



Board of Governors
for Higher Education

HIGHER EDUCATION COUNTS ACHIEVING RESULTS 2006 REPORT

Connecticut
Department of
Higher Education

61 Woodland Street
Hartford, CT 06105-2326
860-947-1848
www.ctdhe.org

Board of Governors for Higher Education

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Board of Governors
for Higher Education

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 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, among other things. 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 make 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 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 providing an education doctorate (Ed.D).



The ***Community-Technical College System*** consists of twelve community colleges located across the state which 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***, 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 level. It also provides and promotes learning by offering both online and video-based courses.



The Board 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.

These special and, in many cases, unique roles make comparisons between these constituent units on measures of accountability often inappropriate. For this reason, the Board of Governors and the General Assembly, through the passage of Public Acts 00-220 and 01-173, 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.



Board of Governors
for Higher Education

INTRODUCTION

Introduction

Higher Education Counts is the annual accountability report on Connecticut's state system of higher education, as required under Connecticut General Statutes Section 10a-6a. The report contains accountability measures developed through the Performance Measures Task Force and approved by the Board of Governors for Higher Education. The measures reported are intended to provide external parties with answers to some basic questions about institutional performance and return on investments in Connecticut's higher education system.

What's New

As directed by the Co-Chairs of the Higher Education and Employment Advancement Committee, an **Executive Summary** of *Higher Education Counts* has been developed and published under separate cover. Readers are encouraged to review the summary as well as the full accountability report to garner a fuller appreciation of higher education's contributions to the State of Connecticut.

This report continues to be shaped and evolve annually. UConn and CSU have a new set of approved peer institutions. After five-years, UConn had made significant progress in several areas and has moved ahead of a number of the institutions on its original peer list. As such, UConn requested dropping six of its old peers and adding four new ones for a total of eight peers, in order to move to the next level of performance improvement. Meanwhile, CSU requested the modification since a good number of its original peers were "aspirational" and not truly comparative. In addition, institutional characteristics and programmatic indicators were re-examined to ensure comparisons remain meaningful and realistic between CSU and its peers.

Also, two new system level measures were added to provide insight into **Employer Satisfaction** (page 17) with Connecticut's public higher education system and to provide a view of Connecticut's **Research Intensity** (page 27) in the higher education sector nationally.

The reader also will find several modifications to existing measures, especially across the common core indicators, where a more focused, pointed and targeted presentation is provided to improve not only readability but also transparency.

State Goals

Each of the constituent units of higher education must submit its accountability report to the Commissioner of Higher Education annually by January 1st. The Commissioner, in turn, is charged with compiling and transmitting a consolidated report to the Joint Standing Committees on Education and Higher Education and Employment Advancement by February 1st. The report contains measures designed to assess progress on six statutorily-defined state goals:

Goal 1: To enhance student learning and promote academic excellence

- Has Connecticut been successful in retaining more college-bound students in-state?
- Are graduating students adequately prepared to succeed in their professions and the workforce?
- Are students satisfied with their education and higher education experience?

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

- To what extent are our public colleges assisting K-12 schools with preparing students to do well in a knowledge economy?
- How successful are early intervention programs in preparing underachieving students for college?
- Are alternate routes to teacher certification working to meet teacher shortages?

Goal 3: To ensure access to and affordability of higher education

- Are our public colleges affordable to all segments of Connecticut's population?
- Do minority participation rates mirror minority proportions in the state population?

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

- Are our colleges meeting the workforce needs of the state?
- How does Connecticut compare in the generation of external research funding, and new patents and inventions?

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

- To what extent are higher education resources devoted to public service and community outreach?
- To what degree do our colleges meet the clinical services needs of the state?

Goal 6: To ensure the efficient use of resources

- Do Connecticut colleges spend more or less than other states and their peers on average to educate a student?
- To what extent do public colleges graduate students in a timely manner?

Reporting Framework

There are no major changes in reporting format this year. The report is organized around a structure which includes three levels of indicators:

1. **State-Level Indicators:** measures which relate to the overall system of higher education. These indicators are intended to give a broad picture of how Connecticut higher education is performing overall, with particular emphasis on the public system as required by current legislation.

2. **Common Core of Institutional Measures:** a common set of nine indicators reported by all institutions. The purpose of the common core is to provide the reader with consistent definition and measurement on some indicators which have relevance across the system. These measures are not presented to encourage inappropriate comparisons among the constituent units. Since each unit has a distinct role and mission in providing higher education services to the state, data from a set of peer institutions is provided where possible for comparison and benchmarking purposes. A list of the common core measures is provided below.
3. **Constituent Unit Specific Indicators:** measures which highlight each constituent unit's unique role and mission within the state. These measures were developed by each unit and are approved by the Board of Governors.

Common Core Indicators

State Level Goal	Common Core Performance Indicators
Goal 1: To enhance student learning and promote academic excellence;	<ul style="list-style-type: none"> Licensure and certification exam performance
Goal 3: To ensure access to and affordability of higher education;	<ul style="list-style-type: none"> Minority enrollment by ethnic group compared to state population Operating expenditures from state support Real price to students (tuition and mandatory fees for full-time, in-state undergraduate students as a percent of median household income)
Goal 4: To promote the economic development of the state to help business and industry sustain strong economic growth;	<ul style="list-style-type: none"> Degrees conferred by credit program
Goal 5: To respond to the needs and problems of society;	<ul style="list-style-type: none"> Non-credit registrations
Goal 6: To ensure efficient use of resources	<ul style="list-style-type: none"> Real cost per student Retention rate (by ethnic group) Graduation rate (4-year institutions: 4 and 6 year; 2-year institutions: 3 year and by; ethnic group)

The Commissioner would like to emphasize that each individual constituent unit report was developed and presented by that unit, not the Department of Higher Education. While the Department worked in collaboration with each unit to enhance consistency, clarity and fullness of analyses, the reader will note substantial 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 its location within the report, can be found in the index in the back of the report.



Board of Governors
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BOARD OF GOVERNORS FOR HIGHER EDUCATION

SYSTEM-LEVEL MEASURES

Board of Governors for Higher Education

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Board of Governors for Higher Education—System Measures

Overview

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

The Board of Governors for Higher Education serves as the statewide coordinating and planning authority for Connecticut's 47 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 College System consisting of 12 community colleges; and Charter Oak State College, the state's only external degree-granting institution. Twenty-eight independent colleges and universities, the U.S. Coast Guard Academy and numerous private occupational schools also serve Connecticut.

In fall 2005, nearly 174,273 students were enrolled in Connecticut's public and independent colleges and universities. The public system served about 64 percent of these students with 27 percent utilizing the Community-Technical College System, 20 percent the Connecticut State University and 16 percent the University of Connecticut. The remaining 36 percent enrolled at one of Connecticut's independent colleges.

The system awarded some 34,582 degrees and certificates in 2004-05, up 2.7 percent from last year and 21 percent higher than a decade ago. Baccalaureate degrees fell to just under half (49%) after being in the majority of degrees at 50 percent last year, followed by those with master's (28%) and associate degrees (15%). The top five degree-producing fields continue to be business, education, health professionals, social sciences and liberal arts and sciences.

Connecticut taxpayers provide about \$606 million each year in direct appropriations to support its higher education system and another \$222 million in indirect fringe benefits. This includes funding for the day-to-day operations of the public college system, and state financial assistance to students attending both independent and public colleges and universities. In addition, there is a state-supported endowment fund matching program which over the last four years received \$27.3 million. Taxpayers also contribute a significant level of bond funding to finance the construction and renovation of public higher education facilities, library acquisitions and equipment. In FY 2006 total bond authorizations for the system approached \$186 million, or about 15% of total state bonding.

On behalf of the entire higher education community, the Board of Governors would like to thank Connecticut citizens for continuing their commitment to ensuring a high quality and accessible higher education system.

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 state 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 Department has added two new measures to mix for this report: **Employer Satisfaction** can be found under Goal 1, Student Learning, highlights the results from the employer satisfaction survey conducted during the summer of 2005. Second, a measure focusing on the **Research Intensity** of Connecticut's higher education sector rounds out higher education's contributions to economic development and is listed under Goal 4.

Performance improvement targets have been identified for many of the system measures 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, we need to have better measures of student learning and affordability which can only emanate from more robust longitudinal student data systems. Development of such systems which would track students from Pre-K through college and into the workforce is feasible, but would require a significant financial commitment.

DEGREES CONFERRED PER 100,000 POPULATION

Performance Indicator

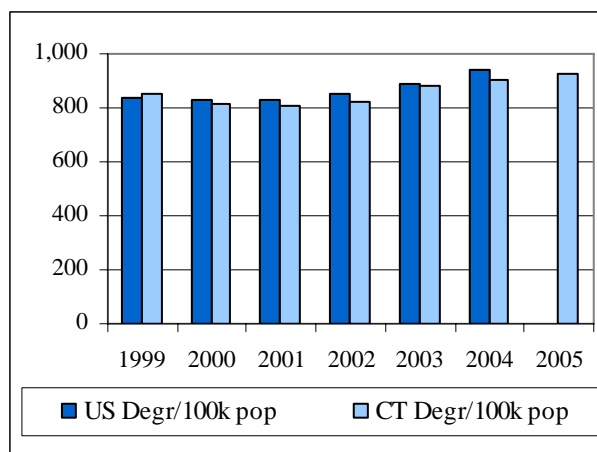
The annual number of undergraduate and graduate degrees conferred by Connecticut's public and independent institutions per 100,000 population.

Data Analysis

Even after 3 years of increased degree production, Connecticut is no closer to reaching the national average. Degrees per 100,000 population reached 926 in 2005, the highest rate in seven years and up 9% over 1999. The growth can be explained by a 16% increase in the annual number of degrees produced (from 27,925 to 32,495) coupled with a smaller rate of growth in the overall state population (7%).

Performance Improvement Goal

To reach and then exceed national average by 2010.



However as of 2004, the latest national data available, Connecticut was still below (by over 3%) the national average of 938 per 100,000 population at just 907. This is despite the fact that the number of degrees produced increased by almost 14% from 27,925 to 31,724 between 1999 and 2004. The national numbers reflect an increase in the general population of nearly 8% and an increase in annual degree production of almost 21% over this six-year period. In Connecticut, both the population and the annual number of degrees produced rose, but at much lower rates (6.6% and 13.6%, 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 may return to Connecticut and eventually graduate from a state institution of higher education, the majority do not. Thus, for Connecticut to increase its degree production rate and reach its goal of reaching and exceeding the national average by 2010, it must:

- Continue efforts to persuade more students to stay in-state to attend college
- Take concerted measures to reduce time to degree and increase average graduation rates
- Encourage more out-of-state students to come to Connecticut and attend one of our four-year institutions, as space allows.

	1999	2000	2001	2002	2003	2004	2005
US Population	272,690,813	281,421,906	285,107,923	287,984,799	290,850,055	293,656,842	296,410,404
CT Population	3,282,031	3,405,565	3,432,463	3,458,382	3,485,881	3,498,966	3,510,297
US Degrees	2,278,682	2,339,921	2,371,219	2,449,849	2,574,870	2,755,409	
CT Degrees	27,925	27,714	27,700	28,399	30,713	31,724	32,495
US Degr/100k pop	835.6	831.5	831.7	850.7	885.3	938.3	
CT Degr/100k pop	850.8	813.8	807.0	821.2	881.1	906.7	925.7
Difference	15.2	-17.7	-24.7	-29.5	-4.2	-31.6	

Source: US Census Bureau for population data; annual Digest of Educational Statistics for degrees.

DEFERRED MAINTENANCE LIABILITY

Performance Indicator

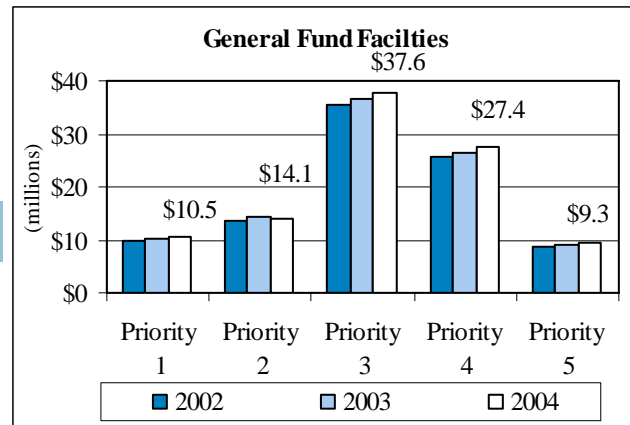
The estimated dollar value to correct the deferred maintenance items or deficiencies identified within CT's public higher education facilities. A deficiency is defined as a system or component which is unsafe, is broken, does not conform to current codes, no longer performs the function it was intended or has exceeded its useful life.

Data Analysis

During FY 2002 as part of the Higher Education Asset Protection Program, a comprehensive facility condition assessment (FCA) was conducted on 69 buildings covering over 4.0 million gross square feet (roughly 20% of the system) at Southern Connecticut State University, Asnuntuck, Gateway, Housatonic, Manchester, Middlesex, Naugatuck, Northwestern, Norwalk, Quinebaug, Three Rivers and Tunxis Community Colleges and Charter Oak State College. The FCA process began with a physical inspection of the buildings by a team of three qualified (architectural, mechanical and electrical) engineers. The team identified, prioritized and categorized deferred maintenance items and developed a correction cost estimate for each.

Performance Improvement Goal

Reduce the deferred maintenance backlog by \$50 million by 2008.



The database cost estimates were updated to 2004 which resulted in the total backlog growing by 2.2% to \$154.7 million from \$151.3 million. The current replacement value also was adjusted for the 69 buildings from \$734 to \$748 million. About 64%, or \$98.9 million of deficiencies, are associated with the 55 general fund buildings, while the remaining \$55.7 million of backlog issues are affiliated with just 14 auxiliary facilities (residence halls, student centers, dining halls). In general fund facilities, about 25% or \$24.6 million of the deficiencies identified are classified as priority 1 or 2. The Department has requested funding to complete the roll-out of the Asset Protection Program to remaining public higher education institutions as well as to reassess those facilities completed under phase 1 to determine our overall progress. Backlog reduction plans should be developed, implemented and funded through new resources to protect the State's significant investment in campus physical plants, which since 1998 approaches \$2.0 billion.

Constituent Unit	# Buildings	Sq.Ft.	2004 Deficiencies	\$/Sq.Ft.
General Fund Facilities				
Southern CSU	12	598,086	\$20,928,358	\$34.99
Community Colleges	42	2,670,114	\$77,857,642	\$29.16
Charter Oak State College	1	14,570	\$146,002	\$10.02
Subtotal General Fund Facilities	55	3,282,770	\$98,932,002	\$30.14
Southern CSU - Auxiliary Facilities	14	731,083	\$55,732,345	\$76.23
Total	69	4,013,853	\$154,644,347	\$38.53

EMPLOYER SATISFACTION

Performance Indicator

Employer satisfaction with the quality and supply of CT's public higher education graduates as assessed through a survey of over 3,000 CT businesses. Basic, professional, job and personal skills were examined to assess perceived quality.

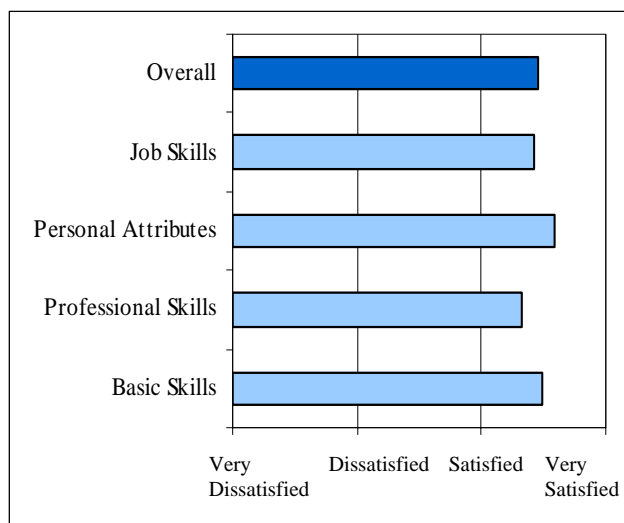
Are CT's public higher education graduates meeting the expectations of CT's employers when hired? Are CT's public higher education institutions meeting CT's workforce demand needs?

Data Analysis

In the spring of 2005, the Department of Higher Education conducted a pilot survey of employer satisfaction with Connecticut's public college graduates from the class of 2003. Over 3,000 companies were surveyed and 696 surveys were returned for an overall response rate of 17 percent.

Overall satisfaction with public college graduates was very high. On a scale of 1 to 4, with 4 meaning 'very satisfied' and 1 meaning 'very dissatisfied,' Connecticut's employers rated overall satisfaction at 3.45, falling between 'satisfied' and 'very satisfied'. The lowest rated area was in Professional Skills at 3.32, which included such attributes as critical thinking, problem solving and team building. Job Skills were rated an overall 3.43, followed by Basic Skills (3.49) and Personal Attributes (3.58). Although previous studies of workforce competencies in other states found some deficiencies in Basic Skills and Personal Attributes, this does not appear to be the case for Connecticut's public college graduates and bodes well for Connecticut businesses. Professional Skills had the lowest rating across the three constituent units, and satisfaction appears to be similar regardless of the unit attended. However, employers rated Community College graduates highest on Job Skills and University of Connecticut highest on Basic Skills.

Average of Responses on Skill Preparation



In terms of supplying Connecticut's businesses with applicants that require post-secondary degrees, 24 percent were dissatisfied with the number of applicants who applied. Based on the 14 industries analyzed, the differences between industry type were significant with almost half (475) of employers in the Arts, Entertainment and Recreation industry dissatisfied with the number of applicants. This was followed by Other Services (29%); Professional, Scientific and Technical Services (28%); Health Care and Social Assistance (26%); Construction (25%); and Manufacturing (25%). The two industries most satisfied with the number of applicants were the Information and Educational Services industries. In addition, more than half the respondents indicated an interest in developing internships. Our public colleges need to capitalize on these and other opportunities to strengthen business ties and ensure Connecticut's workforce needs are being met in a timely and effective manner.

Source: Employer Satisfaction with 2003 Public Higher Education Graduates in Connecticut—Report on Pilot Study.

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

Performance Indicator

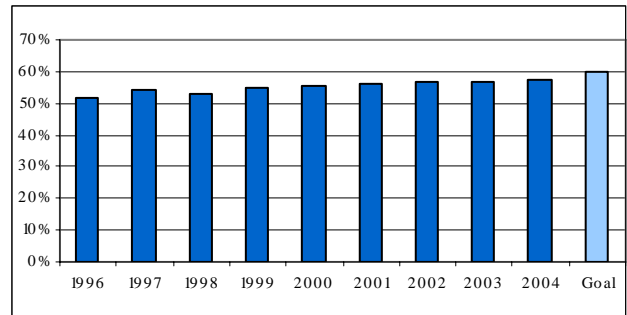
The percentage of college-bound Connecticut public high school graduating seniors who indicate they plan to attend a Connecticut college or university. The measure speaks to the perceived quality and accessibility of Connecticut's higher education institutions.

Data Analysis

Of the nearly 27,000 public high school graduates who planned to attend college in 2004, more than 57% indicated their intention to attend in Connecticut. The data are based on a survey of the future plans of public high school graduating seniors conducted by the State Department of Education. The percentage of students staying in-state has increased steadily since 1998, averaging about a half percent annual growth in recent years. The number of public high school graduates has grown at an average annual rate of nearly 4 percent over this period. At the same time, the number planning to attend college has increased by more than 5 percent annually and is now at nearly 78% of high school graduates, up from 74%. Most noteworthy is the fact that the number opting to stay in-state has continued to rise at an average annual rate of 7 percent, faster than either high school graduates or those attending college anywhere. This is a positive sign that Connecticut is gaining ground with its young people. Although college enrollment, especially at the University of Connecticut and independent institutions, is supplemented through in-migration of students from other states, keeping our own bright young people is a top priority. The performance improvement goal of 60% within ten years was set to encourage continued attention to increasing in-state attendance, especially with higher numbers of high school graduates expected through 2008.

Performance Improvement Goal

To have 60% of Connecticut's public high school graduates attend college in-state by 2010.



	1996	1997	1998	1999	2000	2001	2002	2003	2004	Change 96 to 04
Total public HS grads with college plans	19,027	20,308	20,551	21,399	22,314	23,775	24,689	25,862	26,885	41.3%
Total grads planning to attend college in CT	9,874	11,031	10,902	11,682	12,420	13,274	13,935	14,678	15,377	55.7%
Percent of HS grads planning to attend college in CT	51.9%	54.3%	53.0%	54.6%	55.7%	55.8%	56.4%	56.8%	57.2%	

COLLEGE ENROLLMENT RATE OF CONNCAP PARTICIPANTS

Performance Indicator

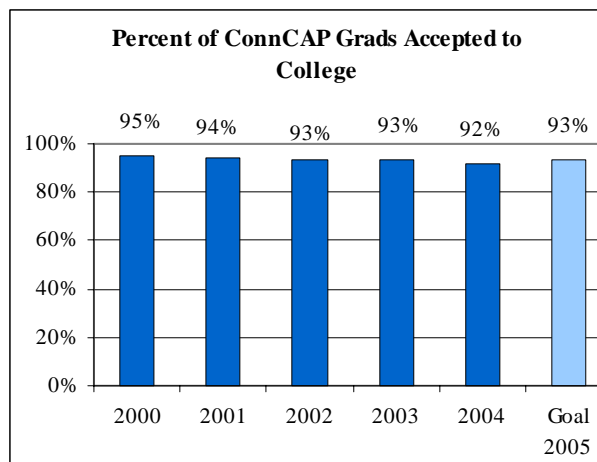
The percentage of ConnCap participants who graduate from high school and subsequently are admitted to and enroll in college. This indicator speaks to the success of early intervention programs.

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 be accepted to college. Over 96% of ConnCAP seniors graduate from high school. Of those, over 92% get accepted to college. In 2004, the Department of Higher Education, which oversees the program, awarded \$1.8 million in ConnCAP funds to 12 programs, 9 of which are run by Connecticut's public higher institutions. The 2004 programs enrolled 1,364 students beginning as early as eighth grade. A large percentage of those who continuously participate in the program experience a high rate of success. The four of the last five cohorts of students have been exceptional as measured by a college enrollment rate which meets or exceeds the program goal of 93%. In 2004, the overall number of students declined as a result of an enrollment drop in the Connecticut Pre-Engineering Program, but should recover in 2005. The Department of Higher Education will continue to monitor program performance and advocate for continued expansion.

Performance Improvement Goal

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



Year	ConnCap Seniors	No. Graduating High School	% Graduating High School	No. Grads Accepted at College	% Grads Accepted at College
2000	222	218	98%	208	95%
2001	190	186	98%	175	94%
2002	229	222	97%	207	93%
2003	196	189	96%	176	93%
2004	151	148	98%	136	92%

Source: DHE Annual Report: Strategic Plan to Ensure Racial & Ethnic Diversity in Connecticut Public Higher Education.

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.

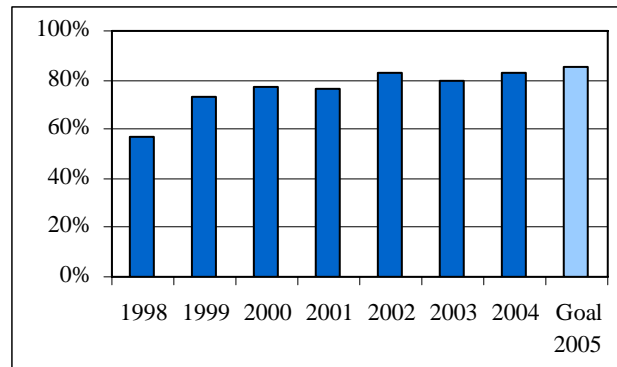
Data Analysis

Created in 1986, the Alternate Route to Teacher Certification is an innovative program developed by the Department of Higher Education to attract talented individuals into teaching. The original program, ARC I, consists of two major parts: a rigorous nine-week period of full-time instruction offered in the summer, followed by two years of teaching in a Connecticut school closely supervised by the State Department of Education (SDE). In fall 2001 an academic year option was added, ARC II, in Hartford and Old Lyme, while ARC I was expanded to three sites. However, as of summer 2004, ARC consolidated its programming and now offers only one summer and one academic year program due to completed grant support. 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. SDE also added a DSAP or emergency certificate to help fill the need for teachers, allowing certain teaching requirements to be completed while in the classroom and ARC is assisting in this regard.

Since 1998, the annual employment rate of ARC graduates teaching in Connecticut public schools has increased from 57% in 1998 to 83% in 2004. In 2004, the 241 graduates include the cohort of 82 ARC II weekend and 159 ARC I summer graduates. Over this seven-year period, the summer and fall program has produced 1,767 graduates, with the annual number of graduates obtaining teaching jobs within one year increasing from 94 in 1998 to a peak of 350 in 2002. In 2003, a total of 268 graduates obtained teaching jobs, while in 2004, 199 graduates obtained teaching positions. The decline since 2002 is attributed to program consolidation and smaller class sizes. The ARC program provides an excellent pool of qualified teacher candidates to Connecticut in general and to urban schools, a majority of whom are teaching in shortage areas such as English, mathematics, science, and world languages.

Performance Improvement Goal

To achieve an employment rate of 85 percent by 2005



	1998	1999	2000	2001	2002	2003	2004
Earned 90 day Certificate	94	116	130	209	350	268	199
ARC Graduate	164	159	169	274	423	337	241
Percentage	57.3%	73.0%	76.9%	76.3%	82.7%	79.5%	82.6%

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

NEW TEACHERS IN CRITICAL SHORTAGE AREAS

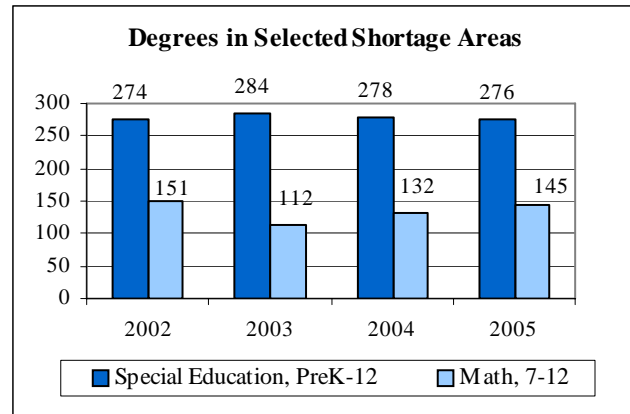
Performance Indicator

Annual number of awards in critical teacher shortage areas.

Data Analysis

A total of 1,074 students received teacher certification awards in the 10 critical shortage areas identified by the State Department of Education. This represents about 29% of the total number of teacher preparation degrees awarded (3,642) in 2005. The numbers of recipients by area are listed in the table below. The list of shortage areas is updated on an annual basis and, therefore, new areas may be added as others are no longer considered a priority. In 2005 for example, Science 7-12 and English were added to the list, while Consumer Home Economics, Remedial Reading and School Psychologist were removed. Just under 26% of these shortage awards were in Special Education, followed by Science 7-12 with 21%. No degrees were awarded in Bilingual Education. In the six areas that have remained on the shortage list for all four years, a total of 574 awards were made this year, down 1% over last year, but up 8% since 2002. Our colleges and universities must produce more graduates in needed fields and fewer in areas where we have an over-supply of qualified teachers (e.g. elementary education).

Are Connecticut's colleges and universities meeting the demand for new elementary and secondary school teachers in identified shortage areas?



SDE Shortage Areas	2002	2003	2004	2005
Comprehensive Special Education, PreK-12	274	284	278	276
Science, 7-12	<i>176</i>	<i>232</i>	<i>174</i>	227
English, 7-12	<i>133</i>	<i>166</i>	<i>175</i>	192
Math, 7-12	151	112	132	145
Music, PreK-12	59	64	97	83
Speech & Language Pathology	13	50	51	51
Spanish, 7-12	54	39	43	44
Technology Education, Pre K-12	<i>17</i>	<i>23</i>	38	42
Other World Languages, 7-12	<i>24</i>	<i>9</i>	<i>10</i>	14
Bilingual Education, PreK-12	32	21	8	0
School Psychologist	37	76	92	<i>143</i>
Remedial Reading & Language Arts, 1-12	<i>32</i>	<i>46</i>	74	<i>51</i>
School Library Media Specialist, K-12	2	11	<i>21</i>	<i>35</i>
Consumer Home Economics, PreK-12	8	28	11	<i>9</i>
Total, All Shortage Areas	630	685	824	1,074
Percent in Shortage Areas	18%	19%	24%	29%
 TOTAL, ALL AWARDS	 3,416	 3,651	 3,415	 3,642
Total, 6 areas that were shortage all 4 years	530	572	579	574

Blue, italicized = not on the shortage list that year

MINORITY ENROLLMENT

Performance Indicator

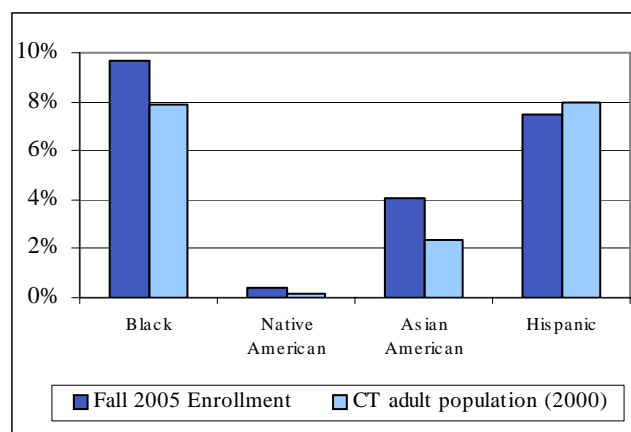
The number and percentage of minority enrollment (fall) by ethnic group in the Connecticut higher education system compared to the number and percentage of minorities by ethnic group in Connecticut's population, aged 18 or over.

Data Analysis

Enrollment of all racial/ethnic minorities in Connecticut higher education (21.7% of the total in Fall 2005) exceeds the share of minorities in the Connecticut population age 18 or over (18.5% of the total in the 2000 Census), which is the population most likely to attend college.

Performance Improvement Goal

To attain parity with the adult population by 2005.



Three of the four components of the minority community also are a larger proportion in higher education than they are in the general adult population – e.g., Blacks are 9.7% of collegiate enrollments vs. 7.9% of the general adult population. Asian Americans and Native Americans also represent a larger share of college enrollment than they do in the adult population.

Hispanic enrollment has increased from just under 9,700 in 2000 to over 13,100 in 2005, representing the fastest growth ethnic group at 35.5%. Yet even as the number of Hispanic students increases, they are still underrepresented when compared to the state's adult population (7.5% of college enrollment compared to 8.0% of the population age 18 or over).

	Total Minority	Black	Hispanic	Asian American	Native American
Fall 2005 Enrollment	37,811	16,965	13,119	7,107	620
Fall 2005 % of Enrollment	21.7%	9.7%	7.5%	4.1%	0.4%
Connecticut population, aged 18 or over	18.5%	7.9%	8.0%	2.4%	0.2%
Enrollment % point difference from population	3.2	1.8	-0.5	1.7	0.2

Sources: IPEDS Fall Enrollment (2005) and US Census 2000

UNMET FINANCIAL AID NEED

Performance Indicator

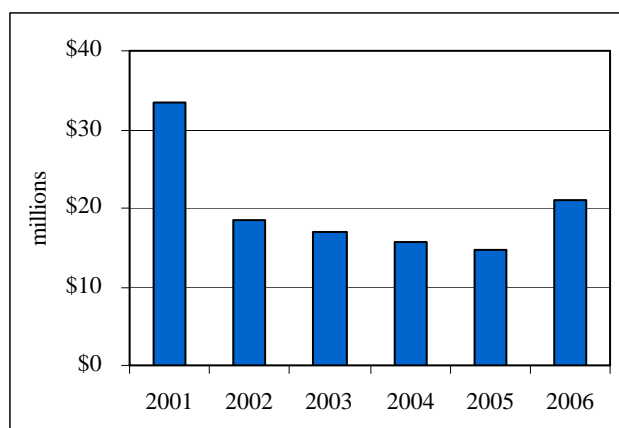
The change in the value of unmet grant need as measured under federal needs analyses for public colleges minus available student financial aid grants from all sources. Grant need is a proxy measure of overall demand for student financial aid.

Data Analysis

While Connecticut's public higher education system has reduced the level of unmet grant need by more than 37% since 2001, recent growth in overall grant need threatens to reverse the trend. For the first time since 1998, grant need grew at a faster rate than all offsetting funding, and unmet need increased by \$6 million to almost \$21 million. In earlier years, when grant need remained essentially flat, reductions to unmet need were effected through an even application of federal, state and institutional funding. When state-appropriated student aid (Capitol Scholarship and Connecticut Aid to Public College Student Grant programs) was reduced in 2003 and 2004 just as grant need began to grow at an unprecedented pace, increases in federal aid, largely in the form of Pell grants, were responsible for much of the reduction in unmet need. This year, total grant need at Connecticut's public institutions took a third annual leap in excess of \$10 million, reflecting the greater financial needs of increasing enrollments against rising costs. With federal and state funding increases falling off, even the substantial growth of institutional grant funding from the 15% tuition set-aside requirement has not stemmed the mounting grant need. Ensuring that the demand for student financial aid is met and students have the financial resources to attend college will require a combination of state, federal and institutional aid that keeps pace with tuition and fee increases as well as enrollment growth. As indicated in the table below, it is state funding that has fallen well behind in the equation and, with no indication of increasing commitments on the horizon, it is certain that unmet need will continue to grow.

Performance Improvement Goal

Reduce unmet need by an additional ten percent by 2010.



Millions	Grant Need	Pell Grants	FSEOG	Institutional Set-Aside	Capitol Scholarship	CAPCS	Total System Unmet Need
2006	\$ 126.5	\$ (40.1)	\$ (2.5)	\$ (42.9)	\$ (3.9)	\$ (16.5)	\$ 20.9
% Change 2001-2006	22.0%	92.6%	14.9%	77.2%	3.9%	(16.4)%	(37.2)%
2005	\$ 113.2	\$ (38.0)	\$ (2.5)	\$ (37.9)	\$ (3.5)	\$ (16.5)	\$ 14.8
2004	\$ 103.0	\$ (31.8)	\$ (2.2)	\$ (33.8)	\$ (3.4)	\$ (16.0)	\$ 15.8
2003	\$ 94.0	\$ (25.4)	\$ (2.2)	\$ (28.0)	\$ (3.8)	\$ (17.5)	\$ 17.0
2002	\$ 91.5	\$ (21.5)	\$ (2.2)	\$ (25.8)	\$ (3.6)	\$ (19.8)	\$ 18.7
2001	\$ 103.7	\$ (20.8)	\$ (2.2)	\$ (24.2)	\$ (3.6)	\$ (19.8)	\$ 33.3

PARTICIPATION RATE

Performance Indicator

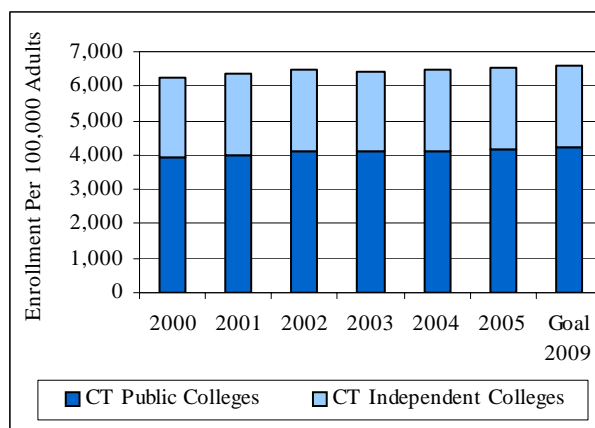
The number of students enrolled, including full-time or part-time students taking courses for credit at any public or independent institution of higher education in Connecticut, divided by the adult state population per 100,000 aged 18 and older. This measure provides a broad statewide indication of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

Data Analysis

Total college enrollment per 100,000 adults generally has been on the rise in Connecticut since the mid-1990s and now stands at 6,514. Headcount enrollment in Connecticut colleges consistently increased over the last five years as displayed in the table below. With the exception of 2003, enrollment growth has exceeded the increase in the state's adult population, meaning that total college enrollment per 100,000 adults has risen in all but that one year. The current rate is up nearly 3% from the 2001 level of 6,348. However, the rate is still significantly below the national average of 7,853. A large part of this disparity can be explained by the fact that Connecticut still loses a large number of recent high school graduates to out-of-state colleges. The goal of increasing this rate by 2% over the next five years (i.e., to 6,622 in 2009) reflects the projected growth of in-state high-school graduates (which is expected to peak in 2008) and improvement in retention of in-state students.

Performance Improvement Goal

By 2009, the goal is to increase the enrollment rate by 2 percent.



	2001	2002	2003	2004	2005
Total Headcount, Public Institutions	103,467	107,789	108,220	109,853	110,808
Total Headcount, Independent Institutions	61,210	61,959	62,404	62,887	63,467
Grand Total Enrollment	164,677	169,748	170,624	172,740	174,273
Total CT Population, age 18 & over *	2,594,025	2,620,440	2,649,555	2,664,816	2,675,291
Public Institution Enrollment per 100,000 adults	3,989	4,113	4,084	4,122	4,142
Independent Institution Enrollment per 100,000 adults	2,360	2,364	2,355	2,360	2,372
Total CT HE Enrollment per 100,000 adults	6,348	6,478	6,440	6,482	6,514
Total US HE Enrollment per 100,000 adults	7,496	7,724	7,762	7,757	7,853

*Data for 2000 are from the 2000 Census (as of 4/1/2000). Data for other years are U.S. Census Bureau estimates as of 7/1 of that year. In both instances, data is resident population.

