student success. Other innovative projects such as the Norwalk Academy for Information Technology, the Tunxis Middle College High School, and Quinebaug Valley Opportunities for Success program help address local employment needs and eliminate barriers for at-risk students.

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- The dollar cost of tuition and mandatory fees at the colleges is generally lower than those of urban peer colleges and higher than rural peer groups. However Connecticut's cost to students as a percent of median household income is lower than all peer groups and from 1996 to 2000 the colleges had an 7.8% decline in real price to students, while peer colleges had a 5.1% decline in real price to students.
- Connecticut Community Colleges receive a higher portion of current funds operating budget from state support than do peers; however, peer institutions receive local support, which greatly increases publicly funded support at many of the peer colleges. Large urban peer colleges receive the lowest state support.
- About 9% of all current fund resources are expended on direct grant aid to students. Of total grant aid provided to Connecticut Community College students, about 50% comes from federal aid, and the other 50% from state, private, local and institutional aid.
- Among peer colleges, scholarship aid expenditures account for about 13% of total current fund expenditures, and federal aid expenditures constitute a much higher percentage of total grant aid, ranging from 70% to 79%.
- In Fall 2001, the colleges enrolled 1,812 students in on-line or distance delivery courses. The colleges now have Computer Information Systems and General Studies degree programs on-line and have secured funding for development of Instructional Technology and Criminal Justice degree programs, as well as funds for development of several workforce-related non-credit programs, including Corrections, Fiber Optics and Manufacturing Leadership. The system has taken the lead in articulation of on-line associate's degrees to give students a smooth transition to the baccalaureate.
- A leader in the delivery of workforce training programs, the colleges served more than 300 companies in the past year. Of a total of 20,277 non-credit registrations in Fall 2001 as of November 5, workforce training represented 12,784 or 63% of the total activity in just half of one semester. This represents a 2% increase over last year. Total activity for the year will be significantly higher.

Peer Institutions by Community College Group

Asnuntuck (AS), Northwestern (NW), Quinebaug Valley (QV) Community Colleges

Small Rural Peer Institution	State
Tri-County Community College	NC
Ivy-Tech State College, Kokomo	IN
Neosho County Community College	KS
Blue Ridge Community College	NC
Northwest State Community College	OH
Maysville Community College	KY

Middlesex (MX), Three Rivers (TR), Tunxis (TX) Community Colleges

Medium Rural Peer Institution	State
Edison State Community College	OH
Allen County Community College	KS
Hagerstown Junior College	MD
Bay de Noc Community College	MI
Rogue Community College	OR
College of Albemarle	NC

Manchester (MA), Naugatuck Valley (NV), Norwalk (NK) Community Colleges

Large Urban Peer Institution	State
Kansas City Kansas CC	KS
Raritan Valley Community College	NJ
Butler County Community College	PA
Holyoke Community College	MA
Frederick Community College	MD
Prairie State College	IL
Delaware Tech. & CC, Stanton/ Wilmington	DE

Capital (CA), Gateway (GW), Housatonic (HO) Community Colleges

Medium Urban Peer Institution	State
Bishop Community College	AL
Montgomery CC, Takoma Park	MD
Ivy Tech State College, Northwest	IN
Cumberland County College	NJ
Bunker Hill Community College	MA
Delaware Tech. & CC, Stanton/ Wilmington	DE

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PASS RATES ON LICENSURE AND CERTIFICATION EXAMS

Performance Indicator

The percentage of successful completers on licensure and certification examinations.

Performance Improvement Goal

For the System, the performance improvement goal is to maintain an 85% pass rate.

Data Analysis

A number of certificate and degree programs offered by the Connecticut Community Colleges require that students pass state or national licensure examinations in order to practice in the field. Nursing students, for example, must secure a passing score on the NCLEX exam, while Respiratory Care students must pass the examination given by NBRC.

Overall, Connecticut graduates have secured impressive pass rates on licensure or certification examinations. The following table includes all programs in the system that require licensure or certification for which licensure data is collected. Four-year trends are provided.

#Colleges	Connecticut Community College Program	1997	1998	1999	2000	% Change 1997-2000
1	Dental Hygiene	100%	100%	100%	100%	0%
2	Early Childhood Education	93%	99%	97%	97%	4%
3	EMT - Paramedic	95%	97%	89%	100%	5%
2	Medical Lab Technician	100%	90%	93%	100%	0%
3	Medical Assisting	100%	97%	95%	89%	-11%
1	Nuclear Medicine	100%	100%	100%	100%	0%
3	Nursing	89%	96%	98%	95%	6%
1	Occupational Therapy Asst	100%	100%	100%	93%	-7%
1	Radiation Therapy	100%	100%	100%	100%	0%
2	Radiologic Technology	89%	93%	85%	88%	-1%
1	Radiology	100%	78%	81%	80%	-20%
3	Respiratory Care	100%	95%	92%	100%	0%

Source: Examining Boards or Self Reported

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GRADUATES BY CREDIT PROGRAM

Performance Indicator

Do students persist to graduation?

Percentage of graduates by credit program.

Data Analysis

The Connecticut Community Colleges awarded 3,603 associate degrees and 684 certificates in 1999, and 3,267 degrees and 645 certificates in 2000. Such fluctuations in numbers of graduates are typical. Technical and career programs accounted for 66% of all degrees awarded in both years; the remaining 34% were in Liberal Arts and Sciences and general preparation programs. Business and Data Processing programs continued to provide the single largest group of associate degree graduates, an increase from 20.8% in 1999 to 22.4% in 2000.

Overall, the award of technology degrees showed a slight increase from 1999 to 2000. Of special note are the increasing numbers of graduates in the College of Technology, a transfer pathway program created by legislation in 1992. The program had 41 graduates in 1999 and 57 graduates in 2000, an increase of 39 percent or 16 graduates.

Asnuntuck, Northwestern, Quinebaug

	1999	2000
Business & DP	38%	29%
Health Related	17%	19%
General Studies	16%	22%
Technology Programs	5%	8%
Liberal Arts & Sciences	10%	9%
Public Services	4%	6%
Arts & Communications	9%	7%

Capital, Gateway, Housatonic

	1999	2000
Business & DP	17%	23%
Health Related	33%	27%
General Studies	17%	17%
Technology Programs	14%	14%
Liberal Arts & Sciences	7%	6%
Public Services	12%	11%
Arts & Communications	2%	2%

Manchester, Norwalk, Naugatuck

	1999	2000
Business & DP	21%	25%
Health Related	19%	16%
General Studies	14%	20%
Technology Programs	11%	12%
Liberal Arts & Sciences	14%	8%
Public Services	17%	16%
Arts & Communications	4%	3%

Middlesex, Three Rivers, Tunxis

	1999	2000
Business & DP	24%	21%
Health Related	16%	17%
General Studies	26%	26%
Technology Programs	12%	13%
Liberal Arts & Sciences	7%	7%
Public Services	11%	14%
Arts & Communications	4%	3%

Source: 1999 & 2000 IPEDS Data

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GRADUATES OF CREDIT PROGRAMS BY ETHNIC GROUP

Performance Indicator

Headcount of credit program graduates by ethnic group.

Are the Community Colleges serving a diverse student population?

Data Analysis

The Connecticut Community Colleges serve the largest minority student population of all units of public higher education in the state. Among the community college graduates system-wide in the 1998-99 academic year, minority students earned 23.2% of the degrees and 22.4% of the certificates. In the 1999-00 academic year, minority students earned 25.6% of the degrees and 25.8% of the certificates. Minority students are typically clustered in the urban areas. Because of this, Capital Community College in Hartford, Housatonic Community College in Bridgeport, and Gateway Community College in New Haven have higher concentrations of minority enrollments than do the other colleges in the system.

Career programs with the largest number of minority graduates include a range of Business and Data Processing professions; Health Professions, including Nursing; Early Childhood Education; and Public Services, which includes Police and Fire Management programs.

1999-00 Asnuntuck Northwestern Quinebaug Valley	African American		Hispanic		Other Minority		White Non-Hispanic		Total
Business & DP	2	0%	1	0%	8	2%	146	27%	157
Health Related	2	0%	5	1%	1	0%	92	17%	100
Arts & Communications	2	0%	2	0%	3	1%	110	21%	117
Technology Programs	2	0%	3	1%	3	1%	34	6%	42
Public Services	0	0%	0	0%	1	0%	45	8%	46
General Studies	1	0%	0	0%	0	0%	33	6%	34
Liberal Arts & Sciences	0	0%	1	0%	1	0%	35	7%	37
Total Graduates by Ethnicity	**9**	**2%**	**12**	**2%**	**17**	**3%**	**495**	**93%**	**533**
Small Rural Peer Colleges	**35**	**3%**	**13**	**1%**	**27**	**2%**	**1185**	**94%**	**1260**

Source: 2000 IPEDS Data

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GRADUATES OF CREDIT PROGRAMS BY ETHNIC GROUP

1999-00 Capital Gateway Housatonic	African American		Hispanic		Other Minority		White Non-Hispanic		Total
Business & DP	48	5%	18	2%	54	6%	106	11%	226
Health Related	54	6%	35	4%	27	3%	145	15%	261
Arts & Communications	32	3%	27	3%	9	1%	97	10%	165
Technology Programs	9	1%	10	1%	26	3%	87	9%	132
Public Services	17	2%	11	1%	16	2%	15	2%	59
General Studies	34	4%	16	2%	9	1%	49	5%	108
Liberal Arts & Sciences	0	0%	2	0%	2	0%	16	2%	20
Total Graduates by Ethnicity	**194**	**20%**	**119**	**12%**	**143**	**15%**	**515**	**53%**	**971**
Medium Urban Peer Colleges	**508**	**17%**	**377**	**13%**	**335**	**11%**	**1697**	**58%**	**2917**

1999-00 Manchester Naugatuck Valley Norwalk	African American		Hispanic		Other Minority		White Non-Hispanic		Total
Business & DP	37	3%	26	2%	32	2%	266	18%	361
Health Related	21	1%	12	1%	17	1%	186	13%	236
Arts & Communications	18	1%	23	2%	24	2%	222	15%	287
Technology Programs	6	0%	11	1%	25	2%	134	9%	176
Public Services	11	1%	17	1%	5	0%	88	6%	121
General Studies	15	1%	15	1%	16	1%	181	12%	227
Liberal Arts & Sciences	2	0%	4	0%	11	1%	33	2%	50
Total Graduates by Ethnicity	**110**	**8%**	**108**	**7%**	**130**	**9%**	**1110**	**76%**	**1458**
Large Urban Peer Colleges	**217**	**7%**	**125**	**4%**	**84**	**3%**	**2693**	**86%**	**3119**

1999-00 Middlesex Three Rivers Tunxis	African American		Hispanic		Other Minority		White Non-Hispanic		Total
Business & DP	3	0%	4	0%	23	2%	167	18%	197
Health Related	9	1%	5	1%	12	1%	133	14%	159
Arts & Communications	17	2%	10	1%	13	1%	204	21%	244
Technology Programs	2	0%	1	0%	13	1%	103	11%	119
Public Services	2	0%	4	0%	7	1%	49	5%	62
General Studies	13	1%	10	1%	7	1%	107	11%	137
Liberal Arts & Sciences	1	0%	0	0%	4	0%	27	3%	32
Total Graduates by Ethnicity	**47**	**5%**	**34**	**4%**	**79**	**8%**	**790**	**83%**	**950**
Medium Rural Peer Colleges	**103**	**5%**	**33**	**2%**	**48**	**2%**	**1789**	**91%**	**1973**

Source: 2000 IPEDS Data

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GRADUATES OF CREDIT PROGRAMS BY AGE GROUP

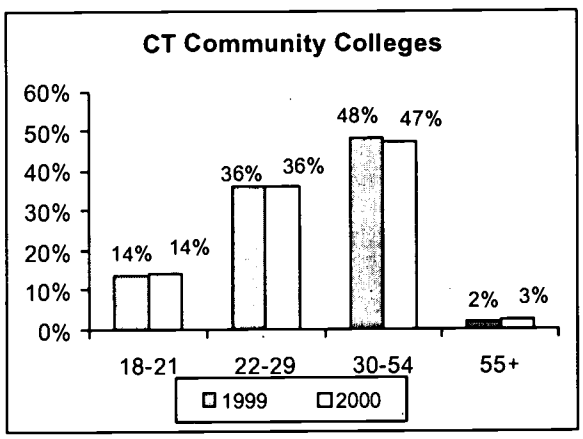
Performance Indicator

Credit program graduates by age group.

Are the Community Colleges serving students of all ages?

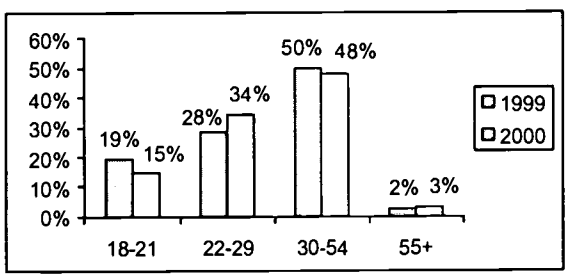
Data Analysis

The Connecticut Community Colleges serve a diverse student population not only in terms of ethnicity but also in terms of age. While the traditional college student is a recent high school graduate, community colleges serve an older student population. About 47% of the total community college student body is between the ages of 30 and 54, and 83% of the students are between the ages of 22 and 54. These older adults include many individuals returning to education after being in the workforce. They typically seek to upgrade work skills or to retrain for entry into a new profession.

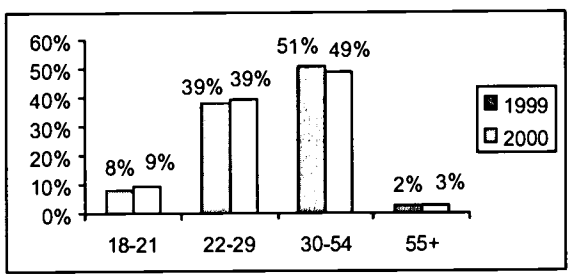


Graduates by Age

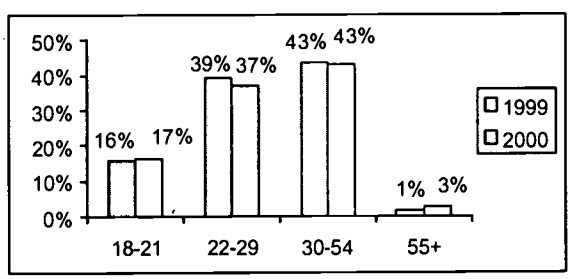
Asnuntuck, Northwestern, Quinebaug



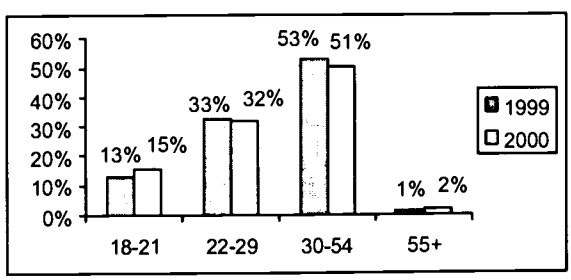
Capital, Gateway, Housatonic



Manchester, Norwalk, Naugatuck



Middlesex, Three Rivers, Tunxis



Source: 1999 & 2000 IPEDS Data

CREDIT PROGRAM GRADUATES BY GENDER

Performance Indicator

Percentage of credit program graduates by gender.

Are the Community Colleges serving both male and female students?

Data Analysis

Of the associate degrees awarded by the community colleges in the 1999-00 academic year, women received 63% and men 37%. Of the certificates awarded in the 1999-00 year women received 61% and men 39%. These figures were proportionate to system enrollments by gender. They differed, however, by college groups. Asnuntuck, Northwestern, and Quinebaug Valley had the smallest percentage of male graduates, 33%. These figures are close to their peer institutions' graduation rates by gender, as the peer group had 31% male graduates. Middlesex, Three Rivers and Tunxis, on the other hand, had the highest percentage of male graduates, 42%. Large urban peer colleges had the highest percentage of male graduates among the peer groups, with 59%.

Community College System

Degrees & Certificates	1999 Female	1999 Male	2000 Female	2000 Male
Business & Data Processing	25%	20%	25%	22%
Health Related	28%	9%	26%	8%
General Studies	18%	18%	21%	21%
Technology Programs	3%	26%	4%	26%
Liberal Arts & Sciences	10%	10%	7%	7%
Public Services	13%	13%	13%	13%
Arts & Communications	4%	4%	3%	4%
Total	**64%**	**36%**	**62%**	**38%**

Asnuntuck, Northwestern, Quinebaug

	1999 Female	1999 Male	2000 Female	2000 Male
Business & Data Processing	42%	29%	30%	29%
Health Related	22%	6%	26%	4%
General Studies	13%	22%	21%	24%
Technology Programs	2%	14%	3%	17%
Liberal Arts & Sciences	10%	10%	9%	8%
Public Services	4%	4%	5%	8%
Arts & Communications	7%	13%	6%	9%
Total	**72%**	**28%**	**67%**	**33%**
Small Rural Peer Institutions	**63%**	**37%**	**69%**	**31%**

Source: 1999 & 2000 IPEDS Data

CREDIT PROGRAM GRADUATES BY GENDER

Capital, Gateway, Housatonic

	1999 Female	1999 Male	2000 Female	2000 Male
Business & Data Processing	17%	16%	24%	23%
Health Related	41%	14%	33%	15%
General Studies	17%	15%	18%	15%
Technology Programs	3%	39%	3%	35%
Liberal Arts & Sciences	5%	10%	7%	4%
Public Services	14%	6%	14%	6%
Arts & Communications	2%	1%	2%	2%
Total	**69%**	**31%**	**66%**	**34%**
Medium Urban Peer Institutions	**63%**	**37%**	**63%**	**37%**

Manchester, Norwalk, Naugatuck

	1999 Female	1999 Male	2000 Female	2000 Male
Business & Data Processing	21%	21%	26%	23%
Health Related	26%	9%	22%	7%
General Studies	14%	15%	20%	20%
Technology Programs	4%	22%	4%	25%
Liberal Arts & Sciences	15%	12%	8%	8%
Public Services	17%	17%	17%	14%
Arts & Communications	3%	4%	3%	4%
Total	**60%**	**40%**	**62%**	**38%**
Large Urban Peer Institutions	**36%**	**64%**	**41%**	**59%**

Middlesex, Three Rivers, Tunxis

	1999 Female	1999 Male	2000 Female	2000 Male
Business & Data Processing	29%	16%	25%	16%
Health Related	21%	6%	26%	4%
General Studies	27%	25%	25%	26%
Technology Programs	4%	27%	5%	23%
Liberal Arts & Sciences	9%	5%	5%	9%
Public Services	8%	17%	11%	19%
Arts & Communications	3%	4%	3%	3%
Total	**62%**	**38%**	**58%**	**42%**
Medium Rural Peer Institutions	**70%**	**30%**	**57%**	**50%**

Source: 1999 & 2000 IPEDS Data

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INNOVATIVE PROJECTS WITH K-12

Performance Indicator

Innovative projects with K-12.

What are Community Colleges doing to foster high school student learning?

Asnuntuck Community College

School to Career

Two successful programs in the Career Cluster area of Government, Education and Human Services were presentations by the Victim Assistance Program and an afternoon with the Chief Medical examiner of the state. In both programs presenters explained the importance of identified employability skills, as well as the importance of content knowledge.

Early Childhood Education

The college faculty and the local high school teachers in Early Childhood Education met on three occasions to discuss the best practices for teaching the young child. Local high school students were invited to attend a weeklong program sponsored by ACC in celebration of the Young Child. High school students were invited to attend workshops with college students on topics such as, children's literature, games and play as learning.

Interdisciplinary Celebration of Labor Program

The Academic Affairs Office sponsored an interdisciplinary Celebration of Labor Program. This week-long program offered a series of workshops, lectures, film and music focused on the US Labor movements.

Career Building Workshops

In the Spring of 2001, a series of workshops, with an eye toward career building, were offered to college, local high school and Tech Prep high school students focused on the preparation for summer employment. Workshops were on resume writing, job search, and interviewing techniques. Lego Corporation hired 15 students with an academic background in CADD for a special project.