Sources: DHE Fall Enrollment Reports; U.S. Census Bureau

DEGREES CONFERRED BY CREDIT PROGRAM

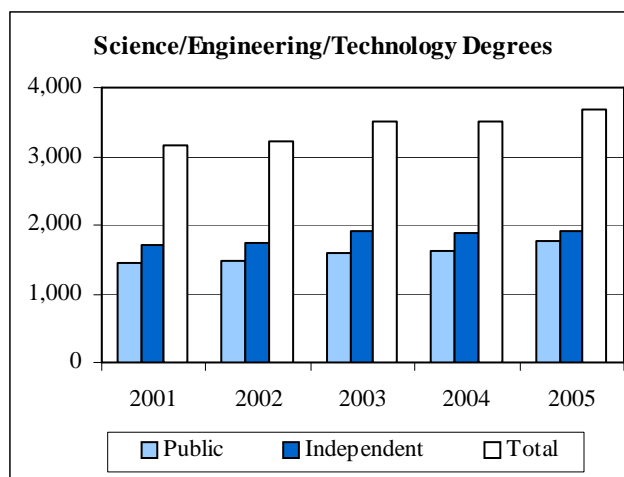
Common Core Performance Indicator

The number and percentage of degrees conferred by credit program area.

To what extent are graduates of Connecticut's colleges and universities in program areas that address state economic needs?

Data Analysis

Connecticut's colleges and universities awarded 34,582 degrees and certificates in 2005, up 2.7% from 2004 and up 16.5% from 2001. All 8 program areas have grown since 2001 with the increases ranging from a high of 25.5% in the Liberal Arts to a low of 9.5% in the Education. However, only 6 of the 8 areas are up from last year with Humanities/Arts/Communication and Business both showing declines of 1.4% and 2.8% respectively. While there are few exact matches between academic programs and workforce needs, there are numerous linkages that support the development of the state's economy. Connecticut is concentrating its efforts in 9 industry clusters: aerospace, agriculture, bioscience, insurance/finance, maritime, metal manufacturing, plastics, software/information technology and tourism. All but tourism are heavily dependent on employees with advanced scientific and technical knowledge. In the case of Science/Engineering/Technology, Connecticut's institutions have grown awards by almost 17% with the majority of the increase coming from the public sector at just over 21% growth compared to 13% in the independent sector which represents a reversal from last year. In the case of teacher preparation, the public sector has responded with education awards increasing over 14 % while the independent sector has been stable with growth of just over 3%, though the growth has not been predominantly in the shortage areas where the greatest need exists.



Program Area	2001	2002	2003	2004	2005	% Change 2004-05	% Change 2001-05
Health/Life Sciences	3,838	3,899	3,956	4,253	4,588	7.9%	19.5%
Liberal Arts/General Studies	2,522	2,676	2,777	2,936	3,165	7.8%	25.5%
Education	3,395	3,317	3,619	3,476	3,718	7.0%	9.5%
Science/Engineering/Technology	3,160	3,218	3,512	3,496	3,690	5.5%	16.8%
Social Sciences	5,248	5,398	5,929	6,003	6,161	2.6%	17.4%
Social & Public Services	2,009	2,049	2,174	2,339	2,354	0.6%	17.2%
Humanities/Arts/Communications	3,629	3,847	4,156	4,473	4,410	-1.4%	21.5%
Business	5,886	6,094	6,376	6,683	6,496	-2.8%	10.4%
Total	29,687	30,498	32,499	33,659	34,582	2.7%	16.5%

TRENDS IN DEGREES CONFERRED BY CLUSTER AREA

Performance Indicator

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

Data Analysis

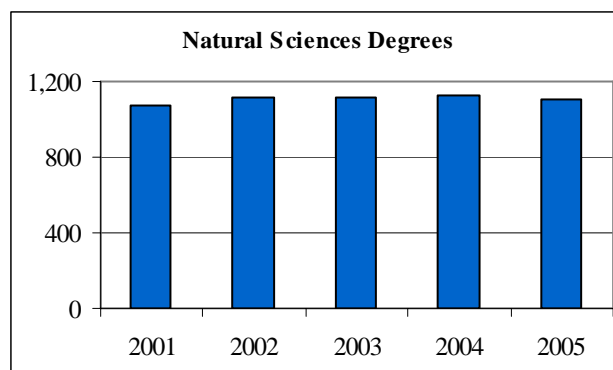
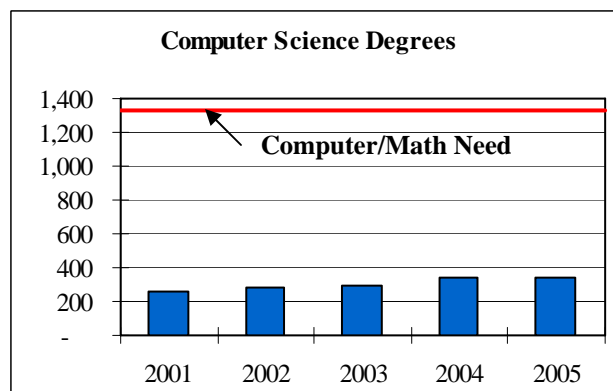
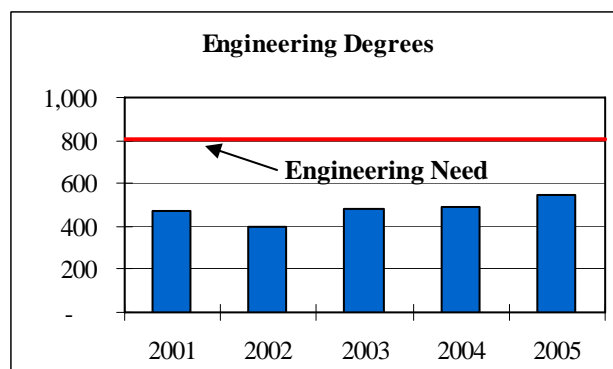
Bachelor's degrees in engineering rose from 488 in 2004 to 543 in 2005 (up 11%), and are up 16% since 2001. However, the current level of degree production is still well below the approximately 804 annual openings projected by the CT Department of Labor (DOL) through 2012.

Five-year trends appear in the table below. The three other disciplines in that table (computer science, natural sciences, and business) also are essential to Connecticut's workforce needs, but are more difficult to align with specific job-opening predictions.

Computer science graduates grew by 30% since 2001 but remained essentially flat from last year at 337. As with engineering, the current level of computer science degree production is significantly below the over 1,328 annual openings projected by DOL.

Bachelor's degrees in the natural sciences (including math) has been virtually flat over the last three years, and are up just 3% from 2001. Bachelor's degrees in business dropped slightly more than 2% over last year to 2,989, and are up 26% over 2001.

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



Bachelor's Degrees	2001	2002	2003	2004	2005	% Change 2004-05	% Change 2001-05
Engineering	469	399	478	488	543	11%	16%
Computer Science	259	279	292	340	337	-1%	30%
Natural Sciences	1,072	1,120	1,116	1,123	1,104	-2%	3%
Business	2,376	2,634	2,855	3,064	2,989	-2%	26%
Total	4,176	4,432	4,741	5,015	4,973	-1%	19%

RESEARCH INTENSITY

Performance Indicator

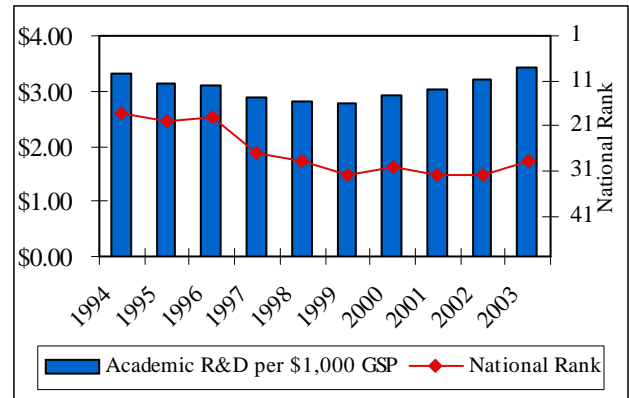
The trend in academic research and development (R&D) expenditures at all CT higher education institutions per \$1,000 in gross state product (GSP) and a national ranking comparison.

Data Analysis

As defined above and depicted in the graph at the right, CT's Research Intensity has declined from \$3.33 in 1994 to a low of \$2.78 in 1999. Since 1999, CT's Research Intensity has rebounded slightly to \$3.42 in 2003 which brings it back to where it was 10 years earlier. Over this same period, the national rank has dropped from 18 in 1994 to a low of 32 in 1999 before improving slightly to 29 in 2003. By examining research and development across the higher education sector using this ratio allows one to see how states measure up after adjusting for differences in their relative economic size.

Performance Improvement Goal

To grow research and development expenditures to \$1 billion by 2020.



One component of this measure is CT's higher education R&D expenditures which have grown steadily from nearly \$370 million in 1994 to \$595 million in 2003 or by 61%. Despite this steady expenditure growth, CT's national rank dropped from 19 to 22. In comparison to the ten northeastern states, CT's growth rate is 17 percentage points slower than the northeastern average of 78% and is next to last among these 10 states with only Massachusetts growing at a slower rate. However, Massachusetts' expenditures are 3 times the size of CT's or \$1.8 billion. At an institutional level, over 97% of research and development across the higher education sector is being produced by two institutions, namely, UConn, a public institution, and Yale University, an independent institution. In addition, these are the only two institutions in CT ranked in the top 100 by R&D expenditures of the 589 ranked, with Yale at 30 and UConn at 74 in 2003. From 1994 to 2003, public institutions have grown R&D expenditures 42% placing them 49th nationally, while the independent institutions in CT have grown 72% placing them 22nd. CT's economy would certainly benefit from a more coordinated effort to spur more research activity in higher education.

Connecticut	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
Academic R&D (\$thousands)	369,984	380,511	391,600	396,383	406,618	419,289	468,435	498,745	538,070	594,541
GSP (\$millions)	111,171	120,800	126,744	137,698	145,318	150,713	160,685	165,434	167,434	167,235
Research Intensity	\$3.33	\$3.15	\$3.09	\$2.88	\$2.80	\$2.78	\$2.92	\$3.01	\$3.22	\$3.42
National Rank	18	20	19	27	29	32	30	32	32	29

Sources: National Science Foundation - Academic Research and Development Expenditures Survey
Bureau of Economic Analysis - Gross State Product

EDUCATIONAL ATTAINMENT

Performance Indicator

The percentage of Connecticut's population age 25 and older with a bachelor's degree or higher compared to the national average.

Data Analysis

In 2004, Connecticut fell out of the top five nationally for the percentage of its population 25 and older with a bachelor's degree or higher. Of the six New England States, four are in the top 10 for educational attainment. From 1990 census to 2004, Connecticut's rank dropped from 1 to 6, even though its educational attainment rate improved from 27.2% to 34.5%. The 7.3 percentage point improvement for Connecticut was just below the 7.4 percentage point average change for the United States, but considerably less than the 9.5 percentage point improvement achieved by Massachusetts which has maintained its number 1 ranking since the 1990 census. In fact, from 1990 to 2004, Connecticut's percentage point improvement is the slowest among the top ten states. Clearly, Connecticut must reverse its falling national ranking in educational attainment levels, especially in this competitive knowledge-based economy. With high educational attainment levels comes a number of social and economic benefits which include lower levels of health problems, more civic engagement, successful businesses and higher incomes all which help drive Connecticut's economy.

The educational attainment levels of minorities in Connecticut exceeds the United States levels for Native American Indians, Asian Americans and Hispanics. Blacks, however, are .3 percentage points below the United States level, increases to a 1.4 percentage point gap for the 10 state northeast region, and peaks at 3.4 percentage points lower than New England. In addition, Connecticut's Hispanic educational attainment level of 11.3% is lower than the level achieved for both the northeast region which stands at 12.0% and New England at 12.9%. Connecticut and its colleges and universities must continue to work to improve these educational attainment levels by improving the college participation and graduation rates of minorities.

Performance Improvement Goal

To be ranked number one in the nation by 2015.

	(%) 1990	Rank	(%) 2000	Rank	(%) 2004	Rank
Massachusetts	27.2	1	33.2	1	36.7	1
Colorado	27.0	3	32.7	2	35.5	2
New Hampshire	24.4	7	28.7	8	35.4	3
Maryland	26.5	4	31.4	3	35.2	4
New Jersey	24.9	5	29.8	5	34.6	5
Connecticut	27.2	1	31.4	3	34.5	6
Vermont	24.3	8	29.4	7	34.2	7
Virginia	24.5	6	29.5	6	33.1	8
Minnesota	21.8	15	27.4	10	32.5	9
California	23.4	9	26.6	12	31.7	10
United States	20.3		24.4		27.7	

2000 Census	White	Black	Asian American	Hispanic	Native American
United States	27.0%	14.3%	43.4%	10.4%	11.9%
Connecticut	34.2%	14.0%	57.6%	11.3%	17.3%
Regional*	29.6%	15.4%	48.6%	12.0%	16.5%
New England	31.9%	17.4%	50.6%	12.9%	17.1%

* Regional includes the following states: CT, DE, ME, MA, NH, NJ, NY, PA, RI, VT

Source: US Census 2000 - Summary File 4

EDUCATIONAL COSTS PER FTE STUDENT

Performance Indicator

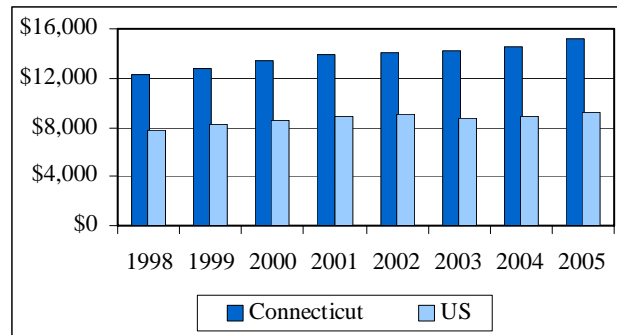
Trends in educational cost per FTE student in Connecticut and compared with the United States average.

Performance Improvement Goal

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

Data Analysis

Educational costs are defined as total appropriations plus net tuition, divided by annualized FTE enrollment. The educational cost in Connecticut for the last eight years is displayed in the table below, along with the national average and the growth in the CPI over the same period.



Historically, Connecticut spends about 50% more per FTE student than the national average, placing the state in the top 10% of the cost ranking in company with other states such as Alaska and Delaware where a high cost of living coupled with relatively small enrollments is the norm. This, together with the impact of collective bargaining and a large number of small public institutions, ensures that Connecticut will continue to spend considerably more per FTE student on educational services than the national average. In fact, with the appropriations reductions that plagued the country in 2003, the national average educational cost actually dropped, while Connecticut, by virtue of its smaller appropriation reductions, continued to grow pulling even further away from the national average.

Connecticut made good progress earlier in the decade against the goal of long-term growth at or below the CPI level. In 2001, the increase in educational costs was below CPI growth for the first time and the two subsequent years maintained growth lower than the CPI level and below even the national level in 2004. This result is due in part to smaller increases in appropriations, but the main driver of lower annual increases in educational costs per student is enrollment growth at Connecticut's public colleges and universities. That was clearly the case up to 2004 and the larger increases in educational costs in 2004 and 2005 reflect slower enrollment growth as much as faster appropriation growth. For the future, unless appropriations grow significantly, relatively flat enrollment will result in increased cost by this measure and a growing gap with the national average.

	1998	1999	2000	2001	2002	2003	2004	2005	Change 98-05
Connecticut Cost	\$12,208	\$12,739	\$13,469	\$13,843	\$14,080	\$14,180	\$14,532	\$15,208	24.5%
National Average	\$ 7,800	\$ 8,219	\$ 8,574	\$ 8,932	\$ 9,033	\$ 8,694	\$ 8,956	\$9,224	18.3%
Connecticut Increase		4.3%	5.7%	2.8%	1.7%	0.7%	2.5%	4.7%	
National Increase		5.4%	4.3%	4.2%	1.1%	(3.8)%	3.0%	3.0%	
CPI		1.7%	2.9%	3.4%	1.8%	2.1%	2.2%	3.0%	18.5%

Sources: FY 2004-05 State Higher Education Finance (SHEF) data

CPI, U.S. Department of Labor, data is calculated to July 1– June 30.

AVERAGE FACULTY SALARIES

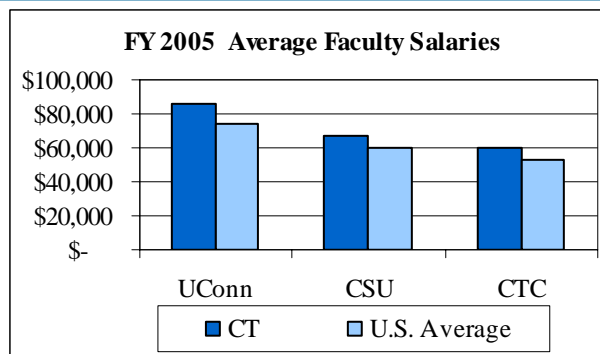
Performance Indicator

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

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

Data Analysis

Compared to the national average of public colleges and universities with similar missions, Connecticut's faculty rank 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. The average faculty salaries at all three constituent units increased over last year ranging from a high of 4.1% at CSU to a low of 0.5% at CTC with UConn sandwiched between at 2.7%. Last year, UConn's average faculty salary was \$85,960, compared to a national average of \$74,083, or 16.0% higher. CSU's averages also were higher than the national average for four-year public comprehensive institutions at \$66,528, compared to \$60,074 (10.7% higher). Lastly, the CTCs average of \$60,045 was 13.1% higher than the \$53,084 national average. These figures do not take into account age and tenure of faculty, which also could explain part of the differential.



When compared to peers, all Connecticut institutions exceed their peer averages. UConn and CSU exceed their peer group averages by about 5% while the community college gap has declined slightly from 26% in FY 2002 to 19% in FY 2005. From FY 2001 to FY 2005, CTC faculty salaries have been on the decline as a percentage of the national average, while UConn and CSU have remained fairly stable at about 117% and 110% of the national average, respectively. This indicates salaries are growing at roughly the same rate across the nation as in Connecticut at comprehensive and research institutions, while growing slower compared to the nation at the community colleges. Part of this slower growth can be attributed to the 2003 early retirement program.

	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	Change 1-yr
University of Connecticut	78,734	82,386	85,565	83,684	85,960	2.7%
Peer Average	n/a	77,780	78,226	81,968	81,566	-0.5%
National Average	64,703	68,717	70,357	71,901	74,083	3.0%
 Connecticut State University	 62,261	 63,423	 65,632	 63,937	 66,528	 4.1%
Peer Average	n/a	59,336	61,586	62,480	63,594	1.8%
National Average	54,458	57,104	58,440	58,629	60,074	2.5%
 Community College System	 56,266	 58,973	 59,341	 59,729	 60,045	 0.5%
Peer Average	n/a	46,668	47,519	49,119	50,461	2.7%
National Average	46,650	47,934	51,824	51,088	53,084	3.9%

AVERAGE FACULTY SALARIES

	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	Change FY 01-05
University of Connecticut	78,734	82,386	85,646	83,684	85,960	6.3%
Peer Average	n/a	77,780	78,226	81,968	81,566	n/a
US Average Public Doctoral Inst.	64,703	68,717	70,357	71,901	74,083	11.1%
Connecticut State University						
Central CSU	62,099	62,478	65,240	63,372	65,773	2.1%
Peer Average	n/a	60,749	63,038	63,649	65,313	n/a
Eastern CSU						
Eastern CSU	57,545	58,374	61,304	59,882	63,463	4.1%
Peer Average	n/a	56,117	58,724	58,710	60,047	n/a
Southern CSU						
Southern CSU	62,917	63,865	66,591	64,595	66,664	2.7%
Peer Average	n/a	60,690	62,056	64,359	65,357	n/a
Western CSU						
Western CSU	65,570	65,879	70,419	67,748	70,685	3.3%
Peer Average	n/a	58,067	61,359	61,306	61,353	n/a
US Average Public Comprehensive Inst.	54,458	57,104	58,440	58,629	60,074	7.7%
Community Technical College System						
Asnuntuck CC	63,596	66,401	61,712	67,641	66,778	6.4%
Northwestern CT CC	54,803	56,707	56,134	58,122	60,845	6.1%
Quinebaug Valley CC	53,168	56,162	47,906	53,051	52,487	-0.2%
Peer Average	n/a	36,936	36,645	39,045	41,373	n/a
Capital CC						
Capital CC	61,045	63,585	60,029	60,763	60,288	-0.5%
Gateway CC	60,133	62,468	65,405	65,525	65,132	9.0%
Housatonic CC	54,790	55,472	55,090	57,310	57,535	4.6%
Peer Average	n/a	49,802	50,723	51,843	52,940	n/a
Middlesex CC						
Middlesex CC	52,274	61,131	58,253	60,948	61,874	16.6%
Tunxis CC	55,768	57,516	55,064	58,295	59,383	4.5%
Three Rivers CC	56,735	58,912	62,149	59,341	58,609	4.6%
Peer Average	n/a	42,285	43,327	45,257	46,919	n/a
Manchester CC						
Manchester CC	54,524	57,550	59,274	57,808	58,721	6.0%
Naugatuck Valley CC	56,217	59,646	61,453	61,445	61,173	9.3%
Norwalk CC	53,456	55,176	57,758	56,397	57,974	5.5%
Peer Average	n/a	51,491	53,068	54,687	55,913	n/a
US Average 2-year Public Institutions	46,650	47,934	51,824	51,088	53,084	9.5%



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University of Connecticut

The University of Connecticut includes the Storrs main campus, five regional campuses: Avery Point, Stamford, West Hartford, Torrington and Waterbury, the School of Social Work in West Hartford and the Law School in Hartford. The University's Health Center in Farmington includes Schools of Medicine and Dental Medicine, selected graduate programs, medical and dental clinics, and the John Dempsey Hospital.

Mission

The University serves as the state's flagship institution; functions as a center for research and excellence in fulfillment of its land grant status; meets educational needs of undergraduate, graduate, professional and continuing education students; and provides faculty with the means to develop intellectual capacity through teaching, research and interaction with society. The Health Center provides outstanding health care education in an environment of exemplary patient care, research and public service. This includes educational opportunities for state residents pursuing careers in medical and dental care, public health, and biomedical and behavioral sciences as well as continuing education programs for health care professionals; and furthering Connecticut's economic development by translating research into new technologies, products, and jobs.

Overview

UConn has 17 Schools and Colleges offering 8 different undergraduate degrees and 103 majors. At the graduate level, 14 different degrees are offered in 88 fields of study as well as 5 professional degrees.

The University continues to upgrade its physical plant through construction, renovation, and the purchase of state-of-the-art education and research equipment. *21st Century UConn*, the multi-year successor to *UConn 2000*, our landmark ten-year capital improvement program, includes Storrs, the regional campuses and the Health Center. Enrollment and SAT scores have increased significantly, prominent new faculty continue to be recruited, sponsored research initiatives are producing tangible results, and fundraising success continues.

Undergraduate enrollment has grown from 14,667 in Fall 1995 to 20,525 in Fall 2005, an increase of 40%. Minority undergraduate enrollment has increased from 2,183 to 3,865, an increase of 77%, and freshman minority enrollment has increased 101%. SAT scores for students at the Storrs campus have climbed from 1112 to 1189 since Fall 1996, the first year of re-centered SAT scores. During that same period, research awards, that reflect faculty and graduate program success grew from \$98.4 to \$184.0 million, an increase of 87%.

The Health Center continues to successfully implement its Strategic Plan, designed to capitalize on education, research and clinical strengths. The plan provides the framework for program enhancement and growth in four Signature Programs: Cancer, Cardiology, Musculoskeletal Medicine and Connecticut Health.

These performance measures are congruent to the University's long-term goals. Themes of excellence, access, affordability, state partnership in economic development, response to the needs and problems of society, and efficient use of resources run prominently through both our goals and these measures.

Peers for the University of Connecticut

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

The University of Connecticut and the Connecticut Department of Higher Education agreed upon the following peers. The peers for Storrs and the Regional Campuses changed effective with the 2006 report because the University has made progress over the years and felt it was time to set a new peer group more in keeping with its aspirations.

Storrs & Regional Campuses

Iowa State University

University of Iowa

University of Georgia

University of Minnesota —Twin Cities

University of Missouri — Columbia

Ohio State University — Main Campus

Purdue University

Rutgers State University — New Brunswick

Institution was included in prior approved list.

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

LICENSURE & CERTIFICATION EXAM PERFORMANCE

Common Core Performance Indicator

The percentage of successful completers on licensure and certification exams. (*Storrs+ & Health Center*)

Performance Improvement Goal

To continue passing rates of between 95 and 100% on national exams, especially medical and dental exams.

Data Analysis

Passing rates are a strong indication of learning, competence, and readiness for professional practice. Our medical and dental students' pass rates have been outstanding on national certification exams that allow them to move to residency, their next phase of preparation. The National Boards of Medical and Dental Examiners Step 1 exams are given to *first-time test takers* at the end of the 2nd year; Step 2 Medical and Part 2 Dental exams are given in the 4th year.

Student Performance on National Medical and Dental Exams					
% Passing Exams	FY01	FY02	FY03	FY04	FY05
National Board of Medical Examiners					
Step 1: UCHC	99%	100%	99%	99%	97%
National	90%	91%	92%	92%	92%
Step 2: UCHC	97%	100%	100%	97%	99%
National	95%	96%	94%	94%	94%
National Board of Dental Examiners					
Part 1: UCHC	100%	100%	100%	100%	100%
National	93%	90%	93%	92%	91%
Part 2: UCHC	100%	100%	100%	100%	100%
National	94%	92%	94%	92%	92%

Source: National Boards of Medical and Dental Examiners.

Nursing Licensure and Teacher Education Praxis II exam passing rates currently are excellent in occupational areas with significant manpower shortages. Pass rates of UConn Law School graduates who are first-time bar exam takers consistently exceed national and state averages (the Connecticut Bar average pass rate for 2005 is 76%). The table below presents recent pass rates on selected exams.

Student Performance on Licensure & Certification Exams in Selected Programs				
	FY03	FY04	FY05	Goal
State Bar	90%	94%	90%	85-90%
Teacher Education Praxis II	100%	100%	100%	100%
Nursing Licensure	89%	82%	95%	100%
North American Pharmacist Licensure	97%	94%	97%	100%
Audiology National Clinical Certification	91%	100%	100%	98%
Speech Language National Clinical Certification	96%	96%	96%	100%
Allied Health: Physical Therapy	82%	91%	91%	98%
Allied Health: Other Programs* - Average	94%	98%	98%	98%

*Cytotechnology, Diagnostic Genetic Sciences, Medical Technology.

Source: University of Connecticut Schools and Colleges from test administration records.

TEACHER, PRINCIPAL, SUPERINTENDENT EMPLOYMENT

Performance Indicator

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

Performance Improvement Goal

That 98% to 100% of graduates of teacher preparation programs obtain employment as teachers.

Data Analysis

Nearly all Neag School of Education graduates have jobs teaching in public schools upon graduation based on annual surveys of graduates. The table below summarizes graduates employed in teaching positions in recent years. It should be noted that the 2005 estimates indicate a substantial increase in number of graduates and the number of those that are employed in a teaching position.

Teacher Employment by Year of Graduation from Neag School of Education					
(e.g., 2004 grads surveyed in 2004-05)	2001	2002	2003	2004	2005 est
Program Completers	98	110	106	134	158
Survey Respondents	74	84	90	112	132
Employed in Teaching Position	74	79	85	108	127
% Employed in Teaching Positions	100%	94%	94%	96%	96%
% Employed in Full-Time Teaching	91%	86%	92%	93%	93%

Source: Neag School of Education Follow-Up Surveys

Students who complete the 5-year Integrated Bachelor's/Master's Teacher Education Program earn a Master of Arts degree in Education. The Teacher Certification Program for College Graduates (TCPCG) enables teacher preparation for Connecticut public schools for bachelor's degree recipients in such content areas as English, History, Science, Mathematics, Languages, and Agriculture.

In addition to the many teachers who graduated from the University of Connecticut, numerous superintendents and principals in the state are Neag School of Education graduates or have been certified to become principals or superintendents through our Neag School of Education. The most recent available data, as reported in 2004, on 151 public school district central offices and 968 public schools in Connecticut indicated the following:

- 46 school district offices have executives with education degrees and/or certification from UConn.
- 38 of those are superintendents and in another 8 districts UConn graduates are associate or assistant superintendents.
- 243 public schools have supervisors with education degrees and/or certification from UConn.
- 193 of those are principals and 50 are associate or assistant principals.

Sources: Neag School of Education, State Department of Education, Local School District websites

COLLABORATIVE ACTIVITIES WITH PUBLIC SCHOOLS

Performance Indicator

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

Performance Improvement Goal

To support student learning in Connecticut's public schools with workforce development and diversity collaborations.

Data Analysis

The following summary provides examples of UConn's collaborations this year with Connecticut's public schools. For more information on our many collaborations, please visit www.uconn.edu.

Neag School of Education and College of Liberal Arts and Sciences (CLAS) share a Carnegie Corporation grant for the national *Teachers for a New Era* program to improve the quality of teachers in K-12 classrooms; faculty and graduate students work collaboratively with selected schools in Connecticut. Neag, CLAS and the College of Continuing Studies jointly offer annual conferences for Connecticut teachers including Confratute, Media Literacy, Medieval Studies, Human Rights, and International Cultures.

Neag School of Education, in addition, offers:

- *Professional Development Centers* in 27 schools with Neag teaching program partners.
- *Accelerated Schools Project* for students from at-risk to gifted. Over 100 internships in Connecticut's schools annually provide support in school counseling, school psychology, educational leadership, and physical education.
- *Project VITAL (Vocabulary Intervention Targeting At-risk Learners)* to help children develop vocabulary knowledge.
- *UConn Mentor Connection*, offering high school juniors and seniors summer research experience at the Storrs campus.

Science, Mathematics, Engineering and Technology are key areas for today's educators, and UConn addresses needs in these areas in many ways. The College of Liberal Arts and Sciences, for example, sponsors:

- *Northeast Middle School Science Bowl*, the premiere science competition in the nation.
- *Kids Are Scientists Too*, the Chemistry Department's summer day camp for middle school students, expanded this year to include students from Hartford public high schools and a week-long forensic DNA techniques workshop at the Storrs Campus.
- *Visiting Junior Scientist Program* for preschool-8th graders, *Kids N Chemistry Saturday* program, and *Junior Science and Humanities Symposium*, all organized by the Chemistry Department.
- *Students' Sky Calendar* and astronomy presentations in K-12 schools by the Physics Department, working with teachers to improve science education in the Windham and Hartford public school districts.
- *BioBlitz*, an annual species study and count organized by the Center for Conservation and Biodiversity and the Connecticut State Museum of Natural History, this year held at Two Rivers Magnet School in East Hartford. More than 170 scientists and 30 middle school students participated.
- *Visiting Scientists Program* for all 4th grade classes in the Mansfield public schools by Connecticut State Museum of Natural History and Connecticut Archaeology Center, to introduce students to hands-on archaeological exploration and to the resources of historical societies.
- *Archaeology camp* for 75 underserved students from the New Haven Cosmic Cultures program, organized by the Museum of Natural History.

COLLABORATIVE ACTIVITIES WITH PUBLIC SCHOOLS

Data Analysis (continued)

The School of Engineering hosts:

- *Connecticut Invention Convention*, a state-wide K-12 competition attracting 2,000 annually.
- *da Vinci Workshop*, a short course in engineering and technology for middle and high school math/science teachers.
- *Engineering 2000*, a residential summer camp for promising high school students to explore engineering disciplines.
- *The Galileo Project*, funded by the National Science Foundation and developed by the School of Engineering and Neag School of Education, to introduce high school students and K-12 educators to core engineering concepts and problem-solving practices and to develop practical technology skills.

Additional University collaborations with Connecticut public schools include:

- *4-H Resource Center* opportunities statewide for students to work on hands-on agriculture projects, provided by the College of Agriculture and Natural Resources and its Cooperative Extension Program.
- *Fairfield County Extension Council, 4-H Development Committee, Danbury Public School* partnership with the Cooperative Extension Program to improve workforce readiness, business organization, money management, and entrepreneurial skills.
- *Adventures of Lead Busters Club*, a School of Family Studies program to teach Hartford 1st and 2nd graders about lead hazards.
- *Tobacco-Free Huskies* initiative, a School of Nursing health education project for students at Eastern Point School in Groton. School of Nursing faculty also partner with school nurses throughout Connecticut to offer screening, clinical, and health services.
- *University Symphony Orchestra*, enabling public school musicians to rehearse and perform with School of Fine Arts faculty.
- *Community School of the Arts*, coordinated by College of Continuing Studies (CCS), for school age youth through early childhood music programs, musical theatre, art, dance and music classes, and camps.
- *Homeland Security Program*, CCS training for school systems on emergency preparedness and preventing targeted violence in schools.

In College of Liberal Arts and Sciences:

- Political Science Department provides *United Nations Programs* for high schools and the *GlobalEd Project* for training middle and high school teachers in information technology, social sciences, and computer-assisted simulations in international affairs.
- History Department works with the Capital Region Education Council (CREC) to improve the teaching of history in secondary schools.
- Writing Center in the Department of English offers a *Writing Tutorial Center* at Hartford Public High School.
- Modern and Classical Languages Department hosts teachers and students from a variety of schools at the *Latin American Theater Conference*.

COLLABORATIVE ACTIVITIES WITH PUBLIC SCHOOLS

Data Analysis (continued)

A variety of diversity initiatives contribute to the University's continuing collaborations with public schools to improve high school graduation rates and college persistence and graduation rates of all of Connecticut's students. The Louis Stokes Alliance for Minority Participation (LSAMP) Leadership and Academic Enhancement Program is part of an alliance of New England institutions that received funding through the National Science Foundation (NSF) to strengthen the preparation, representation, and success of historically underrepresented students in the Science, Technology, Engineering, and Mathematics (STEM) fields. Participants engage in community service projects helping other historically underrepresented students in middle and high school.

The Center for Academic Programs (CAP), in association with Undergraduate Admissions, works with public school students from underrepresented groups:

- *Gear-Up* encourages New Haven 6th graders to complete high school and attend college.
- *Educational Talent Search* prepares New Haven and Windham middle and high school students from low income backgrounds for college.
- *Upward Bound/ConnCAP Program* promotes high school completion and college placement to 9th-graders in Hartford, New Haven, Waterbury, and Windham with academic year activities and a summer program.
- *Student Support Services Program* is a pre-freshman summer program.

Health Center initiatives include:

- *Health Professions Partnership Initiative*, to enhance students' enrichment and interest in health professions through *The Health Professions Academy* at Bulkeley High School and *Health Careers Academy* at Weaver High School in Hartford (298 students last year).
- *Jumpstart Saturday Academy and Summer Program*, working with 65 rising 9th and 10th graders to develop their interest in health careers.
- *The Great Explorations Middle School Program*, providing enrichment activities for 6th graders at target schools in Hartford, and *After School Program* for 7th and 8th graders (500 students last year).

School of Engineering initiatives include:

- *BRIDGE*, a residential summer program, to provide admitted underrepresented minorities and women math and science foundation for studying engineering.
- *Multiply Your Options*, a workshop introducing 8th grade girls to female role models in science, mathematics, engineering, and technology.
- *Pre-Engineering Program* (PEP), a Saturday enrichment program for 7th, 8th, and 9th graders.
- Demonstrations of age-appropriate engineering projects in elementary schools in Bridgeport and Waterbury by members of the UConn student chapters of the National Society of Black Engineers, Society of Women Engineers, and Society of Hispanic Professional Engineers.

Examples of other diversity enhancement activities this year:

- School of Pharmacy faculty work with the New Haven Public Schools to increase the number of underrepresented minorities in pharmacy.
- UConn Chapter of Student National Pharmaceutical Association, representing minority pharmacists, serve as mentors for high school students interested in a career in pharmacy or the health sciences.
- *Teenage Minority Business Program*, developed by the School of Business, provides high school students the opportunity to visit campus and interact with faculty, students, and alumni.
- *Connections Mentoring Program* of the School of Law promotes legal education opportunities with high school students from historically underrepresented groups, and its *Street Law Seminar* provides information on legal issues.

MINORITY ENROLLMENT

Common Core Performance Indicator

The proportion of students of color (Black, Hispanic, Asian and Native American) enrolled compared to the proportions in the state's population, 18 years of age and older. (*Storrs+ & Health Center*)

Performance Improvement Goal

To have UConn's minority enrollment reflect the state's minority population.

Data Analysis

Minority enrollment at the Storrs and the Regional Campuses increased by 32%, and at the Health Center grew by 13%, between Fall 2001 and Fall 2005. Our aspiration is to have the student body reflect the ethnic composition of the state. The proportion of enrollees who are minorities at Storrs and the regional campuses grew from 15.4% in Fall 2001 to 17.3% in Fall 2005, reflecting dramatic increases in freshman minority enrollment. This is particularly compelling, considering that in 2003, 24.4% of the state's public high school graduates were minority students; and about 80% continue their education after high school, with 57% going to 4-year colleges, 20% to 2-year colleges, and 3% continuing with other education. Diversity is promoted by UConn's many multicultural centers, including the African American, Puerto Rican and Latino, and Asian American Cultural Centers. Our Health Center also promotes diversity via early collaborative efforts with K-12 students, college preparatory programs, financial aid initiatives and support services. Health Center current minority enrollment of 27.0% exceeds minorities as a percentage of the state's population. UConn addresses minority recruitment proactively through many programs, a number of which are highlighted in the section on "*Collaborative Activities with Public Schools.*"

Total Minority Enrollment						
Fall Semester	2001	2002	2003	2004	2005	% Change 2001-05
Minority Enrollment						
Storrs+	3,623	3,847	4,149	4,424	4,787	32.1%
% of Total Enrollment	15.4%	15.2%	15.9%	16.3%	17.3%	
Health Center	116	111	114	127	131	12.9%
% of Total Enrollment	25.0%	24.0%	24.1%	26.2%	27.0%	
Census 2000						
CT Population	20.7%	20.7%	20.7%	20.7%	20.7%	
CT Population 18+	18.5%	18.5%	18.5%	18.5%	18.5%	

Source: IPEDS Enrollment Survey, U.S. Census 2000. IPEDS definition excludes non-resident aliens in minority counts.

The table on the following page indicates that at Storrs and the regional campuses the percentages of students who are Black, Hispanic, and Asian American have increased between Fall 2001 and Fall 2005. Additional minority students are among the international students separately reported in the IPEDS Survey. In Fall 2004, internationals at Storrs and regional campuses included 908 from Asian countries, 117 from Spanish-speaking countries, and 93 from African countries.

MINORITY ENROLLMENT

In numbers of students at Storrs+, from Fall 2001 to Fall 2005, Blacks increased 35% (from 1,137 to 1,534), Hispanics 26% (from 1,110 to 1,403), Asian Americans 35% (from 1,306 to 1,757), and Native Americans 33% (from 70 to 93). Two-thirds of the increase in minority enrollments occurred at the main campus and in Storrs-based graduate programs; one-third of the increase was at the regionals. At the Health Center, Blacks now comprise 11.3% of students compared to 8.0% in Fall 2001.

Enrollment by Ethnic Group					
Black	2001	2002	2003	2004	2005
Storrs+	4.8%	4.7%	5.1%	5.2%	5.6%
Health Center	8.0%	9.4%	9.2%	10.1%	11.3%
CT Population	8.7%	8.7%	8.7%	8.7%	8.7%
CT Population 18+	7.9%	7.9%	7.9%	7.9%	7.9%
Hispanic	2001	2002	2003	2004	2005
Storrs+	4.7%	4.7%	4.8%	5.0%	5.1%
Health Center	4.0%	3.0%	2.6%	3.3%	4.1%
CT Population	9.4%	9.4%	9.4%	9.4%	9.4%
CT Population 18+	8.0%	8.0%	8.0%	8.0%	8.0%
Asian American	2001	2002	2003	2004	2005
Storrs+	5.5%	5.4%	5.7%	5.8%	6.4%
Health Center	12.0%	11.1%	12.4%	12.0%	11.1%
CT Population	2.4%	2.4%	2.4%	2.4%	2.4%
CT Population 18+	2.4%	2.4%	2.4%	2.4%	2.4%
Native American	2001	2002	2003	2004	2005
Storrs+	0.3%	0.3%	0.3%	0.3%	0.3%
Health Center	0.6%	0.2%	0.2%	0.6%	0.4%
CT Population	0.2%	0.2%	0.2%	0.2%	0.2%
CT Population 18+	0.2%	0.2%	0.2%	0.2%	0.2%
Total Minority	2001	2002	2003	2004	2005
Storrs+	15.4%	15.2%	15.9%	16.3%	17.3%
Health Center	25.0%	24.0%	24.1%	26.2%	27.0%
CT Population	20.7%	20.7%	20.7%	20.7%	20.7%
CT Population 18+	18.5%	18.5%	18.5%	18.5%	18.5%

Source: IPEDS Enrollment Survey, U.S. Census 2000. IPEDS definition excludes non-resident aliens in minority counts. In Fall 2005, 5.2% of the Storrs/Regionals and 3.9% of Health Center students were internationals.

OPERATING EXPENDITURES FROM STATE SUPPORT

Common Core Performance Indicator

Total state appropriations including general fund fringe benefits and state support for student financial aid, but excluding capital equipment funds, as a percent of E&G expenditures (*Storrs+*) and total expenditures (*Health Center*).

Performance Improvement Goal

To maintain a constant portion of operating funds from state appropriations.

Data Analysis

The IPEDS data used for peer comparisons in expenditures, and shown in the table below, reflects a key change in methodology that occurred in FY 02. Starting then, the presentation of the University financial statements was changed to conform to new Governmental Accounting Standards Board (GASB) requirements. The table indicates that the trend in state support as a percent of operating expenditures is declining. Adequate levels of funding are imperative to meet the growing demand for an education.

For Storrs and the Regional Campuses, from the comparison table, E&G operating expenditures from state support were calculated as follows:

- Education and General funding included total operating funds plus state support plus gifts including contributions from other organizations minus sales and services of auxiliary enterprises.
- State support, including general fund fringe benefits and state support for student financial aid, was divided by Education and General (E&G).
- Because UConn is a research university with an extremely high percentage of undergraduates residing on campus, data for the Storrs+ program in terms of state support for total expenditures are provided in Appendix 1.

For Health Center, total expenditures provided an appropriate base to incorporate the large portion of its budget devoted to hospital and clinical services.

Operating Expenditures from State Support				
	FY 02	FY 03	FY 04	3-Year Average
State Support as Percent of E&G Expenditures				
Storrs+	53.8%	51.6%	49.1%	51.5%
Peer Average	32.9%	30.8%	27.7%	30.5%
State Support as Percent of Total Expenditures				
Health Center	20.2%	20.4%	20.4%	20.3%
Peer Average	18.8%	20.0%	25.6%	21.5%

Source: IPEDS Revenues Survey

Note: Starting in FY 2002, the presentation of University financial statements was changed to conform to new Governmental Accounting Standards Board (GASB) requirements.

REAL PRICE TO STUDENTS

Common Core Performance Indicator

Tuition and mandatory fees for a full-time, in-state undergraduate student as a percent of median household income for the State.

(Storrs+ & Health Center)

Performance Improvement Goal

To remain competitive in price of attendance for in-state students relative to Connecticut median household income.

Data Analysis

In FY 04, the cost of attending UConn relative to Connecticut median household income was 12.3%, compared to 10.8% in FY 00. The gap between UConn and its peers declined from 2.0% points in FY 00 to 0.5% points lower in FY 04 as tuition and fees of the peers increased by 49.8% between FY 00 and FY 04 while UConn tuition and fees increased by 26.1% in those four years.

Although tuition and fees at the University of Connecticut are higher than the average of their peers, that is primarily a function of geographic location and related cost-of-living factors. Tuition and fees for the University of Connecticut and other public 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. For information on UConn compared to other institutions in the northeast, see Appendix 2.

Tuition & Fees as a Percent of State's Median Household Income						% Change
	FY 00	FY 01	FY 02	FY 03	FY 04	2000-04
Median Household Income						
Connecticut	\$50,172	\$53,347	\$53,387	\$54,965	\$55,390	10.4%
Peer Average	45,210	44,501	45,669	46,057	46,204	2.2%
Tuition & Fees						
Storrs+	\$5,404	\$5,596	\$5,824	\$6,154	\$6,812	26.1%
Peer Average	3,961	4,157	4,481	5,210	5,934	49.8%
Tuition & Fees as % of Median Household Income						
Storrs+	10.8%	10.5%	10.9%	11.2%	12.3%	
Peer Average	8.8%	9.3%	9.8%	11.3%	12.8%	

Sources: UConn Office of the CFO, Connecticut Department of Higher Education, U.S. Census Bureau

The DHE tuition and fees policy for the Health Center calls for rates to be between the 70th and 75th percentile of public medical and dental schools, nationally. Annual tuition and fees for in-state UConn School of Medicine students for FY 2005 is \$19,600; for the School of Dental Medicine in-state students it is \$16,419. Having the second lowest rate, the UConn School of Medicine's resident rate compares favorably to what our peer institutions charge their residents.

STUDENT AID

Performance Indicator

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

Performance Improvement Goal

To improve access and educational opportunities for residents of Connecticut with State supported student financial aid.

Data Analysis

From FY 01 to FY 05, while UConn's total financial aid funding increased 64.1%, state dollars for UConn financial aid declined by 2.4%. As a percent of total student financial aid (including grants, loans, tuition waivers and student employment), state support declined from 6.2% in FY 01 to 3.7% by FY 05.

State Support of Student Financial Aid at the University of Connecticut

(in \$millions)	FY 01	FY 02	FY 03	FY 04	FY 05	% Change 2001-05
State Support	\$8.2	\$8.7	\$8.2	\$7.8	\$8.0	-2.4%
Total Financial Aid	\$131.8	\$145.3	\$169.3	\$197.1	\$216.3	64.1%
State Student Financial Aid as a Percent of Total Student Financial Aid	6.2%	6.0%	4.8%	4.0%	3.7%	

Source: UConn Office of the CFO

IPEDS data excludes grants, loans, tuition waivers and student employment and is provided for comparison purposes because of peer data availability. As reported by IPEDS, UConn is below the peer average in percent of student financial aid from State support, and the Health Center exceeds peers in total financial aid per student.

IPEDS Student Financial Aid Peer Comparisons

	FY 00	FY 01	FY 02	FY 03	FY 04
State Grants as a Percent of Total Gross Scholarships & Fellowships					
Storrs+	19.7%	20.5%	17.9%	15.6%	13.5%
Peer Average	32.9%	34.0%	19.2%	20.5%	15.5%
Health Center	0.0%	0.0%	0.0%	0.0%	0.0%
Peer Average	7.5%	9.1%	7.5%	23.0%	23.0%
Total Scholarships & Fellowships Per Student					
Storrs+	\$1,639	\$1,799	\$2,030	\$2,032	\$2,178
Peer Average	\$1,799	\$1,999	\$2,075	\$2,260	\$2,538
Health Center	\$2,306	\$2,464	\$2,707	\$3,026	\$3,791
Peer Average	\$1,684	\$1,820	\$2,176	\$2,193	\$2,369

Source: IPEDS Revenues Survey

Past increases in State support have helped to ensure access for students in need and those with meritorious academic records. Future increases would renew the upward trend as costs of providing a first-class education rise, particularly with growing enrollments. UConn considers access and affordability as a top priority and is strongly committed to provide even more assistance for student aid, both need-based and merit/talent-based. See Appendix 3 for further information.

CONNECTICUT FRESHMEN

Performance Indicator

Number and percent of Storrs+ freshmen and Health Center first-time first-year students who are Connecticut residents. (*Storrs+ & Health Center*)

Performance Improvement Goal

Percent of incoming freshmen from CT:

Storrs+: 70% - 75%

Medical School: 70% - 80%

Dental School: 30% - 40%

Data Analysis

The increase of in-state first-time first-year students attending UConn (15% more Connecticut resident freshmen in FY05 compared to FY01) is attributable to various factors, including effective recruiting, the impact of UCONN 2000, enhanced merit and need-based aid, exposure from successful athletic programs, responsive student services, and fundraising success, to name a few.

While efforts to recruit out-of-state students continue to broaden our student population base and enrich the college experience, we recognize the value of keeping our state's students at home. UConn has contributed to the state's reversal of the "net exportation of students" trend. The University of Connecticut is dedicated to in-state students and, at the same time, achieving its fullest potential as a national institution. Geographic diversity brings regional, national and international perspectives and connections, and enhances our visibility.

At the Health Center's School of Medicine, more than three-fourths of the first-time students are from Connecticut. The School of Dental Medicine's proportion of in-state students is not as high. While continuing to attract many outstanding out-of-state students electing to practice in Connecticut upon graduation (brain gain for the state), who also help meet diversity goals and goals for producing graduates capable of careers in academic medicine, the School has instituted programs to increase the pool of qualified in-state applicants. For information on specific programs, please refer to UConn's "*Collaborative Activities with Public Schools*" section or visit the UConn Admissions Office website, <http://www.admissions.uconn.edu>.

First-Time First-Year Enrollment						
Fall Semester	2001	2002	2003	2004	2005	% Change 2001-05
Storrs+						
Total First-Time First-Year	3,897	4,035	4,117	4,275	4,246	9.0%
Total from CT	2,885	2,994	3,166	3,258	3,327	15.3%
Percent from CT	74%	74%	77%	76%	78%	
Health Center						
School of Medicine						
Total First-Time First Year	76	75	74	78	79	3.9%
Total from CT	61	60	53	61	60	-1.6%
Percent from CT	80%	80%	72%	78%	76%	
School of Dental Medicine						
Total First-Time First Year	41	43	40	41	38	-7.3%
Total from CT	7	19	14	13	8	14.3%
Percent from CT	17%	44%	35%	32%	21%	

Source: UConn Office of Institutional Research and Health Center

DEGREES CONFERRED BY CREDIT PROGRAM

Common Core Performance Indicator

The number and percent of degrees conferred by credit program. (*Storrs+ & Health Center*)

Performance Improvement Goal

To increase degree programs essential to strengthen workforce development.

Data Analysis

UConn has 17 Schools and Colleges offering 8 different undergraduate degrees in 103 majors, 14 different graduate degrees in 88 fields of study, and 5 professional degrees. A total of 6,075 degrees were conferred in FY 05.

- Connecticut Department of Labor recently projected that there will be a critical need in areas commonly referred to as “STEM” - Science, Technology, Engineering and Math. The increase in science, engineering and technology bachelor’s and master’s degrees conferred is especially heartening in light of this need.
- UConn’s School of Engineering, offering programs in chemical, civil, computer, electrical, materials science, and mechanical engineering, conferred 43% more bachelor’s degrees, 74% more master’s degrees, and 65% more doctoral degrees in FY 05, compared to FY 01.
- The disciplines included in UConn’s focused workforce development in life sciences (agriculture, biological sciences, ecology and evolutionary biology, molecular and cell biology, physiology and neurobiology, and psychology) generated 47% more bachelor’s degrees and 24% more graduate degrees since FY 01.
- Biomedical sciences master’s and doctoral degrees in programs shared by the Health Center and Storrs Campus increased by 23% from FY 01 to FY 05.
- From FY 01, when the School of Pharmacy graduated its first class of professional (Pharm.D.) pharmacists, to FY 05, the School increased its production of Pharm.D.’s and graduates in its other programs by 41%.
- Teacher Education programs (including kinesiology, educational psychology and high school teacher preparation focused on liberal arts and sciences), resulted in 31% more master’s degrees in FY 05 (295) compared to FY 01 (225). The sixth year diplomas increased from 39 to 60 in that time period.
- School of Business programs in accounting, finance, health systems management, management, marketing and information management produced 23% more bachelor’s degrees in FY 05 than in FY 01.
- Among bachelor’s degrees, the program areas of social sciences climbed 84%, humanities, arts and communications grew 10%, and liberal arts and multi-interdisciplinary studies grew by 38% as the general education curriculum options strengthened and expanded.

The following table summarizes degrees in terms of federal program categories.

Program Category	FY01	FY02	FY03	FY04	FY05	UConn	Peer Average
						% Change FY01-FY05	% Change FY01-FY04
ASSOCIATE’S DEGREES							
Business (<i>Animal Science & Horticulture</i>)	17	22	22	11	29	71%	<i>na</i>
BACHELOR'S DEGREES							
Business	457	484	563	531	653	43%	
Health/Life Sciences	334	373	393	460	435	30%	
Sciences/Engineering/Technology	325	329	381	388	387	19%	
Social Sciences	560	590	809	952	1,028	84%	
Liberal Arts, Multi/Interdisciplinary	290	314	351	362	401	38%	
Humanities/Arts/Communications	522	452	601	606	573	10%	
Social & Public Services	242	240	265	267	245	1%	
Education	107	106	114	107	94	-12%	
Total	2,837	2,888	3,477	3,673	3,816	35%	13%
POST-BACCALAUREATE							
CERTIFICATES	<i>na</i>	18	27	23	37	<i>na</i>	<i>na</i>

DEGREES CONFERRED BY CREDIT PROGRAM

Data Analysis (continued)

Program Category	FY01	FY02	FY03	FY04	FY05	UConn	Peer Average
						% Change FY01-FY05	% Change FY01-FY04
MASTER'S DEGREES							
Business	340	331	350	313	367	8%	
Health/Life Sciences	201	127	142	148	150	-25%	
Sciences/Engineering/Technology	121	115	157	136	201	66%	
Social Sciences	81	73	82	74	105	30%	
Liberal Arts, Multi/Interdisciplinary	3	2	2	5	11	na	
Humanities/Arts/Communications	64	85	93	77	101	58%	
Social & Public Services	178	168	186	163	228	28%	
Education (<i>Includes Sixth-Year Diploma in Professional Education</i>)	264	236	278	235	355	34%	
Total	1,252	1,137	1,290	1,151	1,518	21%	15%
DOCTORAL DEGREES							
Business	17	13	11	11	14	-18%	
Health/Life Sciences	51	45	46	67	61	-20%	
Sciences/Engineering/Technology	61	50	62	64	67	-10%	
Social Sciences	37	41	47	41	54	46%	
Liberal Arts, Multi/Interdisciplinary	0	1	0	2	8	na	
Humanities/Arts/Communications	20	17	23	18	22	10%	
Social & Public Services	5	3	2	2	6	20%	
Education	43	51	46	52	29	-33%	
Total	234	221	237	257	261	12%	-4%
PROFESSIONAL DEGREES							
Health/Life Sci (M.D., D.M.D., Pharm.D.)	168	179	173	182	185	10%	
Social Sciences (Law)	178	228	191	192	229	29%	
Total	346	407	364	374	414	20%	14%
SUMMARY ALL DEGREE LEVELS							
Business	831	868	962	882	1,063	28%	34%
Health/Life Sciences	640	604	641	857	833	30%	4%
Sciences/Engineering/Technology	507	494	600	588	655	29%	0%
Social Sciences	856	932	1140	1266	1,451	70%	18%
Liberal Arts, Multi/Interdisciplinary	293	317	353	369	420	43%	24%
Humanities/Arts/Communications	606	554	717	701	696	15%	14%
Social & Public Services	425	411	453	432	479	13%	16%
Education	414	393	438	394	478	15%	3%
GRAND TOTAL	4,686	4,693	5,417	5,489	6,075	30%	13%

Source: IPEDS Completions Survey and UConn Office of Institutional Research

Note: Degree fields are summarized in terms of the federal classification of academic programs. For example, agricultural disciplines are counted in the Business and the Science/Engineering/Technology federal categories. For information on degrees conferred by the University's Schools/Colleges, majors and fields of study, see the UConn Office of Institutional Research website, <http://www.oir.uconn.edu>.

RESEARCH PERFORMANCE

Performance Indicator

Total Research Awards. (*Storrs+ & Health Center*)

Data Analysis

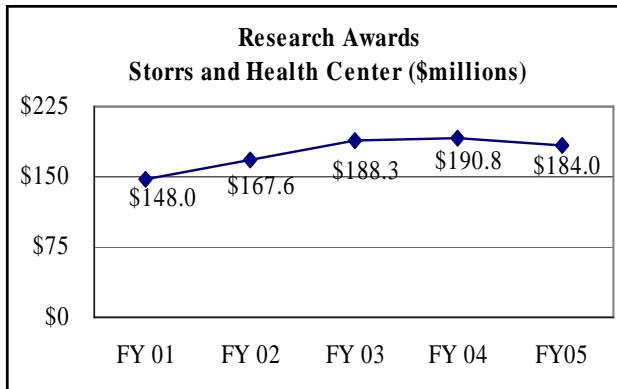
FY05 research awards for the University totaled \$184.0 million, a 24% increase since FY 01. Research investments from the University and outside sponsors have reaped many benefits:

- enhanced knowledge and new discovery,
- faculty contributions to cutting edge developments,
- additional funding to support the University,
- educational opportunities for students, and
- economic benefit to the state through tech transfer and scientific advancements.

Aggressive faculty recruitment has brought established investigators to the University, strengthened existing research programs and set the stage for new ones. Capital investment has contributed greatly to research productivity. UCONN 2000 has enabled construction of teaching and research facilities and has spurred state-of-the-art equipment purchases. The Health Center's Academic Research Building is reaping benefits, as well. The decline in FY 05 awards is a result of flat federal funding, such as research sponsored by the National Institutes of Health.

Performance Improvement Goal

\$190 million of research awards in FY 06, \$95 million for Storrs+ and \$95 million for the Health Center.



Research Awards						
(in \$millions)	FY 01	FY 02	FY 03	FY 04	FY 05	% Change 2001-05
Storrs+	\$78.9	\$86.8	\$92.1	\$92.0	\$91.5	16%
Health Center	<u>69.1</u>	<u>80.8</u>	<u>96.2</u>	<u>98.8</u>	<u>92.5</u>	<u>34%</u>
Total University	\$148.0	\$167.6	\$188.3	\$190.8	\$184.0	24%

Source: UConn Office of Sponsored Programs and UConn Health Center

Faculty scholarship encompasses publication of books, textbooks, lab/tech manuals, software, book chapters, technical reports, conference proceedings and journal articles, and, in fine arts, production of creative products such as plays, compositions, paintings and other artistic creations. Faculty do this while teaching and performing service to the community and state. Scholarly products per faculty member has grown 24% since FY 01.

Scholarly Productivity						
Storrs+ Programs	FY 01	FY 02	FY 03	FY 04	FY 05	% Change 2001-05
Publications	5,830	6,033	6,709	6,625	7,242	24%
Art & Creative Products	<u>549</u>	<u>555</u>	<u>429</u>	<u>453</u>	<u>638</u>	<u>16%</u>
Total Scholarly Products	6,379	6,588	7,138	7,078	7,880	24%
Scholarly Products/Faculty	6.8	7.0	7.4	8.0	8.4	24%

Source: UConn Schools' and Colleges' records, Office of Institutional Research

PATENTS AND INVENTIONS

Performance Indicator

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

Performance Improvement Goal

To continue to develop and increase licensing income.

Data Analysis

Licensing income has increased steadily since FY 01, with two recent years of unusually high income due to some one-time payments. The Office of Sciences and Technology Business Development includes: 1) the Center for Science & Technology Commercialization, the technology transfer office for commercialization (patenting and licensing) of University inventions and licensing with established and start-up companies; 2) the Research and Development Corporation, a wholly owned subsidiary of the UConn Foundation, for creation of start-up businesses utilizing UConn technologies and offering the opportunity to drawing on expertise throughout the University; and 3) the Technology Incubator Program, for development of incubator space on all UConn campuses (the first incubator is part of Agriculture Biotechnology Building). Licensing and patent activity is presented below.

Center for Science & Technology Commercialization

Storrs+ and Health Center	FY01	FY02	FY 03	FY 04	FY 05
Licensing Income	\$467K	\$625K	\$750K	\$1.8M	\$1.5M
Licenses & Options Executed	12	9	12	19	10
Start-up Companies Formed (a)	2	1	2	2	5
U.S. Patent Applications Filed (b)	63	49	41	25	30
U.S. Patents Issued (c)	9	10	22	13	15

(a) Including 3 research and development corporations in FY05.

(b) Patent applications filed fall into two categories: provisional and full.

(c) It may take two or more years to obtain a patent.

Source: Association of University Technology Managers Survey, 2005

UConn is performing on par with institutions with similar research bases. It is performing below the peers, who have much larger research bases (average research expenditures of \$341 million, compared to UConn's \$163.6 million).

FY 2004 Selected Comparisons

	UConn	University Peers Median (d)	Institutions with Similar Research Bases Median (e)
Licensing Income	\$1,790K	\$4,203K	\$742K
Licenses and Options Executed	19	58.5	15.5
Start-up Companies Formed	2	2.5	1.0
U.S. Patent Applications Filed	25	62	29
U.S. Patents Issued	13	27.5	10.5

(d) Iowa State, Ohio State, Purdue, Rutgers, U. Georgia, U. Iowa, U. Minnesota, U. Missouri.

(e) Universities within 10% of UConn's total research expenditures: Clemson, Dartmouth, Oregon State, U. Kentucky, U. New Mexico, U. Texas Health Science Center, U. Texas Medical Branch, Utah State.

Source: Association of University Technology Managers Survey, 2005.

NON-CREDIT REGISTRATIONS

Common Core Performance Indicator

Annual course registrations of non-credit students by the following categories: personal development, workforce development (and Health Education).
(*Storrs+ & Health Center*)

Performance Improvement Goal

To meet the needs of lifelong learners within the public service mission of the University.

Data Analysis

Personal development, workforce development, and health education non-credit courses and programs offered at the Storrs Campus, the Regional Campuses, and the Health Center continue to serve thousands of individuals throughout the state.

Non-Credit Registrations/Attendance in Selected Programs (Courses, Workshops, Events)					
	FY 01	FY 02	FY 03	FY 04	FY 05
<u>Storrs+ Continuing Studies*</u>					
Center for Economic Education**	20,893	10,914	9,093	13,822	na
Institute of Public Service**	2,147	1,254	996	na	na
<i>Total Registrations - Past Programs</i>	<u>23,040</u>	<u>12,168</u>	<u>10,089</u>	<u>13,822</u>	<u>na</u>
Labor Education Center	1,571	814	901	978	495
Professional Studies	9,196	9,068	13,472	12,487	7,242
Stamford Center of Learning Advancement	1,519	2,499	1,483	1,628	1,815
Bishop Center University Conference Svcs	7,536	7,305	12,684	7,910	12,170
Workforce Development Institute	-	21	792	855	4,309
Center for Learning in Retirement	2,149	2,890	3,568	2,766	1,253
Community School of the Arts	2,480	2,837	2,845	2,992	2,128
Credit Courses for Non-Credit	4	86	17	6	7
<i>Total Registrations - Current Programs</i>	<u>24,455</u>	<u>25,520</u>	<u>35,762</u>	<u>29,622</u>	<u>29,419</u>
<u>Other Storrs+ Non-Credit Offerings-Examples</u>					
<i>Workforce Development</i>					
Nursing Post-baccalaureate Certificate Prg			23	30	32
Social Work: Staff Trng & Ed for Professions	-	503	639	593	623
Pharmacy: Live Programs	3,640	9,352	9,891	9,786	9,940
Home Study	244	4,253	166	180	415
<i>Personal Development</i>					
Fine Arts: Exhibitions, Performances, Concerts	227,488	222,195	180,390	200,000	200,000+
Fine Arts: Off Campus Outreach Programs	184,360	155,382	142,685	150,000	150,000+
Museum of Natural History	70,000+	70,000+	70,000+	75,000+	90,000+
Agriculture Extension Programs	20,000+	20,000+	30,000+	30,000+	30,000+
UConn Campus Tours	23,462	27,132	29,579	32,776	36,728
<i>Total Registrations/Attendance</i>	<u>529,194+</u>	<u>508,817+</u>	<u>463,373+</u>	<u>498,365+</u>	<u>517,738+</u>
<u>Health Center Non-Credit Offerings</u>					
<i>Workforce Development</i>					
Continuing Medical Education	10,489	14,529	14,691	15,269	13,336
Continuing Dental Education	-	-	891	746	538
<i>Personal Development</i>					
Mini-Medical School Non-Credit Program	261	323	371	420	58
<i>Health Education</i>					
Health Education Discovery Series	3,289	2,445	2,620	2,258	2,403
Celebrate Health	859	1,023	1,761	1,587	3,324
<i>Total Registrations</i>	<u>14,898</u>	<u>18,320</u>	<u>20,334</u>	<u>20,280</u>	<u>19,659</u>

*Non-credit programs for personal and workforce development. ** CEE closed 6/04; IPS closed 6/03.

Source: UConn Schools and Colleges, UConn Office of Institutional Research and UConn Health Center

Note: Personal development offerings include archaeology, health, horseback riding, landscaping, music instruction, natural history and enrichment programs for all ages.

PROGRAMS/PUBLICATIONS RESPONSIVE TO SOCIETY

Performance Indicator

Provision of Patient/Client Services that Support the Public Good. (*Storrs+ & Health Center*)

Performance Improvement Goal

To expand patient/client services to the Connecticut public.

Data Analysis

The following are a few of the many ways the University responds to society's needs. Please visit www.uconn.edu for information on these and other programs and publications.

Health Center: In addition to supporting the Health Center's academic mission, the John Dempsey Hospital (JDH), University Medical Group (UMG) and University Dental Group (UDG) provide a range of primary and specialty health care services.

Patient Visits	FY 01	FY 02	FY 03	FY 04	FY 05	% Change 2001-05
<u>JDH Hosp. Visits</u>						
Emergency Dept	19,413	21,782	22,215	23,515	27,874	43.6%
In-Patient	7,518	8,580	8,940	9,378	9,835	30.8%
Out-Patient	<u>139,044</u>	<u>169,351</u>	<u>205,516</u>	<u>237,825</u>	<u>251,324</u>	80.8%
Subtotal	165,975	199,713	236,671	270,718	289,033	74.1%
<u>UMG Visits</u>						
Consultations, Procedures, Visits	394,031	487,781	488,177	450,881	452,111	14.7%
<u>Dental Students & Residents</u>						
Practice Visits	77,340	81,615	83,343	86,625	92,569	19.7%
<u>Dental Faculty</u>						
Practice Visits	<u>11,113</u>	<u>11,020</u>	<u>12,856</u>	<u>11,504</u>	<u>11,965</u>	7.7%
TOTAL	648,459	780,129	821,047	819,728	845,678	30.4%

Source: UConn Health Center

Health Center outreach includes: *UConn House Call*, a health and wellness newsletter mailed to 69,000 homes in the primary Service Area; www.health.uchc.edu (46,000 visits, monthly); *Discovery Series* lectures in health care and clinical services; Connecticut Health promoted community and public health projects statewide (250 projects listed www.connecticuthealth.org); *Celebrate Health* educational programs, screenings and other activities on women's health and successful aging; faculty and student volunteers at student-run clinics for Hartford's homeless and underserved populations.

Other health initiatives: School of Nursing students and faculty provide services to farm workers, including migrant farm workers in Lebanon, Enfield, and Glastonbury. They also work with the Visiting Nurse Association of Central Connecticut and the *Personal Education Program* customized for older adults. School of Allied Health outreach programs include the Physical Therapy and Nayden Clinics and the Center for Health Promotion. School of Pharmacy produces informational pamphlets for the public on health and medication topics. Pharmacy faculty assist youngsters attending *Asthma Camp*, collaborate with the Department of Human Services of the City of Hartford on pharmaceutical services to the elderly, and provide pharmaceutical care services to patients statewide. In the College of Liberal Arts and Sciences, the Audiology and Speech Pathology Clinic in the Communication Sciences Department serves nearly 1,000 clients per year on site and 500 more through visits to elementary schools, the Mansfield Nursing and Rehabilitation Center, and the Visiting Nurse Association. In the Psychology Department, the Psychological Services Clinic provides mental health services to individuals, children, and families in eastern Connecticut; the Center for Health-HIV Intervention and Prevention (CHIP) develops health behavior change programs in hospitals, including a diabetes management study and program for Latino clients at Hartford Hospital who do not have health insurance.

PROGRAMS/PUBLICATIONS RESPONSIVE TO SOCIETY

Data Analysis (continued)

Social Services: School of Social Work community services and publications address child abuse, neglect, mental health, substance abuse, HIV/AIDS, and violence reduction. School of Family Studies publications (*KIDS Newsletter*, *All Children Considered*, and the *Birth to Five Newsletter*) focus on child care. Its Humphrey Center for Marital & Family Therapy offers counseling services. The School of Law serves the public interest through a variety of live-client in-house law clinics staffed by law students working pro bono under supervision of faculty members, public interest law clinics (*Center for Children's Advocacy and Connecticut Urban Legal Initiative*), externship courses on legal and human rights topics, and journal publications (*Connecticut Law Review*, *Connecticut Insurance Law Journal*, *Connecticut Journal of International Law*, and the *Public Interest Law Journal*). College of Agriculture and Natural Resources and Cooperative Extension System outreach include non-credit programs, fact sheets, and advice on a variety of topics, including pest management, coastal habitats, gardening, water quality, food safety, and low income family nutrition education. The *People Empowering People* program also serves lower income youth and adults. Other resources include the Soil Nutrient Analysis Lab, *UConn Plant Database*, and *NEMO* (program for land use decision makers). The College of Continuing Studies (CCS) works with nonprofit organizations to develop and sponsor noncredit programs and offers training through its Center for Homeland Security Education.

The Business Community is reached through various School of Business programs. The Small Business Institute, *Family Business Program*, GE Capital Global Learning Center, Institute of Developing Entrepreneurial Advantage, Office of Diversity Initiatives, *Volunteer Income Tax Assistance*, Connecticut Information Technology Institute, Center for Health Systems Management, *edgelab*, and SS&C Technologies Financial Accelerator: all are valuable players in Connecticut's business community. CCS offers online courses in project management and healthcare IT for business professionals around the world and campus and on-site professional education programs.

Local Government and Commerce: CCS assists municipal and state agencies with a broad spectrum of outreach through its Labor Education Center, Workforce Development Institute, and Professional Studies unit. The College of Liberal Arts and Sciences provides services through many academic programs and centers. The Connecticut Center for Economic Analysis publishes the quarterly, *The Connecticut Economy*, which analyzes the previous quarter's economic activity and provides forward outlooks. The Center for Applied Genetics and Technology holds intensive weekend workshops teaching the latest forensic and DNA-typing techniques to professionals in the judicial system, state police, and biotechnology industry. Graduate Certificates in Public Financial Management and Nonprofit Management are offered by the Department of Public Policy.

Culture: School of Fine Arts provides many opportunities for the public, including programs and events on and off campus and activities at the Puppetry Museum, Benton Museum, Center for Visual Arts and Culture, Connecticut Repertory Theatre, Jorgensen Auditorium, von der Mehden Recital Hall, and the Nafe Katter Theatre. CCS Community School of the Arts links individuals of all ages in Eastern Connecticut with the artistic and performance resources of the University. Biologists in the Ecology and Evolutionary Biology Department have created a Butterfly Atlas of Connecticut and have published *Caterpillars of Eastern North America*. The Connecticut State Museum of Natural History and Connecticut Archaeology Center offer lectures, workshops, exhibits, traveling programs, and field excavations. An archaeology institute works with historical societies, schools, local governments, the Mashantucket Pequot Tribe, and Connecticut state government to excavate and document Connecticut artifacts. The state Archaeologist conducts research on New England folk beliefs and burying practices. A new Stone Wall initiative provides information and lectures on the history of Connecticut's stone walls. The state Historian delivers lectures about early American and Connecticut history throughout the state.

REAL COST PER STUDENT

Common Core Performance Indicator

The ratio of total education and general expenditures (including fringe benefits but excluding research, public service, scholarships, depreciation and auxiliary expenditures) to full-time equivalent (FTE) students compared to peers. (*Storrs+*)

Performance Improvement Goal

To keep the real cost per student competitive.

Data Analysis

Education and General funding for operating costs, according to changes in GASB and IPEDS reporting, is defined beginning FY02 to include instruction, academic support, student services, institutional support, and operations and maintenance of plant and other expenses deductions, but excluding depreciation. For this performance measure, real cost per student was calculated by dividing funding for Education and General (E&G) costs by Fall Full-Time Equivalent (FTE) enrollment. Full-Time Equivalent enrollment was defined as Total Full-Time Headcount Enrollment plus one-third of the Part-Time Headcount Enrollment.

As the table below indicates, the UConn cost per student per the above definition is more than then its peers for FY 02 and FY 03 but less than the average cost per student of its peers for FY 04. As part of its response to the significant State budget shortfall in FY03, the State offered a statewide Early Retirement Incentive Plan (ERIP) to its employees. The impact of ERIP was significant. The University saw a total of 365 employees accept the program. Because the ERIP was designed to reduce State spending, the State's public higher education institutions were permitted to keep only half of the savings generated by the program. In short, \$8.9 million was removed from the University's appropriation as a result of the State's plan.

E & G Cost Per FTE Student Comparison				
	FY 02	FY 03	FY 04	% Change 2002-04
University of Connecticut				
E & G Expenditures (in \$millions)	\$370.9	\$393.1	\$384.1	3.6%
FTE Enrollment	20,061	21,558	22,537	12.3%
E & G Cost Per FTE Student	\$18,486	\$18,237	\$17,045	-7.8%
Peer Average				
E & G Expenditures (in \$millions)	\$555.5	\$568.5	\$584.6	5.2%
FTE Enrollment	31,026	31,895	32,385	4.4%
E & G Cost Per FTE Student	\$17,904	\$17,824	\$18,051	0.8%

Sources: UConn Office of the CFO and Office of Institutional Research, CT Department of Higher Education
Peer Average—IPEDS Finance Survey and IPEDS Fall Enrollment Survey

Note: Due to changes in the presentation of the University financial statements to conform to the new Governmental Accounting Standards Board (GASB) requirements, only three years are presented. Additionally, the methodology used to compute cost per student has changed as per the definition listed above.

RETENTION RATE

Common Core Performance Indicator

The number and percent of first-year full-time degree seeking students who enroll in a given fall semester and return the following fall. (*Storrs+*)

Performance Improvement Goal

To continue to improve upon our current high rate of retention.

Data Analysis

Storrs freshman retention, including minority retention, continues to exceed the peer average for retention. The First Year Experience (FYE) program, Retention and Graduation Task Force initiatives, UCONN 2000, support programs for minorities and all students, and increased academic quality of students contribute to our success. Over 80% of freshmen enroll in the FYE course that acclimates them to the University. Centralized services for students and a Center for Undergraduate Education that houses Career Services, a Learning Research Center, Institute for Teaching and Learning, and the Honors Program are key. The *Louis Stokes Alliance for Minority Participation (LSAMP) Program* has improved the recruitment and retention of underrepresented students in science, technology, engineering, and mathematics fields.

Freshman to Sophomore Retention Rates

Entering Freshmen Class of:	All Freshmen	White	Black	Hispanic	Asian American	Native American	Total Minority
Storrs							
Fall 2004	92%	92%	90%	90%	96%	100%	93%
Fall 2003	90%	90%	86%	89%	93%	85%	89%
Fall 2002	88%	89%	85%	85%	92%	na	88%
Fall 2001	88%	88%	89%	80%	92%	na	87%
Fall 2000	89%	89%	91%	83%	93%	na	90%
Regional Campuses							
Fall 2004	79%	79%	85%	73%	80%	na	78%
Fall 2003	79%	79%	77%	81%	85%	na	81%
Fall 2002	76%	74%	82%	75%	87%	na	81%
Fall 2001	77%	76%	66%	85%	87%	na	80%
Fall 2000	73%	74%	64%	74%	78%	na	72%

Source: UConn Office of Institutional Research; Note: Non-Resident Aliens are included in All Freshmen. na = Native American entering class has less than 10 students.