National Job Shadowing Day

The college is a sponsor of the National Job Shadowing day in February of each year as well as a job shadowing program sponsored by the Enfield Rotary and the Enfield Public Schools. Ten high school students spent time on campus in our Purchasing Office, Business office, with the Grants Writer and in the college library, job shadowing professionals.

High School Partnership Program

Since 1988, Asnuntuck's High School Partnership Program has allowed a total of 761 students to enroll in some 2,546 credits of college coursework. The overall completion rate for credits earned is an impressive 87 percent. Signed contracts are on file with nine public school districts representing 10 high schools.

INNOVATIVE PROJECTS WITH K-12

Capital Community College

High School Partnership Program

Capital Community College participates in the High School Partnership Program which allows high school juniors and seniors at Hartford area high schools to take courses tuition free at the college. Students must be recommended by their guidance office Partnership coordinator, and meet all course prerequisites.

ConnCAP

The Capital ConnCAP Collaborative is an organization that serves 80 low-income high school students who will be the first generation in their family to go to college. Participants of the program are from Bloomfield, East Hartford, Hartford and Windsor. The ConnCAP Program consists of four program elements: Academic Advising, Summer Academy, Great Hollow Wilderness School and Community Outreach. Academic Advising offers students weekly counseling regarding their academic performance. Summer Academy is a six-week educational program that develops educational capacities and leadership.

100% of Capital's ConnCAP seniors went on to college. Since the program began here at the Community College all of our seniors, approximately 10 each year, have been accepted to college. Over 97% of these students were accepted to their top choices and most received either complete or significant financial awards.

Access to Opportunity

In 2000, Capital Community College partnered with Weaver High School to offer a Certified Nursing Assistant program. There were 15 students enrolled in the pilot class. Eleven students successfully completed the program and have either entered employment or enrolled in higher education. In addition, the College assisted the high school in obtaining its own certification from the State of Connecticut Department of Public Health to offer the certified nursing assistant program.

INNOVATIVE PROJECTS WITH K-12

Gateway Community College

Hamden Board Of Education Adult Ed Program
Under the direction of Kim Shea, various Gateway Community College staff offer a series of workshops/seminars to prospective students concerning the necessary planning for a successful college experience. Approximately 40 people served.

Gateway Adult Education Partnership
New Haven Adult Education. Gateway Community College offered six developmental classes: English, Mathematics, Reading, ESL Human Development, Human Development and Keyboarding and Integrated Microsoft Applications at the New Haven Adult Education Center for free for advanced GED students and graduating High School credit program students. The program included support services, Gateway ACCUPLACER Testing, remedial tutorial assistance, financial aid, and admissions workshops and assistance. Number of students served 60.

CONNCAB
CONNCAB funding was received for the Summer Transitions program. Twenty-seven students were served and they took Mathematics, English, Biology, Computer Science, Study Skills, Library Research, Time Management and Career Planning. The students also went on Field Trips to Mystic, Hopkins Leadership Training.

Last summer, Gateway CC was the site for the GEAR UP program with the New Haven School System.

TECH Prep
Gateway Community College participated in 125 presentations to high schools, community organizations, vocational technical schools, and offered program information sessions on a monthly basis. Additionally, through the School to Career program, high school and adult education students were invited to the campuses for an open house/orientation to careers in the eight career clusters. In addition, the Allied Health department has targeted hospital employees to encourage them to broaden or upgrade their skills and the unique programs that the College offers in the Allied Health area.

INNOVATIVE PROJECTS WITH K-12

Housatonic Community College

The educational programs of the Housatonic Museum of Art are directed toward providing experiences for students and the public that lead to awareness, understanding and visual intelligence.

Twelve student docents will be selected by their art teachers from the Luis Munoz Marin School to attend the Aldrich Museum and the Housatonic Museum for a series of classes taught by museum educators. A museum educator from the Aldrich Museum will work with these students. The twelve students selected from the Luis Munoz Marin School will attend training sessions in the Spring of 2002. The ultimate purpose of the training is not only to teach them to develop critical thinking skills, acquire visual intelligence, and learn to analyze and interpret works of fine art, but also to have them lead tours and discussions for their peers.

At the end of the training, the student docents will accompany their class on a field trip to the Aldrich Museum. The classes are led through the museum by the student docents. Students can relate to their peers in a way a museum educator meeting them for the first time cannot. The student docents can relate artwork to the issues that they are experiencing in school and at home. The same student docents will then attend the Housatonic Museum, where they will replicate the process they just completed at the Aldrich. These students will go to the Housatonic Museum of Art for four consecutive weeks to learn about specific pieces of art from our collection. Two student educators from the Housatonic Museum of Art and an art teacher from each grade school will oversee the program. At the end of the four-week session, the entire class of sixth and seventh graders will be bused to the Housatonic Museum of Art over a two-week period and the student docents will educate their peers about the museum's fine collection.

The Aldrich Museum of Contemporary Art has developed a reputation as a leading presenter of the highest quality contemporary art. Their *student docent program* has evolved into a national model for museum education. The Housatonic Museum wishes to continue to implement a similar program, in cooperation with the Aldrich Museum, whose staff will serve as consultants.

Specific goals and objectives have been established for the docent training program:

- Establish a formalized curriculum for ongoing docent training, that includes art history, visual analysis and tour techniques
- Produce a "Docent Handbook" that establishes docent responsibilities and commitments and includes the docent's formalized curriculum
- Provide docents with special training for teacher workshops, special tours and hands-on programs
- Obtain necessary equipment for docent training including, texts, videos and slides

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INNOVATIVE PROJECTS WITH K-12

Manchester Community College

Admissions Programs
College Fairs – in the 15 town service area, as well as requests to participate in regional high school fairs and college and career fairs sponsored by agencies and organizations
Career Fairs
Presentations to churches, youth-serving agencies and organizations
Campus visits for high school and middle school students, teachers and guidance counselors

Established Programs
High School Partnership
Tech Prep (over 700 junior and senior high school students)
Advanced Placement
Interconnect – Manchester Community College/Cox Cable partnership with Glastonbury, Manchester, Newington, Rocky Hill, South Windsor and Wethersfield High Schools
Home School

Transition Programs
Parent Night for parents of high school juniors
STARS – summer bridge program
Manchester Community College Orientation/Convocation

Special Outreach Programs
Manchester Community College Information sessions and Open Houses
Open House
Guidance Counselor Breakfasts (for high school and middle school counselors)
Special Populations Yo Hartford, Mi Casa, INROADS, Kids Fair, Regional Hispanic Fair
Career Beginnings, Saturday Academy, JAM (Junior Art Makers of Hartford), Boys and Girls Club, America Reads
Adult Education (Adult Basic Education, East Hartford Adult Ed, Vernon Adult Ed, Paraprofessionals as Partners)
Teen Parent Sessions (Manchester, Vernon, New Britain)
High School Mentoring Program (Cheney Tech, East Hartford High School, Manchester High School, South Windsor High School)
Conferences for high school and middle school students (Health Careers Day, Journalism Conference, Tolland Middle School Career Day, Tech Prep Day, Culinary Arts Day)
Culinary Arts information sessions, campus tours and lunch at Manchester Community College
Middle College High School – committee membership, presentations to Guidance Counselors
Department meetings with Guidance Counselor at various high schools

INNOVATIVE PROJECTS WITH K-12

Middlesex Community College

At Middlesex Community College, we have ongoing collaborations with high schools through our Tech Prep and High School Partnership programs. For the 2000-2001 school year, Middlesex Community College has serviced approximately 320 high school students.

Middlesex Community College participates with a number of secondary schools in its service region in the High School Partnership Program. Middlesex Community College strives to assist high schools in addressing the curricular needs of students, in preparing applicants for post-secondary study, and in recruiting applicants to specific fields of study. Students are encouraged to attend an orientation session provided to new students to assist them with understanding the college's physical design, college life, academic expectations, and good study habits.

Other High School activities provided by Middlesex Community College that are designed to provide continuity from high school to college include:

- Campus tours and academic program information are provided to high school students.
- Financial aid workshops are regularly offered to high schools in our service region and provide to guidance counseling staff and prospective students important financial information to assist the transition from high school to college.
- Presentations are regularly provided to high schools in our service region by Middlesex Community College academic support service staff. These include information-sharing sessions on vocational-education and other career opportunities, the importance and accessibility of higher education, and preparing for college.
- Business faculty present at Career Awareness at Middletown High School.

INNOVATIVE PROJECTS WITH K-12

Naugatuck Valley Community College

Tech Prep sponsored several events for high school students:

- Job Shadow Day in February; 65 attended
- Math/Science exploration day in April; 40 attended
- Career Fair on March 28th; 165 students from 8 high schools attended; 135 employers participated.

To give high school students a flavor of college life *A Taste of College* was offered through which 11 high school students took courses in Spring 2001.

An Aviation Day program was offered. The Oxford Airport manager gave a tour and demonstrated how to put out an aircraft fire. Navy pilots landed a UH 60 Black hawk helicopter and spoke to students about the academic requirements/skills to be a pilot. Luncheon speakers were pilots from Federal Express and Northwest Airlines.

The Engineering Technologies Division received a $141,135 Access to Opportunity grant for fiscal year 2001-2002, to support development of an Advanced Project Center in the Division and a pilot program with a state technical school.

Sixteen seniors and 15 juniors were on campus daily, learning the tool and die trade in a two-year pilot program for NIMS certification

High school teachers were offered online courses and programs.

The Bridge to College program conducted two sessions on using a library were presented, to 8th and 9th graders in the summer 2001 CONNCAP session. Library sessions were provided to participants in the summer educational camp, Kids on Campus.

Co-sponsored with Tech Prep, the Behavioral and Social Sciences Division and student Human Services Club hosted a program on domestic violence for over 100 high school students.

The Arts & Humanities Division offered the following:

- Workshops for parents and students on issues for persons with disabilities and postsecondary education.
- Sessions with area high schools and adult education programs regarding ESL.
- "Nutcracker" Ballet performances attended by 1,600 school children
- Litchfield Performing Arts middle-school performances.
- Nutmeg Ballet pre-K and K performances, attended by 600 children.
- New Zenith Theatre for Young Audiences - "A Midsummer Night's Dream" and "A Wrinkle in Time" featuring 7 child actors; 2,300 youth attended.

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INNOVATIVE PROJECTS WITH K-12

Northwestern Connecticut Community College

Northwestern Connecticut Community College (NCCC) offers an array of opportunities in the spirit of community outreach and K-12 educational enhancement efforts.

- Teaching Scholar Partnership Program is part of an NSF grant, in which NCCC exemplary science students work with K-12 teachers to enhance science education and to experience pre-teaching activities.

- Northwestern received a School-to-Career grant to work with a local charter school, Explorations. Students are placement tested, offered tutoring services, and given access to the PLATO computerized tutorial program.

- NCCC is a collaborator in a PT3 grant with Central Connecticut State University, designed to integrate instructional technologies into class methodologies for current and future teachers. This could be implemented as a "train the trainer" program, and involves interaction with educators in high schools, our community college and a university.

- New Educators of Tomorrow, an NCCC club, is working with North Canaan Elementary Schools to write letters to servicemen.

- NCCC students are tutoring in math at Region I High School.

- NCCC physics professor is working with Litchfield High School in curriculum development for better articulation to college.

- As an extension of Partnership Program, NCCC is offering college courses at high schools in our region on the high school site for qualified high school students.

- NCCC is participating in an early intervention "Student Assistance Team" which helps put support services into place for children who don't qualify for special education services from local education associations. This is in the Winchester School District.

- The college also sponsors a regularly scheduled story telling program for children in our community.

INNOVATIVE PROJECTS WITH K-12

Norwalk Community College

Articulation with Area High Schools

Norwalk Community College has established articulation agreements with Greenwich High School, the Stamford and Norwalk Public Schools, and the Easton-Redding School District. These agreements provide high school students the opportunity to earn college credit in a variety of subjects including science, mathematics, graphic arts, computer applications, culinary arts and CISCO networking courses.

Academy for Information Technology: Norwalk Community College continues to support the Stamford Public School's Academy for Information Technology, a 9-12 high school focused on technology. This year the AIT houses 289 students, 38 of which are in their senior year.

High School Partnership: Norwalk Community College participates in the High School Partnership program that allows high school juniors and seniors in our ten town service region to take courses tuition free at the college. Since 1988 more than 200 students have taken advantage of this program designed to provide high school scholars with challenging educational experiences at the college level.

School to Career

The focus of School to Career is to promote high academic achievement through career awareness and career preparation, including work-based learning, as part of both liberal arts and professional degree programs. The focus of School to Career at Norwalk Community College is the College Forum class and the internships provided through Cooperative Education and other programs.

CONNTAC Educational Opportunity Center: CONNTAC EOC is a federally funded program that provides free educational, career and financial aid counseling services to individuals throughout Connecticut. Both high school seniors and high school dropouts in the Norwalk Community College service region may take advantage of this program as well as individuals in a number of different categories including GED students, transfer students, college dropouts, unemployed workers and senior citizens. From the period of September, 2000 to August, 2001, a total of 348 individuals participated in the CONNTAC EOC program.

Other High School Activities

Campus tours and academic program information are provided to high school students. High school visitations and attendance at college fairs occur throughout the year.

INNOVATIVE PROJECTS WITH K-12

Quinebaug Valley Community College

Tech Prep Program

Prior to academic year 2000-01, Tech Prep funding at Quinebaug Valley Community College (QVCC) was used to provide college level classes for students taught by faculty or adjuncts at the high schools and students received credit for that class only. In 2000-01, we began articulating along the guidelines of four disciplines: science, math, communications, and technical career. We have developed 13 Tech Prep articulation agreements with 5 regional high schools. QVCC has also been the sponsor of two Career Days for high school students, one focused on allied health and one on computer services.

High School Partnership Program

QVCC offers area high school junior and senior students the opportunity to take courses tuition free at the QVCC campus. Students must have a minimum "B" average, must be recommended by their guidance office Partnership coordinator, and meet the course prerequisites. In most cases students are permitted one course per semester. However, spots are limited and students are admitted on a first-come, first-served basis. Since 1988 more than 200 students at all nine area high schools have taken advantage of this program designed to provide young scholars with challenging educational experiences in the college setting.

Opportunity for Success (Access To Opportunity)

QVCC has received Access To Opportunity funding to assist 17-21 year old students in overcoming social, economic, and educational barriers that might prevent access to and success in college. Typical barriers include low or marginal academic performance, but potential to succeed if challenged; poor motivation and inability to see the benefit of education; weak history with structure, goal identification, support, confidence, and achievement; family pressure to be self supporting; problems with personal organization, finances, childcare, and transportation; first generation to be college educated; non native speakers; and exclusion by the "digital divide". An outreach specialist works in the community at local schools, youth centers, GED programs, and numerous agencies to identify eligible participants, inform them about the program, and assist them in applying. Recruits participate in a summer bridge program to build confidence, enthusiasm, and preparation for the transition to college. A specially designated college experience course is taken during the first semester to offer weekly support for the mainstream courses the students will take during the semester. OFS students receive a free education, one-on-one mentoring, tutoring services, and access to employment if needed. A career specialist provides assessment and counseling that guide these students through a series of cascading pathways leading from short-term goals like certificates to long-term goals like degrees and transfer to four-year institutions. Retention of students far exceeds the average retention rate for QVCC and is especially significant since OFS students nearly all fit the high-risk category.

INNOVATIVE PROJECTS WITH K-12

Three Rivers Community College

High School Partnership Program

This program provides high school juniors and seniors the opportunity to enroll in campus credit courses based on the students' interests and the recommendations of their guidance counselors. Students receive scholarships for one course each semester. For the FY 2000-2001 we enrolled 25 students in the Fall 2000 term and 23 students in the Spring 2001 term for a total of 48 participants.

Exploring New Horizons

This annual conference for high school girls in Grades 10, 11 and 12 is designed to encourage women to pursue education careers in math, science and technical areas that are regarded as non-traditional for women. Over 300 students attend the conference and attend hands-on workshops conducted by successful professional women in engineering, medical, military, science and other non-traditional areas.

High School Counselors Networking Breakfasts

The College hosts bimonthly breakfast meetings for area high school guidance and career resource counselors. These meetings foster dialogue among counselors on topics of interest to the counselors and also promote regional collaborations involving the college and area schools.

Tech Prep

The Tech Prep program at Three Rivers Community College provides the ability for students to earn college credits during their junior and senior years in high school. Three Rivers has articulation agreements with 20 high schools in the service area and, depending on the high school, students choose the career cluster that they are interested in pursuing. The students with their parents or guardians fill out the application for the Tech Prep program in their sophomore year and then proceed to register for the appropriate courses with the help of the tech prep coordinator at their high school in their junior and senior years. The program has a math, science, speech and career cluster component. Upon completion of high school, students may earn up to 15 credits in their chosen career area.

INNOVATIVE PROJECTS WITH K-12

Tunxis Community College

Tunxis Middle College High School

Tunxis also is the site of the Tunxis Middle College High School (TMCHS). Tunxis faculty are members of the advisory board and were instrumental in setting up the parameters of the new school. Various staff and students serve on a committee exploring ways to help integrate TMCHS students into Tunxis student life.

Instructional Technology

IT just submitted a grant proposal to CTDLC to create a Senior Academy that offers online college classes to High school seniors that have already been accepted to college. This is a cooperatively designed program with Farmington, Bristol, one Voc Tech High School and maybe Plainville.

Tech Prep

Tunxis Community College has worked cooperatively with a 12-member consortium of high schools providing High School Partnership and Tech Prep Program opportunities to 11th and 12th grade students. Each consortium school is given the opportunity to allow two students from each school to enroll in one or two college classes for the fall as well as spring semesters. Area schools have found great value in this collaborative effort and, as a result, many more students are enrolling above and beyond the 24-student maximum of the program. For example, the Tunxis Middle College High School has enrolled five students in college courses this fall in addition to the four already enrolled in High School Partnership. Moreover, the Tunxis Community College Tech Prep Program has grown from 134 in 1999 to 156 in 2000 to 221 in 2001. This increase shows the commitment of the college to working with local high schools. Articulation agreements are continuing to be developed, and we anticipate E.C. Goodwin Tech and The Tunxis Middle College High School to be on board soon.

Many more creatively structured programs are now being offered at the college in an effort to expose high school students to the courses, programs and activities available to them once they enroll. For instance, during our 1st Diversity Day 2001 on October 24th several students from Plainville High School (5) along with the Tech Prep Coordinator participated in two very meaningful workshops titled, "Remember The Titans" Celebrating the Bonding of the Human Spirit, and "The Tale of O" Workshop.

The college has aggressively sought to attend college fairs throughout this region. In addition, when called upon by neighboring regions to speak to students about our programs here at Tunxis Community College — we have responded.

REAL PRICE TO STUDENTS

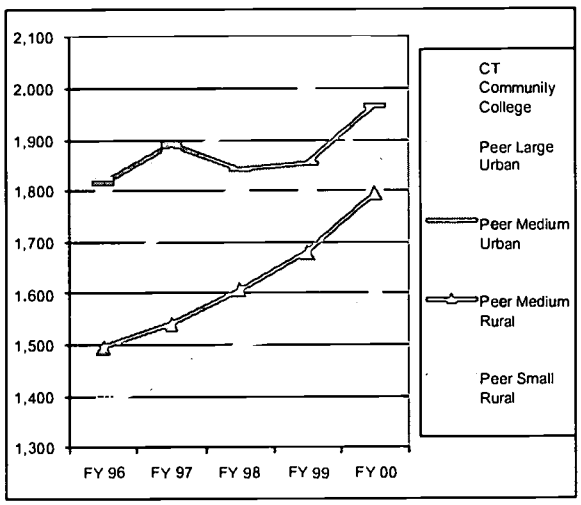
Performance Indicator

Tuition and mandatory fees as percent of median household income.

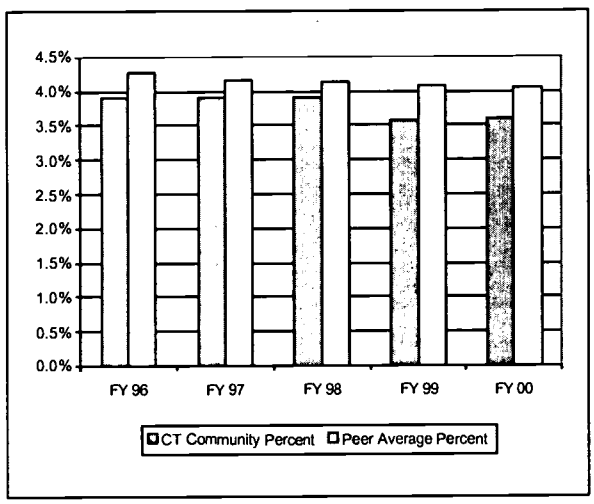
How much do students pay for courses at the Community Colleges?

Data Analysis

Tuition & Fees by Comparison Group



Percent of Median Household Income



The dollar cost of tuition and mandatory fees at the Connecticut Community Colleges is set at a common statewide level by the Board of Trustees. These rates are generally lower than those of our urban peer institutions, and higher than the rural peer groups. However, Connecticut's cost to students as a percent of median household income is lower than all peer groups. While median household income may not be the only measure of affordability for Connecticut community college students, the generally lower percentages are at least encouraging. Overall, resident tuition and fees increased at an annual average of 2.5% per year from FY 96 through FY 2000, while median household income was growing at an average 4.6%.

	FY 96	FY 97	FY 98	FY 99	FY 00	FY96-00 % Change
CT Tuition and Fees	1,646	1,722	1,814	1,814	1,814	10.2%
CT MHI	42,119	43,985	46,508	50,798	50,360	19.6%
CT Percent	**3.9%**	**3.9%**	**3.9%**	**3.6%**	**3.6%**	**-7.8%**
Peer Average Tuition	1,626	1,679	1,717	1,760	1,794	10.4%
Peer Average MHI	38,090	40,247	41,657	43,286	44,290	16.3%
Peer Average Percent	**4.3%**	**4.2%**	**4.1%**	**4.1%**	**4.1%**	**-5.1%**

Source: IPEDS Data

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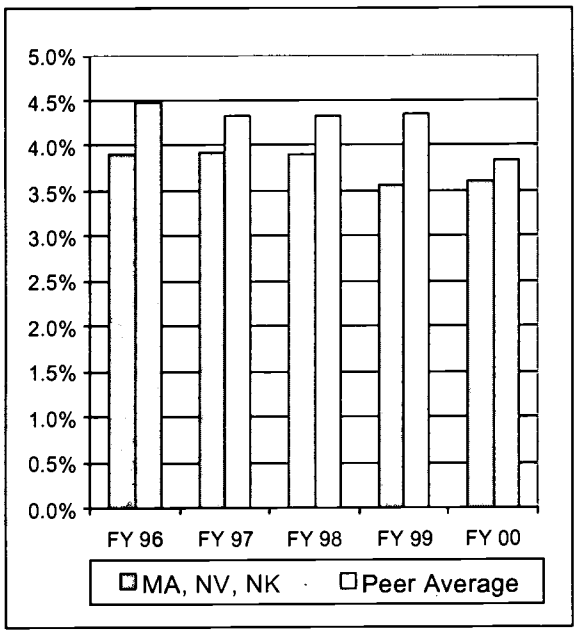
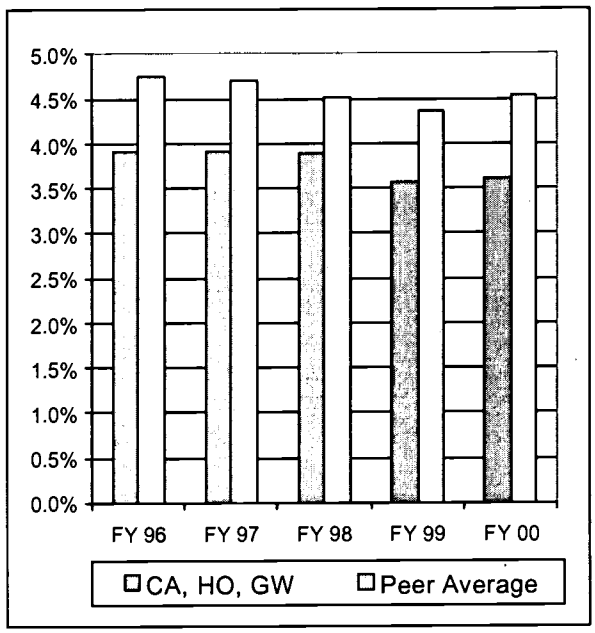
REAL PRICE TO STUDENTS

Tuition and Fees as a Percent of Median Household Income

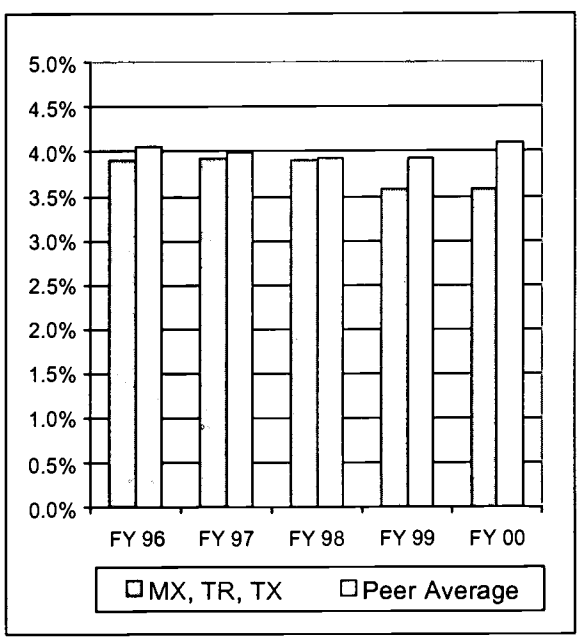
Large Urban



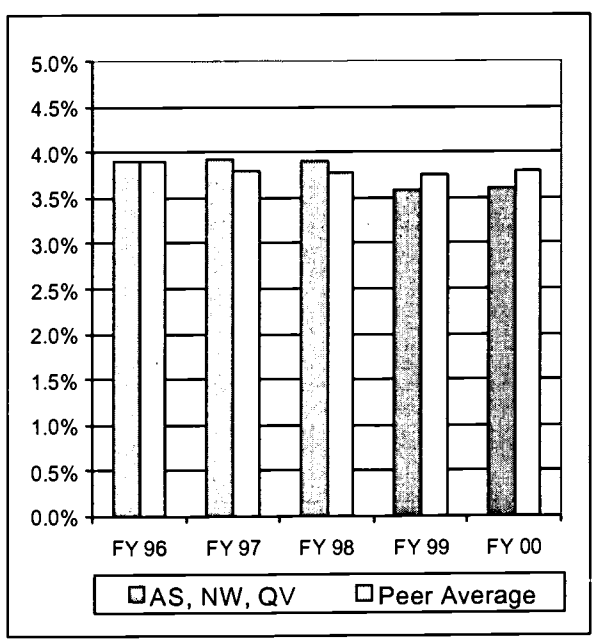
Medium Urban



Medium Rural



Small Rural



OPERATING EXPENDITURES

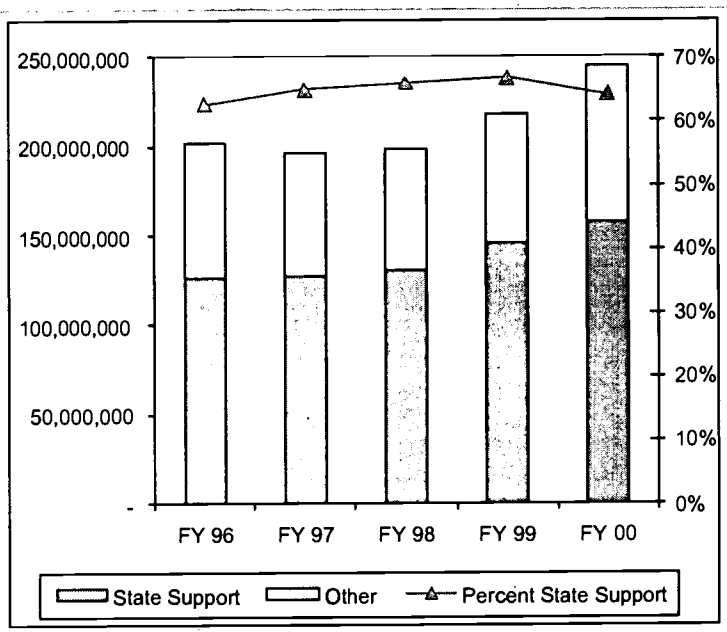
Performance Indicator

General fund expenditures including fringe, and operating fund expenditures, respectively, as percentage of total current fund expenditures.

Are Connecticut Community Colleges affordable?

Data Analysis

Connecticut Community Colleges receive almost two thirds of their current funds operating budget from State support, which includes unrestricted state appropriations (block grant plus tuition freeze), fringe benefits, and restricted state gifts, grants and scholarships. During the past five years, the percent of expenditures supported by State resources has grown, from 63% to 64%. Total state support in dollars has increased by 24%, from $126.3 million (FY 96) to $157.1 million (FY 00).



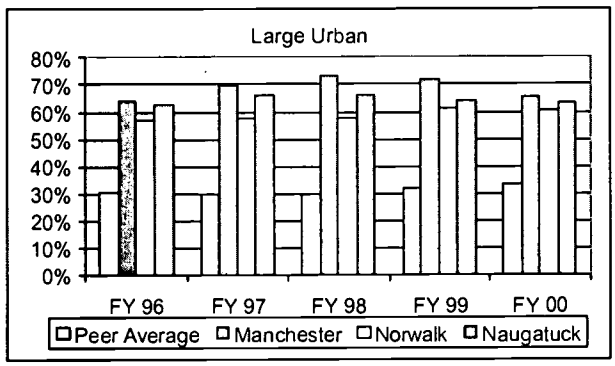
(millions)	State Support*	Other Support	Total Current Funds	Percent, State Support
FY 1996	126.3	75.4	201.8	63%
FY 1997	127.4	69.2	196.5	65%
FY 1998	130.9	67.9	198.9	66%
FY 1999	145.2	72.6	217.9	67%
FY 2000	157.1	87.8	244.9	64%

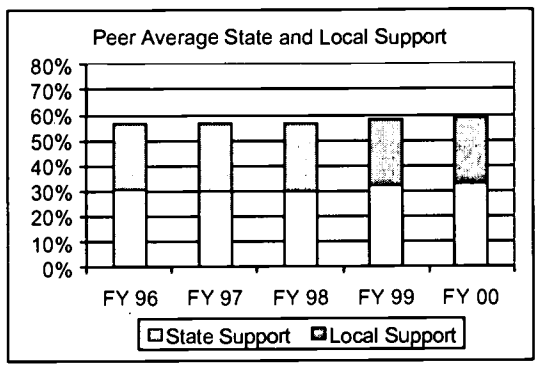
*includes general fund fringe benefits

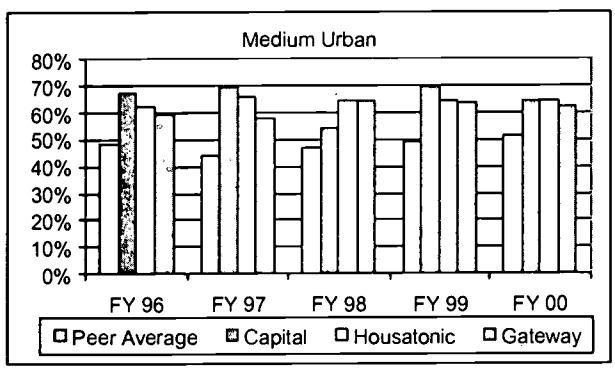
Peer institutions appear to receive a significantly lower portion of their current funds operating budget from State support, with ratios averaging from only 33% to 51%. This difference is the largest in the "large urban" peer group, which receives the lowest State support. These differences reflect the fact that states operate under different funding models, with many peer institutions receiving both State and Local taxpayer support. When Local support is included, total publicly funded support ratios average from 54% to 63% at peer institutions.

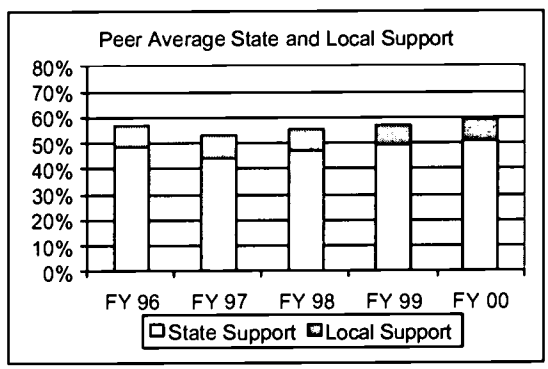
OPERATING EXPENDITURES

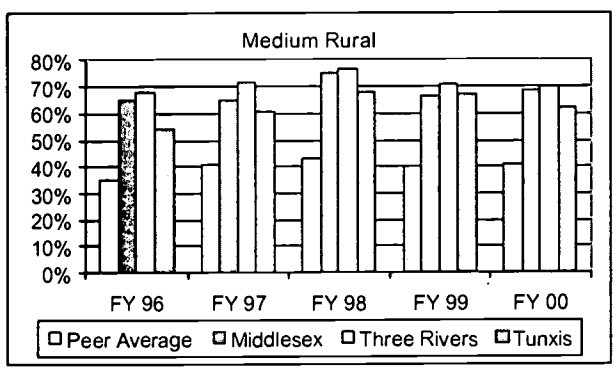
Percent from State Support

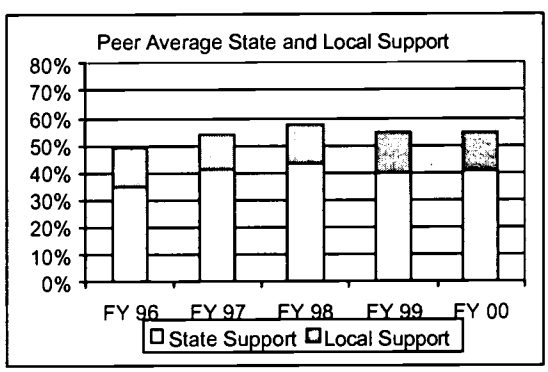


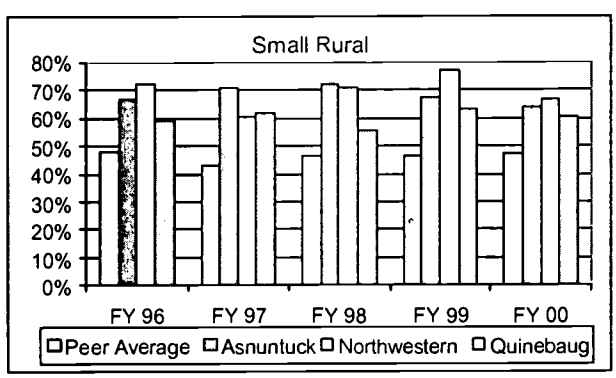


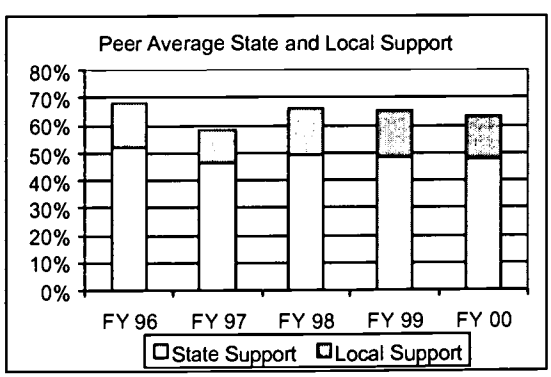












FINANCIAL AID

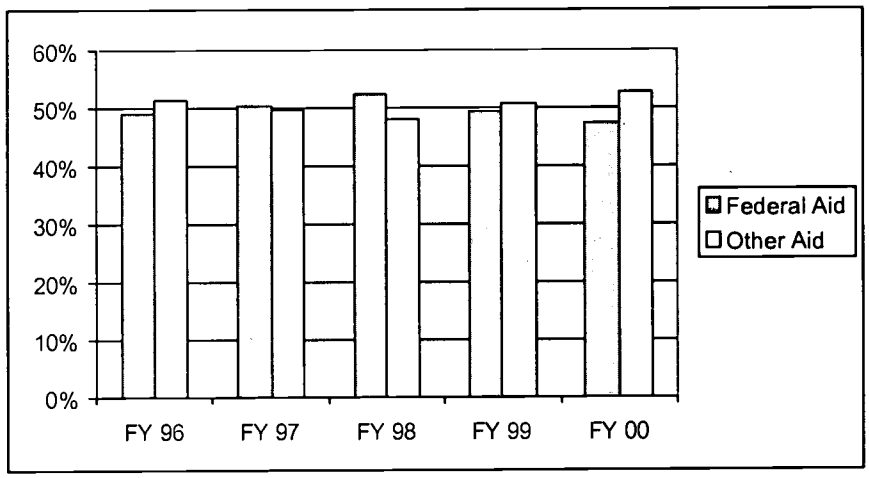
Performance Indicator

Percentage of total financial aid expenditures supported by federal financial aid programs.

How much financial aid is available to extend access and affordability at Community Colleges?

Data Analysis

Percent of Financial Aid Grants from Federal Support



About 9% of all community college current fund resources are expended on direct grant aid to students. Of the total grant aid provided, about half, or 50%, comes from federal aid, primarily the Pell grant program. The other 50% comes from state, private, local and institutional aid, including both scholarship aid grants and the tuition set-aside program. (Not included are financial aid work-study and loan programs, which are not accounted for as scholarship aid expenditures based on national accounting standards). At peer institutions, scholarship aid expenditures account for about 13% of total current fund expenditures on average, and federal aid expenditures constitute a much higher percentage of total grant aid, ranging from 70% to 79%.

Year	Federal Aid	Other Aid	Total Scholarship Aid
FY 1996	$10,069,646	$10,511,407	$20,581,053
FY 1997	$8,210,491	$8,099,035	$16,309,526
FY 1998	$10,021,186	$9,193,900	$19,215,086
FY 1999	$10,614,030	$10,874,764	$21,488,794
FY 2000	$10,842,908	$12,041,320	$22,884,228

Source: IPEDS Data

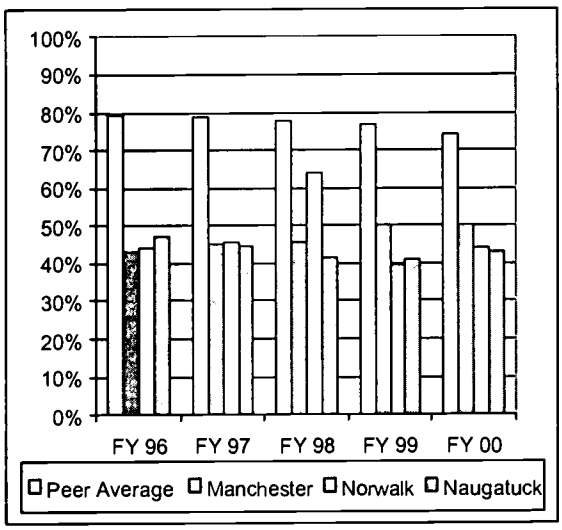
FINANCIAL AID

The difference in federal share primarily reflects the fact that Connecticut provides a significant amount of its student grant aid directly from institutional dollars generated from tuition paid by other students.