Freshman Retention reported to US News (Average of Four Years of Data)*

	2002 Edition	2003 Edition	2004 Edition	2005 Edition	2006 Edition
University of Connecticut-Storrs	87%	88%	88%	88%	89%
Iowa State University	84%	84%	84%	84%	84%
University of Iowa	83%	83%	84%	83%	82%
University of Georgia	89%	90%	91%	92%	93%
University of Minnesota	83%	83%	83%	84%	85%
University of Missouri	84%	84%	84%	84%	85%
Ohio State University	82%	84%	85%	86%	87%
Purdue University	87%	88%	88%	89%	86%
Rutgers State University	88%	88%	88%	88%	89%
Peer Average	85%	86%	86%	86%	86%

* U.S. News & World Report: America's Best Colleges; 2002 Edition = average percentage of freshmen Fall 96 through Fall 99 returning the following fall; 2003 Edition = average of freshmen entering Fall 97 through Fall 00; 2004 Edition = average of freshmen Fall 98 through Fall 01; 2005 Edition = average of freshmen Fall 99 through Fall 02; 2006 Edition = average of freshmen Fall 00 through Fall 03.

GRADUATION RATE

Common Core Performance Indicator

The percentage of first-year full-time degree seeking students in a cohort who complete within 4 and 6 years. (*Storrs+*)

Performance Improvement Goal

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

Data Analysis

Among Fall 99 Storrs freshmen, 72% graduated in 6 years (national standard measure) compared to latest available peer rate (Fall 98), 66%. Our six-year graduation rate for Fall 99 Storrs minorities is 66% compared to 56% for peers. Rates for students who began at regional campuses are lower but improving. Strong support programs for minorities and all students have been key.

Six-Year Graduation Rates

Entering Freshmen Class of:	Total	White	Black	Hispanic	Asian American	Native American	Total Minority
Storrs							
Fall 1999	72%	73%	57%	71%	71%	na	66%
Fall 1998	71%	72%	62%	62%	76%	na	67%
Peers (Fall 1998)	66%	67%	50%	56%	63%	na	56%
Fall 1997	70%	70%	68%	72%	68%	na	69%
Fall 1996	69%	70%	68%	58%	68%	na	65%
Fall 1995	70%	71%	63%	64%	68%	na	65%
Regional Campuses							
Fall 1999	42%	44%	33%	42%	38%	na	37%
Fall 1998	45%	44%	26%	53%	57%	na	47%
Fall 1997	42%	41%	35%	39%	50%	na	42%
Fall 1996	41%	40%	38%	29%	59%	na	44%
Fall 1995	38%	40%	28%	25%	50%	na	31%

IPEDS Peer Comparison for Six-Year Graduation Rates

	Fall 96 Freshmen	Fall 97 Freshmen	Fall 98 Freshmen
UConn –Storrs	69%	70%	71%
Iowa State University	65%	66%	66%
University of Iowa	64%	65%	66%
University of Georgia	70%	71%	72%
University of Minnesota	54%	54%	56%
University of Missouri	65%	66%	68%
Ohio State University	59%	62%	62%
Purdue University	64%	66%	64%
Rutgers State University	72%	72%	71%
Peer Average	64%	65%	66%

Source: UConn Office of Institutional Research; IPEDS Graduation Rate Survey

Note: Minority rates omit international students, many of whom are members of minority groups. White category includes self-reported white, other, and unknown. na = Native American entering class has less than 10 students.

GRADUATION RATE

Data Analysis (continued)

Since 1996, five-year graduation rates for Storrs entering freshmen classes have increased from 66% to 71%, and four-year rates have jumped from 43% to 54%. While rates for minority freshmen have been lower, both minority and all freshmen at Storrs compare very favorably with entering classes at peer institutions, who graduate much lower percentages in four or five years.

Five-Year Graduation Rates				
Entering Freshmen Class of:	Storrs Total	Peer Average	Storrs Minority	Peer Minority Average
Fall 2000	71%	na	65%	na
Fall 1999	69%	na	62%	na
Fall 1998	67%	61%	62%	50%
Fall 1997	66%	60%	62%	51%
Fall 1996	66%	67%	59%	55%

Four-Year Graduation Rates				
Entering Freshmen Class of:	Storrs Total	Peer Average	Storrs Minority	Peer Minority Average
Fall 2001	54%	na	43%	na
Fall 2000	53%	na	44%	na
Fall 1999	50%	na	42%	na
Fall 1998	45%	35%	38%	27%
Fall 1997	46%	34%	36%	26%
Fall 1996	43%	33%	33%	24%

As the table below indicates, UConn-Storrs average time to graduate, among students earning baccalaureate degrees, ranks at the top at 4.41 years when compared to UConn peers. Average time to graduate at UConn's Regional Campuses is 4.69 years. UConn's current "Finish in Four" initiative aims to improve these rates, shown by a decrease to 4.34 years in the average time to graduate for Fall 1999 Storrs Freshmen. (Peer data are not yet available for Fall 1999.)

IPEDS Peer Comparison for Average Time to Graduate				
	Fall 96 Freshmen	Fall 97 Freshmen	Fall 98 Freshmen	Fall 99 Freshmen
UConn-Storrs	4.4 yrs	4.4 yrs	4.4 yrs	4.3 yrs
Iowa State University	4.7 yrs	4.7 yrs	4.7 yrs	na
University of Iowa	4.5 yrs	4.5 yrs	4.5 yrs	na
University of Georgia	4.5 yrs	4.5 yrs	4.5 yrs	na
University of Minnesota	4.6 yrs	4.6 yrs	4.6 yrs	na
University of Missouri	4.5 yrs	4.5 yrs	4.5 yrs	na
Ohio State University	4.7 yrs	4.6 yrs	4.6 yrs	na
Purdue University	4.6 yrs	4.6 yrs	4.6 yrs	na
Rutgers State University	4.5 yrs	4.5 yrs	4.4 yrs	na
Peer Average	4.6 yrs	4.6 yrs	4.6 yrs	na
UConn-Regional Campuses	4.7yrs	4.7yrs	4.7yrs	4.7yrs

Source: UConn Office of Institutional Research; IPEDS Graduation Rate Survey.

POST-BACCALAUREATE GRADUATION RATE

Common Core Performance Indicator

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

Performance Improvement Goal

To increase graduation rates while maintaining high academic standards.

Data Analysis

Graduation rates within 8 years for medical and dental students, as one might expect from the academic credentials of students admitted to these programs, are very high. It should be noted that approximately 30 students are earning combined degrees (e.g., MD/PhD and DMD/PhD). This extends the date of graduation well beyond four years.

8-Year Graduation Rates of Health Center Medical and Dental School Students

Entering Year, Fall of:	1997	1998	1999	2000	2001
School of Medicine					
Admitted	83	77	77	80	76
Graduated to Date	93%	95%	92%	93%	66%
Active	1%	1%	7%	6%	28%
Withdrawn/Dismissed to Date	6%	4%	1%	1%	6%
School of Dental Medicine					
Admitted	43	42	40	39	41
Graduated to Date	84%	69%	85%	85%	73%
Active	0%	2%	2%	5%	20%
Withdrawn/Dismissed to Date	16%	29%	13%	10%	7%

Source: UConn Health Center

Law School graduation rates also are impressively high. The rates for the 3-year day division are shown below. For the 4-year evening division, the overall graduation rate is 95% for entering cohorts for the same time period.

Graduation Rates at School of Law (3-Year Day Division)

Entering Year, Fall of:	1997	1998	1999	2000	2001
Law School					
Entering Year Cohort	129	123	114	114	113
Graduated in 3 or less years	107	107	102	106	104
Graduated in more than 3 years	6	8	4	1	0
Overall Graduation Rate	88%	94%	93%	94%	92%

Source: UConn School of Law

Graduation rates for the master's and doctoral programs in 88 fields of study vary with degree requirements and specializations.

GRANTS, AWARDS AND CLINICAL INCOME

Performance Indicator

Total grants/awards/clinical income as percentage of total revenue. (*Storrs+ & Health Center*)

Performance Improvement Goal

To increase revenues generated by grants, awards and clinical income.

Data Analysis

Revenues generated by grants, awards, and clinical income are a significant funding source for the University of Connecticut and University of Connecticut Health Center operations. These revenues have become increasingly important here and throughout the country as state support for higher education operations has stagnated in the vast majority of states.

The IPEDS data used for peer comparisons below reflects a key change in methodology that occurred in FY 02. Starting then, the presentation of the University financial statements was changed to conform to new Governmental Accounting Standards Board (GASB) requirements.

Storrs+ percentages were derived by dividing revenues from federal, state, local, and private grants and contracts by total revenues. The Health Center calculations were done similarly, but also included clinical income.

The table below presents grants and awards as a percent of operating funds. Peer comparisons for Storrs+ utilizing IPEDS data provided to the federal government indicated that the percent of total revenues for Storrs+ programs generated by grants and awards was 16.2% in FY 04. The peer average was 21.4%. At the Health Center, the percent of income from these sources as well as clinical income has consistently exceeded its peers. These external revenues continue to help the University of Connecticut Storrs+ and Health Center programs as we progress toward our institutional goals.

Grants, Awards, and Clinical Income Revenue as a Percent of Total Revenue				
	FY 02	FY 03	FY 04	% Change 2002-04
Grants/Awards/Clinical Income (in \$millions)				
Storrs+	\$ 98.4	\$100.2	\$103.9	5.6%
Peer Average	\$262.3	\$281.1	\$302.4	15.3%
Health Center	\$395.5	\$445.0	\$457.5	15.7%
Peer Average	\$827.7	\$639.4	\$504.4	-39.1%
Grants/Awards/Clinical Income as % of Total Revenue				
Storrs+	17.0%	16.5%	16.2%	
Peer Average	21.1%	21.3%	21.4%	
Health Center	76.3%	78.6%	78.3%	
Peer Average	78.9%	76.3%	71.5%	

Source: IPEDS Revenues Survey

Note: Starting in FY 2002, the presentation of University financial statements was changed to conform to new Governmental Accounting Standards Board (GASB) requirements.

APPENDIX 1

Goal 3 ♦ Access & Affordability
Operating Expenditures from State Support

Because UConn is a research university with an extremely high percentage of undergraduates residing on campus, data for the Storrs+ program is provided in terms of state support for total expenditures, representing the full range of university activities.

Percent of Total Expenditures from State Support				
	FY 02	FY 03	FY 04	3-Year Average
Storrs+	46.3%	44.0%	41.1%	43.8%
Peer Average	29.6%	27.5%	24.7%	27.3%

Source: IPEDS Revenues Survey

As a percentage of the University's total operating revenues, the state share for Storrs+ has declined steadily from 50% in FY 91 to 39% in FY 03 to 35.8% in FY 05; at the Health Center the corresponding percentages were 19.7% to 17.8% to 16.6%.

APPENDIX 2

Goal 3 ♦ Access & Affordability
Real Price to Students

UConn's tuition and mandatory fees as a percent of the state's median household income has been and continues to be lower than northeast public flagship universities.

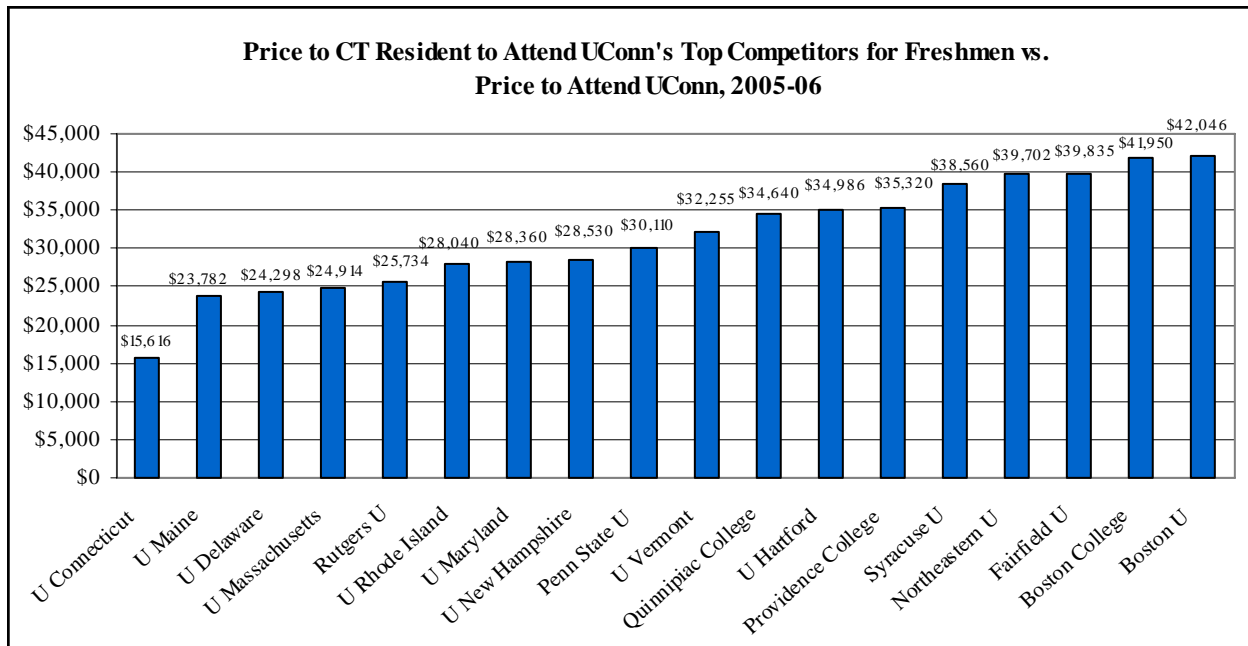
Tuition & Fees as a Percent of State's Median Household Income					
	FY 00	FY 01	FY 02	FY 03	FY 04
Tuition & Fees as % of Median Household Income					
Storrs+	10.8%	10.5%	10.9%	11.2%	12.3%
Peer Average	8.8%	9.3%	9.8%	11.3%	12.8%
Northeast Public Flagship Universities Average	13.3%	13.3%	13.9%	14.7%	15.4%
<i>(includes Rutgers U, U Maine, U Massachusetts, U New Hampshire, U Rhode Island, and U Vermont)</i>					

Sources: UConn Office of the CFO, Connecticut Department of Higher Education, U.S. Census Bureau

APPENDIX 2 (continued)

Goal 3 ♦ Access & Affordability
Real Price to Students

A key price comparison for students is UConn's cost of attendance (tuition and fees including room and board) versus attending one of our primary competitors for freshmen. The differential for Connecticut resident students attending UConn versus attending our competitors is compelling. For an in-state student to attend UConn in 2005-06 it cost \$15,616 compared to between \$23,782 and \$42,046 to attend one of our primary competitor schools. This translates into a price differential ranging from \$8,166 to \$26,430.



UConn is reasonably priced for out-of-state students, as indicated in the chart below. And, the University of Connecticut's in-state tuition and fee rates compare favorably to in-state tuition and fee rates at other public universities in the northeast.

2005-06 Tuition, Fees, Room & Board of UConn's Top Competitors for Freshmen

Private Schools	In- & Out-of-State	Public Schools	In-State	Out-of-State
Boston U	\$42,046	Penn State U	\$19,874	\$30,110
Boston College	41,950	Rutgers U	18,135	25,734
Fairfield U	39,835	U Vermont	18,069	32,255
Northeastern U	39,702	U New Hampshire	16,810	28,530
Syracuse U	38,560	U Maryland	16,036	28,360
Providence College	35,320	U Massachusetts	15,795	24,914
U Hartford	34,986	U Connecticut	15,616	28,120
Quinnipiac College	34,640	U Rhode Island	15,398	28,040
		U Delaware	14,142	24,298
		U Maine	13,642	23,782

Source: UConn Office of the CFO

APPENDIX 3

Goal 3 ♦ Access & Affordability
Student Aid

Tuition support for student aid grew substantially between FY 01 and FY 05, from \$21.6 to \$36.3 million. Tuition aid includes tuition waivers, tuition grants, scholarships and fellowships, and student employment. BGHE policy that 15% of tuition revenues be set-aside for need-based aid is consistently met or surpassed by UConn. From FY 01 to FY 05, tuition funded need-based aid increased 79% from \$15.0 to \$26.9 million.

Storrs+ SFA Budget (in millions)	FY 01	FY 02	FY 03	FY 04	FY 05	% Change 2001-05
Tuition Funded Aid						
Need-Based	\$15.0	\$17.5	\$20.5	\$23.7	\$26.9	79.3%
Scholarships & Fellowships	<u>6.6</u>	<u>7.2</u>	<u>7.7</u>	<u>8.2</u>	<u>9.4</u>	<u>42.4%</u>
Subtotal	\$21.6	\$24.6	\$28.2	\$31.9	\$36.3	68.1%
Tuition Waivers	<u>22.0</u>	<u>23.5</u>	<u>25.6</u>	<u>30.0</u>	<u>33.8</u>	<u>53.6%</u>
Total Tuition Funded Aid	\$43.6	\$48.2	\$53.9	\$61.9	\$70.1	60.8%
Other Financial Aid						
State/Fed./Private/Student	34.4	40.3	42.6	44.3	45.1	31.1%
Employment Loans	<u>53.7</u>	<u>56.8</u>	<u>72.8</u>	<u>90.9</u>	<u>101.1</u>	<u>88.3%</u>
GRAND TOTAL FINANCIAL AID	\$131.8	\$145.3	\$169.3	\$197.1	\$216.3	64.1%

While the University has been meeting the financial aid for needy students, we have also increased merit-based aid to attract high-achieving students. The number of valedictorians at UConn has been steadily rising. Merit-based aid was up 53.0% from \$17.9 to \$27.4 million from FY 01 to FY 05 because of our effort to increase the number of high-achieving students. This effort is not being made at the expense of students who require need-based aid.

Merit-Based Aid (in \$millions)	FY 01	FY 02	FY 03	FY 04	FY 05	% Change 2001-05
Storrs+	\$17.9	\$22.6	\$24.4	\$26.1	\$27.4	53.1%
Health Center	\$1.0	\$1.3	\$1.3	\$1.3	\$1.3	30.0%

Financial aid also is provided to Graduate Assistants (GA's), graduate students who perform key functions such as teaching courses and labs, tutoring, conducting research, and doing public service. In FY 05, there were 1,784 GA's with a salary of \$32.4 million, up from \$21.3 million in FY 01. Salary dollars per GA rose from \$15,425 to \$18,176.

Graduate Assistantships	FY 01	FY 02	FY 03	FY 04	FY 05	% Change 2001-05
Full Assistantships	1,379	1,469	1,596	1,724	1,784	29.4%
Total Salaries for GA's	\$21.3m	\$23.6m	\$26.7m	\$30.0m	\$32.4m	52.1%
Average Salary per GA	\$15,425	\$16,042	\$16,740	\$17,390	\$18,176	17.8%

Note: Full assistantship = teaching, research or administrative function of 20 hrs a week or equivalent.

Source: UConn Office of the CFO



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Connecticut State University

Overview

The Connecticut State University System is a comprehensive university system comprising four universities: 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. In 2001, the universities in the system were authorized to offer the Educational Doctorate (Ed.D.) Degree. Each of the universities with Ed.D. programs have at least two cohorts enrolled. Central conferred its first Ed.D. degrees at its December 2005 commencement. Today, CSU is the state's largest university system, with over 35,000 students.

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

In fall 2005, the universities of the CSU System enrolled 35,493 undergraduate and graduate students in over 150 different degree programs; over 93% of these students are Connecticut residents. System-wide, just under 60% of the students are female and over 16% are students of color. The System employs over 2,950 full-time staff, including over 1,200 faculty. For FY 2004-05, the System's budget was more than \$415 million. Between July 1, 2004 and June 30, 2005 the universities awarded 4,291 bachelors degrees, 1,833 masters degrees and 240 Sixth-year Certificates (advanced graduate study).

System Initiatives

The following system initiatives closely follow many of the legislative goals 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.

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 2000 Census. 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/or analysis is used instead of individual institutional analyses that would be repetitive.

System Peers

In March 2000, each university in the system formally adopted a group of peer institutions against which various comparisons could be made. 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). In 2001 Eastern's peer list was revised to include an additional liberal arts university and remove some institutions that had lost compatibility. Two additional institutions were added to Eastern's list in 2002.

In June 2005, all four universities realigned their comparison groups. Institutional demographics and programmatic indicators, both at CSU institutions and at the comparative institutions, have changed since the original lists were developed five years ago. Many of the institutions that were supposed to be comparative were actually aspirational; their inclusion did not place our institutions in a realistic context. The system considered it an appropriate time to re-examine the peers to ensure comparisons remain meaningful and realistic. Each university selected 10 institutions for comparison; a total of 34 different institutions were selected because some of these institutions were chosen by more than one CSU university. Comparisons to these new peer institutions, as appropriate, appear throughout the report.

CSU Comparative (Peer) Institutions

Central Connecticut State University

Bridgewater State College (MA)

Central Missouri State University

CUNY—Brooklyn College

East Stroudsburg University of PA

Montclair State University (NJ)

Southern Illinois University—Edwardsville

University of Massachusetts—Dartmouth

University of Southern Maine

Valdosta State University (GA)

William Paterson University of New Jersey

Eastern Connecticut State University

Bridgewater State College (MA)

Framingham State University (MA)

Frostburg State University (MD)

Georgia College and State University

Keene State College (NH)

Kutztown University of PA

University of Massachusetts—Dartmouth

University of Michigan—Flint

University of Wisconsin—Green Bay

Westfield State College (MA)

Southern Connecticut State University

California State University—Dominguez Hills

Kean University (NJ)

Montclair State University (NJ)

North Carolina A&T

Northern Kentucky University

State University of West Georgia

University of Nebraska—Omaha

University of Wisconsin—Oshkosh

William Paterson University of New Jersey

Youngstown State University (OH)

Western Connecticut State University

Clarion University of PA

Framingham State College (MA)

Indiana University—South Bend

Rutgers, The State University of NJ—Camden

Shippensburg University of PA

SUNY College at Fredonia

SUNY College at Plattsburgh

University of Michigan—Flint

University of Wisconsin—River Falls

Worcester State University (MA)

Institution was included in prior approved peer list.

LICENSURE AND CERTIFICATION EXAM PERFORMANCE

Common Core Performance Indicator

The percentage of successful completers on licensure and certification exams.

To what extent are program completers prepared to practice in their profession?

Data Analysis

CSU continues to produce more CT teachers than any other institution in the state. System-wide, in 2004-05 CSU conferred over 700 baccalaureate degrees and post baccalaureate certificates in Education. This represents 16% of all baccalaureate degrees granted. Since teacher preparation is a key academic pillar in the mission of all the CSU universities, education programs are kept current and relevant with regard to pedagogy and practical application. These programs are constantly held to stringent state and national review standards. Multiple measures are used to assess program effectiveness. One of these is the federally mandated report of performance by program completers passing the Praxis II examination. Further, in compliance with the standards of the National Council for Accreditation of Teacher Education (NCATE), CSU is proud that Central, Eastern and Southern are among only five of the 14 institutions in CT with teacher preparation programs to hold NCATE accreditation. Western is currently in candidacy for NCATE accreditation.

Results of the Praxis II examination for CSU students for the past five years are presented above. It should be noted that Eastern and Western, as well as some CT colleges and universities outside CSU, require passage of Praxis II for program completion, thereby reporting a 100% pass rate. These successful pass rates reflect CSU's strong commitment to teacher education. All curricula emphasize rigorous course work and enhanced field placements in an atmosphere of strong academic advisement.

Results are presented for completers of the BS in Nursing Programs at Southern and Western. For the past five years the percentage of CSU students who passed the National Council of State Boards of Nursing Learning Extension examination was higher than the national average. Also in 2004, all six graduates from Southern's Master's Family Nurse Practitioner program passed the required national certification examination (National pass rate was 88%). This is the sixth consecutive year SCSU had a 100% pass rate.

Performance of Teacher Education Completers on PRAXIS II					
	1999-00	2000-01	2001-02	2002-03	2003-04
CCSU	93%	91%	94%	95%	96%
ECSU	98%	100%	100%	100%	100%
SCSU	92%	92%	94%	87%	94%
WCSU	88%	100%	100%	100%	100%
ALL CSU	93%	96%	95%	93%	96%
State	95%	94%	97%	97%	97%

Performance of BS Nursing Completers on Nursing Learning Extension Exam (NCLEX-RN)					
	2000-01	2001-02	2002-03	2003-04	2004-05
SCSU	93%	94%	92%	93%	94%
WCSU	60%	86%	94%	100%	100%
State-wide	91%	91%	NA	NA	89%
National	82%	82%	83%	87%	85%

SOURCE: Connecticut Department of Public Health Board of Examiners for Nursing Candidates: Status Report

CSU granted 152 BSN degrees in 2004-05, an increase of more than 20% from last year and more than any other institution in the state.

GRADUATES WHO REPORT THEIR CSU CURRICULUM ENHANCED GENERAL EDUCATION SKILLS

Performance Indicator

This indicator shows the 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.

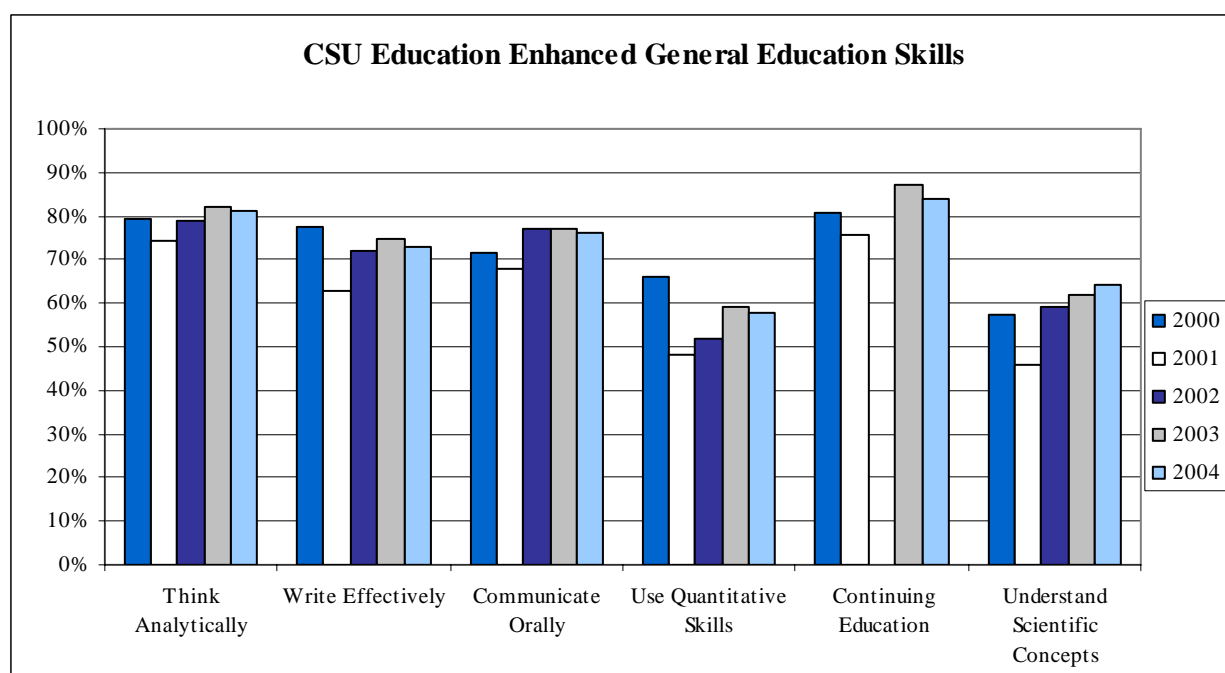
To what extent do CSU graduates report positively on the outcomes they received from their education?

Data Analysis

The General Education component in each curriculum provides a foundation for each undergraduate student's academic work and lifelong learning. It is significant that among all the outcomes, Acquiring New Information on Their Own (Continuing Education) was most enhanced by their CSU education. Our students have learned how to learn. As alumni, they are able to identify life long learning skills that serve them well in graduate studies and for their jobs/ professions. While the responses to this indicator have varied from each graduating class, the universities are striving to improve the various components of General Education in their curricula. Each has initiatives to assess the impact of General Education in the overall schema of measuring learning outcomes.

General Education Outcomes: CSU Survey of 2003-04 Graduates

	CCSU	ECSU	SCSU	WCSU	All CSU
Think Analytically	82%	84%	79%	84%	81%
Write Effectively	70%	77%	75%	71%	73%
Communicate Orally	77%	77%	74%	77%	76%
Use Quantitative Skills	59%	57%	56%	61%	58%
Continuing Education	84%	87%	84%	84%	84%
Understand Scientific Concepts	61%	66%	69%	56%	64%



COLLABORATIVE ACTIVITIES WITH K-12

Performance Indicator

Collaborative activities and programs supported by the state universities in Connecticut public schools.

Performance Improvement Goal

Each University will maintain partnerships at their current level.

Data Analysis

The universities in the CSU system are proud of the long-standing relationships they have forged with the many elementary, middle and high schools in their primary service areas.

The relationships with Professional

Development Schools are based on formal, signed agreements between school and university personnel. In addition, there are partner schools where university faculty members have long-standing collaborations with school teachers and/or staff. The total of these agreements is displayed in the above table. Some of the collaborative activities undertaken by each of the universities during the past year are noted below:

K-12 Formal Relationships or Partnerships

	2001	2002	2003	2004	2005
CCSU	28	31	35	35	35
ECSU	5	5	7	7	7
SCSU	24	24	35	35	36
WCSU	7	9	15	15	15
ALL CSU	64	69	92	92	92

During the 2004-2005 academic year, schools in **Central Connecticut State University's** Professional Development Schools (PDS) Network completed technology-based projects that began with the federal grant Preparing Tomorrow's Teachers to use Technology; hundreds of CCSU students participated in thousands of hours of fieldwork at all levels in these schools. CCSU and PDS faculty served as consultants and partners across institutions. Some of the projects include the restructuring of special education service delivery and the updating of the school improvement plan; co-developing integrated literacy, technology, and science lessons; integrating core academic subjects using an integrated inter-disciplinary approach with an emphasis on technology. Some examples of faculty projects that provide professional development to K-12 teachers include: Artist-in-Residence, Central & the City Initiative—a collaborative partnership developed by the CCSU department of Social Work and City of New Britain Weed & Seed program, College Experience Program, Hartford Technology Academy—establishing a linkage between CCSU's School of Technology and the Hartford Technology Academy and Partners in Science, a long-standing CCSU-based outreach program between CCSU and the school districts of Bloomfield, Farmington, New Britain, Hartford, Meriden, Middletown, Bristol, Southington and Plainville.

Eastern Connecticut State University has relationships with 59 schools – 38 schools for field experiences and student teaching placements, 14 schools as part of the Tech4PreK program, and seven school districts as part of the Experiences for Future Teachers Using Technology program. An additional 43 schools were used for clinical sites.

Southern Connecticut State University has expanded their Professional Development School network by adding Hillhouse High School to three other schools in New Haven and one in North Branford. In addition, three other New Haven schools and one Hamden school have long-standing collaborative programs with university faculty.

COLLABORATIVE ACTIVITIES WITH K-12

Data Analysis (Continued)

The School of Education continues to partner with Hillhouse High School in New Haven through the Minority Teacher Recruitment Program. Currently, 21 students are at SCSU through this program in various stages in their academic careers. Students are provided with support and mentoring during their college years.

The Department of Communication Disorders continued to provide preschool speech, language, and communication evaluation services to the New Haven Public Schools. The Disability Resource Center and the Center for Adaptive Technology collaborated with feeder high schools to assist in easing the transition into college for students with disabilities.

The Science Materials Resource Center in the Department of Physics replenished all science instruction supplies for over 500 classrooms in New Haven, Hamden and North Branford, making possible effective inquiry-centered science learning for over 12,000 students.

Bethel and Danbury High School Mathematics and English teachers and their department chairs continued to collaborate with **Western Connecticut State University's** Mathematics and English faculty on what their high school students needed to learn with regard to Mathematics and English Writing Skills for a smooth transition from high school to college. Work continued on curriculum alignment between K-12 and WCSU. Specifically, the Bridge Project involved high school juniors and seniors in Bethel and Danbury high schools taking the Math Accuplacer and the English department's writing exam.

With a US Department of Education grant to Danbury School District, Western's History Department provided twenty-four credits of course work in the form of two, 12 credit bearing certificates to 18 of Danbury's High School and Middle School History teachers with the focus on American History.

Western continue to provide professional development opportunities for area Science, Mathematics and Language Arts teachers and school counselors. Funding for this science enhancement project was and is being made possible through FIPSE funding to CSU and its four institutions.

Seventy teachers and administrators (i.e., principals, curriculum directors, teachers) from the 15 Western region of CT school districts discussed such issues as the need for professional development in science and mathematics for elementary school teachers, the need to include health in the elementary school curriculum, the needed coursework for high school students to make a successful transition from high school to college, etc.

Western also has developed a Connection Program to transition 18-21 year old developmentally challenged youth. The program has successfully completed its second year and has received federal funding to serve as a model program for Connecticut and other states for 2005-2006 academic year.

MINORITY ENROLLMENT

Common Core Performance Indicator

The proportion of students of color (Black, Hispanics, Asian/Pacific Islanders, and Native Americans) enrolled in the state universities compared to the proportions in the state's population, 18 years of age and older.

Data Analysis

Students of color continue to view CSU favorably when choosing postsecondary education, as their percentage enrollment at CSU approaches parity with their percentage in the state's over-18 population. While each university shows positive movement in expanding diversity, only Southern has achieved parity with the state's over 18 population for people of color.

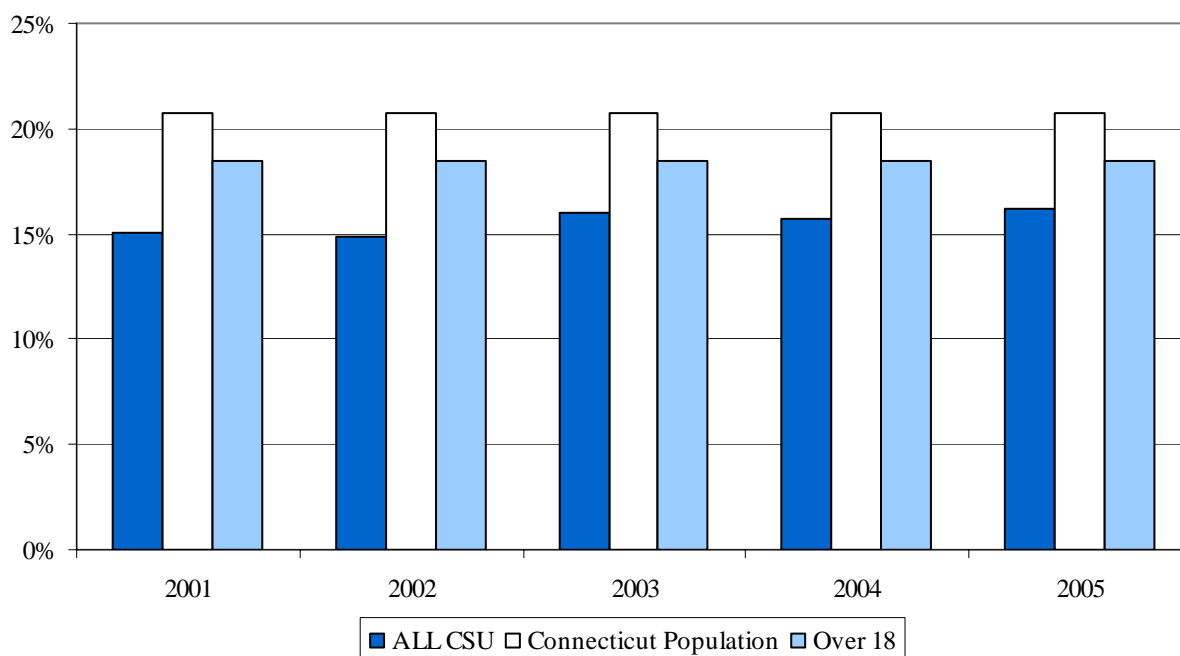
Performance Improvement Goal

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.