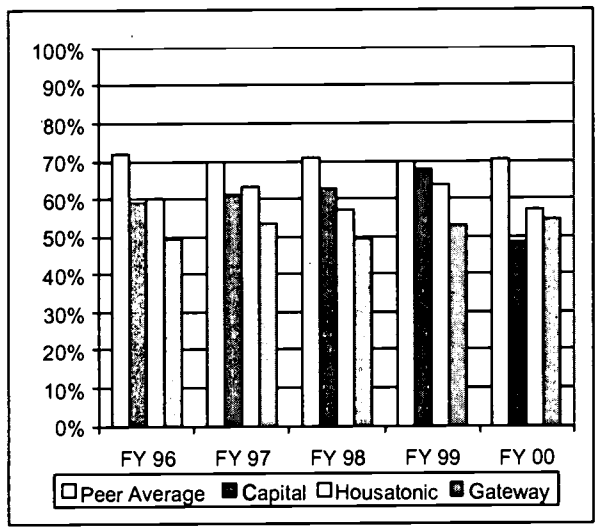
While Connecticut provides a higher level of institutional support than most states, the amount of actual dollars awarded to a student, and the portion of the student's cost-of-attendance covered by financial aid, is not indicated by this measure, and may or may not be comparable to peer institutions. Additional information regarding financial aid enrollments is needed to fully understand the implication of these statistics.

Percent from Federal Support

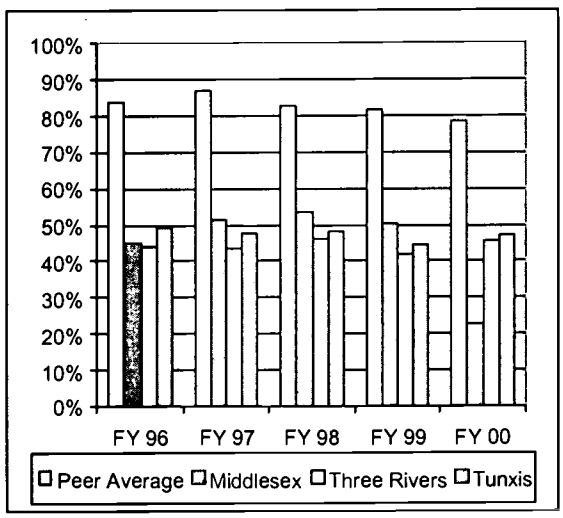
Large Urban



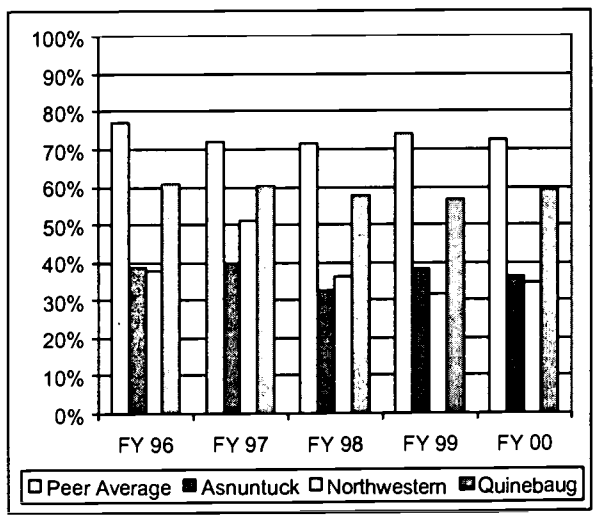
Medium Urban



Medium Rural



Small Rural



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DISTANCE EDUCATION OPPORTUNITIES

Performance Indicator

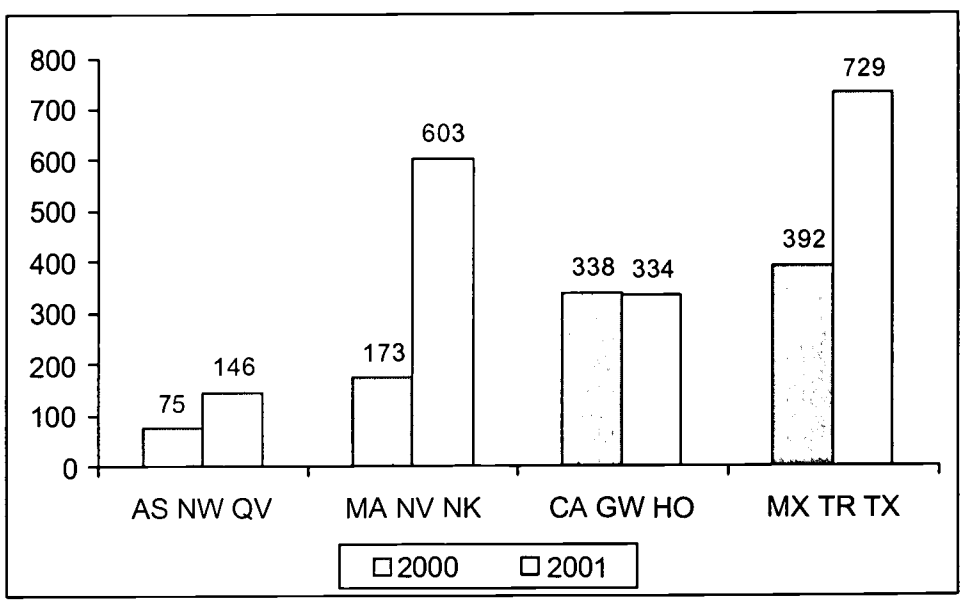
Distance education opportunities.

What are the Community Colleges doing to extend access?

Data Analysis

In the interest of increasing access, the community colleges have taken a statewide lead in developing on-line courses and programs. The Community College System helped initiate the CT Distance Learning Consortium, now an organization of 26 institutions, both public and private, that offer on-line courses and programs. In addition, the colleges have developed compressed video courses as a means to maximize enrollments. The twelve colleges in Fall 2000 offered a total of 63 on-line courses and in the Fall of 2001 a total of 108 on-line courses, representing a 71% increase. 977 students were enrolled in distance learning courses in the Fall of 2000 and 1,812 students were enrolled in distance learning courses in the Fall of 2001. This represents an 85% increase.

Fall Enrollments in Distance Learning Courses



Source: 2000 and 2001 CT Distance Learning Consortium Data

FALL ENROLLMENT BY ETHNIC GROUP

Performance Indicator

Fall enrollment by ethnic group.

Performance Improvement Goal

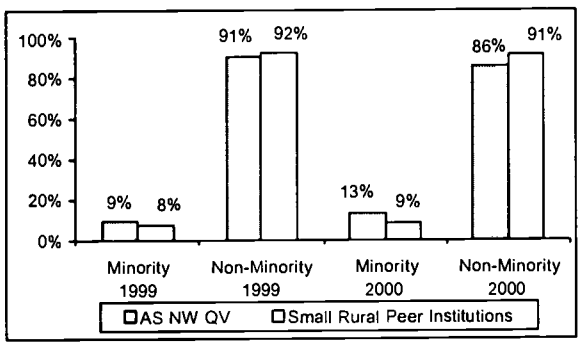
For the System, the performance goal is for enrollments to mirror or exceed the State's minority population percentage among college age students.

Data Analysis

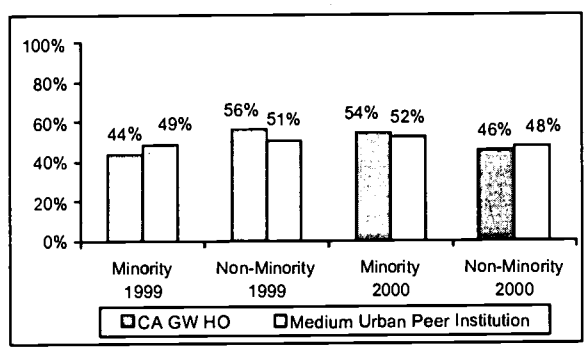
In Fall 1999 the twelve Connecticut Community Colleges enrolled 40,065 students (19,656 full-time equivalent students). Minority enrollments represented 25.3% (10,148) of the student body, with African Americans and Hispanics representing 21.9% (8,786) of the student enrollment. In Fall of 2000 the twelve colleges enrolled 40,825 students (20,258 full-time equivalent) students. Minority enrollments represented 27.2% (10,783) of the student body, with African Americans and Hispanics representing 23.7% (9,769) of the student enrollment. For the Fall of 2000, the system exceeded its performance goal by 11.2%.

As the charts below reveal, the minority student enrollments tend to concentrate in urban centers. Thus, Capital (Hartford), Gateway (New Haven), and Housatonic (Bridgeport) have the highest minority enrollments in the system, followed by Manchester, Naugatuck Valley, and Norwalk Community Colleges, also located in or very near major urban centers in the state.

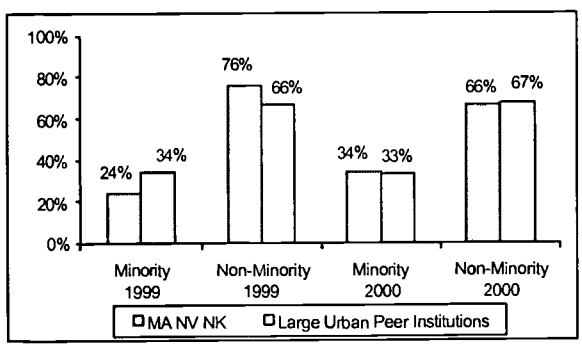
Asnuntuck, Northwestern & Quinebaug



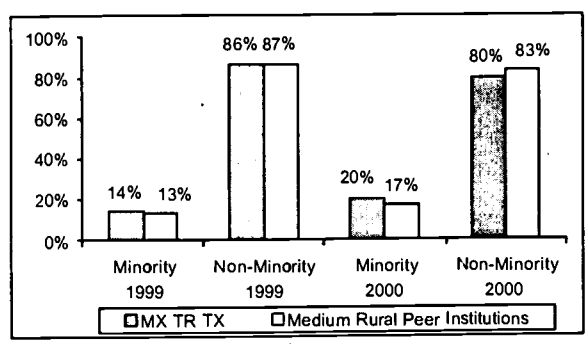
Capital, Gateway & Housatonic



Manchester, Naugatuck Valley & Norwalk



Middlesex, Three Rivers & Tunxis



Source: Fall 1999 and Fall 2000 IPEDS data

FALL ENROLLMENTS BY AGE GROUP

Performance Indicator

Fall enrollments by age group.

How many students of different age groups have access to Community Colleges?

Data Analysis

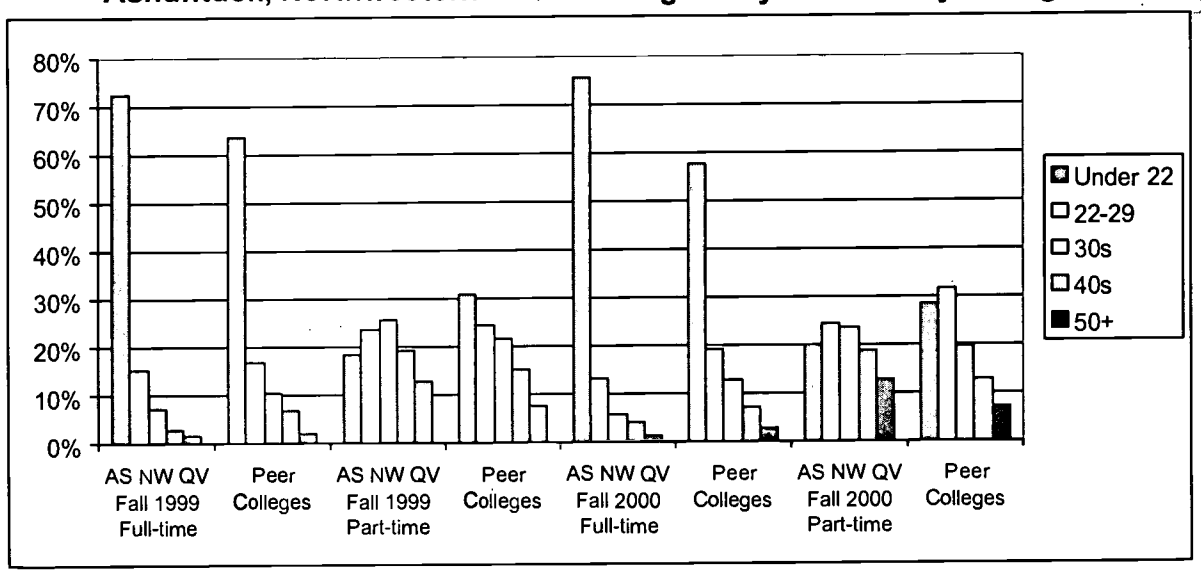
In Fall 1999, 74.1% of all credit students attended part-time, and 25.9% full-time. The average age of the student population was 30. The average for full-time students was 23, and the average for part-time students was 33 years of age. Of all community college students, 26.2% were 20-24, while 41.2% were age 30 or above.

In Fall 2000, 73.3% of all credit students attended part-time, and 26.7% full-time. The average age of the student population was 30. The average for full-time students was 22, and the average for part-time students was 33 years of age. Of all community college students, 26.5% were 20-24, while 40.7% were age 30 or above.

While enrollment patterns were similar for the four groups of colleges, there were proportionately more full-time students under age 18 at Asnuntuck, Northwestern, and Quinebaug Valley. The largest part-time group was in the 35-39 age range from those colleges, while, for the remaining colleges, the largest part-time group was in the 25-29 age range. Peer colleges generally mirrored age patterns for the Connecticut Community College Students.

Enrollment by Age

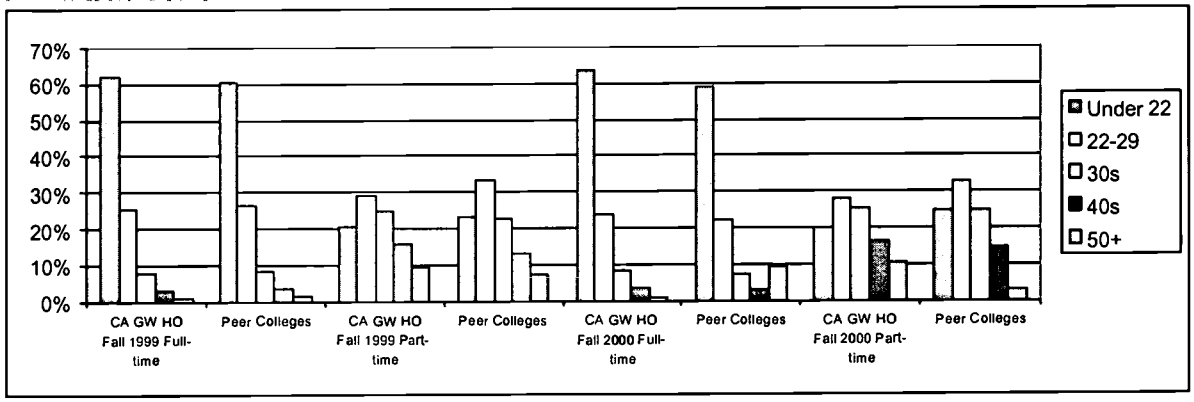
Asnuntuck, Northwestern & Quinebaug Valley Community Colleges



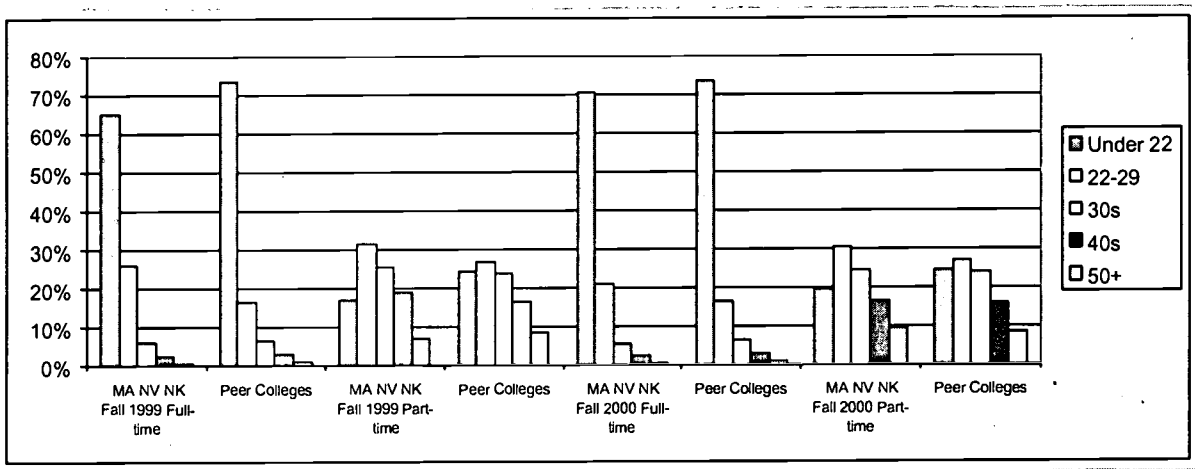
Source: Fall 1999 IPEDS Data

FALL ENROLLMENTS BY AGE GROUP

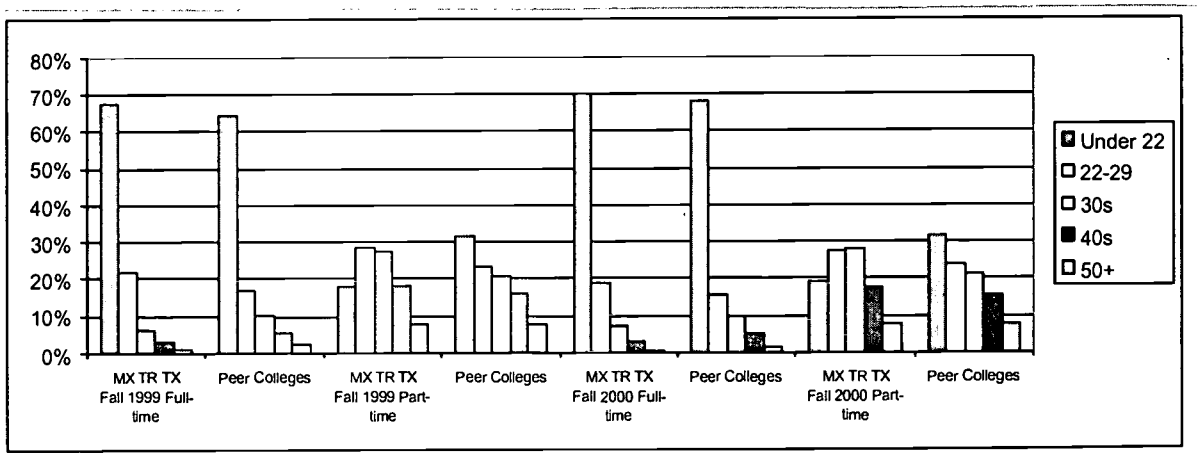
Capital, Gateway & Housatonic Community Colleges



Manchester, Naugatuck Valley & Norwalk Community Colleges



Middlesex, Three Rivers & Tunxis Community Colleges



Source: Fall 1999 & Fall 2000 IPEDS Data

FALL ENROLLMENT BY GENDER

Performance Indicator

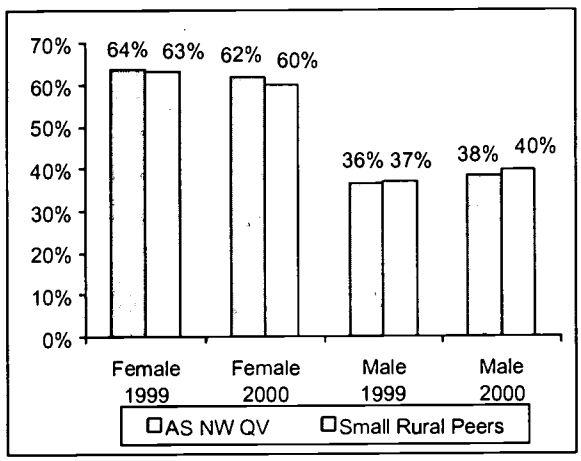
Fall enrollment by gender.

How many male and female students have access to Community Colleges?

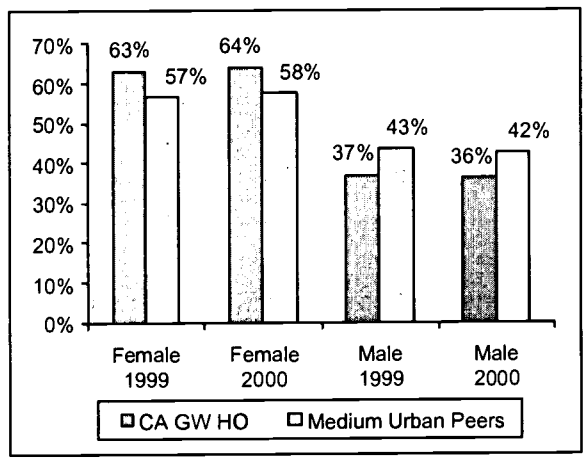
Data Analysis

In Fall 2000 the Connecticut Community Colleges enrolled 40,825 students, 60% women and 40% men. These percentages remained essentially unchanged from Fall 1999 gender distributions.

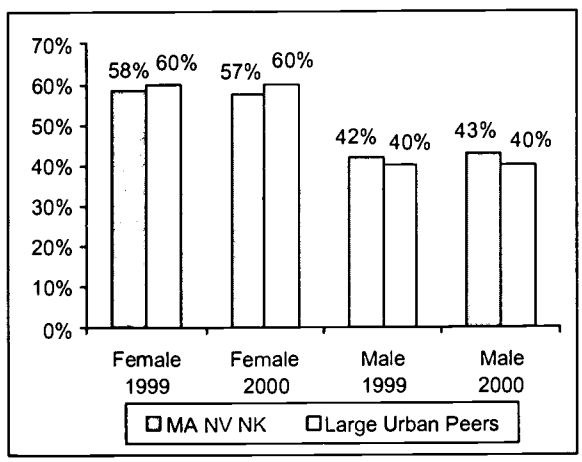
Asnuntuck, Northwestern & Quinebaug



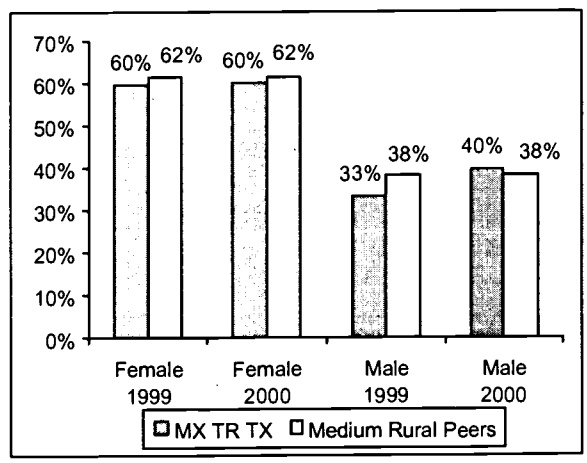
Capital, Gateway & Housatonic



Manchester, Naugatuck Valley & Norwalk



Middlesex, Three Rivers & Tunxis



Source: Fall 1999 and Fall 2000 IPEDS Data

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CUSTOMIZED JOB TRAINING

Performance Indicator

Duplicated course registrations in non-credit sections providing contract Customized Job Training to companies.

How many employers use Business & Industry Services offered by the Community Colleges?

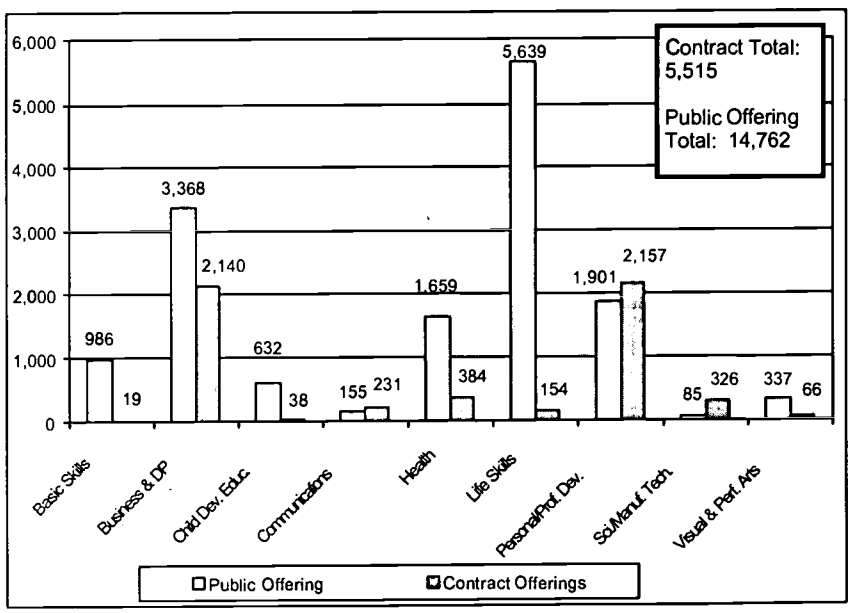
Data Analysis

The Connecticut Community Colleges provide customized job training to more than 300 companies per year. Of a total of 20,277 non-credit registrations in Fall 2001 as of November 5, 2001, 5,515 (27%) of those were provided through Customized Job Training contracts. This compares with 4,579 (23%) contract training registrations of a total of 19,599 non-credit registrations in Fall 2000, or a 5% increase in contract training registrations from Fall 2000 to Fall 2001. Most of the contract training provided fell into two categories: Business and Data Processing and Personal/Professional Development, which combined had 4,297 registrations for 78% of the total.

The Business and Industry Services department at each college manages most of the customized job training. The Business and Industry Services Network offices provide a range of educational and training programs to meet the needs of business and industry. Colleges assist with the development and retention of business and industry in Connecticut, provide a supply of workers through training and education to meet current and future job demands, and contribute to Connecticut's economic development by providing an educated workforce.

Services include
- On-site or on-campus training and education
- Business needs assessment, research, & analysis
- Small business development assistance
- Brokering of services for organizations

Public Offering vs. Contract Training Registrations



(Source: BANNER Data Extracts)

CUSTOMIZED JOB TRAINING

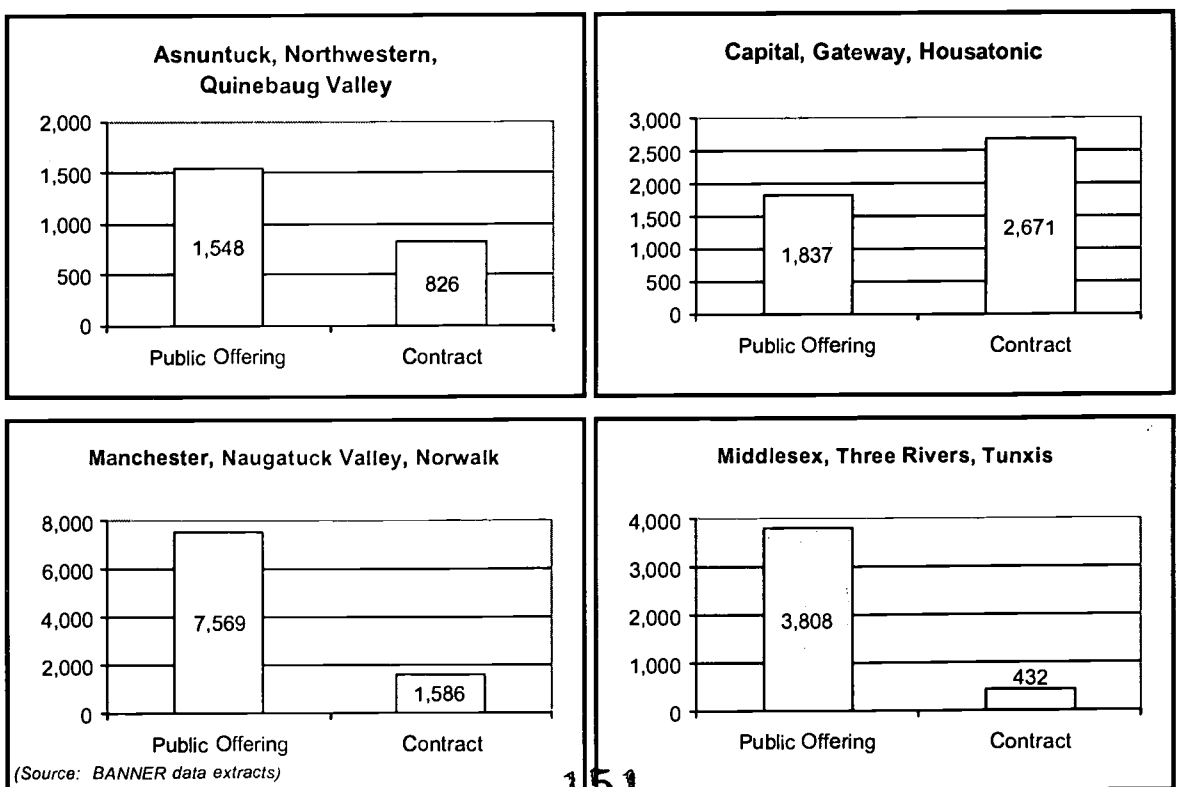
Subject categories include
- Data processing & software applications
- Management & supervision
- Supplier training/quality
- Technical skills/manufacturing
- Health and other services
- Basic skills/workplace literacy
- Personal development

The chart on the previous page reflects that, as of November 5, 2001, the total public offerings, at 14,762, greatly outnumbered contract offerings, with a total of 5,515.

Among public offerings, the largest number of registrations were in Life Skills, with 5,639 (38% of public offering registrations, unchanged from Fall 2000), and business and data processing, with 3,368 (23% of public offering registrations, down from 29% in Fall 2000).

College data reflect college responsiveness to local employer needs. Capital, Gateway, and Housatonic have the largest number of contract offerings at 2,671. Manchester, Naugatuck Valley, and Norwalk have the largest number of public offerings at 7,569.

It should be noted that these registrations cover just half of one semester. Totals for the full year will be far larger.



(Source: BANNER data extracts)

GRADUATES

Performance Indicator

Percent Graduates of career and technical programs.

How well are the Community Colleges serving the needs of state employers?

Data Analysis

The twelve Connecticut Community Colleges offer:

- Comprehensive occupational, vocational, and technical education for immediate employment, job re-training, or upgrading of skills.
- General programs including basic skills, general and adult education, and transfer degree programs, as well as continuing education and community service programs.
- Partnerships with business and industry in order to provide customized job training for new and incumbent workers.
- Partnerships with local education agencies, community and professional organizations, and other institutions of higher education.

The colleges offer support services and individualized instruction, basic skills assessment testing, academic and placement counseling for all students , including those who are under-prepared. Students may gain credit for prior knowledge and learning gained from life or work experience. English as a second language programs, child care, and financial aid help students increase their access to education, which can enhance their occupational opportunities and success.

1999 and 2000 Career & Technical Associate Degree Graduates

Completers by Gender

Gender	1999	2000
Female	64%	63%
Male	36%	37%

Completers by Age Group

Age at Graduation	1999	2000
Unknown	0%	0%
18-21	13%	14%
22-29	36%	38%
30-54	49%	46%
55+	2%	2%

Completers by Ethnicity

Ethnic Description	1999	2000
African American	10%	9%
Hispanic	7%	6%
Other Minority	7%	10%
White, Non-Hispanic	76%	74%

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ENROLLMENT

Performance Indicator

Percent of Fall headcount enrollment in degree and certificate career and technical programs.

What are Community College enrollments in career and technical programs?

Data Analysis

The Connecticut Community Colleges offer an array of career and technical programs. The offerings are developed and periodically updated in cooperation with representatives of local businesses in order to meet local needs. All of the colleges have sizeable offerings in Business and Data Processing, a category that promises to continue strong in the immediate future, as the state faces critical needs in information technology.

The area that attracts the second largest number of students is health-related programs. With the current shortage of allied health workers in Connecticut, these programs are likely to maintain strong enrollments in the future.

The community colleges have also seen steady enrollment increases in Early Childhood Education and Child Care programs. The system is now initiating partnerships with the state universities in an effort to build seamless pathways into teacher education programs to address the teacher shortage.

Of note are the large enrollments in Electrical Engineering Technology, a category that includes programs such as Biomedical Engineering, Optical Engineering, and Computer Systems Engineering. With the funding of an on-line Fiber Optics certificate program, these enrollments are likely to grow in the years ahead.

	Asnuntuck, Northwestern, Quinebaug		Capital, Gateway, Housatonic		Manchester, Norwalk, Naugatuck		Middlesex, Three Rivers, Tunxis	
	1999	2000	1999	2000	1999	2000	1999	2000
Business & Data Processing	38%	36%	40%	41%	35%	35%	43%	43%
Health Related	29%	28%	23%	22%	12%	13%	15%	15%
Arts & Communications	11%	11%	3%	3%	5%	6%	7%	8%
Technology Programs	11%	13%	15%	14%	23%	23%	20%	18%
Public Services	12%	13%	20%	21%	24%	23%	16%	16%

Source: Fall 1999 & 2000 IPEDS data

NON-CREDIT REGISTRATIONS

Performance Indicator

Non-credit registrations include duplicated enrollments in all non-credit courses, including workforce training/ professional development, as well as personal development.

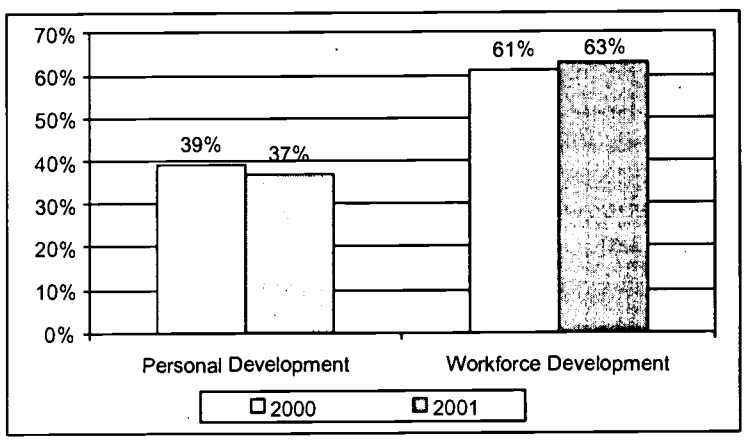
Performance Improvement Goal

For the System, the performance improvement goal is to achieve an 1% annualized increase in registrations.

Data Analysis

The Connecticut Community Colleges provide an array of non-credit courses and programs. In Fall 2001 (as of 11/5/01), the colleges had a total of 20,277 non-credit registrations, compared with 19,599 total non-credit registrations in Fall 2000 (as of 10/19/01), an increase of 3.5%. It should be noted that these numbers reflect just half of one semester, since registrations for non-credit courses continue through December. Although the "data snapshots" were taken a couple of weeks later in Fall 2001 than in Fall 2000, this difference could only account for a very small amount of the percentage increase in registrations overall. Annualized data will be considerably higher.

Non-Credit Registrations by Type of Activity



(Source: BANNER Data Extracts)

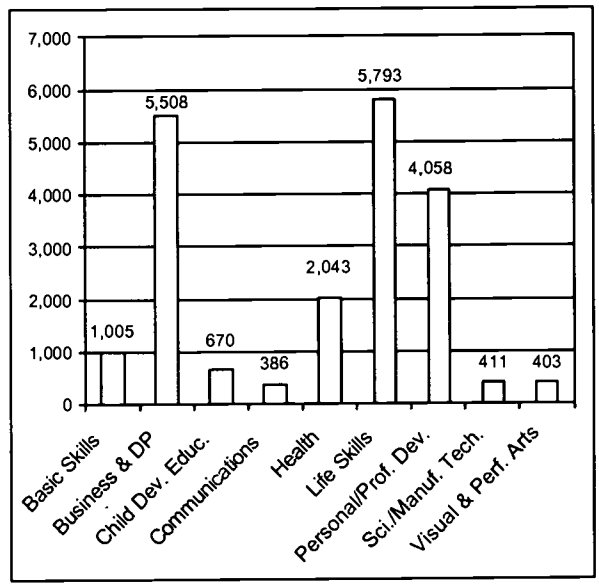
In the future non-credit registration data will be reported on an annualized basis. As a system, the performance goal is a one percent increase. Also note that whereas the Fall 2000 data were reported in three Activity Type categories, two of those categories (Community Service and Personal Enrichment) have now been combined into the new Personal Development category, which is comprised of courses and programs that help an individual better understand oneself, others or the community, appreciate culture, and develop skills for the effective use of leisure time. The other reporting category, Workforce Development, is still comprised of courses and programs related to job entry, job advancement, and job retraining.

In Fall 2001, the Workforce Development category had 12,784 registrations, versus 11,953 in Fall 2000, showing a 2% increase in Workforce Development-related registrations. Workforce Development course registrations include those sections offered to the public as well as through customized job training contracts.

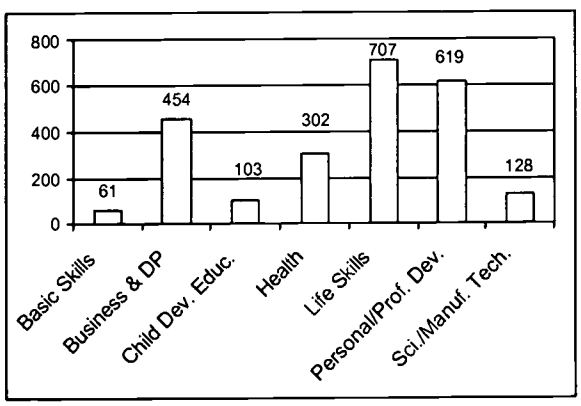
NON-CREDIT REGISTRATIONS

In serving their communities, Asnuntuck, Northwestern, Quinebaug Valley, Middlesex, Three Rivers, Tunxis, Manchester, Naugatuck Valley, and Norwalk all show a high interest in life skills non-credit courses. Business and data processing as well as more generalized Personal/Professional Development non-credit courses are clearly the primary services that Capital, Gateway, and Housatonic provide, whereas Manchester, Naugatuck Valley, and Norwalk are about equally split between registrations in Life Skills and Business/DP. Health-related courses also show a consistent level of interest at all of the college clusters.

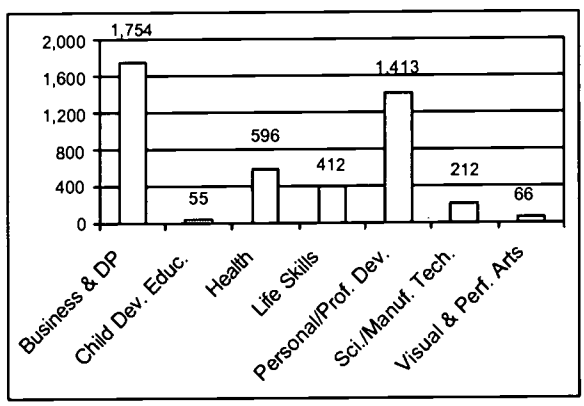
Fall 2001 Non-Credit Registrations



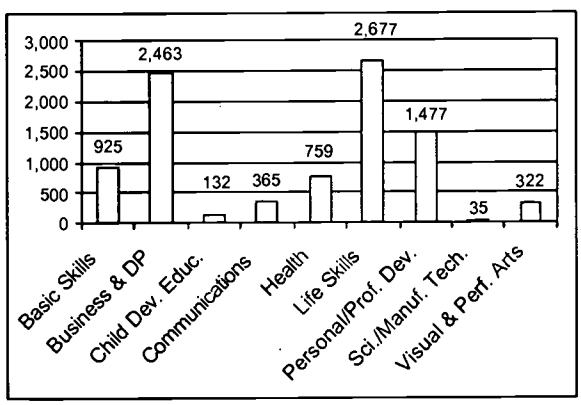
Asnuntuck, Northwestern, Quinebaug



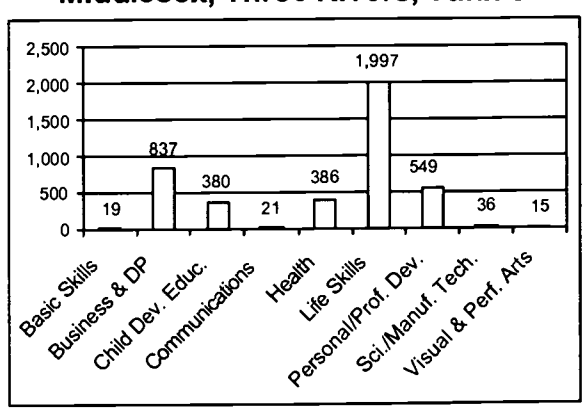
Capital, Gateway, Housatonic



Manchester, Naugatuck, Norwalk



Middlesex, Three Rivers, Tunxis



CURRENT FUND EXPENDITURES

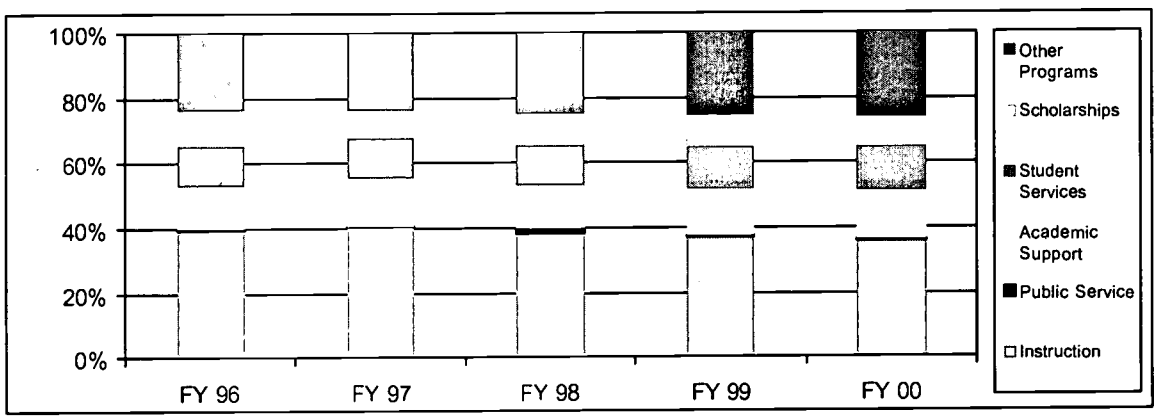
Performance Indicator

Percent current fund expenditures for instruction, public/community service, academic support, student services, scholarships and fellowships.