Enrollment of Students of Color by Campus Compared to CT Population

	2001	2002	2003	2004	2005
CCSU	14.6%	14.1%	15.4%	15.2%	15.7%
ECSU	13.7%	12.3%	12.8%	12.7%	13.6%
SCSU	17.2%	17.5%	18.6%	18.3%	18.6%
WCSU	13.3%	13.6%	14.5%	14.1%	14.3%
ALL CSU	15.1%	14.9%	16.0%	15.7%	16.2%
Connecticut Population	20.7%	20.7%	20.7%	20.7%	20.7%
Over 18	18.5%	18.5%	18.5%	18.5%	18.5%

Percent of Students of Color Enrolled at CSU Compared to Representation in the Overall Connecticut Population



MINORITY ENROLLMENT

Enrollment by Ethnic Group					
Black	2001	2002	2003	2004	2005
CCSU	6.3%	6.3%	6.9%	7.0%	7.3%
ECSU	7.0%	6.7%	6.4%	6.6%	6.9%
SCSU	10.3%	10.0%	10.1%	10.2%	10.5%
WCSU	5.4%	5.4%	5.1%	5.1%	5.2%
ALL CSU	7.6%	7.5%	7.6%	7.8%	8.0%
CT Population	8.7%	8.7%	8.7%	8.7%	8.7%
CT Population 18+	7.9%	7.9%	7.9%	7.9%	7.9%
Hispanic	2001	2002	2003	2004	2005
CCSU	4.8%	4.7%	5.1%	5.3%	5.3%
ECSU	3.4%	3.4%	3.8%	4.0%	4.7%
SCSU	4.5%	5.0%	5.6%	5.7%	5.6%
WCSU	4.7%	4.8%	5.4%	5.4%	5.5%
ALL CSU	4.5%	4.6%	5.1%	5.2%	5.4%
CT Population	9.4%	9.4%	9.4%	9.4%	9.4%
CT Population 18+	8.0%	8.0%	8.0%	8.0%	8.0%
Asian/Pacific Islander	2001	2002	2003	2004	2005
CCSU	3.2%	2.8%	3.1%	2.5%	2.6%
ECSU	2.3%	1.3%	1.7%	1.4%	1.5%
SCSU	2.2%	2.2%	2.7%	2.3%	2.2%
WCSU	2.7%	3.0%	3.7%	3.3%	3.5%
ALL CSU	2.6%	2.4%	2.8%	2.4%	2.5%
CT Population	2.4%	2.4%	2.4%	2.4%	2.4%
CT Population 18+	2.4%	2.4%	2.4%	2.4%	2.4%
Native American	2001	2002	2003	2004	2005
CCSU	0.4%	0.3%	0.3%	0.5%	0.5%
ECSU	1.0%	0.8%	0.9%	0.7%	0.6%
SCSU	0.2%	0.2%	0.3%	0.2%	0.3%
WCSU	0.4%	0.3%	0.3%	0.3%	0.2%
ALL CSU	0.4%	0.3%	0.4%	0.4%	0.4%
CT Population	0.2%	0.2%	0.2%	0.2%	0.2%
CT Population 18+	0.2%	0.2%	0.2%	0.2%	0.2%

OPERATING EXPENDITURES FROM STATE SUPPORT

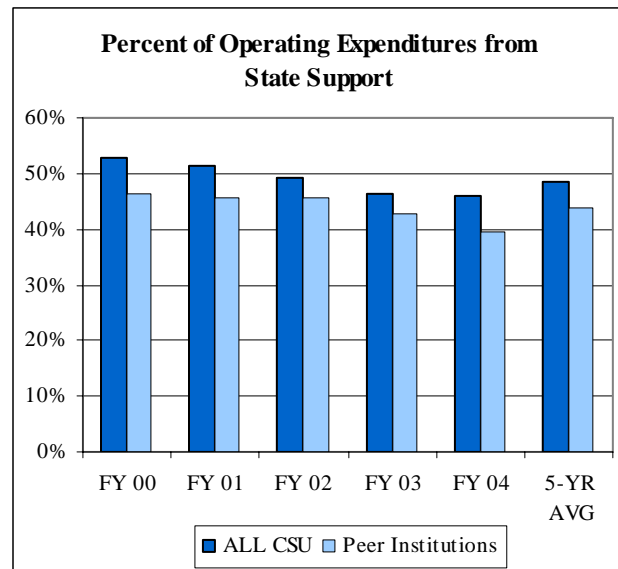
Common Core Performance Indicator

Total state appropriations, including general fund fringe benefits and state support for student financial aid, as a percent of total education and general expenditure, excluding capital equipment purchased with bond 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?

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 48.6% over the five-year period from FY2000 through FY2004, versus 43.8% for peer institutions. 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 the University 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.



	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	Five-Year Average
Central CT State University	50.3%	48.9%	45.7%	41.6%	40.7%	45.0%
CCSU Peers	47.6%	45.8%	46.0%	43.0%	38.7%	44.1%
Eastern CT State University	53.6%	45.9%	50.3%	50.7%	50.4%	50.1%
ECSU Peers	44.8%	45.1%	46.1%	42.4%	37.4%	43.0%
Southern CT State University	55.9%	49.4%	52.3%	48.9%	50.5%	51.3%
SCSU Peers	47.7%	46.8%	46.0%	43.7%	41.0%	44.9%
Western CT State University	51.1%	52.2%	46.1%	48.7%	49.3%	49.4%
WCSU Peers	44.2%	45.6%	46.3%	43.5%	41.1%	44.1%
All CSU	52.8%	51.5%	48.6%	46.5%	46.5%	48.6%
All Peer Institutions	46.4%	45.7%	45.6%	42.8%	39.4%	43.8%

REAL PRICE TO STUDENTS

Common Core Performance Indicator

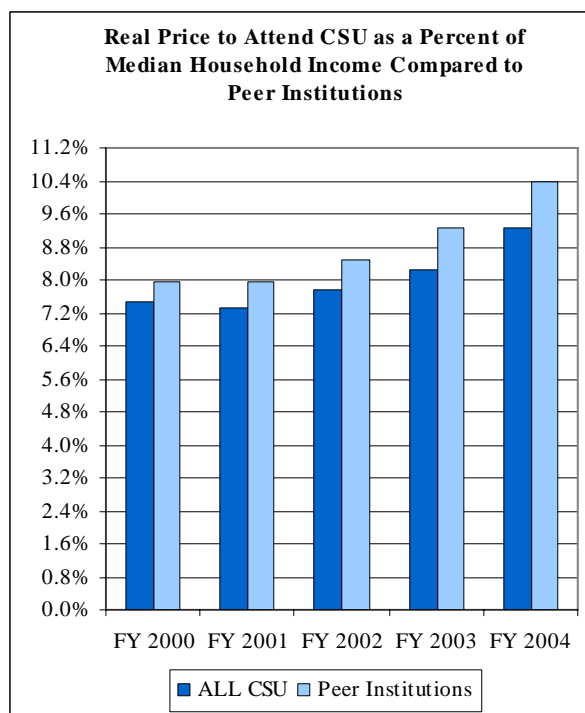
This indicator shows tuition and required fees not including student health insurance as a percent of state median household income.

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 five-year period from FY2000 through FY2004, the average cost of tuition and mandatory fees at the Connecticut State University System (CSU) has consistently represented a smaller percentage of median household income (MHI) than its combined peer group. For FY2004, CSU's percentage of 9.25% compares favorably with the peer group rate of 10.38%. CSU's historical rates reflect a favorable variance versus its peers, ranging from 0.50 percentage points in 2000 to 1.13 percentage points in 2004. The percentage for CSU has increased by 1.78 percentage points over the five years, reflecting the fact that Connecticut MHI had a higher rate of growth over the five years than the average MHI for the peer aggregate. Conversely, among the peer group, the percentage has increased more dramatically, by 2.41 percentage points in the same time period. In terms of affordability, CSU continues to maintain a price advantage versus its peers, and remains an excellent value.



Real Price to Attend CSU

	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	5-year % Change
CSU System Average						
Tuition and Fees	\$3,749	\$3,910	\$4,153	\$4,531	\$5,121	36.6%
Connecticut MHI	\$50,172	\$53,347	\$53,387	\$54,965	\$55,390	10.4%
T&F as % of MHI	7.47%	7.33%	7.78%	8.24%	9.25%	
Peer Average						
Tuition and Fees	\$3,550	\$3,643	\$3,873	\$4,285	\$4,872	37.2%
Average MHI	\$44,520	\$45,768	\$45,705	\$46,398	\$46,919	5.4%
T&F as % of MHI	7.97%	7.96%	8.47%	9.24%	10.38%	

REAL PRICE TO STUDENTS

CENTRAL	FY2000	FY2001	FY2002	FY2003	FY2004	5-year % Change
Tuition and Fees	\$3,772	\$3,972	\$4,373	\$4,769	\$5,383	42.7%
Connecticut MHI	\$50,172	\$53,347	\$53,387	\$54,965	\$55,390	10.4%
T&F as % of MHI	7.52%	7.45%	8.19%	8.68%	9.72%	
Tuition and Fees – Peer Average	\$3,616	\$3,787	\$4,026	\$4,454	\$5,060	39.9%
MHI Peer Average	\$44,757	\$46,036	\$45,859	\$46,819	\$47,499	6.1%
T&F as % of MHI – Peer	8.08%	8.23%	8.78%	9.51%	10.65%	
EASTERN	FY2000	FY2001	FY2002	FY2003	FY2004	5-year % Change
Tuition and Fees	\$3,754	\$3,906	\$4,095	\$4,455	\$5,045	34.4%
Connecticut MHI	\$50,172	\$53,347	\$53,387	\$54,965	\$55,390	10.4%
T&F as % of MHI	7.48%	7.32%	7.67%	8.11%	9.11%	
Tuition and Fees – Peer Average	\$3,628	\$3,653	\$3,848	\$4,409	\$5,055	39.4%
MHI Peer Average	\$46,716	\$49,034	\$48,520	\$48,836	\$49,705	6.4%
T&F as % of MHI – Peer	7.77%	7.45%	7.93%	9.03%	10.17%	
SOUTHERN	FY2000	FY2001	FY2002	FY2003	FY2004	5-year % Change
Tuition and Fees	\$3,711	\$3,850	\$4,027	\$4,443	\$5,010	35.0%
Connecticut MHI	\$50,172	\$53,347	\$53,387	\$54,965	\$55,390	10.4%
T&F as % of MHI	7.40%	7.22%	7.54%	8.08%	9.04%	
Tuition and Fees – Peer Average	\$3,109	\$3,319	\$3,638	\$4,040	\$4,555	46.5%
MHI Peer Average	\$44,432	\$45,249	\$45,874	\$46,785	\$46,519	4.7%
T&F as % of MHI – Peer	7.00%	7.33%	7.93%	8.64%	9.79%	
WESTERN	FY2000	FY2001	FY2002	FY2003	FY2004	5-year % Change
Tuition and Fees	\$3,758	\$3,910	\$4,115	\$4,455	\$5,045	34.2%
Connecticut MHI	\$50,172	\$53,347	\$53,387	\$54,965	\$55,390	10.4%
T&F as % of MHI	7.49%	7.33%	7.71%	8.11%	9.11%	
Tuition and Fees – Peer Average	\$3,994	\$3,982	\$4,171	\$4,578	\$5,258	31.6%
MHI Peer Average	\$44,122	\$45,828	\$45,287	\$46,311	\$46,836	6.2%
T&F as % of MHI – Peer	9.05%	8.69%	9.21%	9.89%	11.23%	

STUDENT FINANCIAL AID FROM STATE SUPPORT

Performance Indicator

This indicator shows the ratio of state support for financial aid to total aid awarded.

Performance Improvement Goal

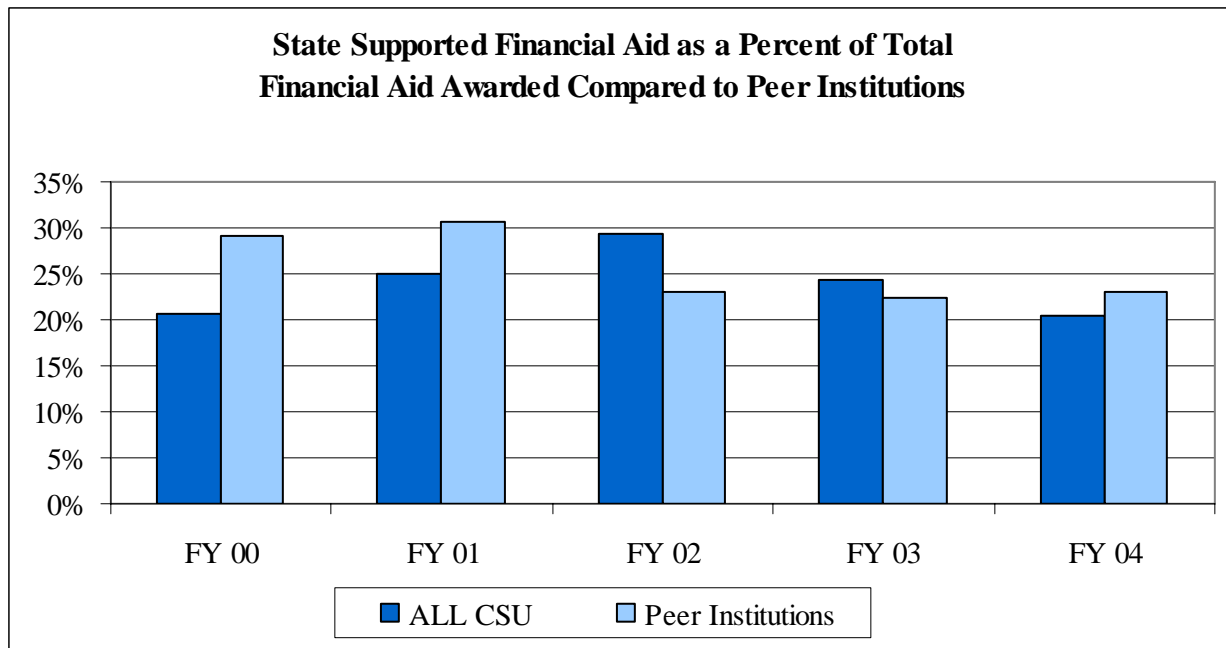
Increase the current percentage of student financial aid from state support to that of the peer group aggregate.

Data Analysis

Connecticut State University System (CSU) students receive less in financial aid from state support as a percentage of total financial aid than do students at peer universities; this percentage rose significantly until FY02, in fact surpassing peer institutions in that year and the following; but then dropped off dramatically in FY03, with that trend continuing in FY04. In FY04, CSU students only received 20.4% of financial aid from state sources; this percentage fell from a high of 29.3% in FY02, and 24.3% in FY03. Students at peer institutions experienced a dramatic decline in FY02, but since then the percent of Financial Aid from State Support has remained fairly steady, averaging 22.9% over the following three years. The decrease for CSU students in FY04 is due to the fact that funding for CAPCS has been declining since FY02. Funding for CAPCS remained unchanged in FY02 versus FY01; it then decreased 11.2% from FY02 to FY03, and 8.6% from FY03 to FY04. Peer institutions come from 19 different states, all with different state financial aid programs. It should be noted that the CAPCS program is currently funded at only 40% of formula (versus a high of 81% in FY01). It is strongly urged that the state fully fund the CAPCS program in the future.

Percent of Financial Aid from State Support

	FY 00	FY 01	FY 02	FY 03	FY 04
CSU Institutions	20.7%	25.0%	29.3%	24.3%	20.4%
Peer Institutions	29.1%	30.7%	23.1%	22.4%	23.0%



INCOMING FRESHMEN WHO ARE CONNECTICUT RESIDENTS

Performance Indicator

This indicator shows the percent of new, full time, degree-seeking freshman indicating Connecticut residence in information collected at enrollment. Data are for the fall semester in each year indicated.

Data Analysis

CSU consistently fulfills its mission of providing high quality education for Connecticut residents by attracting more than 90% of its enrollment from within the state. In fall 2005, the percentage of Connecticut residents enrolled as first-time, degree-seeking freshmen in the CSU system was more than 90% of all new freshmen at each university. Over the past five years, the percentage of new freshmen attending all CSU universities combined who are Connecticut residents has remained between 89% and 91%, the highest for any Connecticut four-year college or university.

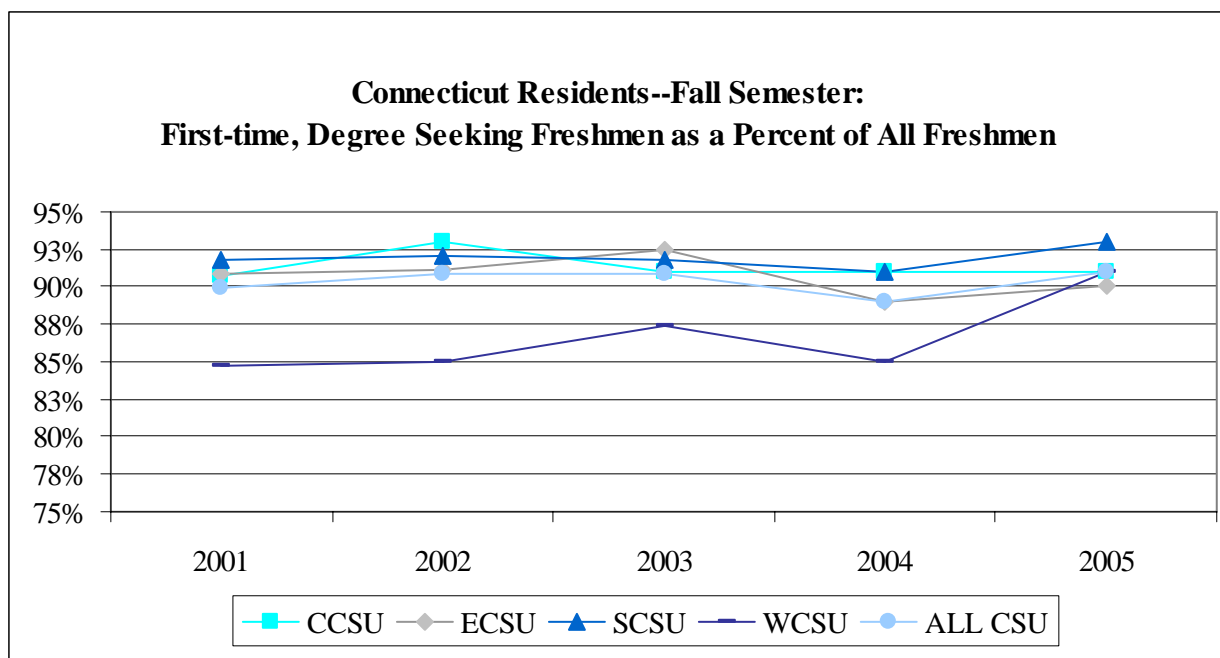
Performance Improvement Goal

While percentages will vary by university, the goal of the system is to maintain a minimum 90% enrollment of Connecticut residents.

Percent CT Residents of All New Freshmen

	Fall	2001	2002	2003	2004	2005
CCSU		91%	93%	91%	91%	91%
ECSU		91%	91%	93%	89%	90%
SCSU		92%	92%	92%	91%	93%
WCSU		85%	85%	87%	85%	91%
ALL CSU		90%	91%	91%	89%	91%

Overall, the number of Connecticut residents in CSU's total student body continues to increase; more than 93% of CSU's 35,493 students in fall 2005 were Connecticut residents.



DEGREES CONFERRED BY CREDIT PROGRAM

Common Core Performance Indicator

The number and percentage of degrees conferred by credit program area.

To what extent are graduates of CSU universities in program areas that address state economic needs?

Data Analysis

The CSU system confers more undergraduate and graduate degrees than any institution in Connecticut. In 2004-05, the CSU institutions conferred 4,291 bachelors degrees and post baccalaureate certificates, 1,833 masters degrees and 240 post-graduate certificates. The total is the second highest in the history of the system. Almost all program areas, as noted in the table on page 20, showed an increase from last year; and all but Health/Life Sciences show an increase over the five-year period.

The four universities in the CSU system play a vital role not only among the 19 public colleges and universities in Connecticut, but also among all 46 post secondary institutions in the state, awarding almost 25% of all Bachelor and Masters degrees. The impact on key workforce areas, as well as the state's economy, is substantial.

During 2004-2005 universities in the CSU system awarded 1,794 degrees and certificates in Teacher Preparation Programs—those required for entry into the profession. In addition, 294 advanced degrees and certificates were also awarded in Education fields. For the second year in a row, CSU Universities awarded more degrees and certificates for teacher preparation than all other colleges and universities combined (53%), including 56% of all bachelors degrees and post-bachelors certificates, and two-thirds of all masters degrees and post-masters certificates. In addition, CSU continued to award more degrees/certificates in program shortage areas identified by the Connecticut State Department of Education than any other college or university (55%); 29% of all CSU teacher preparation degrees were in the shortage areas. 37% of all Education awards at SCSU were in the shortage areas.

The number of undergraduate nursing degrees awarded by CSU universities increased by 24% over last year (123 to 152); however, there was a decrease in the number of masters degrees. In 2003-04, more degrees were conferred for RN training (RN/BSN) from CSU institutions than from any other college or university in the state. CSU universities showed an increase in all degrees conferred in the Biological and Physical Sciences and Computer Science and Information Systems from 2003-04 to 2004-05.

CSU Graduates in Key Workforce Areas

	2002-03	2003-04	2004-05
All Education Awards	2,045	1,926	2,088
Total Teacher Preparation	1,734	1,653	1,794
% CSU of State Total	48%	54%	53%
Shortage Areas	287	439	521
% CSU of State Total	42%	56%	55%
Nursing	142	188	197
Bachelors	106	123	152
Masters	36	65	45
Biological Sciences	137	140	143
Physical Sciences	59	67	71
Computer Sciences*	285	257	331

*includes Management Information Systems and Computer Information Technology

DEGREES CONFERRED BY CREDIT PROGRAM

CENTRAL	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	5-yr Chg
Business	339	413	404	453	482	42%
Health/Life Sciences	103	76	90	108	129	25%
Science/Engineering/Technology	234	251	211	247	244	4%
Social Sciences	308	372	343	411	384	25%
Liberal Arts/Multidisciplinary Studies	23	13	11	9	11	-52%
Humanities/Arts/Communications	179	234	184	255	295	65%
Social & Public Services	44	50	45	43	68	55%
Education	442	471	702	641	639	45%
TOTAL	1,672	1,880	1,990	2,167	2,252	35%
EASTERN	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	5-yr Chg
Business	148	108	113	139	136	-8%
Health/Life Sciences	20	14	20	15	24	20%
Science/Engineering/Technology	46	42	57	62	73	59%
Social Sciences	253	266	345	248	262	4%
Liberal Arts/Multidisciplinary Studies	110	140	91	120	125	14%
Humanities/Arts/Communications	115	152	144	161	173	50%
Social & Public Services	42	31	35	53	47	12%
Education	103	97	111	135	129	25%
TOTAL	837	850	916	933	969	16%
SOUTHERN	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	5-yr Chg
Business	128	165	160	170	231	80%
Health/Life Sciences	216	174	200	242	225	4%
Science/Engineering/Technology	81	62	89	76	89	10%
Social Sciences	397	350	433	436	354	-11%
Liberal Arts/Multidisciplinary Studies	53	67	83	74	96	81%
Humanities/Arts/Communications	240	250	308	280	266	11%
Social & Public Services	233	221	273	272	229	-2%
Education	820	654	729	680	778	-5%
TOTAL	2,168	1,943	2,275	2,230	2,268	5%
WESTERN	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	5-yr Chg
Business	192	177	151	211	208	8%
Health/Life Sciences	106	103	68	57	65	-39%
Science/Engineering/Technology	38	37	29	30	30	-21%
Social Sciences	122	124	90	119	134	10%
Liberal Arts/Multidisciplinary Studies	8	9	6	15	14	75%
Humanities/Arts/Communications	135	162	126	118	133	-1%
Social & Public Services	79	69	59	82	89	13%
Education	136	117	191	243	228	68%
TOTAL	816	798	720	875	901	10%
ALL CSU	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	5-yr Chg
Business	807	863	828	973	1,057	31%
Health/Life Sciences	445	367	378	422	443	0%
Science/Engineering/Technology	399	392	386	415	436	9%
Social Sciences	1,080	1,112	1,211	1,214	1,134	5%
Liberal Arts/Multidisciplinary Studies	194	229	191	218	246	27%
Humanities/Arts/Communications	669	798	762	814	867	30%
Social & Public Services	398	371	412	450	433	9%
Education	1,501	1,339	1,733	1,699	1,774	18%
TOTAL	5,493	5,471	5,901	6,205	6,390	16%

WORKFORCE PREPARATION

Performance Indicator

The number and percentage of CSU graduates employed in Connecticut upon graduation and still employed six months later.

To what extent do CSU graduates contribute to Connecticut's workforce?

Data Analysis

In addition to enrolling more Connecticut residents than any university in the state, and conferring more degrees than any college or university in the state, a significant number of CSU's graduates enter the Connecticut workforce. According to data provided by the Connecticut Department of Labor (DOL), more than three-fourths of CSU's bachelors degree recipients enter the Connecticut workforce after graduation and about 90 percent of those have retained employment for at least six months. Compared to recent projections from DOL of occupations identified as having the most openings or are the fastest growing, more than half of CSU's baccalaureate degrees are awarded in programs that can meet these needs.

Percent of CSU Graduates in Connecticut Workforce

	Graduation Year					% CT Residents in Student Body*
	1999-00	2000-01	2001-02	2002-03	2003-04	
CCSU	1,076	1,000	1,999	1,550	1,624	
	84%	84%	84%	82%	77%	94%
ECSU	558	562	648	679	705	
	75%	78%	72%	76%	77%	93%
SCSU	1,040	757	1,432	1,727	1,683	
	79%	83%	81%	77%	77%	94%
WCSU	379	428	519	444	567	
	73%	71%	72%	71%	73%	88%
ALL CSU	3,053	2,747	4,598	4,400	4,579	
	79%	80%	78%	78%	76%	93%

Source: Connecticut State Department of Labor Office of Research

*Undergraduates, Fall 2005

Beginning in 2001-02, graduates included those receiving graduate degrees and sixth year certificates.

NONCREDIT REGISTRATIONS

Common Core Performance Indicator

Annual course registrations of non-credit students by the following two categories: personal development and workforce development.

To what extent are CSU institutions being responsive to the needs of life-long learners for personal and workforce development?

Data Analysis

This indicator presents another factor for measuring CSU's response to business professional and community needs, beyond the degree programs its universities offer. Many of these registrations reflect continuing professional education in such fields as Education, Social Work, Public Health and Communication Disorders.

The differences in course registrations among the universities reflect their individual emphases in these areas.

Non Credit Offerings and Enrollment				
	July 1, 2001 - June 30, 2002	July 1, 2002 - June 30, 2003	July 1, 2003 - June 30, 2004	July 1, 2004 - June 30, 2005
CCSU	966	728	1,020	342
ECSU	345	222	246	132
SCSU	705	1,375	920	1,033
WCSU	367	928	1,015	743
ALL CSU	2,383	3,253	3,201	2,250

GRADUATES WHO PARTICIPATED IN SERVICE LEARNING ACTIVITIES

Performance Indicator

This indicator shows self-reporting by graduates (CSU's annual Survey of 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.

Data Analysis

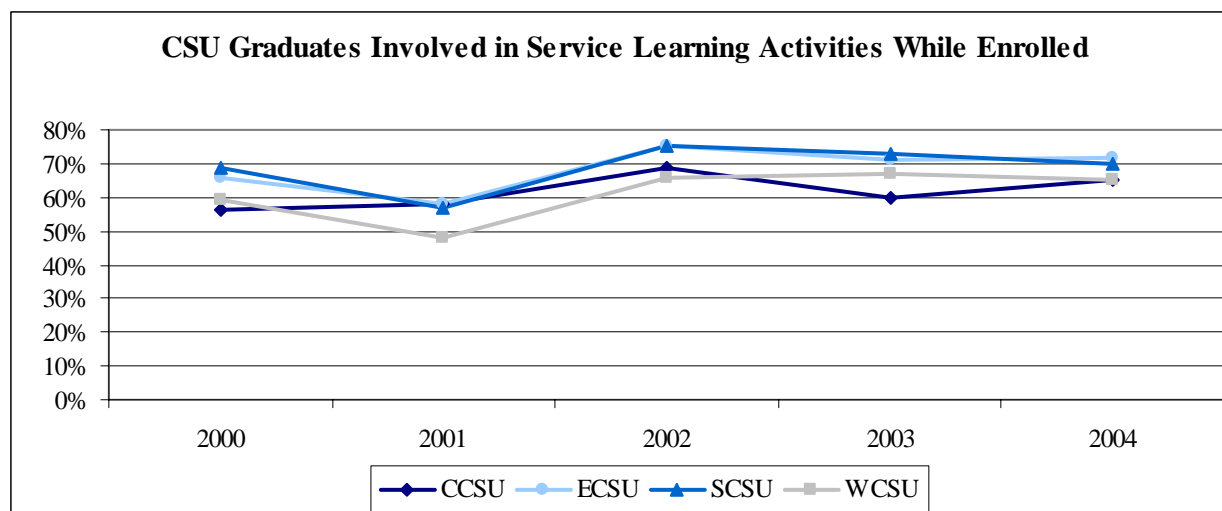
These activities included but were not limited to service learning (e.g., student teaching, internships, cooperative education, and practica). Students indicating any one of these activities were included, but were not counted more than once if multiple activities were listed.

Performance Improvement Goal

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

CSU Graduates Involved in Service Learning Activities While Enrolled					
	2000	2001	2002	2003	2004
CCSU	56%	58%	69%	60%	65%
ECSU	66%	58%	75%	71%	72%
SCSU	69%	57%	75%	73%	70%
WCSU	59%	48%	66%	67%	65%
ALL	63%	56%	72%	68%	65%

Almost two-thirds of the CSU graduates responding to the survey reported being involved in community service, service learning (including student teaching), internships, practica or cooperative education activities while enrolled as students. This is consistent with the universities' expanding community service and experiential learning activities as part of program requirements for graduation. 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 consistency in service learning activities over the last five graduating classes. These experiences add a unique aspect to their academic program that not only enhances learning, but also helps to instill the value of civic engagement.



REAL COST PER STUDENT

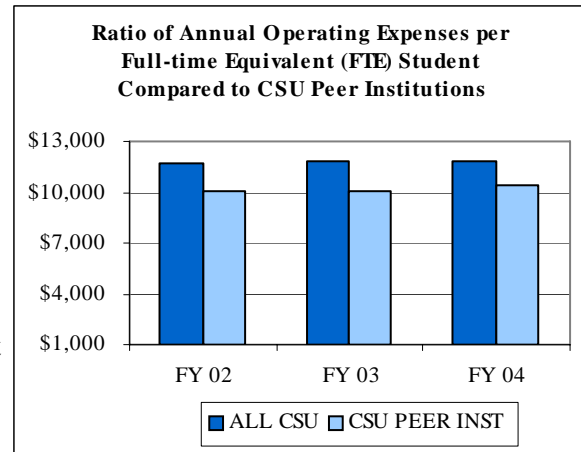
Common Core Performance Indicator

The ratio of total education and general expenditures, including fringe benefits, to full time equivalent (FTE) students.

How does current real cost compare to peer institutions?

Data Analysis

Real Cost Per Student shows CSU increasing by 1.1% for the three years FY2002 through FY2004 while our peer group increased 3.7%. This was due to a combination of factors. Over the three years, the cost of operations (as defined above) increased only 3.1% at CSU while that of peer institutions increased 7.2%. Also, over this period CSU experienced an increase in FTE enrollment of 2.0% versus a 3.4% increase in FTE enrollment at peer institutions. The FTE increase at CSU reflects a 12.0% decline in part-time students offset in part by an increase of 5.0% in full-time students over the three-year period. Peer institutions' part time FTE declined 6.2%, while full time FTE grew 4.9%. Note that for purposes of this analysis, FTE for CSU and its peer group is calculated consistently using a formula based on actual headcount. For internal purposes and other external reporting, CSU calculates FTE based on credit hours.



The implementation of GASB35, effective with FY2002 data, has prompted a change in the calculation of expenses used to develop the Real Cost Per Student measure. Due to changes in GASB and IPEDS reporting, it was not possible to restate post-GASB35 data to mirror pre-GASB35 reporting. Therefore, the “real cost” component of the measure was redefined to include only true “costs of operations”, and not such items as Student Financial Aid, Research expenditures, Public Service expenditures, and Depreciation. This calculation measures Real Cost Per Student based upon true costs of operations: expenditures for Instruction, Academic Support, Student Services, Institutional Support and Operation and Maintenance of Plant.

Real Cost Per Student

	FY 02	FY 03	FY 04	Three-Year % Change
CSU Average				
E&G Expenditures (\$ millions)	\$78.2	\$78.2	\$80.7	3.1%
FTE Enrollment	6,684	6,650	6,818	2.0%
E&G cost per FTE Student	\$11,702	\$11,765	\$11,829	1.1%
Peer Average				
E&G Expenditures (\$ million)	\$71.7	\$73.8	\$76.9	7.2%
FTE Enrollment	7,151	7,320	7,395	3.4%
E&G Cost per FTE Student	\$10,024	\$10,085	\$10,394	3.7%

REAL COST PER STUDENT

CENTRAL	FY 02	FY 03	FY 04	Three Year % Change
E&G Expenditures (\$ millions)	\$101.2	\$98.6	\$108.4	7.1%
FTE Enrollment	9,181	8,900	9,292	1.2%
E&G Cost per FTE Student	\$11,027	\$11,075	\$11,670	5.8%
Peer Average				
E&G Expenditures (\$ millions)	\$92.9	\$92.8	\$98.1	5.6%
FTE Enrollment	8,419	8,666	8,830	4.9%
E&G Cost per FTE Student	\$11,034	\$10,704	\$11,113	0.7%
EASTERN	FY 02	FY 03	FY 04	Three Year % Change
E&G Expenditures (\$ millions)	\$52.2	\$52.6	\$53.0	1.4%
FTE Enrollment	4,179	4,159	4,241	1.5%
E&G Cost per FTE Student	\$12,493	\$12,639	\$12,488	0.0%
Peer Average				
E&G Expenditures (\$ millions)	\$51.4	\$52.3	\$55.9	8.7%
FTE Enrollment	5,324	5,437	5,474	2.8%
E&G Cost per FTE Student	\$9,658	\$9,619	\$10,213	5.7%
SOUTHERN	FY 02	FY 03	FY 04	Three Year % Change
E&G Expenditures (\$ millions)	\$100.7	\$103.5	\$101.6	0.9%
FTE Enrollment	8,847	8,908	9,132	3.2%
E&G Cost per FTE Student	\$11,383	\$11,616	\$11,124	-2.3%
Peer Average				
E&G Expenditures (\$ millions)	\$91.0	\$97.5	\$100.9	10.9%
FTE Enrollment	9,528	9,829	9,957	4.5%
E&G Cost per FTE Student	\$9,547	\$9,915	\$10,135	6.2%
WESTERN	FY 02	FY 03	FY 04	Three Year % Change
E&G Expenditures (\$ millions)	\$58.7	\$58.3	\$59.6	1.6%
FTE Enrollment	4,527	4,631	4,608	1.8%
E&G Cost per FTE Student	\$12,962	\$12,597	\$12,939	-0.2%
Peer Average				
E&G Expenditures (\$ millions)	\$50.9	\$51.3	\$52.2	2.5%
FTE Enrollment	5,100	5,114	5,110	0.2%
E&G Cost per FTE Student	\$9,977	\$10,031	\$10,210	2.3%

RETENTION RATE

Common Core Performance Indicator

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

Performance Improvement Goal

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

Data Analysis

Recognizing the need for constant improvement, each of the universities has identified increased retention as one of its key strategic priorities. The CSU retention rates of first-year, full-time degree-seeking undergraduate students to the second year have improved over the five-year period presented. Overall, the CSU system showed a 77% retention rate among first-time, full-time, degree-seeking students from fall 2004 to fall 2005, a significant improvement from the 74% rate from fall 2000 to fall 2001. Each university showed improvement from last year and is in line with its particular comparison group.

One Year Retention Rate of First-time Degree Seeking Students

Fall Cohort	2000	2001	2002	2003	2004	Peer Average 2003	Peer Median 2003
CCSU	72%	74%	76%	78%	80%	76%	77%
ECSU	70%	76%	75%	75%	78%	75%	76%
SCSU	74%	69%	72%	72%	75%	74%	74%
WCSU	73%	69%	71%	69%	73%	75%	76%
ALL CSU	74%	72%	74%	76%	77%	75%	76%

With regard to retention by race/ethnicity, Black, Hispanic and Native American Students had a higher one year retention rate than the total fall 2004 cohort. Black, Hispanic and Asian/Pacific Island students had a higher retention rate in the fall 2004 cohort than those same groups in the fall 2003 cohort.

One Year Retention Rate by Race/Ethnicity

Cohort	All Students	White	Black	Hispanic	Asian/Pacific Islander	Native American
Fall 2001	72%	73%	71%	70%	72%	52%
Fall 2002	74%	74%	63%	66%	77%	53%
Fall 2003	76%	77%	76%	68%	64%	85%
Fall 2004	77%	76%	79%	79%	72%	79%

RETENTION RATE

Data Analysis (continued)

Of the 4,368 first-time, full-time, first-year students enrolled in the four universities of the CSU System in fall 2002, 3,220 (a **retention** rate of 74%) were still enrolled in the fall 2003 semester. Using the National Student Clearinghouse (NSC) to track enrollment status, an additional 550 were found to have enrolled elsewhere, revising the **persistence** rate to 86%. The remaining students were not enrolled in any of the institutions included in the Clearinghouse's database or their records could not be found. After three years (fall 2005), 55% of the cohort were still enrolled at the CSU institution at which they started. In addition the NSC found 885 students (20%) from this cohort enrolled at other institutions since they left their CSU institution; a small percentage are dually enrolled. This raises the three year retention rate of 55% to a three year persistence rate of 75%. The growth of multi-institutional attendance and discontinuous enrollment poses a challenge to the linear approach to college retention and ultimately graduation rates. Persistence should be considered more strongly when gauging student success.

GRADUATION RATE

Common Core Performance Indicator

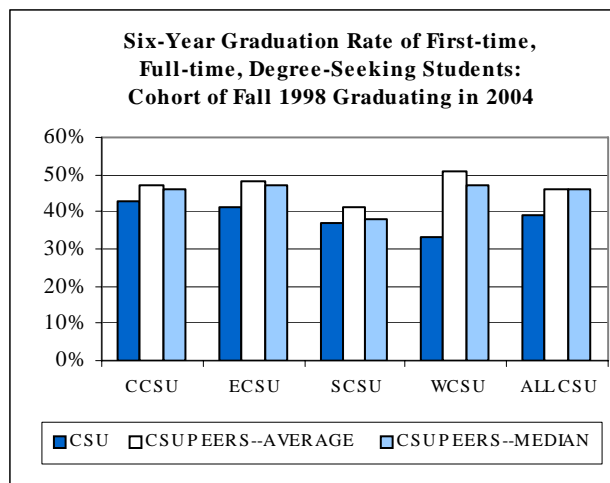
The percentage of first-year full-time degree-seeking students in a cohort who complete their degree program within four and six years.