Do the Community Colleges use their resources in a cost-effective manner?

Data Analysis

Current Fund Expenditures for Direct Instruction, Public Service and Support



Connecticut Community Colleges spend approximately 74% of their total current fund resources on those programs that directly impact students and the public, i.e. instruction, public service, academic support, student services and scholarship aid including grants and waivers. Other expenditures — those for maintaining the physical plant and providing campus security as well as fiscal, personnel, computer, purchasing, logistical and management support — account for the balance of total current fund expenditures at the colleges. Smaller colleges spend a slightly larger percentage of current fund resources on administrative and physical plant costs.

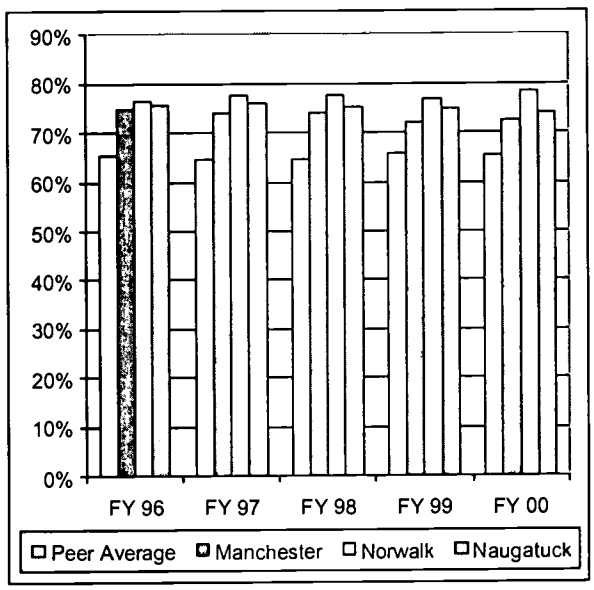
(millions)	FY 1996	FY 1997	FY 1998	FY 1999	FY 2000
Instruction	79.7	79.3	75.9	80.5	87.8
Public Service	1.2	1.0	4.1	2.0	2.2
Academic Support	26.4	28.2	25.8	31.3	36.1
Student Services	25.8	25.2	24.6	27.5	32.8
Scholarship Aid	20.6	16.3	19.2	21.5	22.9
Subtotal	**153.6**	**150.0**	**149.7**	**162.8**	**181.8**
Other Programs	48.2	46.5	49.2	55.1	63.1
Total Current Expenditures	**201.8**	**196.5**	**198.9**	**217.9**	**244.9**

Source: IPEDS Data

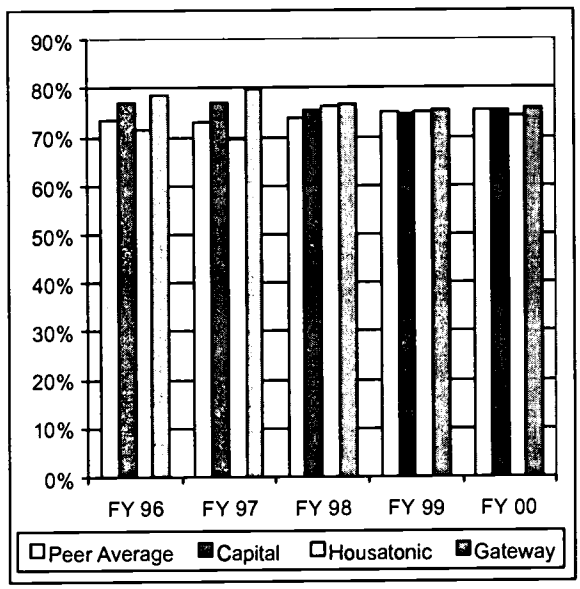
CURRENT FUND EXPENDITURES
Percent for Direct Instruction, Public Service and Support

Peer institutions generally spend less on direct student support programs, with FY 2000 percentages averaging about 66% at the large urban institutions, 69% at the rural institutions, and 75% at the medium urban institutions. This indicates that Connecticut is doing a good job of allocating scarce resources in accomplishing its core missions of instruction and community service.

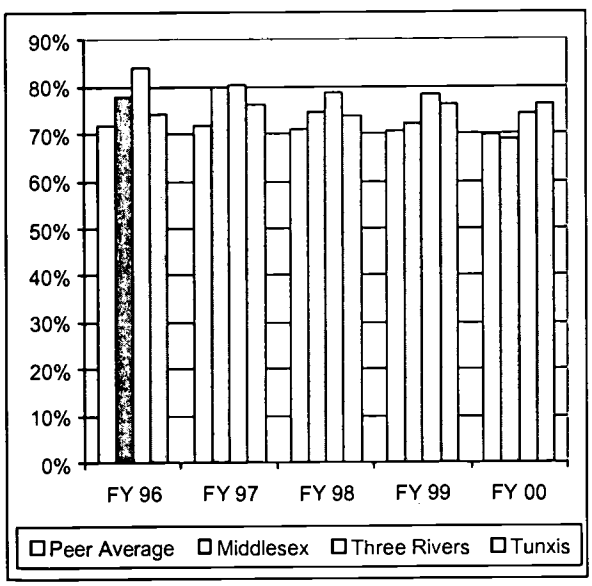
Large Urban



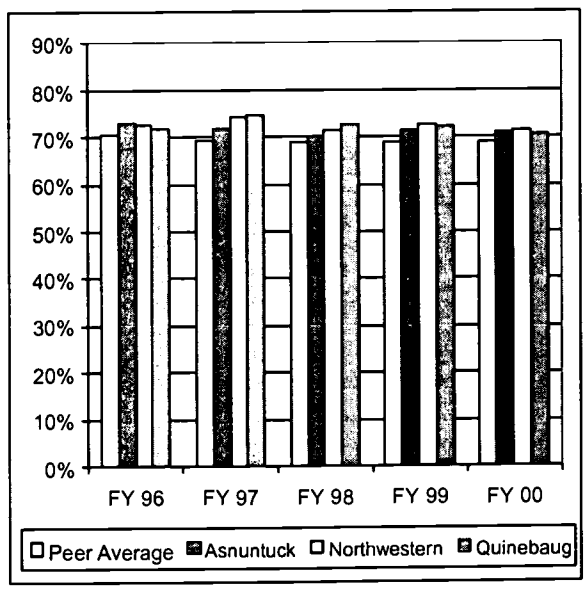
Medium Urban



Medium Rural



Small Rural



Board of Governors for Higher Education
Department of Higher Education
State of Connecticut

REPORT II

Board for State Academic Awards

Charter Oak State College

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Board for State Academic Awards

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Board for State Academic Awards

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Board For State Academic Awards

Overview

The Board for State Academic Awards governs Charter Oak State College and the Connecticut Distance Learning Consortium. Charter Oak State College was established by the Connecticut General Assembly in 1973 as Connecticut's nontraditional college designed to provide adults with alternative means of earning associate and baccalaureate degrees that are of equivalent quality and rigor to those earned at other institutions of higher education. The Connecticut Distance Learning Consortium was established in 1996 as a unique association of public and independent collegiate institutions whose purpose is to create an interactive distance learning community which will meet the needs of higher education students in the twenty-first century.

Charter Oak State College

Students at Charter Oak State College (COSC) earn the credits they need to complete their degrees in many ways including campus-based and distance learning courses from any regionally accredited college or university, testing such as CLEP and DANTES, non-collegiate courses and military training which have been evaluated and recommended for credit by the American Council on Education, contract learning and portfolio assessment. Charter Oak State College also offers a growing number of video-based and online distance learning courses.

Currently, Charter Oak State College has more than 1,500 students enrolled and has experienced enrollment growth averaging 6.3 percent per year over the past five years. The average age of a Charter Oak State College student is 41 and students come to Charter Oak with a significant number of credits already earned (the average is about 90 credits for bachelor's degree candidates).

Total expenditures for FY2001 were $2.91 million. Of this amount, $1.25 million came from the General Fund and $1.66 million came from other revenue.

Charter Oak's strategic priorities this past year have included:

- Recruiting and serving a growing enrollment;
- Implementation and growth of its federal student financial aid program;
- Development of corporate partnerships;
- Expansion of its distance learning course offerings so that General Education and some Concentration requirements can be met totally online;
- Enhancement of its information technology and website to provide better student support including e-commerce and interactive sessions with students;
- Implementation and refinement of the new student information system; and
- Addressing workforce shortage issues to meet state needs and to improve the future of many who are underemployed.

The measures for Charter Oak State College will be reported first.

Connecticut Distance Learning Consortium

As of 2001, the Connecticut Distance Learning Consortium has 43 members including The University of Connecticut, the Connecticut State Universities, the Connecticut Community Colleges and all of the baccalaureate granting private institutions of higher education in Connecticut.

The mission of the Connecticut Distance Learning Consortium (CTDLC) is to (1) provide a single point of presence for Distance Learning offered by Connecticut public and independent education institutions; (2) provide a high quality infrastructure by maintaining a state of the art web-based delivery system that is available to all members; (3) coordinate the delivery of asynchronous education and worker training; (4) market CTDLC member courses and programs in Connecticut, nationally, and internationally; (5) improve the quality of Connecticut's distance learning products and services through rigorous assessment efforts including the implementation of a state wide assessment program; (6) provide a forum for discussion of distance learning in Connecticut and demonstrate new techniques for asynchronous delivery; and (7) provide faculty development opportunities.

The CTDLC was recently reviewed by New England Association of Schools and Colleges, the regional accrediting agency for New England's colleges and universities, which pointed to the CTDLC Mission as one of its strengths. The goal of CTDLC's outcome measures is to test its success at meeting the seven components of its Mission Statement.

The measures for the Connecticut Distance Learning Consortium are reported after those of Charter Oak State College.

Methodology

Charter Oak State College

While the goal of the report is to include at least five years of trend data, the College was not able to provide it for all measures. Data for measures of graduate preparedness for employment, further study and licensure; graduate satisfaction with outcomes; and student satisfaction with programs, policies and services are derived from surveys of alumni. This year we moved from a paper-based to a web-based alumni survey. As is usual in the case of this type of change, our response rates were lower than previously. We expect that to change as students become more used to responding via web and email. We also survey employers for their satisfaction with our graduates, using names supplied by graduates who complete the survey. Since few employers' names were supplied, we report the data in some categories, but don't use it to set goals as the numbers are too small to provide meaningful data. Although the College has been obtaining the information for many years, the questions on surveys and the method of aggregating and assessing much of the data has changed over time so in some cases we are only able to provide reliable data for one year. The method of collecting and assessing minority enrollment data and persistence rates has also changed. Additional years of data will be added in future reports.

Connecticut Distance Learning Consortium

The CTDLC is reporting the data on its measures for the first time; it will develop performance improvement goals for its measures for the 2003 report. The data for the Consortium comes from its data base and from student surveys done each semester by students who are taking online courses offered by the Consortium members.

Peer Institutions

Charter Oak State College

There are only two peer institutions for Charter Oak State College: Thomas Edison State College in New Jersey and Excelsior College (formerly Regents College) in New York. The latter became an independent institution two years ago and is no longer state-supported. However, since they are our only other peer, we will use Excelsior College data where appropriate. Neither institution was able to provide data on many measures because they do not collect the information in the same way.

Connecticut Distance Learning Consortium

While there are other state wide distance learning consortiums, none is similar enough to the Connecticut Distance Learning Consortium to be considered a peer.

GRADUATE PREPAREDNESS FOR EMPLOYMENT

Performance Indicator

Graduate preparedness for employment. (Graduate self-reporting on knowledge and skills; graduate report on career advancement.)

Performance Improvement Goal

By 2006, 85% of COSC graduates will rate their preparedness for employment as "very well" or "well."

Data Analysis

COSC uses two measures to evaluate this indicator both of which are obtained on the alumni survey which graduates complete six to nine months after graduation. One measure is a self report on preparation for employment. The other is a self report on positive changes in employment since graduation.

Each year recent alumni are asked, ***How well did the degree program you completed at Charter Oak State College prepare you for your present employment?***

	Very Well	Well	Somewhat Adequately	Inadequately	Uncertain
Fall 1999	28%	52%	15%	0%	4%
Spring 2000	34%	30%	30%	0%	4%
Fall 2000	41%	35%	6%	0%	17%

The alumni survey also asked recent graduates if they experienced **positive changes in employment** after earning their degree from Charter Oak State College. Students attending Charter Oak State College are primarily working adults. Of the fall 2001 graduates who responded to the question only 1.6% were unemployed and looking for work. Since the survey is completed approximately 9 months after graduation, many students recognize that COSC's degree *"has increased my (potential) for increasing salary or changing employers"* (spring 2000 graduate).

	Received job promotion	Received increase in salary	Obtained a better job	Found a job in area of study	Found a job after being unemployed
Fall 1999	19%	36%	36%	31%	20%
Spring 2000	22%	30%	33%	24%	6%
Fall 2000	19%	24%	11%	7%	0%

Totals may equal more than 100% because a graduate may get a promotion and increase in salary

GRADUATE PREPAREDNESS FOR FURTHER STUDY

Performance Indicator

Graduate preparedness for continuing education or advanced degree program. (Continuing education advisor rating and graduate self-reporting on knowledge and skills.)

Performance Improvement Goal

By 2006, 90% of students surveyed will rate their preparedness for further study as "very well" or "well."

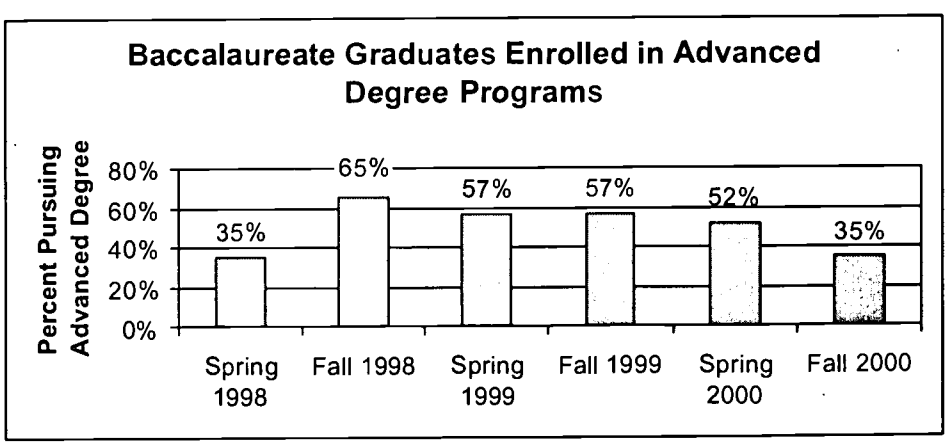
Data Analysis

An average of 50% of the 1998-2000 COSC baccalaureate graduates surveyed have enrolled in a professional or master's degree program within nine months of their graduation. COSC graduates were asked, ***If you have enrolled in another college, how well did the degree program you completed at Charter Oak prepare you for your present area of study?*** An average of 86% responded "well" or "very well."

	Very Well	Well	Somewhat Adequately	Inadequately	Uncertain
Fall 1999	61%	26%	8%	3%	3%
Spring 2000	50%	32%	11%	0%	7%
Fall 2000	39%	50%	3%	2%	0%

Thomas Edison State College, one of our peer institutions, did not supply data on this measure. Excelsior College reported that 79% of their alumni responded that the College had prepared them "satisfactorily" to "very well."

An average of 50% of Charter Oak's graduates enroll in advanced degree programs within 9 months of graduation.



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GRADUATE PREPAREDNESS FOR LICENSURE

Performance Indicator

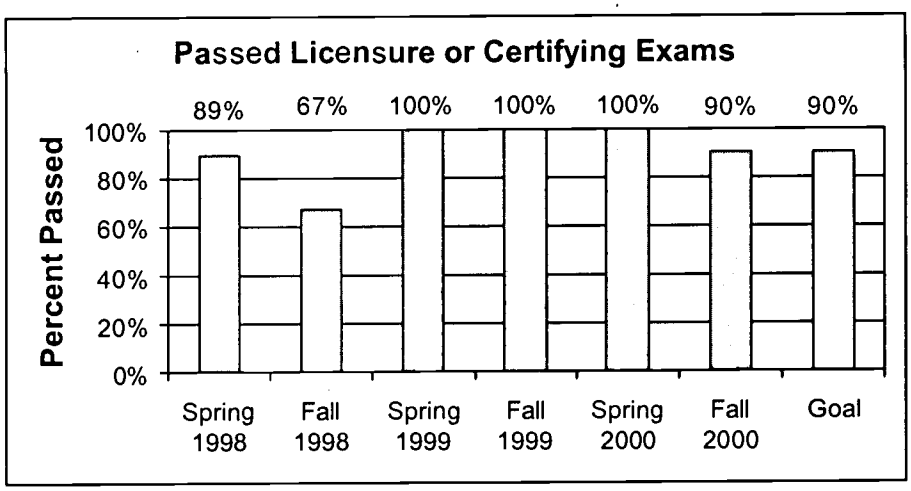
Percent of graduates passing licensure examinations.

Performance Improvement Goal

Maintain rates of over 90% for COSC graduates passing licensure examinations.

Data Analysis

The average age of a COSC student is 41. Over 95% of the College's students are already employed when they enroll and typically have already attained any licensure or certification required to hold their current jobs. In addition, the COSC General Studies curriculum is not designed to prepare students for specific licensures/exams. Consequently, only between 10 and 15% of graduates reported on the alumni survey that they took any licensure or certifying exams. Of the alumni who took such exams, since 1998, an average of over 90% passed.



Excelsior College only collects information on the NCLEX-RN examination for graduates of their Associate Degree in Nursing, and they report a pass rate for 85% of first time takers. Thomas Edison State College did not supply data on this measure.

GRADUATE SATISFACTION WITH OUTCOMES

Performance Indicator

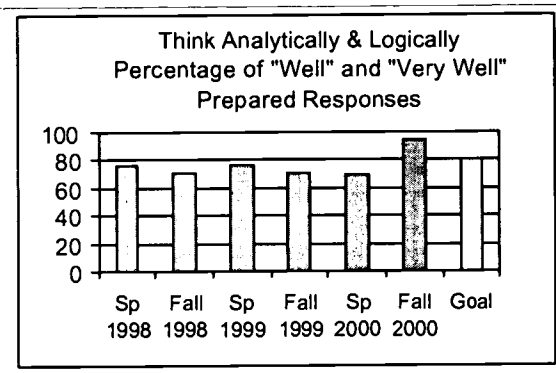
Percent of graduates who report their education greatly enhanced their ability to think analytically and logically; write effectively; and use quantitative skills.

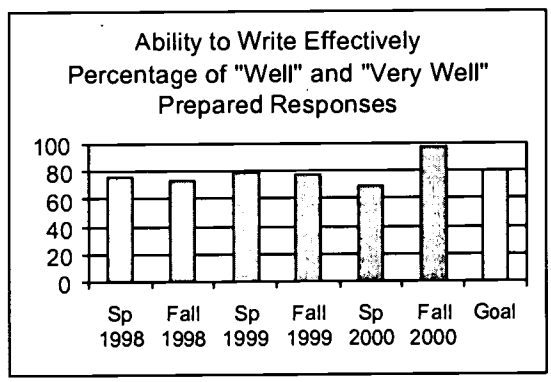
Performance Improvement Goal

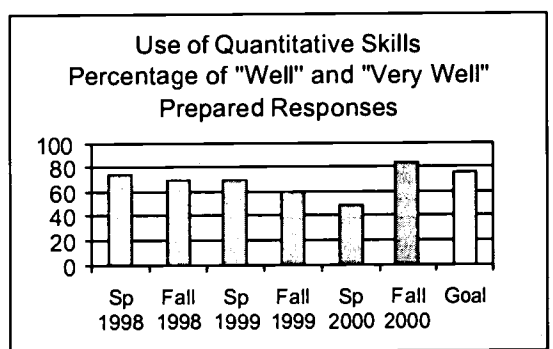
In 5 years, 80% will report their education enhanced their ability to think logically and write effectively; 75% will report enhanced quantitative skills.

Data Analysis

Before enrolling at Charter Oak, students have earned an average of 90 credits. Since they have earned the majority of credits prior to enrolling at Charter Oak, alumni do not always credit COSC when they are asked on a survey to mark the degree of impact their experience while enrolled at COSC had in the areas of writing effectively, understanding math and scientific principles and thinking analytically and logically. Despite this fact, an average of 77% students in the last 6 surveys reported their education enhanced their ability to think analytically and logically; 79% reported their education enhanced their ability to write effectively and 68% reported that their education enhanced their quantitative skills.







In responding to a similar survey, graduates of Excelsior College rated how well their experience prepared them with writing skills, problem-solving skills and critical thinking skills. Forty-six percent reported being satisfactorily or better prepared with writing skills; 54%, with problem-solving skills; and 56%, with critical thinking skills. Thomas Edison State College did not supply data on this measure.

Employers of COSC alumni are surveyed with the permission of graduates. Over the past few years, an average of 100% of the employers who responded reported that the graduates were "well" or "very well" prepared to write effectively; 96% reported that they were "well" or "very well" prepared to use quantitative skills; and 99% reported that the graduates were "well" or "very well" prepared to think analytically and logically.

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MINORITY ENROLLMENT COMPARED TO STATE MINORITY POPULATION

Performance Indicator

Minority enrollment compared to state minority population. (Percentage of minority enrollment of Connecticut residents by racial/ethnic group compared to the percentage of Connecticut minority residents, 25 years or older, with some college.)

Performance Improvement Goal

Maintain parity with the State of Connecticut demographics.

Data Analysis

Each year, Charter Oak State College tracks its minority enrollment and compares it with the minority population of the State. However, this is not a true picture of the population which is eligible for admission to Charter Oak – those with some college credit but no degree. It was only last year that we began using census data (1990) to compare our enrollment with the enrollment of Connecticut residents 25 years of age or older who have some College and no degree. Charter Oak's minority percentages in 2000 are very close to the State figures. These will be updated with the availability of 2000 census data.

We do not have comparable data from Excelsior College or Thomas Edison State College. Excelsior uses national data since it is a national program with most of its enrollment coming from outside New York.

Minority Enrollment of CT Students Compared with Minorities in COSC with Some College and No Degree

	White		Black		Hispanic		Asian		American Indian	
	COSC	State	COSC	State	COSC	State	COSC	State	COSC	State
1998-99	87%	88%	7%	7%	4%	4%	.9%	.9%	.4%	.2%
1999-00	78%	88%	8%	7%	4%	4%	2%	.9%	1%	.2%
2000-01	77%	88%	8%	7%	4%	4%	1%	.9%	1%	.2%

Source: U.S. Census Bureau 1990 data. This data for Connecticut will not be available from the 2000 census until 2002.

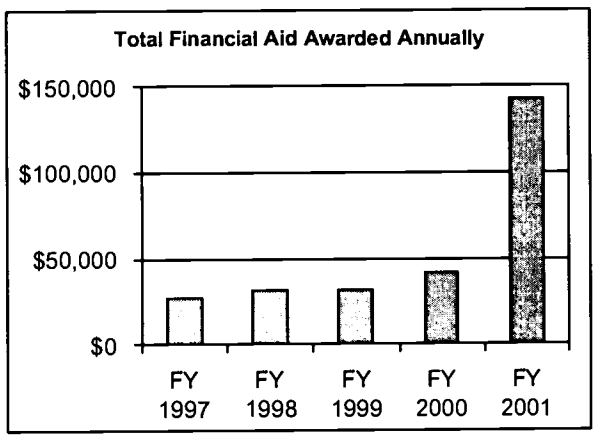
TOTAL STUDENT FINANCIAL AID FROM STATE SUPPORT

Performance Indicator

Total financial aid expenditures supported by federal, state, and private financial aid programs.

How much financial aid is available to make Charter Oak State College accessible to adults with limited financial resources?

Data Analysis



This was the first year that Charter Oak State College awarded Student Financial Aid under the United States Department of Education Title IV Distance Education Demonstration Program. Prior to 2000-2001, COSC was only able to provide students with Fee Waivers: 88 in FY 1996-97 which grew to 111 in FY 1999-2000. In FY 1996-97 the total amount of aid available in the form of fee waivers, ConnCAS grants, and Foundation grants was $27,602. By FY 1999-00 we were able to award a total of $41,950. In 2000-01, because of the ability to award Title IV funds, COSC was able to support 96 students with a total of $142,259, a growth of 340% in financial aid support. **However that still left $139,324 of unmet need.**

Financial Aid Distributed FY 2000-2001

	Federal Aid (Pell)	State Grants	ConnCAS	Fee Waivers	Private Aid
Number of Students	48	48	17	68	23
Average Award	$776	$500	$313	$508	$273
Total Award	**$37,248**	**$24,000**	**$5,329**	**$34,542**	**$6,300**

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PERCENT OF OPERATING EXPENDITURES FROM STATE SUPPORT

Performance Indicator

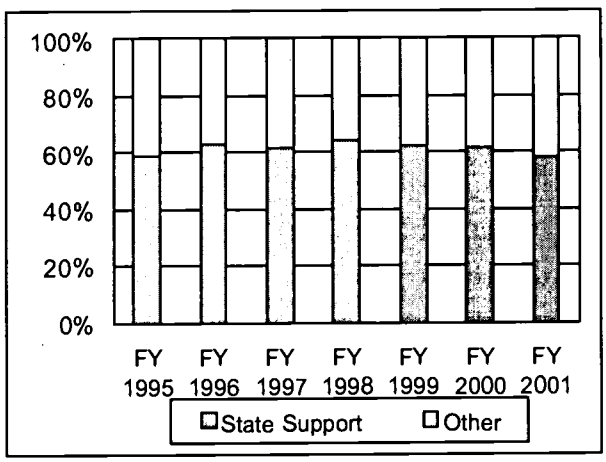
The total state appropriations including general fund fringe benefits and capital equipment funds for Charter Oak State College as a percentage of total educational and general expenditures.

Performance Improvement Goal

The percent of operating expenses from state support should not fall below 60%.

Data Analysis

The State of Connecticut's investment in higher education is vital to the financial viability of Charter Oak State College. From FY 1995 through FY 2001, state support of the College's operating budget varied from 57.8% to 64.2%. It should be noted that in four of the seven years, more than 96% of the state support covered personnel costs. Comparable data on state support from Charter Oak's peer group is not available at this time.



(millions)	FY 1995	FY 1996	FY 1997	FY 1998	FY 1999	FY 2000	FY 2001
State Support	$0.83	$0.94	$1.05	$1.31	$1.48	$1.60	$1.71
E & G	$1.41	$1.49	$1.71	$2.04	$2.38	$2.59	$2.96
Percent	**58.8%**	**63.1%**	**61.4%**	**64.2%**	**62.2%**	**61.8%**	**57.8%**

Source: COSC Financial Reports

DISTANCE EDUCATION OPPORTUNITIES

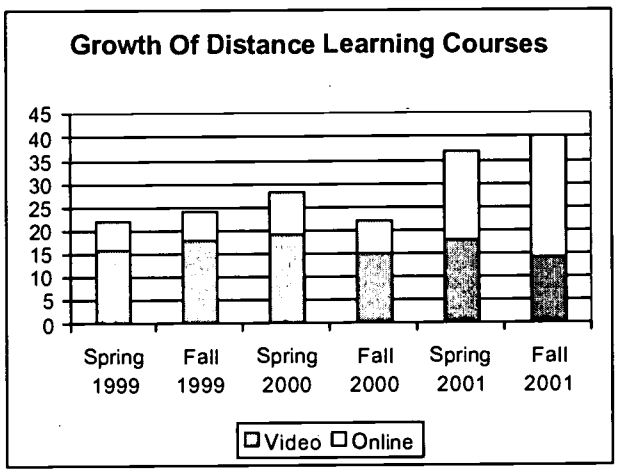
Performance Indicator

Distance education opportunities including video and online courses which improve access to higher education.

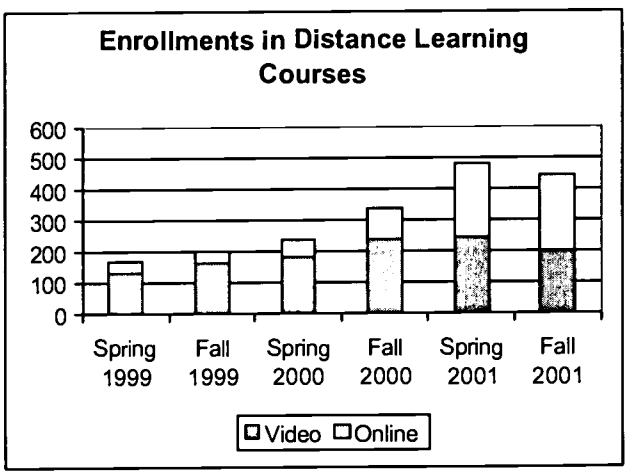
What is Charter Oak State College doing to extend access?

Data Analysis

The Distance Learning Program, which began as the Independent Guided Study program in 1992 has grown substantially since its beginnings when two video-based courses were offered. COSC began to offer online courses in the fall of 1999 and added accelerated eight-week courses in the spring of 2001.



The Distance Learning Program allows adult students to create a study schedule which fits into their busy work and family lives. For this reason, COSC has expanded the number of courses offered, especially courses which help students meet their General Education Requirements. Because of the interactivity provided in online courses, COSC is increasing the number of online courses offered while decreasing the video options.



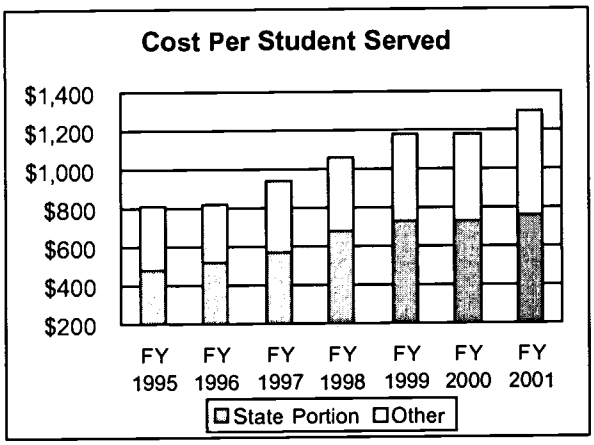
In Spring 1999, COSC offered 16 video courses and 6 online courses with an enrollment of 167 students. In the Fall of 2001, 444 students enrolled in 14 video and 26 online courses. Unlike most other institutions, Charter Oak State College offers more courses and generally has higher enrollments in the spring term.

TOTAL EXPENDITURES PER STUDENT

Performance Indicator

Are operations cost-effective with efficient use of resources?

Programmatic costs per student served (students on July 1 plus new enrollees during the fiscal year) and cost per enrolled student served (average number of enrolled students during fiscal year). General fund fringe benefits and capital equipment funds were included in total educational and general expenditures.



Data Analysis

Over the seven-year period from FY 1995 to FY 2001, the cost per student served at Charter Oak State College increased 61.1%, from $811 to $1,307, and the cost per enrolled student served increased 68.7%, from $1,151 to $1,942. It should be noted that, during this period, there were significant collective bargaining increases including a 14% increase in the work week, from 35 to 40 hours and a 5% increase resulting from an objective job evaluation study. Comparable data on expenditures per student from Charter Oak's peer group are not available at this time.

	FY 1995	FY 1996	FY 1997	FY 1998	FY 1999	FY 2000	FY 2001
Students Served	1,735	1,797	1,824	1,914	2,019	2,187	2,263
Enrolled Students Served	1,223	1,249	1,269	1,277	1,402	1,505	1,523
Cost Per Student Served	**$811**	**$827**	**$940**	**$1,064**	**$1,181**	**$1,183**	**$1,307**
State Portion	$478	$523	$574	$683	$735	$731	$757
Other	$333	$304	$365	$382	$446	$452	$549
Cost Per Enrolled Student Served	**$1,151**	**$1,190**	**$1,350**	**$1,595**	**$1,701**	**$1,719**	**$1,942**
State Portion	$720	$790	$775	$819	$873	$930	$883
Other	$431	$400	$575	$776	$828	$789	$1,059

Source: COSC Enrollment and Financial Reports

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STUDENT SATISFACTION WITH PROGRAMS, POLICIES AND SERVICES

Performance Indicator

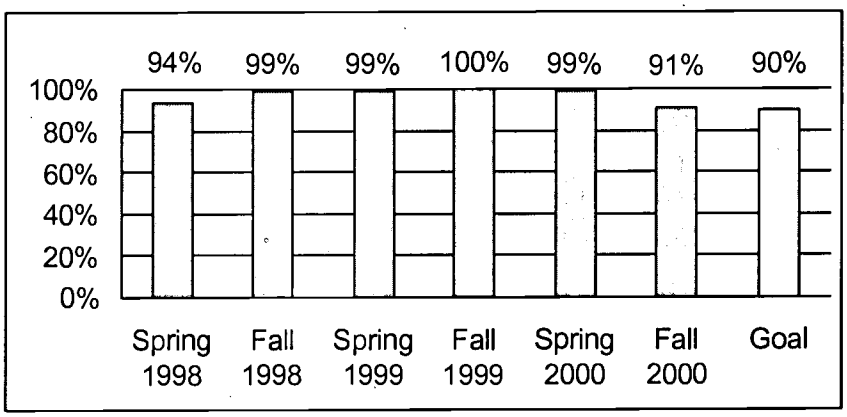
Level of student satisfaction with programs, policies and services as indicated by respondents to the alumni survey.

Performance Improvement Goal

Maintain ratings of over 90% satisfaction with programs, policies, and services.

Data Analysis

Over 90% of the COSC graduates who responded to the alumni surveys from 1998-2000 reported being "very satisfied" or "satisfied" when asked to ***Please mark your level of satisfaction regarding the Charter Oak Program, in general.*** We monitor these data regularly and pay particular attention to the sub-categories which contribute to overall satisfaction.



When asked ***how satisfied they were with their Excelsior College education***, 91% of the Excelsior alumni responding to the question reported that they were "satisfied" or "very satisfied." Although its data is not exactly comparable, Thomas Edison State College (TESC) reports that, to date, 27% of the graduates from its undergraduate degree programs between March 1997 and June 2000 participated in their Graduate Survey. In response to the question, ***Rate your overall experience with the College,*** 98% of the respondents rated their overall experience with the College as "Good" (39.5%) or "Excellent" (58.9%). Among just the FY 2000 graduates responding to the survey, 96% of the students rated their overall experiences with the College as "Good" or "Excellent."

PERSISTENCE RATES

Performance Indicator

Percent of students who have continued their enrollment or who have graduated one year after initial enrollment.

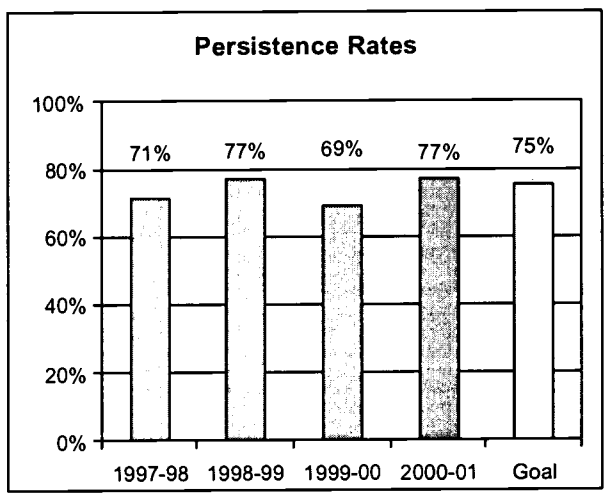
Performance Improvement Goal

Maintain persistence rates of 75% or more.

Data Analysis

Persistence rates are calculated for one year after enrollment. The College began using this methodology in 1997; therefore only four years of data are available. That figure has ranged between 69% and 77% during the past three years. Charter Oak is following trends to determine why there is a shift in rates.

Neither of our peer institutions, Excelsior College or Thomas Edison State College, is currently reporting comparable data.



GRADUATION RATES

Performance Indicator

Percentage of students who have graduated within six years after initial enrollment with a bachelor's degree or within three years with an associate's degree.

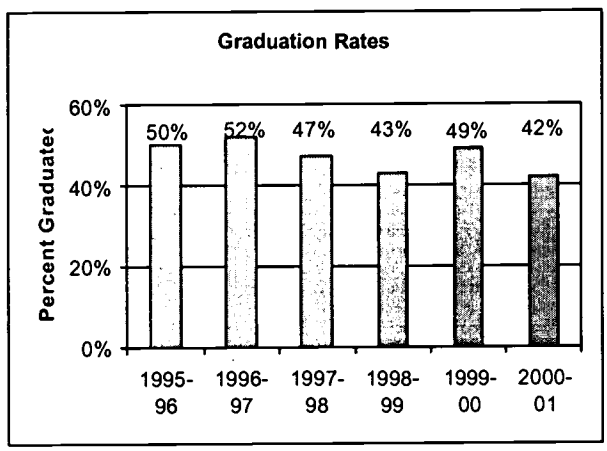
Performance Improvement Goal

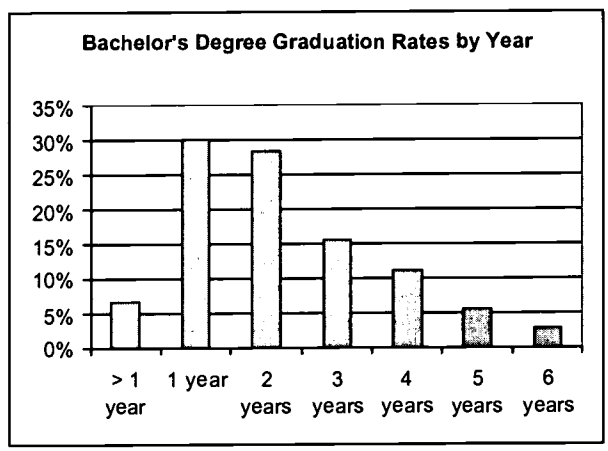
By 2006 an average of 50% of degree seeking students will graduate with a bachelor's degree in 6 years or an associate's degree in 3 years.