Data Analysis

Six-year graduation rates (the percentage of first-year, full-time degree-seeking students who complete their programs within 150% of the normal time period for a baccalaureate degree) increased slightly system wide from the fall 1997 to fall 1998 cohort (38% to 39%). However this rate remains somewhat below the 46% average graduation rate for CSU's comparison group. However, the mix of attributes for the peer institutions (e.g., access policies, entry standards) cannot be determined to permit exact comparability between CSU and its peers. From data available on the NCES IPEDS Peer Analysis System, CSU institutions were also below the median six-year graduation rate for the 238 public, Masters 1 institutions (44.1%). Improving these rates is a top priority at the Board level and at the four universities.

Performance Improvement Goal

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



However, the above notwithstanding, this single factor should not be considered a key aspect of student access and success. During the 2004-05 academic year, CSU enrolled over 10,000 new students, both native and transfer; the first-time, full-time, degree-seeking cohort admitted in the fall term—the base criterion for this graduation rate—accounted for only 42% of all those new students. Current research shows that among first-time, full-time freshmen nationally, 50% will not graduate from their starting institution; transfer students, by definition, will be an attrition statistic from their starting institution and, because they are not part of the linear, starting cohort, are not counted when they graduate from their 'adoptive' institution. In CSU's last graduating class, more bachelor's degrees were awarded than in any year previous, speaking more to student persistence; and 48% of those receiving bachelor's degrees were transfer students, supporting research findings on multi-institutional attendance, persistence and student success. Public policy regarding higher education would be better informed by this broader view of

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

Cohort	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998		
Grad Year	2000	2001	2002	2003	2004	Peer Average	Peer Median
CCSU	41%	41%	41%	42%	43%	47%	46%
ECSU	37%	42%	42%	42%	41%	48%	47%
SCSU	36%	34%	37%	33%	37%	41%	38%
WCSU	40%	41%	35%	36%	31%	51%	47%
ALL CSU	39%	39%	38%	38%	39%	46%	46%

GRADUATION RATE

Data Analysis (continued)

student success, rather than institutional comparison of a limited linear measure. The combination of retention/persistence, number of graduates and the entry of those graduates into the state's work force provides a fairer assessment of institutional effectiveness. Each of the universities in the CSU system has initiated its own intensive first year program in an attempt to improve retention. These programs have begun to show success and over the next few years these students will remain enrolled and go on to graduate.

Six Year Graduation Rate by Race/Ethnicity

	Cohort	Graduation Year	All Students	White	Black	Hispanic	Asian/Pacific Islander	Native American
All CSU	1995	2001	39%	41%	31%	33%	46%	33%
CCSU			41%	42%	40%	42%	39%	50%
ECSU			42%	45%	31%	34%	100%	20%
SCSU			34%	36%	26%	20%	60%	50%
WCSU			41%	44%	27%	33%	31%	NA
All CSU	1996	2002	38%	41%	28%	35%	32%	33%
CCSU			41%	42%	34%	45%	42%	67%
ECSU			42%	44%	32%	41%	50%	38%
SCSU			37%	40%	24%	26%	22%	0%
WCSU			35%	36%	28%	19%	27%	0%
All CSU	1997	2003	38%	40%	30%	34%	36%	46%
CCSU			42%	46%	27%	29%	35%	17%
ECSU			42%	44%	29%	37%	40%	75%
SCSU			33%	32%	35%	39%	21%	NA
WCSU			36%	39%	25%	28%	47%	0%
All CSU	1998	2004	39%	41%	31%	26%	37%	53%
CCSU			43%	47%	28%	38%	36%	50%
ECSU			41%	42%	41%	20%	43%	20%
SCSU			37%	39%	29%	27%	33%	67%
WCSU			31%	32%	28%	23%	38%	100%
All Peers (Median)			46%	51%	36%	39%	42%	29%

Four-Year Graduation Rate of First-time, Full-time Degree Seeking Students

Cohort	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1998
Graduation Year	1999	2000	2001	2002	Peers
CCSU	6%	10%	7%	12%	19%
ECSU	16%	20%	20%	20%	22%
SCSU	13%	13%	13%	13%	14%
WCSU	17%	14%	14%	14%	27%
ALL CSU	13%	14%	13%	14%	20%

OPERATING EXPENDITURES FOR INSTRUCTION, ACADEMIC SUPPORT AND STUDENT SERVICES

Performance Indicator

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

Data Analysis

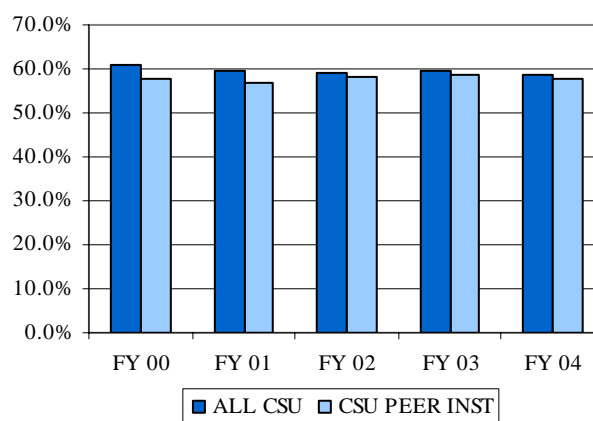
Over the five-year period from FY2000 to FY2004, operating expenses for instruction, academic support, and student services as a percentage of all expenditures for the Connecticut State University System (CSU) has remained relatively stable, averaging 59.5%. This ratio for its combined peer group has remained somewhat lower, averaging 57.8% over the same period. This indicates that, although the year-by-year differential has narrowed over the past five years, CSU has maintained at a higher-than-average level the amount of funds spent directly on students for such items as faculty, counseling, libraries, and student services, demonstrating CSU's commitment to learning and to its students.

CSU will strive to maintain or increase the amount of funds spent directly on student learning and student services. Note that for purposes of comparability with our peers, CSU system office expenditures have been excluded from this analysis.

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.

**Ratio of Operating Support for Instruction,
Academic Support and Student Services to Total
Expenditures at CSU and CSU Peer Institutions**



Percent of Operating Support for Instruction, Academic Support and Student Services

	FY2000	FY2001	FY2002	FY2003	FY2004
Central CT State University	59.2%	59.3%	61.6%	62.0%	60.1%
CCSU Peers	58.0%	56.2%	56.6%	58.2%	56.8%
Eastern CT State University	55.3%	53.5%	53.2%	53.6%	51.6%
ECSU Peers	58.4%	57.8%	60.3%	60.1%	57.9%
Southern CT State University	68.8%	65.8%	61.7%	62.1%	62.3%
SCSU Peers	57.1%	56.4%	57.1%	57.2%	56.0%
Western CT State University	55.7%	53.9%	54.6%	56.0%	55.8%
WCSU Peers	55.7%	55.3%	59.8%	61.0%	60.6%
ALL CSU	61.0%	59.4%	59.0%	59.7%	58.7%
CSU PEERS	57.7%	56.7%	58.1%	58.8%	57.6%

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?

Data Analysis

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: (a) Classroom and online instruction, and (b) Supervision of student activities required to complete a course or degree program, such as: internships, practica, field work, independent studies, thesis preparation, student teaching, and individualized instruction.

Items that *do not* generate student credit hours but nevertheless *do* involve instruction: (a) Non-credit workshops, and (b) Load credit that is directly assigned to activities relating specifically to instruction, such as coordination of instructional programs.

Items that should *not* be included: (a) managing an institute that does not directly affect students, such as an institute for the business community, and (b) reassigned time for research unless students are involved directly in the research.

Allowing for reassigned time for such activities as noted above, the accompanying table shows the average annual number of load credits related to instruction during the past five years. According to the 1999 National Study of 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 84% to 91% of their time in instruction-related activities, with a system wide average of 87%.

Number of Load Credits Related to Instruction: Annual for CSU FT Faculty

	AY 2000-01	AY 2001-02	AY 2002-03	AY 2003-04	AY 2004-05	Instructional Load
CCSU	20.4	21.5	21.1	21.1	20.1	84%
ECSU	21.2	21.3	21.4	21.9	21.9	91%
SCSU	21.4	21.4	21.2	20.8	20.5	85%
WCSU	22.0	22.9	20.3	23.2	21.1	88%
ALL CSU	21.3	21.8	21.0	21.8	20.9	87%



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Mission

Sec. 10a-80. (Formerly Sec. 10-381). Community service programs at regional community-technical colleges. (a) The primary responsibilities of the regional community-technical colleges shall be (1) to provide programs of occupational, vocational, technical and technological and career education designed to provide training for immediate employment, job retraining or upgrading of skills to meet individual, community and state manpower needs; (2) to provide programs of general study including, but not limited to, remediation, general and adult education and continuing education designed to meet individual student goals; (3) to provide programs of study for college transfer representing the first two years of baccalaureate education; (4) to provide community service programs as defined in subsection (b) of this section and (5) to provide student support services including, but not limited to, admissions, counseling, testing, placement, individualized instruction and efforts to serve students with special needs.

(b) As used in this section, "community service programs" means educational, cultural, recreational and community directed services which a community-technical college may provide in addition to its regular academic program. Such community service programs may include, but shall not be limited to, (1) activities designed to enrich the intellectual, cultural and social life of the community, (2) educational services designed to promote the development of skills for the effective use of leisure time, (3) activities and programs designed to assist in the identification and solution of community problems and (4) utilization of college facilities and services by community groups to the extent such usage does not conflict with the regular schedule of the college.

Vision

The twelve Connecticut Community Colleges will be recognized by the State, its citizens and communities as premier providers of education that works for a lifetime.

Core Values

The core values that identify and differentiate the Connecticut Community College system from other institutions of higher education include:

- Accessible locations statewide that serve student and community needs
- Open door admissions
- Comprehensive services including instruction and student support to promote academic success
- Low tuition and fees supported by financial aid opportunities
- Relevant curricula and responsive program development including education and training services for business and industry.

Strategic Goals (2003-2006)

Goal 1: Enhance academic best practices/excellence and co-curricular experiences to facilitate the attainment of student goals and the advancement of student development and other constituent interests. Included are priorities that focus on:

- Analysis of information from the Community College Survey of Student Engagement
- Assessment of student learning and development
- Collection of student goals/reasons for entering the learning community
- Evaluation and analysis of transfer articulation
- Maximizing faculty, staff and student engagement in the teaching and learning process
- Student graduate survey analysis
- Student success and retention initially focusing on Developmental Education
- The use of instructional technology to enhance teaching and learning

Goal 2: Maintain leadership in providing workforce training education and lifelong learning for Connecticut. Included are priorities that focus on:

- Partnerships and collaborations that will enlarge the system role in workforce development and respond to the state's cluster initiative
- Partnerships and collaborations with businesses
- Partnerships and collaborations with community-based organizations
- Partnerships and collaborations with government agencies
- Partnerships and collaborations with K-16
- Partnerships and collaborations within and among the twelve system colleges

Goal 3: Enhance teaching and learning through the management of human resources, programs and support services that are designed around relevance to student, state, and staff needs and utilize the highest quality administrative and instructional technologies. Included are priorities that focus on:

- Assessing the colleges' capacity for serving students and related staffing needs
- Expanding professional development opportunities related to leadership, teaching, learning, and technology
- Fostering system communications and the utilization of system councils and presidential liaisons
- Managing Human Resources
- Promoting an environment that embraces diversity

Goal 4: Institutionalize the strategic planning process including planning for communications, coordinating institutional planning with system planning, planning for safe, state-of-the-art and educationally advanced facilities; planning for resource development and allocation; and planning for data-based decision making. Included are priorities that focus on:

- A consistent funding base
- Clarity and consistency of messages
- Data-based decision-making
- Economic impact of community colleges
- Institutional Effectiveness - Resource allocation
- Resource development and cooperative system initiatives
- Safe and effective facilities
- Strategic use of data

Overview

The Connecticut Community Colleges offer:

- (1) career education for jobs in areas such as nursing and allied health, information technology, bioscience, engineering technologies, and early childhood education;
- (2) general study, including continuing education;
- (3) transfer programs to expand access to the baccalaureate;
- (4) developmental programs to reduce academic barriers;
- (5) student services to enhance student success; and
- (6) community service programs to address community issues.

All of these educational programs and services provide the State of Connecticut with what recent economic reports have referred to as “cross-cutting economic foundations” that play an essential role in workforce development.

The foundation provided by the twelve of the Connecticut Community Colleges in liberal arts and sciences, career, occupational and technical fields of study prepares nearly 50% of the State’s public college undergraduates for the jobs of the Knowledge Economy.

In Fall 2005, a record 46,227 students were enrolled in degree and certificate programs ranging from Information Systems and Emergency Services to Liberal Arts, Allied Health and Nursing. A nearly equal number of students will enroll during the fall and spring semesters in non-credit programs that build basic skills, communication and workforce competencies.

Since 1999, FTE credit enrollments have grown by 31%, and full-time attendance has increased by 58%. The 2005 fall semester marked the fourth year of record FTE enrollments for the system, with each year since 2002 exceeding the previous high point reached in 1992.

The growing demand for community college education is expected to continue through 2008 when high school graduation rates in Connecticut will peak. Following 2008, enrollment growth will slow only to settle around the record-breaking levels of 2003-2004. The current demand is therefore the baseline for the demand that we anticipate through 2012.

The average age of students is 28, with 42.1% under age 22 and 51.7% between 22 and 49. The system has experienced a 42.4% increase in students under the age of 22 since the fall semester 2000. Our enrollment trend continues to show a significant increase in younger students attending full-time. Demographic reports show that almost three-quarters of the full-time students attending are now under the age of 22. The average age of full-time students is 21; 32 is the average for part-time students.

Nearly two-thirds of the minority undergraduates enrolled in public higher education are attending Connecticut Community Colleges. Minority enrollments represent 32% of the student body, reflecting a 33.3% increase at the twelve colleges since 2000.

Community Colleges provide access to educational opportunities and academic success for every learner including those with limited English proficiency. Improved skills, employment and career advancement opportunities, enhanced earning potential and an improved quality of life for themselves and their families are achievable goals for educated, well-prepared workers.

Community College students are the current and future workers that Connecticut relies on for productivity, prosperity, and business investment. They need access to affordable higher education to acquire the skills demanded for employment and to remain current with changing technology and new workplace skills.

To serve these students and the needs of business, Community Colleges must change as the economy changes from retraining incumbent workers with outmoded skills to addressing worker and skill shortages quickly as the economy expands.

The type of higher education provided by Connecticut's Community Colleges works in partnership and cooperation with business and industry, the public and non-profit sectors, secondary education, and baccalaureate institutions to meet a wide range of student and employer needs.

Liberal Arts or General Studies programs enroll just over one-third of Community College students. Guaranteed admissions agreements with the Connecticut State Universities and the Liberal Arts and Sciences programs at the University of Connecticut provide opportunities for Community College students to continue their education at the baccalaureate level. A new teacher education pathway with the Connecticut State Universities addresses the State's teacher shortage. Partnership and pathway programs address the State's need for skilled childcare providers and nurses with associate- bachelor-and master-level training. Transfer articulation agreements are also in place with Connecticut's independent colleges and universities. The College of Technology, a curriculum pathway at the Community Colleges that guarantees admission to Central Connecticut State University, the University of Connecticut, and a number of independent institutions, expands the State's supply of engineering and technology graduates.

Approximately 44% of Community College enrollments are in occupational programs that prepare students for immediate employment in fields such as business, early childhood, health and life sciences, and human services. Over 60% of the allied health and nursing professionals, the radiation and respiratory care technicians, and the nuclear medicine and physical therapist assistants are prepared by Connecticut's Community Colleges. The five Connecticut Community Colleges offering nursing degree programs are currently partnering with local hospital, healthcare and educational providers, to expand opportunities for students to enter the field of nursing in order to address the State's critical shortage of nurses. Enrollments in nursing programs have increased by nearly 51% since the 2001 semester and are benefiting from the support of more than \$3.7 million in grants and private funding dedicated to expanding nursing programs. The five programs are at maximum capacity with over 800 students enrolled. Admission waiting lists are common for these and other allied health programs.

The remaining 21% of credit students enroll in individual courses before selecting a field of study. These students benefit from additional educational experience and improved communication, team work, and critical thinking skills. Many of these students indicate that they are not seeking a degree or certificate but are enrolling to obtain education and build skills in specific workforce areas.

Non-credit programs, with another 42,361 students enrolled throughout the academic year, also help to supply the skilled, technologically literate workforce required by the State's employers and the workforce of the 21st century.

Students taking non-credit, skill-building or personal interest programs also focus on: gaining new skills and improved literacy; remaining current with changing technology; and obtaining employment and career advancement.

Approximately 43% of these enrollments are in programs related to workforce development. The Community Colleges have demonstrated consistent and timely responses to Connecticut business and industry needs. Businesses routinely contract with the Community Colleges for education and training services to ensure a skilled workforce.

Connecticut Community Colleges continue to be affordable institutions with annual tuition and fees for a full-time in-state resident student totaling \$2,536. Approximately 50% of the students enrolling for half-time status or greater receive student financial assistance. Over \$40 million in student financial aid is provided to ensure economic access to a Connecticut Community College. Approximately 64% of student financial aid is provided through Federal programs, 13% from State programs, and 23% comes directly from the college budgets.

Peer Institutions by Community College Group

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

<u>Small Rural Peer Institutions</u>	<u>State</u>
Tri-County Community College	NC
Ivy Tech State College-Kokomo	IN
Cecil Community College	MD
Blue Ridge Community College	NC
Northwest State Community College	OH
Maysville Community College	KY

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

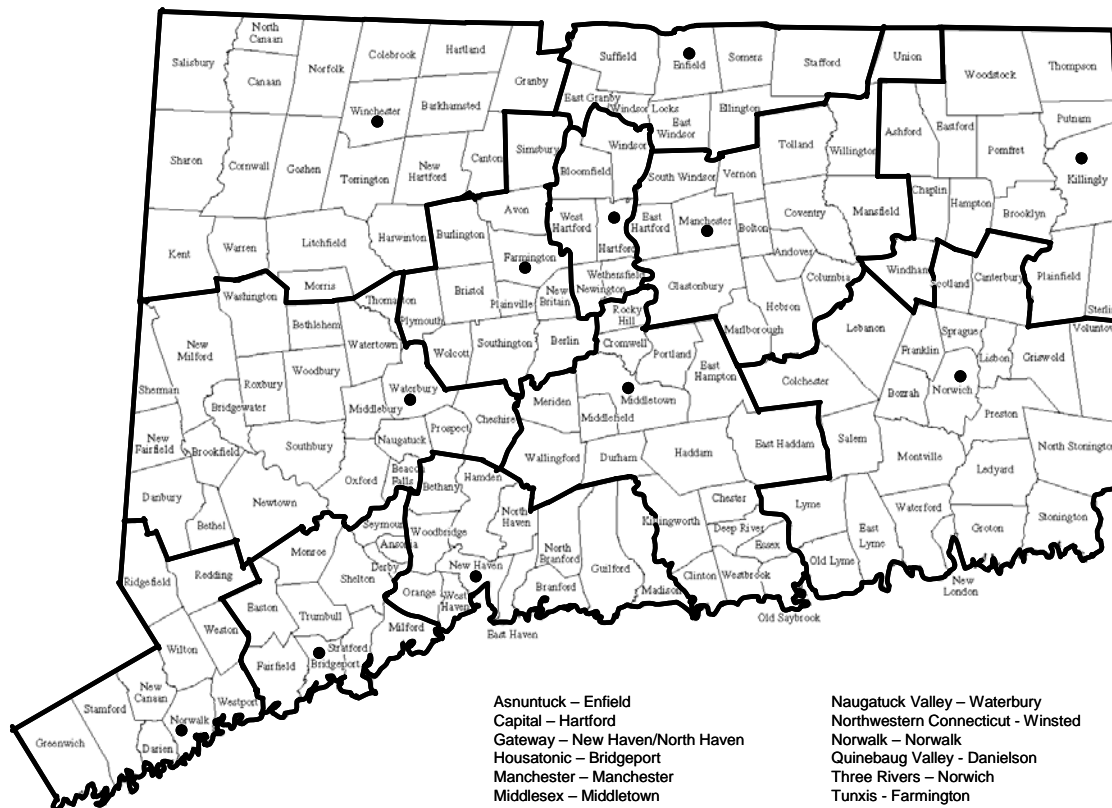
<u>Medium Urban Peer Institutions</u>	<u>State</u>
Bishop State Community College	AL
Passaic County Community College	NJ
Ivy Tech State College-Northwest	IN
Cumberland County College	NJ
Bunker Hill Community College	MA
Delaware Technical & Comm Coll- Stanton/Wilmington	DE

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

<u>Large Urban Peer Institutions</u>	<u>State</u>
Kansas City Kansas Community College	KS
Raritan Valley Community College	NJ
Butler County Community College	PA
Holyoke Community College	MA
Frederick Community College	MD
Prairie State College	IL

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

<u>Medium Suburban Peer Institutions</u>	<u>State</u>
Edison State Community College	OH
Allen County Community College	KS
Hagerstown Community College	MD
Bay De Noc Community College	MI
Rogue Community College	OR
College of the Albemarle	NC



LICENSURE AND CERTIFICATION EXAM PERFORMANCE

Common Core Performance Indicator

The percentage of successful completers on licensure and certification examinations.

Performance Improvement Goal

For the System, graduates taking licensure or certification examinations will maintain or exceed a 75% pass rate.

Data Analysis

A number of degree and certificate programs offered by the Connecticut Community Colleges require that students pass state or national licensure examinations in order to practice in the field. The table below includes all programs in the system that require licensure or certification for which licensure data is collected. Five-year trends are provided.

Overall, Connecticut community college graduates have secured impressive pass rates on licensure or certification examinations. Colleges make every effort to keep curriculum current; to assess programs with a stringent review process; to work closely with program advisory council personnel who are experts in their field; and to provide the academic support needed to enhance a student's opportunity for success on these exams. That said, not all students pass and some of the seemingly large fluctuations in pass rates exist for reasons beyond a college's control. In some cases such fluctuation is a function of sample size. In the Med Lab Technician area for example, one failure represents an 8.3 percentage point change. In the Medical Assisting area, six failures represents an 11.1 percentage point change. In some cases the fluctuation is an artifact of the exam report as generated by the licensing authority. The report may include results for students who graduated last year or twenty years ago. Another factor is duplicate student counts. For example, in the most recent Surgical Tech certification report, a student is included who graduated with the class of 2003 and failed 3 times before passing during the same reporting year. This student is reported in the overall reports as three failures.

Colleges	Community College Program	2000	2001	2002	2003	2004	% Point Change 2000-2004
TX	Dental Hygiene	100.0%	100.0%	100.0%	100.0%	97.0%	-3.0%
GW	Diagnostic Medical Sonography *			100.0%	100.0%	100.0%	
GW	Dietetic Technology **		100.0%	80.0%	100.0%	100.0%	
NK	Early Childhood Education	96.7%	96.6%	96.6%	96.9%	81.6%	-15.1%
CA,NV	EMT - Paramedic	100.0%	97.1%	92.0%	100.0%	100.0%	0.0%
HO,MA	Med Lab Technician	100.0%	100.0%	100.0%	100.0%	91.7%	-8.3%
CA,NW,NK,QV	Medical Assisting	88.9%	75.0%	82.4%	68.0%	77.8%	-11.1%
GW	Nuclear Medicine	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%
CA,HO,NV,NK,TR	Nursing	95.1%	94.5%	90.9%	92.7%	92.4%	-2.6%
MA,HO	Occupational Therapy Asst	92.9%	100.0%	100.0%	81.8%	88.2%	-4.6%
QV	Phlebotomy ***				100.0%	100.0%	
GW	Radiation Therapy	100.0%	100.0%	100.0%	85.7%	100.0%	0.0%
CA,MX,NV	Radiologic Technology	92.3%	100.0%	90.0%	100.0%	97.7%	5.4%
GW	Radiology	80.0%	100.0%	100.0%	100.0%	80.0%	0.0%
MA,NV,NK	Respiratory Care	100.0%	93.3%	100.0%	100.0%	95.8%	-4.2%
MA	Surgical Technology ****		83.3%	100.0%	81.8%	54.5%	

Source: Examining Boards or Self Reported

*No data available on the number of grads sitting for exam prior to 2002.

**No data available on the number of grads sitting for exam in 2000.

***No data available on the number of grads sitting for exam prior to 2003.

****No data available on the number of grads sitting for exam prior to 2001.

DEVELOPMENTAL MATHEMATICS

Performance Indicator

The percentage of students who successfully complete course work in developmental mathematics.

Performance Improvement Goal

By 2011, it is expected that, among students enrolled in a developmental mathematics course, the percentage of successful completers will rise to 60%.

Data Analysis

Access and opportunity are cornerstones to the mission of Connecticut's Community Colleges and this often means providing some level of developmental course work.

	2000	2001	2002	2003	2004
% Enrolled	16%	17%	18%	19%	20%
% Passed	51%	50%	55%	53%	50%
% Failed	19%	21%	18%	20%	24%
% Other	29%	28%	25%	27%	26%

Success in developmental course work enhances the level of preparedness a student brings to college-level work. Success is defined as completing a course with a grade of C or higher. Given the level of content mastery needed in preparation for college-level work, the success standard for developmental courses is higher than that of a regular college course where a C– might be acceptable.

Typically, 23% of the students attending a Connecticut Community College are enrolled in at least one basic skills mathematics or English course in any given semester. This is consistent with national averages where 29% of first-time freshmen enrolled in at least one remedial reading, writing, or mathematics course.

Mathematics is a key foundation for many programs of study and especially for those programs related to work force shortage areas such as allied health and the technologies. How successful are community college students in developmental mathematics courses? There is no peer comparative data available to set a context for the rates reported here. The National Center for Education Statistics (1995) reports a national average for success of 65%, but does not specify the criteria used to define success making comparisons suspect. Over the last five years (2000-2004), for Connecticut Community Colleges, the percentage of students successfully completing developmental mathematics courses has remained relatively consistent, ranging between 50% and 55%.

In the fall of 2004, 4,062 students were enrolled in Pre-Algebra and 4,921 students were enrolled in Elementary Algebra; a total of 8,983 students (20% of all credit students). Among those enrolled in Pre-Algebra, 52% were successful completers. Among those enrolled in Elementary Algebra, 49% were successful completers.

In total, 50% of all students enrolled in a developmental mathematics course completed that course successfully, 24% received a grade of C– or lower, and 26% either withdrew or received some other transcript notation such as audit, incomplete, etc.

Colleges are taking steps to better understand developmental students including their level of engagement with the learning process. Colleges are continually assessing the effectiveness of policies and intervention strategies to ensure the maximum level of support possible for these students.

DEVELOPMENTAL MATHEMATICS

Pre-Algebra	Fall 2004 Total College Headcount	Enrolled	% Enrolled	Passed	% Passed
Asnuntuck, Northwestern, Quinebaug	4,741	328	7%	193	59%
Capital, Gateway, Housatonic	13,732	1,721	13%	895	52%
Manchester, Naugatuck, Norwalk	17,210	1,002	6%	537	54%
Middlesex, Three Rivers, Tunxis	10,060	1,011	10%	471	47%
ALL CTC	45,743	4,062	9%	2,096	52%

Elementary Algebra	Fall 2004 Total College Headcount	Enrolled	% Enrolled	Passed	% Passed
Asnuntuck, Northwestern, Quinebaug	4,741	499	11%	269	54%
Capital, Gateway, Housatonic	13,732	1,263	9%	678	54%
Manchester, Naugatuck, Norwalk	17,210	1,843	11%	942	51%
Middlesex, Three Rivers, Tunxis	10,060	1,316	13%	514	39%
ALL CTC	45,743	4,921	11%	2,403	49%

All Developmental Mathematics	Fall 2004 Total College Headcount	Enrolled	% Enrolled	Passed	% Passed
Asnuntuck, Northwestern, Quinebaug	4,741	827	17%	462	56%
Capital, Gateway, Housatonic	13,732	2,984	22%	1,573	53%
Manchester, Naugatuck, Norwalk	17,210	2,845	17%	1,479	52%
Middlesex, Three Rivers, Tunxis	10,060	2,327	23%	985	42%
ALL CTC	45,743	8,983	20%	4,499	50%

SPECIALIZED ACCREDITATIONS

Performance Indicator

The number of community college programs maintaining specialized accreditations.

Performance Improvement Goal

For the system, 100% of all programs with specialized accreditations will maintain them.

Data Analysis

All Connecticut Community Colleges are accredited by the New England Association of Schools and Colleges (NEASC) on a ten-year cycle. In addition, all Connecticut Community Colleges are accredited by the Board of Governors for Higher Education, which uses the NEASC recommendation for guidance, on a five-year cycle. NEASC accreditation is based on a non-governmental, professional peer review and does not isolate individual programs in the evaluation process. The Board of Governors, by statute, does regulate the specific licensure and accreditation of individual programs. For a student to be eligible for federal financial aid, the specific program must be licensed by the Board of Governors and the institution must be accredited by the Board of Governors.

The question then becomes whether or not the college should seek additional national discipline accreditation, which is – like NEASC, a non-governmental, peer-based process, beyond what is required by the Board of Governors. There are multiple factors which affect this decision. First, are students required to have graduated from a nationally-accredited program before sitting for the licensure exam, required for employment in the profession in that state? The answer depends on the discipline and regulations of the individual state. Second, are students better positioned for employment after passing the exam for the profession? The answer to this question is almost always yes, but again it may depend on supply and demand for the particular occupation in question. Third, are students better positioned to transfer to a baccalaureate institution having graduated with a degree from a nationally accredited program? The answer to this question is almost always yes, but again it may depend on competition for slots at the receiving institution as well as whether the baccalaureate program is nationally accredited itself. Four, is national accreditation a sign of curriculum quality and currency? The answer is always yes. It is typical in Connecticut for institutions to be pursuing national discipline accreditation at the same time that the institution requests licensure and accreditation of a particular program from the Board of Governors. The Board of Governors acknowledges the importance of use of national standards in the curriculum approval process. These national standards, combined with the state's regulations, provide for value-added accountability.

Several of our colleges have programs that must meet the stringent standards of quality, externally mandated by specialized state and national accrediting bodies. A list of these programs, the number of colleges offering them and their responsible accrediting agency is provided on the next two pages. All the programs have maintained their specialized accreditation since the last reporting cycle.

SPECIALIZED ACCREDITATIONS

Colleges	Community College Program	Accrediting Body
GW	The Alternative Fuel Certificate Program	National Automotive Technicians' Education Foundation, Inc. (NATEF)
NK	Architectural Engineering Technology	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET)
GW	Automotive Technology (General Motors & Toyota)	National Automotive Technicians Education Foundation, Inc. (NATEF)
NV	Automotive Technology	National Institute for Automotive Service Education National Automotive Technicians Education Foundation, Inc.
TR	Business Programs	Association of Collegiate Business Schools and Programs
TR	Civil Engineering Technology	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET)
HO	Clinical Laboratory Technology	National Accrediting Agency for Clinical Laboratory Sciences
NK	Computer Systems Technology	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET)
MA	Culinary Arts	American Culinary Federation Educational Institute Accrediting Commission
TX	Dental Assisting	American Dental Association
TX	Dental Hygiene	American Dental Association
GW	Dietetic Technology	Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association
CA,NV, NW, NK, TX	Early Childhood Laboratory School /Early Childhood Education	National Association for the Education of Young Children
GW,NK, TR	Electrical Engineering Technology	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET)
NV	Engineering	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET)
CA	Emergency Medical Technology	Commission on Accreditation Allied Health Education Programs
TR	Environmental Engineering Technology	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET)
MA	Foodservice Management	American Culinary Federation Educational Institute Accrediting Commission
TR	Manufacturing Engineering Technology	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET)

SPECIALIZED ACCREDITATIONS

Colleges	Community College Program	Accrediting Body
GW,TR	Mechanical Engineering Technology	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET)
CA,NW, QV	Medical Assisting	Commission on Accreditation of Allied Health Education Programs
TR	Montessori Training Institute	Montessori Association (Montessori Accreditation Council for Teacher Education)
TR	Nuclear Engineering Technology	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET)
GW	Nuclear Medicine Technology	Joint Review Committee on Education in Radiologic Technology (JRCERT)
CA,GW, NV,NK, TR	Nursing	National League for Nursing Accrediting Commission CT State Board of Examiners for Nursing
HO,MA	Occupational Therapy Assistant	Accreditation Council for Occupational Therapy Education
MX	Ophthalmic Design and Dispensing (ODD)	Commission on Opticianry Accreditation
MA,NK	Paralegal/Legal Assisting	American Bar Association
CA,NV	Physical Therapist Assistant	Commission on Accreditation in Physical Therapy Education (CAPTE)
CA,GW, MX,NV	Radiologic Technology	Joint Review Committee on Education in Radiologic Technology (JRCERT)
MA,NV, NK	Respiratory Care	Committee on Accreditation for Respiratory Care (CoARC)
MA	Surgical Technology	Commission on Accreditation of Allied Health Programs
NW	Veterinary Technology	American Veterinary Medical Association

DIRECT SERVICE TO HIGH SCHOOL STUDENTS

Performance Indicator

Community College Tech-Prep enrollment by in Connecticut public schools. How many students participate while in High School? How many of these students later enroll in Connecticut Community Colleges?

Data Analysis

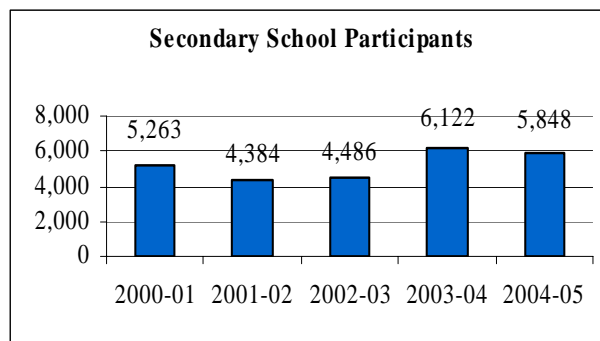
The Connecticut Community Colleges are involved in numerous partnerships with colleagues in the state's K-12 system. The largest of these is participation in the Technical Preparation (Tech Prep) grant program with funding provided by the Carl D. Perkins Vocational and Technical Education Act of 1998, Public Act No. 105-332, Title II - Tech Prep Education. The purpose of the grant is to encourage the development of 4-year and 6-year career and technical education programs that combine secondary and postsecondary programs which lead to a minimum of a two-year associate degree, two-year certificate or credit towards a bachelor's degree.

Tech Prep consortia in Connecticut include the Community Colleges, which serve as the lead agent, local and regional high schools, CT Technical High Schools, business and industry and other educational systems serving the out-of-school youth population. Programs with the Community Colleges are predicated upon articulation agreements between a specific high school and/or a CT Technical High School and Community College. The pathway toward the degree or certificate, beginning in high school, is a coherent sequence and does not require repetition of the same learning outcomes. A complete Tech Prep high school curriculum is comprised of courses in high school math, communications, science, and a career pathway course. Where learning outcomes can be established as being identical, college credit may be awarded for these courses. Each year Connecticut's Community Colleges enroll over 4,000 high school students in Tech Prep consortia programs.

During the 2004-2005 academic year 5,848 public high school students were served by the Community Colleges under Tech Prep agreements. Also during the 2004-2005 academic year, 492 former high school Tech Prep participants were enrolled in occupational programs at Connecticut Community Colleges.

Performance Improvement Goal

For the system, the performance goal is to enroll at least 5,000 Connecticut high school students in community college-sponsored Tech Prep programs annually.



Students Enrolled in Connecticut Community College Occupational Programs Who Were Tech-Prep Participants While in High School

	2001-02	2002-03	2003-04	2004-05
Asnuntuck, Northwestern and Quinebaug	124	52	52	60
Capital, Gateway and Housatonic	31	37	78	111
Manchester, Naugatuck Valley and Norwalk	28	133	126	137
Middlesex, Three Rivers and Tunxis	44	73	133	184
CTC Total	227	295	389	492

MINORITY ENROLLMENT

Common Core Performance Indicator

The proportion of students of color (Black, Hispanic, Asian and Native American) enrolled in the Community Colleges compared to the proportions in the state's population, 18 years of age and older.

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

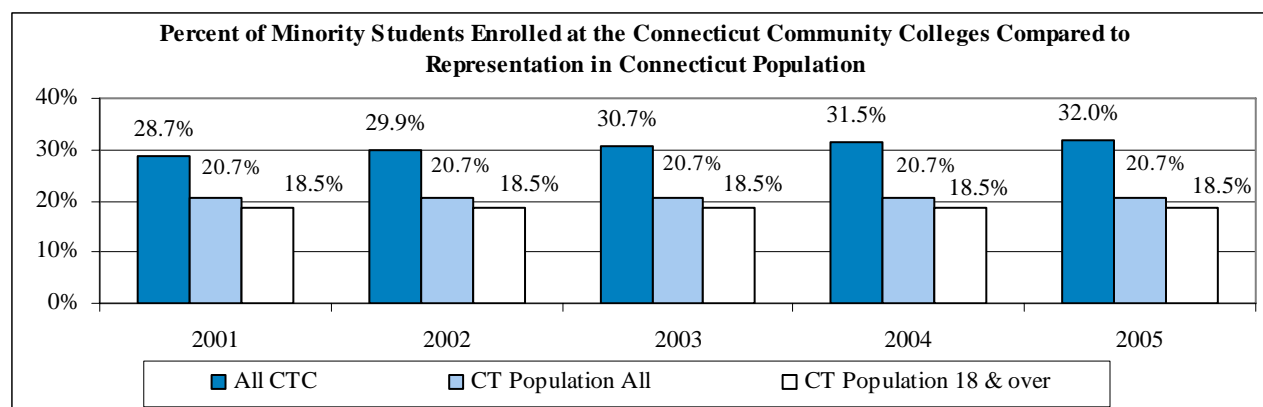
Enrollment of minority students at the Connecticut Community Colleges has been increasing annually. Fall 2005 minority enrollments represent 32% of the student body (28.4% are Black and Hispanic). The number of minority students has increased by 20.5% since Fall 2001. Among minority groups, Black (up 17.1%) and Hispanic (up 25.4%) enrollments have realized the greatest gains.