Data Analysis

An average of 47% of those who enroll at Charter Oak State College complete their BS/BA degrees within six years or their AS/AA degrees within three years from the date of enrollment. In addition to those who graduate, there are students who enrolled six years earlier who are still pursuing their BS/BA degrees. Their enrollment has been continuous or they returned after stopping out for one or more semesters. For example in addition to those who enrolled in 1994-95 and graduated by 2000-2001, 24 students or just over 5% of the initial group were still enrolled. Of those students who graduate with a bachelor's degree, 65% graduate in 2 years or less. Therefore graduation rates are directly linked to one year persistence rates.

We have only been able to gather graduation data from one of our peer institutions, Excelsior College. For 1997-98, Excelsior reported graduation rates of 59% for bachelor's degree graduates; for 1998-99, 58% for bachelor's degree graduates; and for 2000, 57% for baccalaureate degree graduates.





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Board of Governors for Higher Education
Department of Higher Education
State of Connecticut

REPORT II

Connecticut Distance Learning Consortium

STUDENT SATISFACTION WITH ONLINE LEARNING

Performance Indicator

Student satisfaction with the quality of the courses and instruction offered by CTDLC members.

Are students satisfied with the quality of the courses and instruction offered by CTDLC members?

Data Analysis

Each semester, CTDLC asks all students taking online courses from one of its members to complete an online student evaluation survey. Students are asked about their satisfaction with various aspects of their online learning as well as their overall satisfaction. Over the past 3 semesters, an average of 83% of the students who responded were "very satisfied" or "satisfied" with their online experience overall. The information from these surveys is used to improve the development and teaching of online courses in a variety of ways including faculty training.

Over 90% of the students surveyed each semester report that they would take another online course and they would recommend online courses to others. While approximately 90% of students each semester report that they chose online courses because they offer flexibility of time and place, a growing number of students (42% in the spring of 2001) state that they prefer the distance learning format and increasing numbers of students are repeat online learners.

Student Satisfaction with Online Courses

	Spring 2000	Fall 2000	Spring 2001
The content of the curriculum	90%	90%	88%
Quality of Instruction	78%	88%	80%
Clarity of learning outcomes	80%	81%	79%
Ability to achieve outcomes	83%	83%	82%
Quality of student-faculty interaction	71%	83%	74%
Quality of student-student interaction	63%	71%	70%
Overall level of satisfaction	**79%**	**88%**	**82%**

Source: Online Student Evaluation Surveys

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CTDLC SUPPORT FOR TECHNOLOGICALLY ENHANCED TEACHING IN K-12

Performance Indicators

Growth of teachers trained in web-based instruction.
Growth of instructional modules which can be used throughout CT's K-12 systems.

Can we increase the numbers of K-12 teachers trained to provide web-based instruction?
Can we make easily available web-based teaching modules developed by K-12 teachers?

Data Analysis

The Connecticut Distance Learning Consortium has been working in the K-12 Community to introduce teachers to the creation and use of web-based curriculum. This process involves workshops, web-delivered training materials, coaching, reviewing the materials that teachers create, and then posting the finished Learning Units into a public web space.

In FY 2000-01, its first year of this activity, CTDLC trained 200 teachers from 60 school districts. They produced over 150 learning units that were reviewed by the CTDLC staff and aligned with the State's curriculum standards. These Learning Units are available from the CTDLC web site.

In FY 2001-02, the CTDLC modified its approach into something called the Teacher's Institute. This program involves training teams of ten teachers from a school district using a "peer reviewer" and a "trainer" from those districts (both of whom were trained last year). Each of the teams begins by using the CTDLC Online Course that is followed up with a full day workshop. Each of the participants creates one learning unit that is reviewed by their leaders and by CTDLC. The learning units will then be added to the CTDLC's collection of "ready to use" materials (potential impact 120 teachers).

During August the CTDLC also conducted workshops for 38 "Trainers," each of whom agreed to return to their districts and introduce 20 teachers to the pre-existing Learning Units that the graduates have produced (potential impact 500+ teachers).

Finally, the CTLDC has created an online database in which systems can upload their teacher's Learning Units (www.ctdlc.org/votech). The database is searchable by a variety of parameters, and teachers will be able to extract the Learning Units that they need with a couple of clicks. CTLDC's plan is to put the 150 Learning Units from FY 2000-01 into this database for use with the Learning Units teachers are producing this year, so that the results of our two years of efforts are more easily available to the entire state.

GROWTH OF ONLINE PROGRAMS AND COURSES

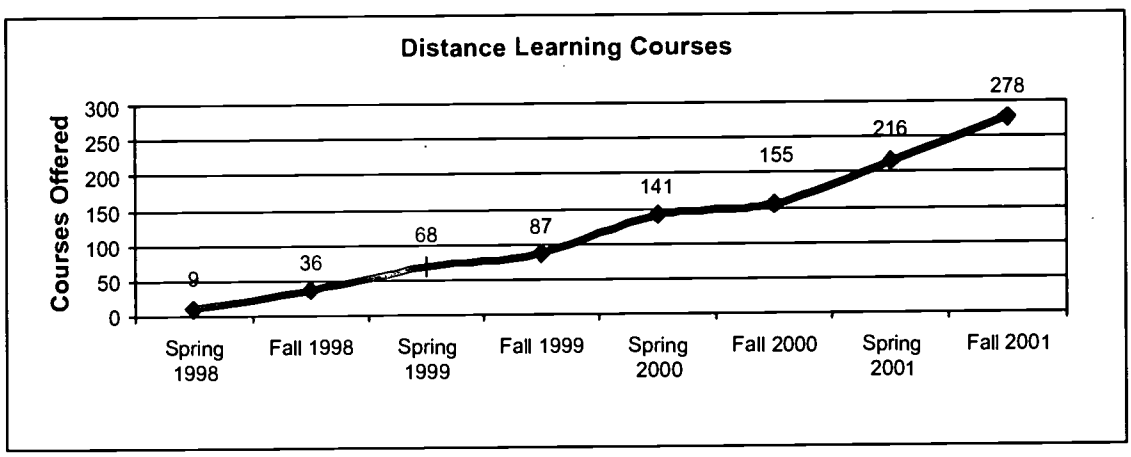
Performance Indicators

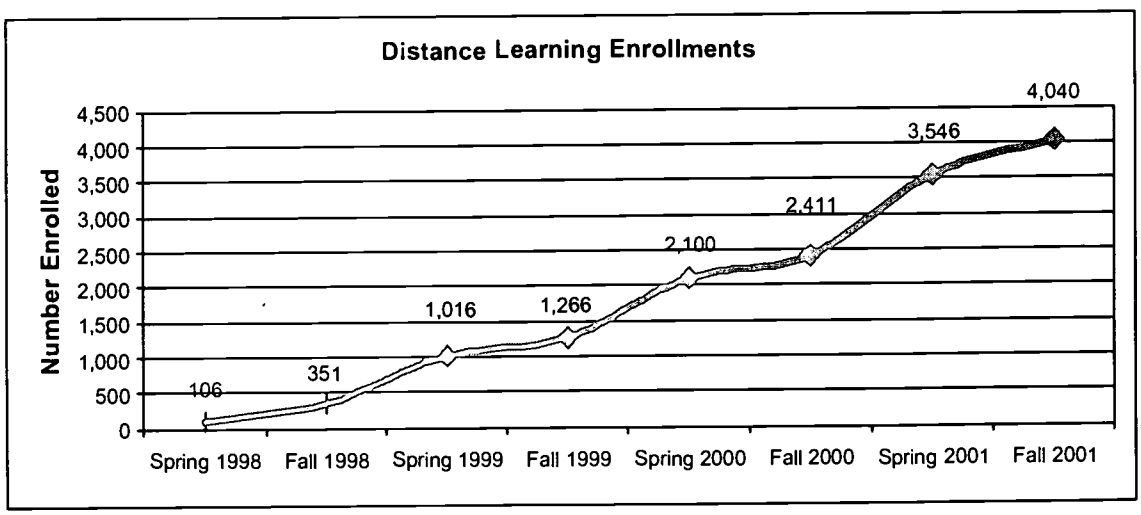
Number of online programs and courses offered by CTDLC's members.

Are the number of online programs and courses offered by CTDLC members increasing?

Data Analysis

Four online courses with an enrollment of 106 students were offered in the Spring of 1998. Currently, there are 10 full Associate's degree programs, 9 Bachelor's level programs, and 11 Master's degree programs which are being offered or under development by CTDLC members, 16 of which were supported by CTDLC's granting program. In the fall 2001 semester 278 courses were offered (an almost 7000% increase from 1998) and enrollments have increased over 4000% to 4,040 students.





WORKFORCE DEVELOPMENT

Performance Indicator

Number of web-based workforce development programs supported by the CTDLC.

Can the Connecticut Distance Learning Consortium increase the number of web-based workforce development programs?

Data Analysis

The Connecticut Distance Learning Consortium has supported the growth of web-based workforce development programs through its granting program. In FY 2001 and again in FY 2002 the Connecticut Distance Learning Consortium released an RFP to the higher education community requesting online certificate programs that met demonstrable workforce development needs. The CTDLC received help in evaluating these proposals from the Office of Workforce Competitiveness. The program has resulted in eleven funded proposals in FY 2001 and two so far in FY 2002 of $25,000 each primarily awarded to Connecticut's public institutions of higher education.

These programs have received grants in the past two years.

FY 2000-2001

Teikyo Post University	Early Childhood Development
Tunxis Community College	Criminal Justice/Corrections
University of Connecticut	Occupational Safety & Health
Three Rivers Community College	Fiber Optics
Naugatuck Valley Community College	Manufacturing Leadership
Central CT State University	Data Mining - Certificate
Quinebaug Valley Community College	Coding - Certificate
University of Connecticut	Health Information Systems
Charter Oak State College	Nurse Refresher Course
Middlesex Community College	Internet Webmaster
University of Bridgeport	Certificate in Information Technology

FY 2001-2002

Naugatuck Valley Community College	EMT/Paramedics Certificate
Tunxis Community College	Online Development for Business & Industry

REPORT II

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Charter Oak State College

Connecticut Distance Learning Consortium

List of Performance Improvement Targets By Constituent Unit

Department of Higher Education

Goal	Measure or Measurement Area	Actual	Target	Comment
1	Percent of CT high school graduates (public) enrolled in CT higher education	55.7%	60.0%	10 years
	Students enrolled in CT higher education per 100,000 residents age 18+	6,490	6,620	5 yrs, 2% increase
2	College enrollment rates of ConnCap participants	95%	93%	Consistent through 2005
	Employment rates of ARC graduates	76.9%	85.0%	FY 2005
3	Trends in state rankings of tuition & fees University of Connecticut Connecticut State University Community-Technical College Sys.	 6 9 19	 6 9 19	Maintain rank in the short-term
	Change in value of unmet financial aid need	$18.7 million	$16.8 million	5 yrs, reduce by 10%
	Minority enrollment in higher education	19.2%	20.7%	Parity with state in 5 years
	Percent of operating budget from state support	65%	68%	FY 2006
4	Annual degrees conferred per 100,000 population	785.9	Greater than or equal to 777.2	Long-term at or above national average
	EEIC inquiries per 100,000 population	466	615	FY 2005, reach 10 year average
5	Participants enrolled in AmeriCorps program	467	600	FY 2006, 5% annual increase
6	Educational cost per FTE student			Growth at CPI or less long-term
	Private funds raised under matching grant	$66.3 million	$535.8 million	By FY 2012 to achieve match

List of Performance Improvement Targets By Constituent Unit

University of Connecticut and Health Center

Goal	Measure or Measurement Area	Actual	Target	Comment
1	Licensure & certification exams			
	UCHC—Medical & Dental	97%-100%	95%-100%	See page UConn 6
	Law School Bar Exam	88%	85%-90%	
	Education—Praxis II	90%-100%	90%-100%	
	Research performance	$147.5 million	$180 million	
	UConn	$78.9 million	$100 million	FY 2004
	UCHC	$68.6 million	$80 million	
	Faculty publications	2.9	3.0	3 years at Storrs
	CT first-time freshman			
	Storrs	74%	70%-75%	No timeframe
	UCHC Medical	82%	80%-90%	
	UCHC Dental	17%	30%-40%	
2	Teacher employment	97%	98%-100%	No timeframe
	CT superintendents & principals with UConn degrees	40%	43%	3 years
3	Enrollment of minorities & women			
	UConn	16.3%	20.7%	Parity with state
	UCHC	25.0%	20.7%	
4	Patents & inventions			See page UConn 27
5	Patient/client services			
	UCHC Hospital	168,499	185,000	
	UCHC University Medical Group	355,373	390,000	FY 2004
	UCHC Dental Practice Students	77,340	79,000	
	UCHC Dental Practice Faculty	11,113	11,500	
6	Freshmen retention rates			
	Storrs	88.2%		Continue to improve
	Regional Campuses	72.2%		
	UConn Combined	84.9%		
	Graduation Rates - Undergraduates			
	Storrs	68%	69%-70%	3 Years
	Regional	38%	39%-40%	
	UConn Combined	61%	62%-63%	
	Graduation rates			
	Medical	96%	95%	Target for entering class of FY 2000
	Dental	93%	90%	

List of Performance Improvement Targets
By Constituent Unit

Connecticut State University

Goal	Measure or Measurement Area	Actual	Target	Comment
1	Percent of freshmen who are CT residents			
	Central	91%	91%	Maintain or
	Eastern	91%	91%	improve current
	Southern	92%	92%	percentage, no
	Western	85%	85%	timeframe
2	Partnerships with K-12			
	Central	28	30	Add 2 partnerships
	Eastern	5	7	by 2004
	Southern	24	26	
	Western	7	9	
3	Real price to students - CSU Sys.	7.44%	8.37%	Maintain or less
	Central	7.49%	8.86%	than peer group,
	Eastern	7.45%	9.21%	assume same for
	Southern	7.37%	8.02%	institutions
	Western	7.46%	7.88%	
	Percent student financial aid from state	20.6%	30.6%	Increase 10% over next 3 years
	Minority enrollment - CSU System	15.1%	16.2%	Reach parity with
	Central	14.6%	16.2%	over 18 population
	Eastern	13.7%	16.2%	by 2004
	Southern	17.2%	16.2%	
	Western	13.3%	16.2%	
5	Percent of graduates who participate in community service, etc.	63.0%	65.0%	CSU System by 2005
6	Percent of operating expenditures for instruction, academic support, student services - CSU System	61.0%	61.0%	Maintain or exceed peer group, whichever is
	Central	59.2%	59.2%	higher, no time
	Eastern	55.3%	57.5%	frame
	Southern	68.8%	68.8%	
	Western	55.7%	58.2%	
	Retention rates - CSU System	74%	77%	Long-term goal to
	Central	72%	74%	exceed median for
	Eastern	70%	84%	peer group
	Southern	74%	80%	
	Western	73%	74%	
	Graduation rates - CSU System	39%	45%	Long-term goal to
	Central	41%	46%	exceed median for
	Eastern	37%	57%	peer group
	Southern	36%	41%	
	Western	40%	45%	

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List of Performance Improvement Targets By Constituent Unit

Community-Technical College System

Goal	Measure or Measurement Area	Actual	Target	Comment
1	Pass rates on licensure & certification exams	80%-100%	85%	Maintain, no time frame
	Fall semester completion rates full-time part-time	 81%-87% 74%-80%	 80% 75%	System goal, no time frame
3	Fall Headcount by ethnic group	27.2%	20.7%	Parity with state
4	Non-credit registrations			System goal of 1% annualized increase

Charter Oak State College

Goal	Measure or Measurement Area	Actual	Target	Comment
1	Graduate preparedness for employment	76%	85%	FY 2006
	Graduate preparedness for continuing education or advance degree	89%	90%	FY 2006
	Percent of graduates passing licensure exams	90%	90%	Maintain
	Graduate satisfaction with outcomes think logically write effectively quantitative skills	 77% 79% 68%	 80% 80% 75%	FY 2006
3	Minority enrollment compared to state minority population 25 years & older	12%	12%	Parity with state
	Percent operating expenditures from state support	57.8%	Greater than or equal 60%	No timeframe
6	Level of student satisfaction with programs, policies and services	91%	Greater than or equal 90%	Maintain, no timeframe
	Persistence rates	77%	Greater than or equal 75%	Maintain, no timeframe
	Graduation rates	42%	50%	FY 2006

Tentative Timeline for Future Measure Development and Reporting

The table below provides a tentative timeline for the continuation of work on the development and reporting of accountability measures. As this is the second year of reporting on these measures, a major next step is to continue to solicit feedback from external constituencies and, in particular, the Education Committee. These ongoing discussions may, in fact, lead to further modification of the current list of approved measures. Therefore, this list should be viewed as a general guide subject to change as discussions continue. It is important to note that the development of some of the measures for which data collection mechanisms currently do not exist will require additional resources. *

Goal	Measure or Measurement Area	Unit(s) Affected	Tentative Date of Reporting
1	Student learning outcomes	All	2003
	Employer satisfaction with system*	DHE (for system)	2003
	Value of deferred maintenance*	DHE (for system)	Partial Reporting 2003
	Proportion of students needing remediation	CSU	2003
2	Percent of teacher prep programs graduates employed as teachers	CSU	2003
3	Increase in retention	DHE (for system)	2003
4	Non-credit enrollment	DHE (for system)	2003
	Percent business employers satisfied with competence of graduates**	UConn and CSU	2003
	Contracts and grants leading to licenses	UConn	2003
	Number of collaborations & partnerships	UConn	2003
5	Number of student internships, cooperative experiences and clinical and community service placements	UConn	2003
	Service to entrepreneurial activities, and societal and health issues	UConn	2003
	Percent of non-business employers satisfied with competence of graduates**	UConn & CSU	2003

*Specific funding requests for development of several new measures will continue to be sought through the consolidated operating budget request for higher education.
**The reporting of business and non-business employer satisfaction will piggyback off the Employer Satisfaction System Survey to be coordinated by DHE, which is contingent upon funding for the project.

Goal	Measure or Measurement Area	Unit(s) Affected	Tentative Date of Reporting
5	Basic skills in reading, writing, and English	CTC System	2004
	Basic skills in math	CTC System	2004
	Fall headcount by credit program	CTC System	2003
6	Faculty workload, productivity, faculty time	UConn	2003
	Return on state's investment	UConn	2003
	Retention rates	CTC System	2003
	Graduation rates	CTC System	2003

List of Measures Substituted or Dropped

The table below provides a listing of the measures which have been substituted or dropped along with a brief explanation behind the change. In general, as the data collection process began, it was discovered that the data needed was either not available or could not be collected with certainty. In other cases, the measure was actually very similar to another measure being report and therefore was redundant.

Goal	Measure or Measurement Area	Unit(s)	Measure Status	Explanation
1	Proportion of graduates with research experience	UConn	Dropped	Difficult to define for undergraduates
	Residency program or job placement	UCHC	Dropped	UCHC measures consolidated under UConn
	Library materials	UCHC	Dropped	UCHC measures consolidated under UConn
	Credit semester retention rates	CTC System	Dropped	Interim retention measure
2	Professional volunteer contributions to CT public schools	UConn	Substituted	Redundant
	High school articulation	CTC System	Substituted	Innovative projects with K-12
3	Real price to students	DHE	Substituted	Each unit to report individually
4	Percent business employers satisfied with competence of graduates	COSC	Dropped	Lack of response from survey
5	Percent non-business employers satisfied with competence of graduates	COSC	Dropped	Lack of response from survey
	Instance of public service by UConn professional staff	UConn	Substituted	Redundant
	Duplicated annual headcount of community service students	CTC System	Substituted	Non-credit enrollment
	Duplicated annual headcount of continuing education students	CTC System	Substituted	Non-credit enrollment
	Utilization of patient services	UCHC	Dropped	UCHC measures consolidated under UConn
	Attendance of CT health education presentations	UCHC	Dropped	UCHC measures consolidated under UConn
6	Faculty productivity in workload units from contract	CTC System	Dropped	Reported 2001
	Faculty salaries	UCHC	Dropped	UCHC measures consolidated under UConn

Department of Higher Education
Performance Measures Task Force

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