As a system, the proportion of minority enrollment exceeds the proportion in the state's populations of people 18 years of age and older; the performance goal has been met or exceeded.

Enrollment by Ethnic Group & CT Population

	2001	2002	2003	2004	2005
Black					
All CTC	14.3%	14.9%	15.2%	15.3%	15.4%
18 & Over	7.9%	7.9%	7.9%	7.9%	7.9%
Hispanic					
All CTC	11.2%	11.5%	12.1%	12.6%	12.9%
18 & Over	8.0%	8.0%	8.0%	8.0%	8.0%
Asian American					
All CTC	2.9%	3.1%	3.1%	3.2%	3.2%
18 & Over	2.4%	2.4%	2.4%	2.4%	2.4%
Native American					
All CTC	0.4%	0.5%	0.4%	0.4%	0.4%
18 & Over	0.2%	0.2%	0.2%	0.2%	0.2%
Total Minority					
All CTC	28.7%	29.9%	30.7%	31.5%	32.0%
18 and Over	18.5%	18.5%	18.5%	18.5%	18.5%

For the two clusters of colleges whose minority enrollment falls below the state-wide population percentages (Asnuntuck, Northwestern, Quinebaug and Middlesex, Three Rivers, Tunxis), their proportions exceeded the proportions in their regional service areas, which stood at 7.5% and 11.4%, respectively, from 2001 through 2005.



Source: 2001-2005 CT population and 18 & older figures are based on state projections from US 2000 Census. 2001 through 2005 enrollment from IPEDS.

MINORITY ENROLLMENT

Enrollment by Ethnic Group					
Black	2001	2002	2003	2004	2005
ASCC NWCC QVCC	4.4%	4.5%	3.5%	4.1%	2.9%
CACC GWCC HOCC	27.1%	28.0%	28.2%	28.7%	29.6%
MACC NVCC NKCC	12.3%	12.5%	12.7%	12.6%	12.7%
MXCC TRCC TXCC	6.2%	6.4%	7.1%	6.8%	6.5%
All CTC	14.3%	14.9%	15.2%	15.3%	15.4%
CT Population	8.7%	8.7%	8.7%	8.7%	8.7%
CT Population 18+	7.9%	7.9%	7.9%	7.9%	7.9%
Hispanic	2001	2002	2003	2004	2005
ASCC NWCC QVCC	4.2%	4.6%	4.4%	5.3%	5.4%
CACC GWCC HOCC	18.2%	18.0%	18.7%	18.9%	18.6%
MACC NVCC NKCC	11.1%	11.3%	11.6%	12.4%	13.1%
MXCC TRCC TXCC	6.0%	6.5%	7.3%	7.7%	8.4%
All CTC	11.2%	11.5%	12.1%	12.6%	12.9%
CT Population	9.4%	9.4%	9.4%	9.4%	9.4%
CT Population 18+	8.0%	8.0%	8.0%	8.0%	8.0%
Asian American	2001	2002	2003	2004	2005
ASCC NWCC QVCC	1.2%	1.7%	1.6%	1.7%	1.6%
CACC GWCC HOCC	3.2%	3.2%	3.1%	3.2%	3.3%
MACC NVCC NKCC	3.4%	3.6%	3.6%	3.8%	3.7%
MXCC TRCC TXCC	2.4%	2.6%	2.9%	3.0%	3.2%
All CTC	2.9%	3.1%	3.1%	3.2%	3.2%
CT Population	2.4%	2.4%	2.4%	2.4%	2.4%
CT Population 18+	2.4%	2.4%	2.4%	2.4%	2.4%
Native American	2001	2002	2003	2004	2005
ASCC NWCC QVCC	0.3%	0.3%	0.3%	0.5%	0.5%
CACC GWCC HOCC	0.3%	0.3%	0.2%	0.3%	0.2%
MACC NVCC NKCC	0.3%	0.3%	0.3%	0.3%	0.3%
MXCC TRCC TXCC	0.7%	1.0%	0.9%	0.8%	0.6%
All CTC	0.4%	0.5%	0.4%	0.4%	0.4%
CT Population	0.2%	0.2%	0.2%	0.2%	0.2%
CT Population 18+	0.2%	0.2%	0.2%	0.2%	0.2%
Total Minority	2001	2002	2003	2004	2005
ASCC NWCC QVCC	10.1%	11.2%	9.8%	11.6%	10.3%
CACC GWCC HOCC	48.9%	49.5%	50.1%	51.1%	51.7%
MACC NVCC NKCC	27.1%	27.8%	28.2%	29.1%	29.8%
MXCC TRCC TXCC	15.4%	16.4%	18.1%	18.4%	18.7%
All CTC	28.7%	29.9%	30.7%	31.5%	32.0%
CT Population	20.7%	20.7%	20.7%	20.7%	20.7%
CT Population 18+	18.5%	18.5%	18.5%	18.5%	18.5%

OPERATING EXPENDITURES FROM STATE SUPPORT

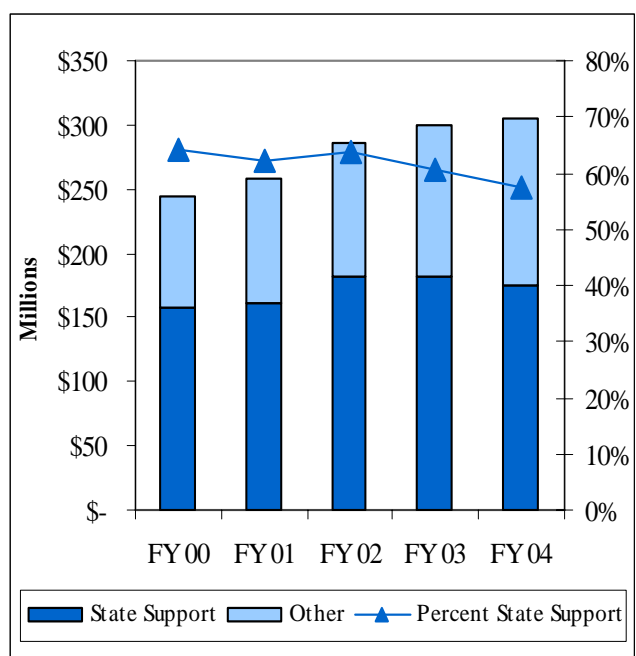
Common Core Performance Indicator

Total state appropriations including general fund fringe benefits, state support for student financial aid as a percent of total educational and general expenditures excluding depreciation.

Data Analysis

Connecticut Community Colleges receive 57% 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. Other support comes primarily from student tuition and fees; federal grants; and private gifts. During the past five years, the percent of expenditures supported by State resources has declined from a high of 64%. This compares with a Board of Governor's tuition policy, which calls for a State share of between 65-70% for community colleges.

Are Connecticut Community Colleges affordable?



(millions)	State Support	Other Support	Total Current Funds	Percent From State Support
FY 2000	157.1	87.8	244.9	64%
FY 2001	160.7	98.0	258.7	62%
FY 2002	181.9	103.6	285.5	64%
FY 2003	181.3	117.6	298.9	61%
FY 2004	175.4	129.6	305.0	57%

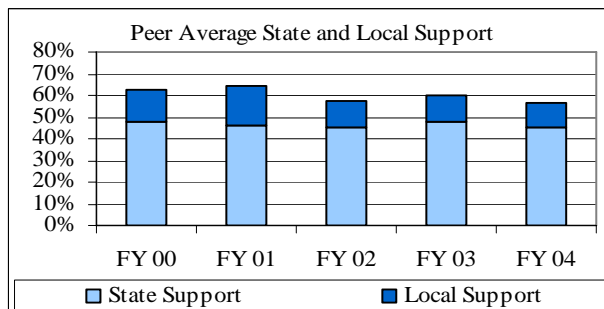
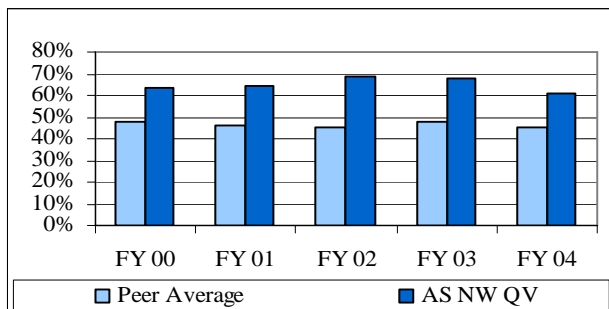
Source: IPEDS Data and Banner Data Extracts

When local government support is included, total publicly funded support ratios for peer institutions average from 47% to 57%, which is in line with public support in Connecticut. Peer institutions receive a lower portion of their current funds operating budget from State support, with ratios averaging from only 28% to 45%, but they receive significantly more from local government. These differences reflect the fact that states operate under different funding models, with many peer institutions receiving both state and local taxpayer support.

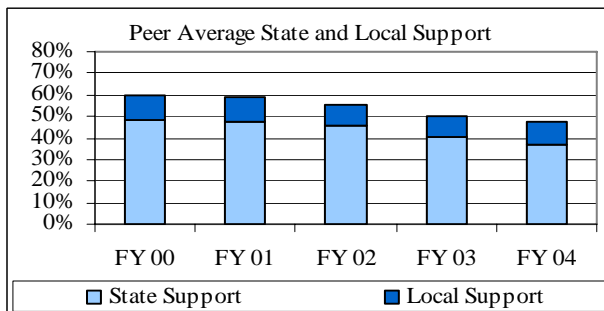
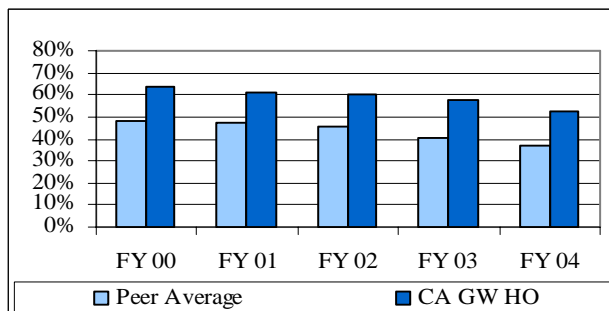
OPERATING EXPENDITURES FROM STATE SUPPORT

Percent from State Support

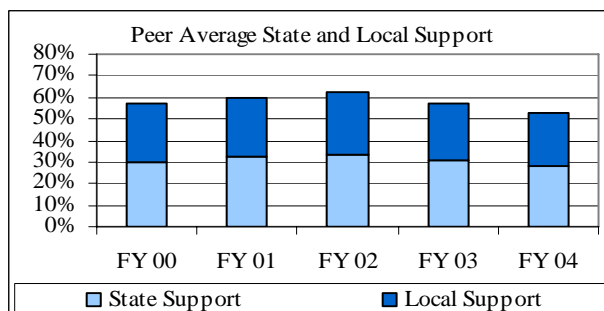
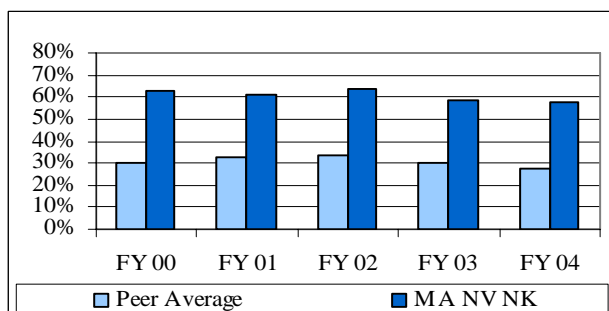
Asnuntuck, Northwestern, Quinebaug



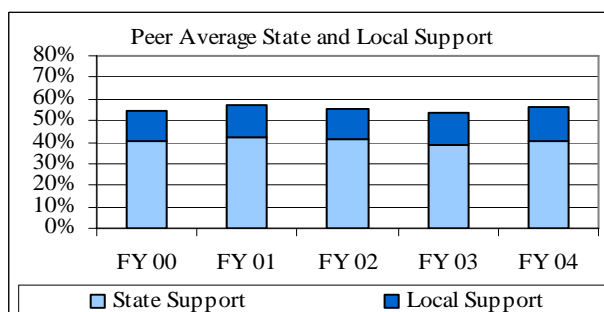
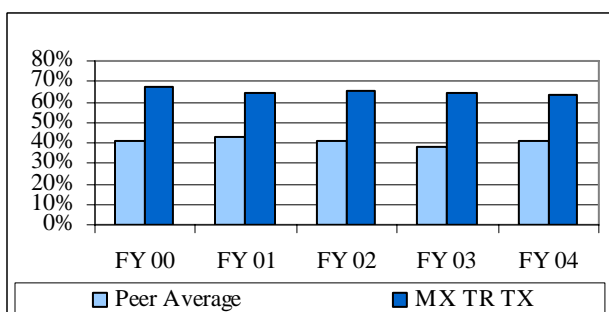
Capital, Housatonic, Gateway



Manchester, Naugatuck, Norwalk



Middlesex, Three Rivers, Tunxis



Source: IPEDS Data and Banner Data Extracts

REAL PRICE TO STUDENTS

Common Core Performance Indicator

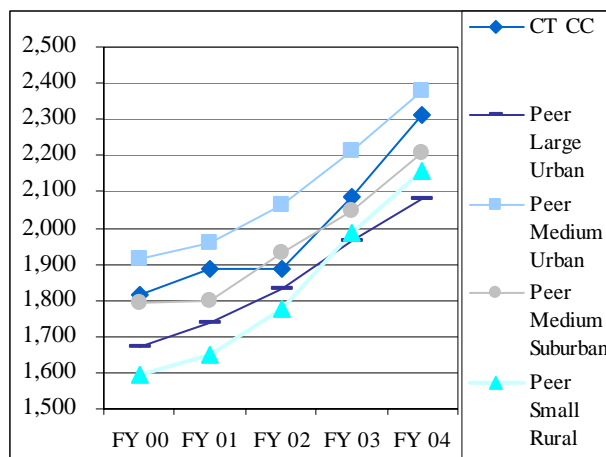
Tuition and mandatory fees for a full-time, in-state undergraduate student as a percent of median household income for the state.

Performance Improvement Goal

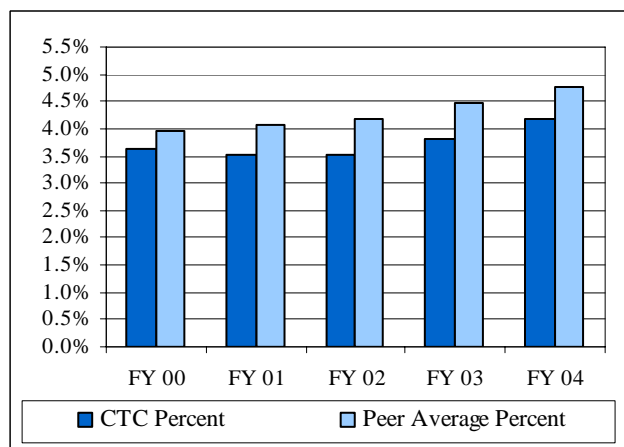
Our target is to maintain the percent of Community College tuition and mandatory fees in reference to median household income below the aggregate for our peers.

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. 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 6.3% per year from FY 2000 through FY 2004, while median household income was growing at an average 2.5%.

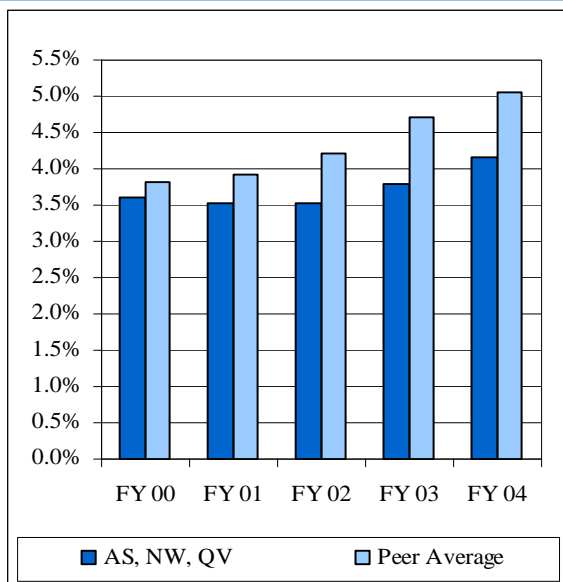
	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	FY 00-04 % Change
CTC Tuition and Fees	\$1,814	\$1,886	\$1,888	\$2,088	\$2,310	27.3%
CT MHI	\$50,152	\$53,347	\$53,387	\$54,965	\$55,390	10.4%
CTC Percent	3.6%	3.5%	3.5%	3.8%	4.2%	0.6%
Peer Average Tuition	\$1,738	\$1,825	\$1,902	\$2,053	\$2,207	27.0%
Peer Average MHI	\$43,759	\$44,906	\$45,359	\$45,714	\$46,276	5.8%
Peer Average Percent	4.0%	4.1%	4.2%	4.5%	4.8%	0.8%

Source: IPEDS Data

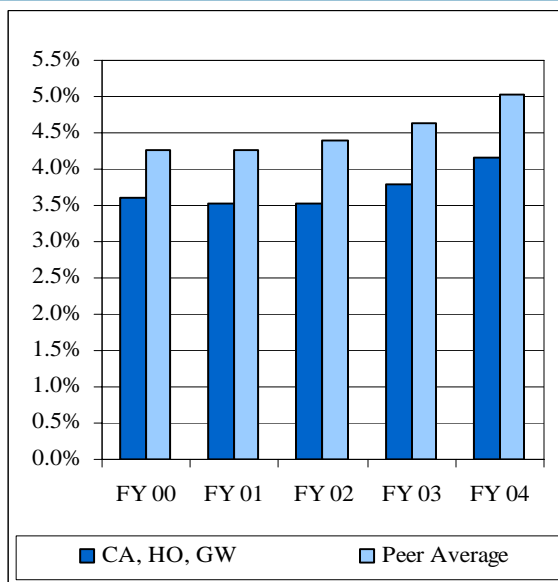
REAL PRICE TO STUDENTS

Tuition and Fees as a Percent of Median Household Income

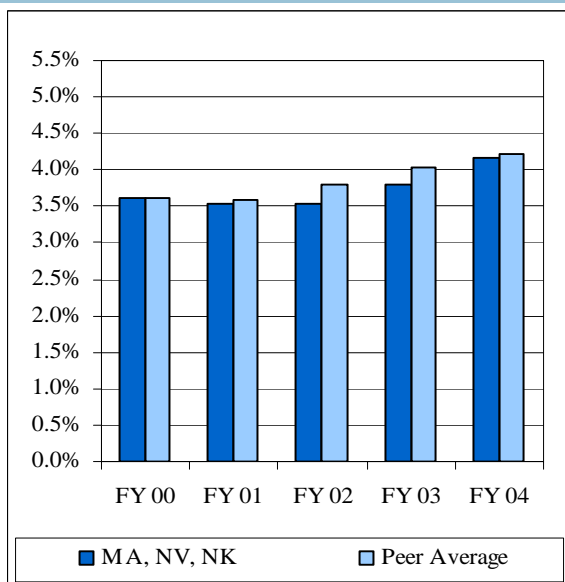
Asnuntuck, Northwestern, Quinebaug



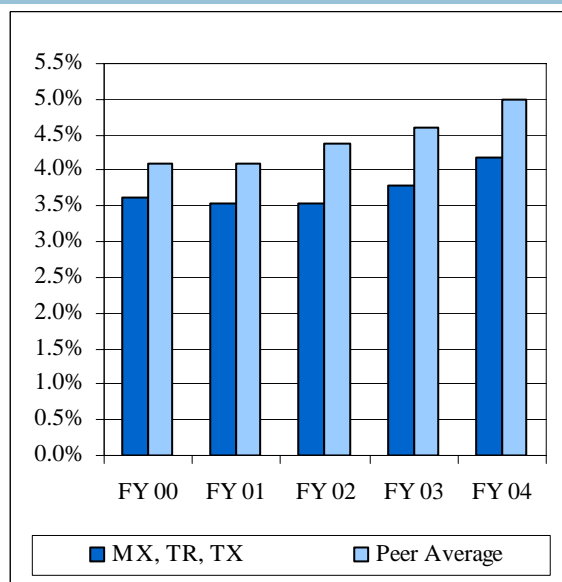
Capital, Housatonic, Gateway



Manchester, Naugatuck, Norwalk



Middlesex, Three Rivers, Tunxis



Source: IPEDS Data

ENROLLMENT BY CREDIT PROGRAM

Performance Indicator

The number and percentage of students enrolled in credit programs.

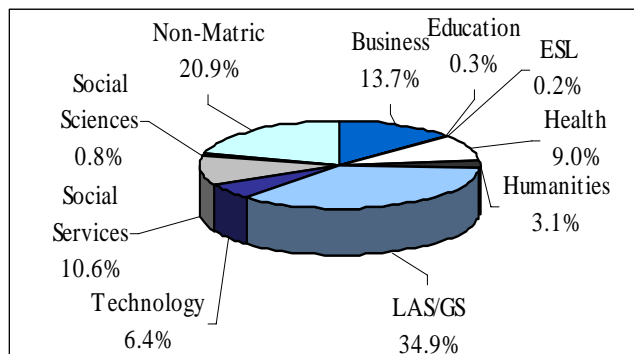
Performance Improvement Goal

For the System, the performance goal is to meet or exceed an enrollment target of 42,000 students each Fall semester.

Data Analysis

In the Fall of 2005, as a system, 44% of all Community College students were enrolled in occupational programs. Liberal Arts and Sciences and General Studies programs accounted for an additional 35.1% of all Community College students, and the remaining 20.9% of the students were not enrolled in a specific degree or certificate program.

Fall 2005 Enrollment by Program Area



In the Fall of 2005, 46,227 credit students enrolled in Connecticut Community Colleges. This represents an increase of 8.4% since the Fall of 2001; the performance goal has been met or exceeded. The community colleges are serving 25,743 Full-time Equivalent Students, which is the largest number in the system's history. This represents an increase of 19.4% since the Fall of 2001.

Enrollment in programs that support state-wide workforce shortage areas is monitored closely. Over the past five years, enrollment in Nursing programs has increased by 50.9% and enrollment in Science/Engineering/Technology programs has decreased by 10.6%.

Community College System

Program Area	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	% Change
	Students	Students	Students	Students	Students	2001-2005
Business	6,266	6,521	6,284	6,337	6,323	0.9%
Education	162	188	156	101	120	-25.9%
ESL	123	138	107	110	110	-10.6%
Health/Life Sciences	2,874	3,358	3,670	3,961	4,155	44.6%
Humanities/Arts/Communications	1,015	1,148	1,198	1,293	1,433	41.2%
Liberal Arts & General Studies	12,354	13,649	14,705	15,970	16,237	31.4%
Science/Engineering/Technology	3,287	3,357	3,041	2,865	2,938	-10.6%
Social & Public Services	3,539	3,994	4,254	4,628	4,881	37.9%
Social Sciences	230	265	305	320	372	61.7%
Non-Matriculated	12,792	12,251	11,440	10,158	9,658	-24.5%
Total	42,642	44,869	45,160	45,743	46,227	8.4%

Source: Banner Data Extracts

ENROLLMENT BY CREDIT PROGRAM**Asnuntuck, Northwestern, Quinebaug**

Program Area	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	% Change
	Students	Students	Students	Students	Students	2001-2005
Business	698	714	558	571	586	-16.0%
Education	0	0	0	0	0	
ESL	0	0	0	0	0	
Health/Life Sciences	519	538	575	610	541	4.2%
Humanities/Arts/Communications	189	195	191	169	236	24.9%
Liberal Arts & General Studies	1,211	1,280	1,379	1,482	1,566	29.3%
Science/Engineering/Technology	249	285	290	302	281	12.9%
Social & Public Services	210	245	243	247	307	46.2%
Social Sciences	4	3	1	1	1	-75.0%
Non-Matriculated	1,753	1,598	1,353	1,359	1,248	-28.8%
Total	4,833	4,858	4,590	4,741	4,766	-1.4%

Capital, Gateway, Housatonic

Program Area	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	% Change
	Students	Students	Students	Students	Students	2001-2005
Business	1,954	2,119	2,004	1,950	1,792	-8.3%
Education	18	37	43	39	40	122.2%
ESL	11	11	21	17	18	63.6%
Health/Life Sciences	980	1,315	1,580	1,735	1,913	95.2%
Humanities/Arts/Communications	152	198	217	217	237	55.9%
Liberal Arts & General Studies	3,956	4,725	5,060	5,313	5,234	32.3%
Science/Engineering/Technology	655	629	574	532	626	-4.4%
Social & Public Services	1,200	1,338	1,415	1,466	1,447	20.6%
Social Sciences	0	0	0	0	0	
Non-Matriculated	3,174	2,947	2,732	2,463	2,476	-22.0%
Total	12,100	13,319	13,646	13,732	13,783	13.9%

Manchester, Naugatuck, Norwalk

Program Area	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	% Change
	Students	Students	Students	Students	Students	2001-2005
Business	2,094	2,092	2,182	2,232	2,403	14.8%
Education	144	151	113	62	36	-75.0%
ESL	55	79	59	74	70	27.3%
Health/Life Sciences	860	955	920	1,020	1,097	27.6%
Humanities/Arts/Communications	425	484	535	662	711	67.3%
Liberal Arts & General Studies	4,424	4,597	5,080	5,695	5,947	34.4%
Science/Engineering/Technology	1,658	1,749	1,539	1,394	1,389	-16.2%
Social & Public Services	1,411	1,519	1,637	1,924	2,131	51.0%
Social Sciences	226	262	304	319	371	64.2%
Non-Matriculated	4,900	4,705	4,550	3,828	3,683	-24.8%
Total	16,197	16,593	16,919	17,210	17,838	10.1%

Middlesex, Three Rivers, Tunxis

Program Area	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	% Change
	Students	Students	Students	Students	Students	2001-2005
Business	1,520	1,596	1,540	1,584	1,542	1.4%
Education	0	0	0	0	44	
ESL	57	48	27	19	22	-61.4%
Health/Life Sciences	515	550	595	596	604	17.3%
Humanities/Arts/Communications	249	271	255	245	249	0.0%
Liberal Arts & General Studies	2,763	3,047	3,186	3,480	3,490	26.3%
Science/Engineering/Technology	725	694	638	637	642	-11.4%
Social & Public Services	718	892	959	991	996	38.7%
Social Sciences	0	0	0	0	0	
Non-Matriculated	2,965	3,001	2,805	2,508	2,251	-24.1%
Total	9,512	10,099	10,005	10,060	9,840	3.4%

DEGREES CONFERRED BY CREDIT PROGRAM

Common Core Performance Indicator

The number and percentage of degrees conferred by credit program.

Performance Improvement Goal

For the System, the performance improvement goal is to award 4,000 degrees and certificates annually.

Data Analysis

During the 2004-2005 academic year, the Connecticut Community Colleges awarded 4,378 degrees and certificates. This represents a 6.3% increase in degrees awarded over last year and a 13.5% increase since 2001. There is a 1.6% decrease in certificates awarded over last year and a 3.3% increase since 2001. The total number of graduates each year will fluctuate depending on the various internal and external environmental factors affecting our students (economic, family, health, life changes, etc.); however, the performance goal has been met or exceeded.

Occupational programs account for 65% of all the associate degrees awarded. Among the occupational programs 32% of the degrees were in Business programs, 28.7% in Health and Life Sciences programs, 18.7% in Social and Public Service programs, and 11.8% in Science, Engineering, and Technology programs. Humanities, Arts, and Communications, Social Sciences, and Education accounted for the remaining 8.8% of the degrees awarded. The number of graduates from programs that support state-wide workforce shortage areas, such as Nursing/ Allied Health and Science/Engineering/Technology, is monitored closely.

Over the past five years, although the total number of graduates has increased by 11.2%, the number of graduates from Science/Engineering/Technology programs has decreased by 22.3%. This decline is consistent with national trends and there appear to be three root causes: 1) the gap between the preparation level of students in mathematics upon entry to the community colleges, compared with the requisite skills necessary for the profession, leads to substantial attrition as students need to take several courses, often beginning at the developmental level; 2) the media has portrayed the manufacturing sector as weak, so students avoid enrolling in traditional engineering technologies; and 3) the outsourcing of a significant number of information technology jobs overseas, once held by Community College graduates with source code programming skills. The system is addressing the first two root causes. Unfortunately, both are systemic and embedded, and consequently, any material improvement will take time.

Community College System

Program Area	2001	2002	2003	2004	2005	% Change 2001-2005
	Grads	Grads	Grads	Grads	Grads	
Business	874	848	945	960	951	8.8%
Education	13	25	2	3	14	7.7%
Health/Life Sciences	679	707	705	736	863	27.1%
Humanities/Arts/Communications	118	130	164	184	193	63.6%
Liberal Arts & General Studies	1,133	1,167	1,181	1,202	1,298	14.6%
Science/Engineering/Technology	542	576	567	548	421	-22.3%
Social & Public Services	508	458	565	531	581	14.4%
Social Sciences	69	47	46	59	57	-17.4%
Total	3,936	3,958	4,175	4,223	4,378	11.2%

Source: IPEDS Data

DEGREES CONFERRED BY CREDIT PROGRAM**Asnuntuck, Northwestern, Quinebaug**

Program Area	2001	2002	2003	2004	2005	% Change
	Grads	Grads	Grads	Grads	Grads	2001-2005
Business	150	129	160	123	116	-22.7%
Education	0	0	0	0	1	
Health/Life Sciences	75	92	89	95	93	24.0%
Humanities/Arts/Communications	32	31	44	37	47	46.9%
Liberal Arts & General Studies	149	175	199	172	187	25.5%
Science/Engineering/Technology	47	67	72	64	44	-6.4%
Social & Public Services	38	46	61	51	38	0.0%
Social Sciences	1	1	0	0	0	-100.0%
Total	492	541	625	542	526	6.9%

Capital, Gateway, Housatonic

Program Area	2001	2002	2003	2004	2005	% Change
	Grads	Grads	Grads	Grads	Grads	2001-2005
Business	224	226	252	264	258	15.2%
Education	1	5	2	3	6	500.0%
Health/Life Sciences	244	254	231	271	343	40.6%
Humanities/Arts/Communications	8	8	23	30	19	137.5%
Liberal Arts & General Studies	229	240	239	303	297	29.7%
Science/Engineering/Technology	116	160	133	139	92	-20.7%
Social & Public Services	157	139	190	173	216	37.6%
Social Sciences	0	0	0	0	0	
Total	979	1,032	1,070	1,183	1,231	25.7%

Manchester, Naugatuck, Norwalk

Program Area	2001	2002	2003	2004	2005	% Change
	Grads	Grads	Grads	Grads	Grads	2001-2005
Business	265	291	278	334	335	26.4%
Education	12	20	0	0	0	-100.0%
Health/Life Sciences	205	197	211	223	247	20.5%
Humanities/Arts/Communications	46	58	68	66	87	89.1%
Liberal Arts & General Studies	457	429	433	442	491	7.4%
Science/Engineering/Technology	218	225	252	218	203	-6.9%
Social & Public Services	196	161	236	213	225	14.8%
Social Sciences	68	46	46	59	57	-16.2%
Total	1,467	1,427	1,524	1,555	1,645	12.1%

Middlesex, Three Rivers, Tunxis

Program Area	2001	2002	2003	2004	2005	% Change
	Grads	Grads	Grads	Grads	Grads	2001-2005
Business	235	202	255	239	242	3.0%
Education	0	0	0	0	7	
Health/Life Sciences	155	164	174	147	180	16.1%
Humanities/Arts/Communications	32	33	29	51	40	25.0%
Liberal Arts & General Studies	298	323	310	285	323	8.4%
Science/Engineering/Technology	161	124	110	127	82	-49.1%
Social & Public Services	117	112	78	94	102	-12.8%
Social Sciences	0	0	0	0	0	
Total	998	958	956	943	976	-2.2%

WORKFORCE PREPARATION

Performance Indicator

Workforce Preparation is defined here as the number and percentage of occupational program graduates who were employed in Connecticut at the time of graduation and retained in employment six months thereafter.

Performance Improvement Goal

For the System, the performance improvement goal is to maintain or exceed a 75% rate of employment and retention in employment.

Data Analysis

According to Department of Labor and graduate record data, for the latest reporting year (2003-2004), there were 3,057 graduates from credit occupational programs; 2,601 were employed in Connecticut at the time of graduation (85%) and 2,508 of these workers were retained 6 months later (96%). Performance goals were met in both instances. On average, these graduates received a \$191 weekly wage increase upon completion of their program, a \$9,334 average annual increase. For the 2003-2004 reporting year, \$24,914,405 worth of higher earnings can be attributed to graduates completing an occupational credit program. Occupational programs are defined as those intended to prepare an individual for immediate entry into the workforce; excluded are Liberal Arts & General Studies programs.

Asnuntuck, Northwestern, Quinebaug										
	2000	%	2001	%	2002	%	2003	%	2004	%
Completed	345		299		307		392		370	
Employed	265	77%	234	78%	239	78%	325	83%	299	81%
Retained	251	95%	214	91%	233	92%	311	96%	286	90%

Capital, Gateway, Housatonic										
	2000	%	2001	%	2002	%	2003	%	2004	%
Completed	717		727		767		825		888	
Employed	597	83%	608	84%	662	86%	722	88%	755	82%
Retained	571	96%	577	95%	634	96%	695	96%	587	93%

Manchester, Naugatuck Valley, Norwalk										
	2000	%	2001	%	2002	%	2003	%	2004	%
Completed	1,046		979		953		1,068		1,133	
Employed	853	82%	813	83%	797	84%	914	85%	961	85%
Retained	799	94%	763	94%	760	95%	879	96%	920	96%

Middlesex, Three Rivers, Tunxis										
	2000	%	2001	%	2002	%	2003	%	2004	%
Completed	670		648		614		634		665	
Employed	548	82%	545	84%	542	88%	570	90%	586	88%
Retained	520	95%	509	93%	526	97%	549	86%	570	97%

[Note: Colleges in border towns such as Asnuntuck in Enfield and Quinebaug Valley in Danielson have graduates who work in adjoining states including Massachusetts and Rhode Island. The majority of these graduates continue to be residents of Connecticut, and their earnings have a positive impact on Connecticut's economy. However, their earnings are not considered in the data reported which deal only with Connecticut employment statistics.]

Source: Department of Labor

NON-CREDIT REGISTRATIONS

Common Core Performance Indicator

Annual course registrations of non-credit students by the following two categories: personal and workforce development.

Performance Improvement Goal

For the System, the performance improvement goal is to achieve a 1% annual increase in non-credit headcount enrollment.

Data Analysis

The Community Colleges sponsor a wide range of activities organized by extension divisions and departments. Some of these courses meet for an hour, others a day or two, and some have periodic meetings distributed over a period of several months. The primary purpose of these functions is to provide an appropriate educational experience for the individual or group being served. These courses may represent personal development or a response to business, industry, and professional associations requiring their constituents to return to school to maintain a high level of currency in their field. Continuing Education Units (CEUs) may be earned for these activities, and a record or transcript of those learning experiences may be obtained.

	Non-Credit Registrations				% Change
	2002	2003	2004	2005	
ASCC NWCC QVCC	7,395	7,002	5,956	7,686	29%
CACC GWCC HOCC	13,387	11,267	12,479	11,324	-9%
MACC NVCC NKCC	32,267	30,181	30,361	26,728	-12%
MXCC TRCC TXCC	15,897	12,299	12,812	13,372	4%
CTC Total	68,946	60,749	61,608	59,110	-4%

	Non-Credit Registrations by Category			% Change
	2003	2004	2005	
Workforce Development	29,185	29,494	25,409	-14%
Personal Development	27,943	30,533	29,752	-3%
Other	3,621	1,581	3,949	150%
Total	60,749	61,608	59,110	-4%

Students can and, in many cases, do enroll in one or more courses during the year. Therefore, the number of registrations in a given year is a duplicated headcount. These registrations encompass a variety of instructional activities that are classified into two major categories: workforce and personal development. As a system, for 2005 there were 59,110 non-credit registrations in total; 25,409 (43%) in workforce development related courses and 29,752 (50%) in personal enrichment activities. This represents a 4% decrease in non-credit registrations from 2003.

In general, the difference in total number of registrations observed among colleges is a reflection of college size. The lack of growth in the number of registrations can be attributed to several factors, not the least of which being the state's budget. Department of Labor training subsidies have been reduced, as were matching dollars from employers. Funding for training from the Department of Administrative Services as well as local municipalities has also been reduced. Budget projections for the next several years are no better and personal funds available for discretionary spending are also limited.

Source: Banner Extracts

COLLABORATIVE ACTIVITIES WITHIN THE COMMUNITY

Performance Indicator

Narrative descriptions of collaborative activities within our colleges' service areas.

What are community colleges doing in conjunction with the communities in their service areas?

Asnuntuck Community College

The Center for Business, Industry, and Manufacturing Technology at Asnuntuck Community College (ASCC) works with both public and private employers to enhance employee retention and to support economic expansion in the region. The Center provides academic and professional training to the Aerospace Components Manufacturers (ACM), a consortium of 43 small to mid-sized companies, as well as to large employers like Pratt & Whitney and Hamilton Sundstrand. The College is active in the Enfield Rotary Club, the North Central Connecticut Chamber of Commerce, Johnson Memorial Hospital, the Enfield Economic Development Commission, the Capital Workforce Partners, the Hartford-Springfield Economic Partnership and BEACON (Biomedical Engineering Alliance & Consortium). ASCC also supports local initiatives like the Connecticut Children's Place, the Enfield After-School program, and the Network Against Domestic Abuse. The Asnuntuck Career Passport Program is a project involving students from four area high schools who are introduced to the college and its faculty through enrollment in a variety of college classes that encourage higher aspirations. The College hosts Terra Nova, the alternative high school program of the Enfield Public Schools. College Connections, a welding program conducted in collaboration with Windsor Locks, Granby and Suffield High Schools, was initiated in the Fall of 2004, and ASCC received a grant from the U.S. Election Assistance Commission to enhance student civic involvement by training college students as poll workers.

Capital Community College

Capital CC (CACC) and the Hartford Public Schools are collaborating on a magnet school. The school will serve grades 6 through 12 and revolve around the theme of social justice. The Boards of the Hartford Public Schools and the Community-Technical Colleges have approved the project and an initial class is scheduled to begin in the fall of 2005. CACC and the UCONN have received a grant to work with high schools in Hartford to establish an educational and career track for future science and health science professionals. CACC, in partnership with Weaver High School and the Hartford Public School system, offers the College's successful Certified Nurse Aide Program to high school juniors and seniors, training approximately 40 students per year. CACC's Customer Service Institute of CT provides customer service training to Hartford Adult Education & Hartford Public School students. Upon successful completion of the program, the 35-40 students trained each year earn a certificate in Customer Service and have the option of earning up to 6 college credits through Competency Based Education. The Bridge to Success Program has been designed in partnership with Hartford Adult Education and Union 1199. Its purpose is to provide individuals with the English, Math and college success skills necessary for higher college placement results. CACC will be partnering with the National Foundation For Teaching Entrepreneurship Program (NFTE) in 2005 to offer training to high school seniors. Through this program high school seniors learn all aspects of starting a business and, as a final project, plan and operate their own small business. Last year the College hosted the NFTE Competition for the State. CACC is partnering with the Capital Workforce Partners, Union 1199, CREC & the Governor's Office of Workforce Competitiveness to plan for the establishment of an Allied Health Academy that will serve the Greater Hartford Region.

COLLABORATIVE ACTIVITIES WITHIN THE COMMUNITY

Gateway Community College

Gateway Community College (GWCC) offers workshops, seminars and counseling to the business community through its Small Business Center. Career fairs and career planning services are joint offerings of GWCC and community agencies. GWCC also provides free computer training for senior citizens. A \$1,000,000 grant from Empower New Haven, Inc. funds GWCC's Career Ladders Institute, which assists EZ residents in attaining an associate's degree with 60 zone residents currently enrolled. Yale University Local 34 funds the New Haven Residents' Training program in Business Office Technology. GWCC offers college courses in the prison system. Local hospitals sponsor lectures for diabetics, blood pressure screenings, health expos, and other health-related activities for the public at GWCC. GWCC supports the Latino Task Force in New Haven in providing educational services to the Latino community and hosts local special-education students in programs designed to expand their understanding of work. The automotive program provides a free inspection test for 1,700 vehicles twice a year, and offers free automotive maintenance training for 50 women. GWCC offered "call center training" and provided workshops for IKEA and other retail establishments. The Art Gallery presents art shows to the public, and GWCC hosts free concerts three times a year. GWCC also holds its annual Community Dinner for Families and Children in need. GWCC hosted the New Haven celebration of Black History Month; the visit of his Excellency Solomon Dominic Berewa, VP, Republic of Sierra Leone; 6 Russian judges in conjunction with the US Congress Open World Rule of Law program; and the Literacy Volunteers of Greater New Haven's "Scrabble" fundraiser.

Housatonic Community College

This academic year, HOCC's Community Outreach Partnership Center (COPC) continued its work serving greater Bridgeport. The HUD-funded COPC graduated 17 students from its 3rd round of trainings for community health outreach workers. HOCC designed and implemented a new program for Residential Peer Support Aides, that has trained 18 formerly homeless women who now live in transitional shelters or supported housing to serve as peer supports for other consumers of homeless services. COPC is the lead agency to implement a Homeless Management Information System in southwest CT. This system allows homeless service providers to track client outcomes and referrals, and facilitates transitioning to mainstream benefits. For the first time in several years, all three consortia of homeless service providers in southwest CT will collaborate on their survey of the area's homeless. COPC will coordinate this undertaking and provide analysis of the results. Currently 25 students are enrolled in COPC's CDA program, the gateway to further education and training in the child care field. In collaboration with COPC, United Way was recently awarded a \$1 million Early Learning Opportunities Act grant. This will provide resources for family literacy and school readiness initiatives. Students in HOCC's Early Childhood program will receive \$50,000 in scholarships through the grant. Finally, COPC continues its work on neighborhood empowerment; HOCC is currently engaged in Bridgeport's East End on the creation of a Neighborhood Revitalization Zone and formulation of a Strategic Development plan. In all these initiatives, the College's students have been actively engaged as student workers, volunteers, or through courses that require experiential or service learning.

COLLABORATIVE ACTIVITIES WITHIN THE COMMUNITY

Manchester Community College

Manchester Community College's (MACC) Institute of Disabilities and Community Inclusion hosts and organizes a series of conferences, seminars and community conversations designed to promote the inclusion of people with disabilities.

The Association for Community Inclusion, an official MACC student club, recently raised funds to purchase children's books focusing on how children with disabilities are children first and foremost. Copies of the books were donated to each public library in the MACC service area. Communitas, a non-profit organization housed on the MACC campus, is dedicated to attacking attitudinal issues that lead to misunderstanding of disabilities.

MACC collaborates with Community Enterprises, a non-profit organization, to provide the Supported Education Program (SEP) to prepare developmentally disabled adults for jobs in the foodservice and clerical fields.

MACC provides the only degree program in the system that educates Disabilities Specialists to work in schools, workplaces, community associations, apartments and homes in the community. Their specialized work enables children and adults with disabilities to experience full community inclusion and participation and to attain their potential.

Middlesex Community College

The Middlesex Adult Learning Center, Middletown, and the Castle Craig Adult Learning Center, Meriden are co-sponsored by Middlesex Community College (MXCC) with all classes and administrative office space provided on the Middlesex campus. The Adult Re-Entry Program is a partnership between MXCC, the Middletown Chamber of Commerce, and other community providers to offer educational opportunities to young people at risk educationally and economically. The Jean Burr Smith Library provides services to the community beyond the college, including use of computers and assistance with research. An ongoing series of public Art Shows is displayed in the library, and a reading series, One Book, One Middletown invites the community to readings and talks at the library. The Out-of-School Youth program, a partnership between MXCC and New Opportunities for Greater Meriden, is a free program for disadvantaged young people ages 19-21. The Brownfields Environmental Training Program, a partnership between MXCC, the City of Middletown, the Town of Haddam, the Middlesex Chamber of Commerce, and local environmental contractors, provides a 32-week Environmental Remediation Services Certification at no cost to qualified area residents.

COLLABORATIVE ACTIVITIES WITHIN THE COMMUNITY

Naugatuck Valley Community College

Naugatuck Valley Community College (NVCC) hosts courses taught by Western Connecticut State University (WCSU), Central Connecticut State University and W.F. Kaynor Vocational-Technical School. Charter Oak State College has a branch operation on the campus. NVCC partners with WCSU and the University of Connecticut (UConn) for the Nursing Pathways program. The Nursing Program expanded through a generous donation from Waterbury Hospital and St. Mary's Hospital, and a formal 2+2+2 bridge program with WCSU and UConn provides NVCC graduates an opportunity to pursue BSN and MSN degrees. Seventeen local high schools participate in the NVCC Tech Prep Consortia whereby high school students take NVCC tech courses for college credit.

The Waterbury Symphony Orchestra is the "resident" orchestra, with NVCC music professors providing lectures to WSO musicians and WSO performers teaching as NVCC adjuncts. NVCC staff are on key Waterbury Regional Chamber committees. The Chamber CEO is on the NVCC Foundation Board of Directors. The college hosted the Accounting Educators' Conference, the Connecticut Wine Trail and Vineyard & Winery Associations' annual Connecticut Wine Symposium, and the Connecticut Cactus and Succulent Society's annual show and sale. Dozens of companies are partners in NVCC's NSF grant, providing mentors, tutors, funding and internship sites. FuelCell Energy sponsors a certificate training program for NVCC students.

Northwestern Connecticut Community College

Project Crossroads provides free English as a Second Language, GED and Adult Basic Education classes through Northwestern Connecticut Community College's (NWCC) Academic Skills Center. Technology Express, a community outreach program funded by the Workforce Investment Act, trains displaced homemakers and dislocated workers in computer and employment skills in a 200+ hour program which includes internships and preparation for International Computer Driving License certification.

The Connecticut Office of Rural Health, housed at Northwestern CT Community College, conducts a competitive grant program each year. The program is designed to encourage rural health providers and agencies to enhance quality of care, to investigate expansion of or evaluate current services, or to assist rural communities and providers in recruitment and retention efforts. Five local organizations received grant awards for staff continuing education programs.

The Continuing and Extended Studies Department offers a variety of services in cooperation with local organizations such as the Northwest Connecticut Manufacturers Alliance, the Litchfield Hills Economic Development Partnership and the Northwest Connecticut Chamber of Commerce. In addition, the department partners with local assisted-living facilities to provide programs of interest to elderly residents.

COLLABORATIVE ACTIVITIES WITHIN THE COMMUNITY

Norwalk Community College

Norwalk Community College (NKCC) has developed a program, with Access to Opportunity Funding, that assists 17-21 year old students in overcoming social, economic and educational barriers that might prevent access to or success in college.

Since 1999, NKCC has successfully served as a Cisco Regional Academy in cooperation with Fairfield University and nine area high schools to prepare students for two of the industry's most significant entry-level certifications: Cisco Certified Network Associate (CCNA) and the CompTIA Network+. In addition, a large number of non-credit courses and programs are offered through the Business and Industry Services Network and the Workforce Education Institute to advance worker skills. More than 1,000 employees receive training annually through this service that provides employers with a skilled workforce. New classes tailored for small businesses were initiated through a grant-funded Public Service Academy for training uniformed services in southwestern Connecticut, while teachers and healthcare workers are offered professional development, technology training, and certification.

Representatives from local businesses and agencies serve on advisory committees that help NKCC to develop new curricula and programs that meet area needs.

Quinebaug Valley Community College

The Quinebaug Valley Community College (QVCC) Kids Academy offers science, math, arts, and computer science programs to expand school district curricula for grades 1-9. By exposing kids to subjects that are not typically available in their schools (robotics, sign language, critical thinking, oceanography, archaeology, etc.), kids are “turned on” to learning and elevate their educational aspirations. Last year the Killingly School District was awarded a 21st Century Grant to partner with Kids Academy to provide kids from low-income families with educational programs and services. QVCC is continuing its plastics product innovation competition this year with an increase in participation of 20% over last year by having five school districts and businesses work in cooperation with Quinebaug Valley's Plastics Institute, a subsidiary venture of QVCC, with the hopes of increasing interest in related technological careers. The college's Learning in Retirement program serves people over age of 55 with social and educational programs including bus trips, a film series, social events and multi-session lectures. QVCC hosts a career day with the plastics industry, Chamber of Commerce events, health forums with area hospitals, and public forums on topics of local interest. The College provides the region's health care providers with access to information and training from the Center for Disease Control, and the Small Business Development Center provides free counseling, loan-packaging assistance, and training programs for businesses.

COLLABORATIVE ACTIVITIES WITHIN THE COMMUNITY

Three Rivers Community College

Three Rivers Community College (TRCC) maintains representation on community boards and councils which include SECTOR, the Chambers of Commerce, the Workforce Investment Board, CT Leadership Program, Area Health Education Council, Backus Hospital, a Community Theater, the YMCA as well as the Permanent Commission on the Status of Women, and the CT Commission on Aging & Arts. TRCC targets specific community partnerships by hosting activities such as: City Council and School Board candidate forums, the Booker T. DeVaughn Lecture Series, and Area Health Education Council, CT Primary Care Center, and CT Department of Labor forums. A vibrant all-volunteer program for senior citizens, “Adventures in Life Long Learning,” offers over 50 TRCC courses each semester to a membership of approximately 200. Contract-credit courses at three correctional facilities in the area serve over 300 students annually, and student services provided at the U.S. Naval Submarine Base support local military personnel. In support of local work force needs the college has established an innovative partnership with Electric Boat that links 6 of EB’s apprenticeship programs with an on-site AS degree program in general engineering. TRCC also provides community services such as summer daycare camps for children; senior week; a summer enrichment series; and numerous boating safety, certified nurse aide, patient care technician and drug & alcohol counselor certification courses.

Tunxis Community College

The Bristol Career Center, a Tunxis Community College-sponsored facility in Bristol, responds to the needs of area employers by training participants for career and advancement opportunities in the region. The Division of Continuing Education and Workforce Development responds to the needs of area employers and community members through this initiative and many similar activities. A unified effort of the college, community, and the region’s hospitals and nursing homes, resulted in establishing a C.N.A. laboratory that expands access to training and enables more people to gain viable employment in an area of critical need. A new Phlebotomy program with National Phlebotomy Association certification expands the college’s allied health offerings.

The unique Criminal Justice Supervisory Leadership Program, Lean Manufacturing Training, and development of a non-credit Spring and Metal Stamping Certificate support college efforts to compete for grants awarded by the Connecticut Distance Learning Consortium that enable Tunxis to create leadership and professional development courses, and a non-credit Child Development Associate certificate.

Tunxis’ Dental Hygiene and Dental Assisting programs enable students to work and study in clinics around the state that are the first line of oral healthcare for underserved patient populations. Students are found in clinics in the Hartford Public Schools, the United States Coast Guard Academy, Avery Heights Nursing Home, as well as community dental health centers in Hartford, Willimantic, Waterbury, New Britain and Middletown.

REAL COST PER STUDENT

Common Core Performance Indicator

The ratio of total education and general expenditures (including fringe benefits but excluding research, public service, scholarships, depreciation and auxiliary expenditures) to full-time equivalent (FTE) students compared to peer institutions.

How does current real cost of educating a student in Connecticut's Community Colleges compare to peer institutions?

Data Analysis

While cost per student is intended to assess operating efficiency, this measure often reflects other influences, including differences in regional cost of living and FTE enrollments, as well as specific one-time or continuing costs such as those related to unique educational programs and major new facilities. In addition, the formula itself assumes that all costs are directly attributable to credit FTE students, when in fact non-credit and grant costs included in the calculation are not a direct cost of providing credit FTE instruction, and actually represent a desirable expansion of activities and resources available to the colleges. As a result of these factors, it is difficult to draw conclusions relative to peers with any assurance of validity; however, the CCC cost per student appears to be in line with expectations, given these differences.

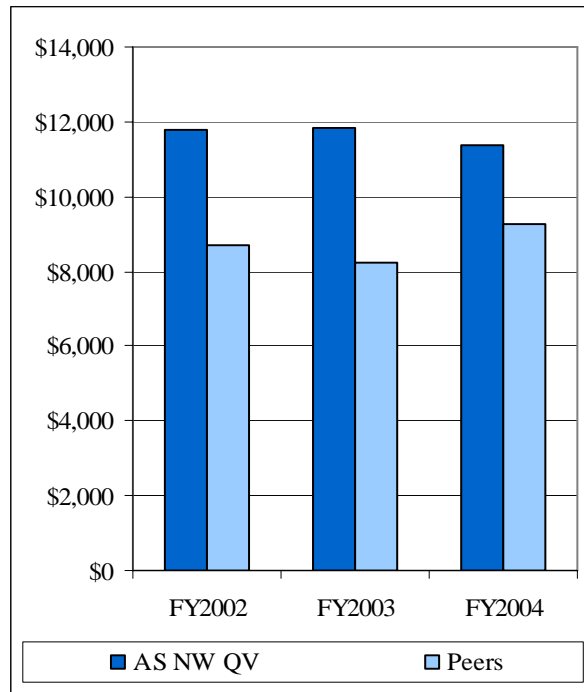
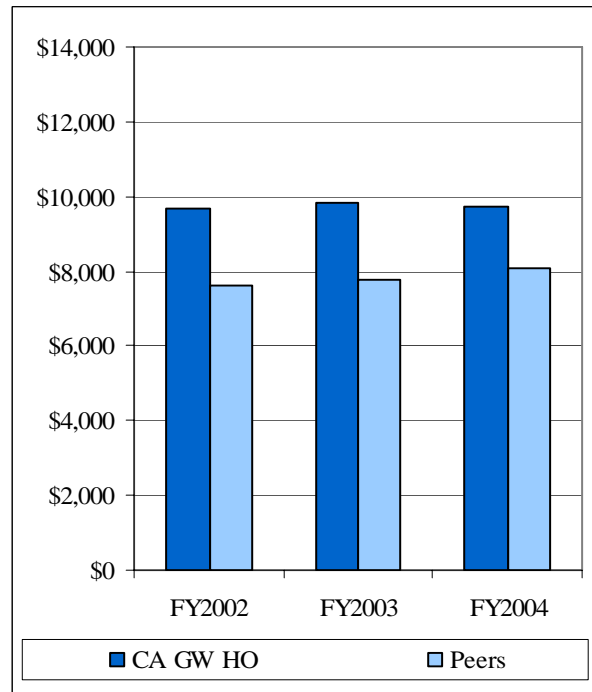
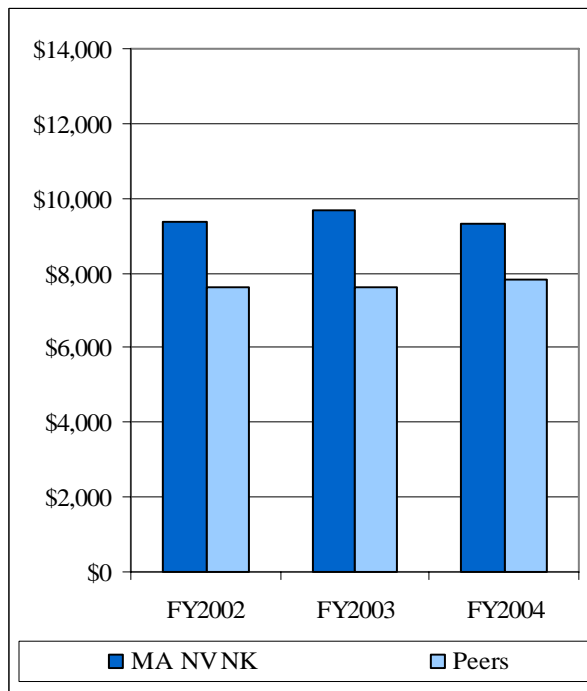
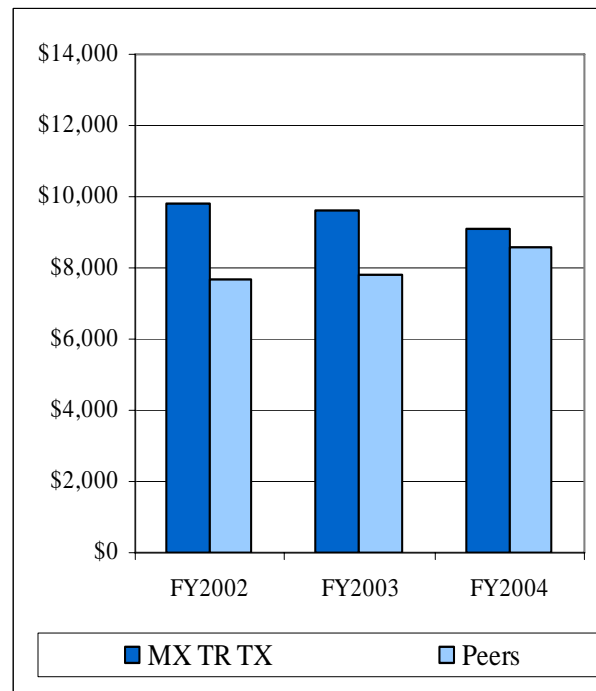
As the “Real Price” measure indicates (Goal 3), Connecticut’s median household income (MHI) is roughly 20% higher than the “average” MHI of states included in the peer group. This higher MHI is reflected in the salary and other costs that Connecticut higher education institutions pay and accounts for much of the differential in cost per student compared with peers.

Further analysis of the data by expenditure function provides some interesting information. Over the two years reported, Connecticut Community Colleges spent 19% more per FTE on instruction and academic support, 48% more on student services, 34% more on operation and maintenance of physical plant, and 14% less on institutional support (compared with 8% more last year). This partially reflects the fact that some administrative costs at the Connecticut Community Colleges are centralized, most notably the system data center, and thus not included in college IPEDS data. It may also suggest that administrative operations are somewhat leaner in Connecticut (given the differences in cost of living and MHI), and that, in addition to the higher cost of living, Connecticut is devoting more of its resources to those activities which directly impact students and the college facilities within which students learn. It may also reflect the fact that we have a larger component of non-credit instruction which is included in the cost numbers but not the enrollment numbers.

Community Colleges	FY 2002	FY 2003	FY 2004	1-Year % Change
Total Operating Expenditures	\$236,307,093	\$245,017,972	\$247,607,369	1.1%
FTE	24,100	24,700	25,780	4.4%
Cost per FTE - CTCs	\$9,805	\$9,920	\$9,605	-3.2%
Peers	FY 2002	FY 2003	FY 2004	1-Year % Change
Total Operating Expenditures	\$287,087,531	\$304,732,525	\$318,083,711	4.4%
FTE	36,783	39,030	38,745	-0.7%
Cost per FTE - Peers	\$7,805	\$7,808	\$8,210	5.1%

Source: IPEDS Data and Banner Data Extracts

REAL COST PER STUDENT

Asnuntuck, Northwestern, Quinebaug

Capital, Housatonic, Gateway

Manchester, Naugatuck, Norwalk

Middlesex, Three Rivers, Tunxis


Source: IPEDS Data and Banner Data Extracts

RETENTION RATES

Common Core Performance Indicator

The percentage of first-time, full-time degree seeking students who enroll in a given fall semester and return the following fall.

Performance Improvement Goal

For the system, the performance goal is to achieve and maintain a minimum retention rate of 60% for all students.

Data Analysis

The system retention rate for first-time, full-time degree or certificate seeking credit students (students who entered in the Fall of 2004 and returned one year later, Fall 2005) is 56%. The retention rate is slightly larger for the system's three large urban institutions (58%). These rates have remained relatively consistent over the last five years; ranging between 56% and 59%. Peer retention rate data comes from the National Center for Education Statistics (NCES). The data lags by one year and only percentages are reported.

One Year Retention Rates for First-time, Full-time, Degree and Certificate Seeking Students						
	2000 - 01	2001 - 02	2002 - 03	2003 - 04	Peer Range 2003 - 04	2004 - 05
ASCC NWCC CACC	60%	62%	58%	61%	40% - 69%	57%
CACC GWCC HOCC	57%	57%	56%	56%	44% - 64%	55%
MACC NVCC NKCC	57%	60%	62%	61%	12% - 61%	58%
MXCC TRCC TXCC	55%	61%	57%	59%	49% - 60%	55%
CTC SYSTEM	57%	59%	58%	59%	12% - 69%	56%

The system's overall retention rate from Fall 2003 to Fall 2004 was 56%. The retention rate for Minority students (53%) was lower than that for White students (58%). Among the system's four college clusters retention rates range between 55% and 60% for White students, between 38% and 54% for Black students, between 46% and 58% for Hispanic students, between 53% and 65% for Asian students; and between 25% and 50% for Native American students. One year retention rates over time, by race/ethnicity for the system and the four college clusters are presented on the next page.

The system is currently developing longitudinal tracking systems that will allow colleges to better understand enrollment patterns, successes and challenges; to implement appropriate intervention strategies; and to better assess results. These systems are being built as part of "Achieving the Dream", a grant funded project involving seven states, designed to assist community colleges and state policy makers in their efforts to address academic success gaps among low socio-economic students and students of color.

One Year Retention Rates for First-time, Full-time, Degree and Certificate Seeking Minority Students			
	All Students	White Students	All Minority Students
CTC System			
2000 - 01	57%	58%	55%
2001 - 02	59%	62%	54%
2002 - 03	58%	61%	54%
2003 - 04	59%	61%	55%
2004 - 05	56%	58%	53%

"Achieving the Dream" is funded by Lumina Foundation for Education and managed by MDC, Inc. Other national partners and funders include the following: American Association of Community Colleges (AACC), Community College Leadership Program, the University of Texas-Austin, Community College Research Center, Teachers College, Columbia University, Jobs for the Future, MDRC, Public Agenda, Knowledge Works Foundation, and Nellie Mae Education Foundation, Inc.

RETENTION RATES

One Year Retention Rates by Race/Ethnicity

Asnuntuck, Northwestern and Quinebaug	All Students	White	Black	Hispanic	Asian American	Native American
2000 - 01	60%	59%	73%	65%	67%	100%
2001 - 02	62%	64%	18%	65%	71%	N/A
2002 - 03	58%	61%	30%	46%	50%	67%
2003 - 04	61%	62%	31%	50%	89%	0%
2004 - 05	57%	58%	38%	46%	57%	25%

Capital, Gateway and Housatonic	All Students	White	Black	Hispanic	Asian American	Native American
2000 - 01	57%	60%	56%	55%	46%	100%
2001 - 02	57%	61%	51%	59%	65%	0%
2002 - 03	56%	60%	53%	53%	70%	43%
2003 - 04	56%	58%	52%	53%	63%	60%
2004 - 05	55%	55%	53%	53%	53%	20%

Manchester, Naugatuck Valley and Norwalk	All Students	White	Black	Hispanic	Asian American	Native American
2000 - 01	57%	59%	52%	53%	58%	60%
2001 - 02	60%	62%	55%	52%	65%	57%
2002 - 03	62%	64%	57%	51%	75%	67%
2003 - 04	61%	62%	54%	65%	64%	50%
2004 - 05	58%	60%	54%	55%	65%	50%

Middlesex, Three Rivers and Tunxis	All Students	White	Black	Hispanic	Asian American	Native American
2000 - 01	55%	54%	55%	54%	71%	100%
2001 - 02	61%	62%	46%	51%	61%	57%
2002 - 03	57%	57%	41%	58%	62%	33%
2003 - 04	59%	62%	47%	44%	59%	50%
2004 - 05	55%	56%	47%	43%	79%	50%

ALL CTC	All Students	White	Black	Hispanic	Asian American	Native American
2000 - 01	57%	58%	55%	54%	56%	83%
2001 - 02	59%	62%	51%	55%	64%	47%
2002 - 03	58%	61%	53%	52%	69%	50%
2003 - 04	59%	61%	52%	56%	64%	50%
2004 - 05	56%	58%	53%	52%	64%	40%

GRADUATION RATES

Common Core Performance Indicator

The percentage of first-time, full-time degree seeking or certificate seeking students in a cohort who graduate within three years.

Data Analysis

The first table represents the three-year graduation rates for cohorts of first-time, full-time degree or certificate seeking credit students who entered a community college in the Fall of 1997, 1998, 1999, 2000, and 2001.

The Fall 2001 cohort represents 3,535 students or 8% of the total students enrolled for credit at Connecticut's community colleges. The overall 12% graduation rate is close to the 14% rate for all peers combined, and equal to the national average reported by the American Association of Community Colleges.

Performance Improvement Goal

For the System, the performance goal is to meet or exceed the national average for community colleges.

	1997	1998	1999	2000	2001
	Cohort	Cohort	Cohort	Cohort	Cohort
AS NW QV	11%	18%	17%	20%	17%
Peers	21%	27%	18%	20%	14%
CA GW HO	12%	15%	18%	19%	12%
Peers	10%	9%	11%	13%	12%
MA NV NK	9%	10%	11%	10%	10%
Peers	18%	16%	19%	12%	11%
MX TR TX	13%	16%	13%	12%	12%
Peers	34%	33%	27%	24%	22%
CTC System	11%	13%	14%	14%	12%
All Peers	19%	19%	17%	15%	14%

National Average Graduation Rate for Community Colleges:
14%, Source: American Association of Community Colleges

While there is fluctuation among minority groups, the system graduation rate for all minority students in the Fall 2001 cohort is comparable to system peers. Graduation rates for all groups (system and peers) are displayed in the tables on the next page.

While colleges work to ensure that students who intend to graduate from a community college are able to do so, colleges also recognize that it often takes many students longer than two or three years to complete a program of study. Some are under prepared when they arrive. Many are working adults with low income, supporting families, who stop in and out of college numerous times along the way. Policies and practices are designed, implemented and continuously reviewed to ensure access, responsive programming, affordable tuition, and the maximum level of support to facilitate completion in as timely a manner as possible.

All Minorities Fall 2001 Cohort	
ASCC NWCC QVCC	22%
Peers	5%
CACC GWCC HOCC	12%
Peers	11%
MACC NKCC NVCC	6%
Peers	5%
MXCC TRCC TXCC	10%
Peers	12%
CTC System Total	10%
Peer Total	9%

In addition, the system is currently developing longitudinal tracking systems that will allow colleges to better understand student enrollment patterns, successes and challenges; to implement appropriate intervention strategies; and to better assess results. These systems are being built as part of "Achieving the Dream", a project involving seven states, designed to assist community colleges and state policy makers in their efforts to close a national trend of success gaps for low socio-economic students and students of color.

"Achieving the Dream" is funded by Lumina Foundation for Education and managed by MDC, Inc. Other national partners and funders include the following: American Association of Community Colleges (AACC), Community College Leadership Program, the University of Texas-Austin, Community College Research Center, Teachers College, Columbia University, Jobs for the Future, MDRC, Public Agenda, Knowledge Works Foundation, and Nellie Mae Education Foundation, Inc.

GRADUATION RATES

2001 Cohort	Total	White	Black	Hispanic	Asian American	Native American
ASCC NWCC QVCC	17%	16%	0%	20%	57%	NA
Peers	14%	15%	0%	10%	13%	0%
CACC GWCC HOCC	12%	11%	11%	12%	21%	NA
Peers	12%	14%	11%	8%	11%	NA
MACC NKCC NVCC	10%	12%	4%	6%	20%	14%
Peers	11%	13%	3%	9%	4%	5%
MXCC TRCC TXCC	12%	12%	5%	10%	23%	0%
Peers	22%	24%	20%	4%	0%	6%
All CTC	12%	12%	8%	9%	24%	6%
Peers	14%	16%	9%	8%	8%	7%

2000 Cohort	Total	White	Black	Hispanic	Asian American	Native American
ASCC NWCC QVCC	20%	20%	9%	18%	0%	0%
Peers	20%	22%	16%	9%	17%	0%
CACC GWCC HOCC	19%	19%	19%	12%	42%	100%
Peers	13%	16%	11%	10%	17%	23%
MACC NKCC NVCC	10%	11%	5%	6%	8%	0%
Peers	12%	15%	2%	7%	5%	14%
MXCC TRCC TXCC	12%	12%	2%	9%	8%	40%
Peers	24%	24%	26%	18%	25%	30%
All CTC	14%	14%	12%	9%	20%	25%
Peers	15%	18%	10%	9%	14%	21%

1999 Cohort	Total	White	Black	Hispanic	Asian American	Native American
ASCC NWCC QVCC	17%	18%	0%	0%	25%	0%
Peers	18%	19%	16%	10%	0%	10%
CACC GWCC HOCC	18%	20%	16%	10%	19%	0%
Peers	11%	16%	8%	6%	14%	23%
MACC NKCC NVCC	11%	11%	5%	11%	18%	14%
Peers	19%	22%	9%	11%	12%	7%
MXCC TRCC TXCC	13%	14%	12%	9%	25%	0%
Peers	27%	28%	15%	23%	40%	21%
All CTC	14%	15%	11%	10%	20%	5%
Peers	17%	22%	9%	8%	15%	16%

STUDENT GOALS

Performance Indicator

The number and percentage of students who attend Connecticut Community Colleges and why.

Performance Improvement Goal

For the system, 90% of the graduates each year will report that their goals for attending a Community College were met.

Data Analysis

Challenges facing Community Colleges include: (1) providing full access to education through open admissions; (2) serving a diverse mix of students with dramatically varying goals, from earning a degree to receiving on-the-job training; (3) serving students who have significant time commitments - to their families, their jobs, and their communities - in addition to their studies; (4) serving the students who benefited the least from their previous public school education and therefore are most likely to have academic challenges; (5) serving disproportionately high numbers of low-income and first-generation college students; and (6) addressing all of these challenges while dealing with severe resource constraints. Overcoming these hurdles - providing quality education and the necessary support to help all students meet their educational goals - is the primary focus of Community Colleges.

In the Fall of 2005, 46,227 credit students enrolled in Connecticut Community Colleges. From this group, 15,894 new and transfer students were surveyed about their current educational goals, and 3,455 responded (22%). These were students for whom this was their first college experience or transfer students to the community colleges. Survey results indicate that 43.8% are enrolled in community colleges for reasons other than obtaining an Associate Degree or Certificate.

Facilitating student success in the achievement of all attainable goals, even when that goal includes something other than earning a credential, is an appropriate performance objective; 92.5% of survey respondents from the graduating class of 2004 reported that their goals were met. Clearly, Community Colleges play an important role in the lives of students by helping

Community College Student Goals	2002	2003	2004	2005
Associate Degree	27.3%	27.3%	26.6%	27.8%
Transfer with an Associate Degree	20.1%	21.1%	23.4%	22.1%
Fulfill another college's requirement(s)	9.4%	10.9%	9.7%	9.9%
Certificate	7.0%	6.8%	6.5%	6.3%
Multiple Responses or Missing Data	4.9%	3.1%	5.2%	5.7%
Transfer without an Associate Degree	4.4%	3.8%	4.6%	5.2%
Job preparation/retraining course	6.5%	6.9%	6.2%	4.8%
Other goal	4.8%	4.6%	4.6%	4.5%
Personal development course(s)	4.8%	4.7%	3.5%	3.9%
Unsure at this time	3.5%	3.4%	3.5%	3.7%
Improve English skills/proficiency	2.9%	2.6%	2.0%	2.5%
Job promotion	2.5%	2.5%	2.5%	2.2%
Developmental (college prep) education	2.0%	2.3%	1.8%	1.6%
Goals Achieved	90.2%	91.5%	92.5%	



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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 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 online distance learning courses.

Charter Oak State College has approximately 1,900 students working toward degree completion. The average age of a Charter Oak State College student is 40, and students come to Charter Oak with a significant number of credits already earned (the average is about 90 credits for bachelor's programs). Charter Oak continues to experience enrollment growth in its distance learning courses.

Total expenditures for FY 2005 were \$5.7 million. Of this amount, \$2.1 million, including capital equipment and fringe benefits, came from state support and \$3.6 million came from other revenue.

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

- Expanding distance learning course offerings and distance learning enrollments.
- Increasing student services to improve persistence and graduation rates, resulting in the largest graduating class (517 students) in the College's history.
- Addressing workforce issues including healthcare, public safety, and childcare.
- Developing online credit courses leading to certificates in Computer Security and Project Management and a credential in After School Education.
- Continuing expansion of its Women in Transition program to provide access to low-income women.
- Conducting process assessment to improve systems and processes with the goal of retaining the College's high-touch approach while leveraging technology to enable growth.

Connecticut Distance Learning Consortium

As of 2005, the Connecticut Distance Learning Consortium has 48 members. Its 35 higher education members include the University of Connecticut, the Connecticut State Universities, Charter Oak State College, the Connecticut Community Colleges and 17 of the baccalaureate granting private institutions of higher education in Connecticut.

The mission of the Connecticut Distance Learning Consortium (CTDLC) is to:

- Provide a single point of presence for Distance Learning offered by Connecticut public and independent education institutions;
- Provide a high quality infrastructure by maintaining a state of the art web-based delivery system that is available to all members;
- Coordinate the delivery of asynchronous education and worker training;
- Market CTDLC member courses and programs in Connecticut, nationally, and internationally;
- Improve the quality of Connecticut's distance learning products and services through rigorous assessment efforts including the implementation of a state wide assessment program;
- Provide a forum for discussion of distance learning in Connecticut and demonstrate new techniques for asynchronous delivery; and
- Provide faculty development opportunities.

The CTDLC is working to bring the higher education community together around collaborative activities that employ technology to both reduce costs and increase services to Connecticut students. Recent examples include: the CTDLC's Learning Management System hosting efforts which save higher education clients money through shared services; the electronic portfolio system that CTDLC is supplying for 14 institutions to provide their students with a shared platform for advising, assessment, and career development; and the collaborative tutoring program which allows 16 institutions to share resources while providing online tutoring.

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

Methodology**Charter Oak State College**

The goal of the report is to include at least five-years of trend data. 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 graduating students and alumni.

Connecticut State Distance Learning Consortium

The data for the Consortium comes from its data base and from student surveys done each semester by students taking online courses offered by the Consortium's members.

Peer Institutions

Charter Oak State College

There are only three peer institutions for Charter Oak State College: Thomas Edison State College in New Jersey, Excelsior College (formerly Regents College) in New York and Western Governors University. Excelsior College became an independent institution two years ago and is no longer state-supported. However, we use Excelsior College data where appropriate. Western Governors University is a virtual University founded by the Governors of several western states including Colorado, Wyoming and Utah.

Western Governors was only able to provide data on licensure completion, retention and preparedness for employment.

Thomas Edison provided us with information from their FY 2004 Graduate Survey.

Excelsior College provided information on the licensure exam performance for the first-time test takers in their nursing program for 2005. Other comparative information provided by Excelsior College is from their most recent alumni survey of students that graduated between May 1998 - October 2003. However, they report this data as mean response rather than percentages of students with that response.

These institutions were not able to provide data on all measures because they do not collect information in the same way.

Connecticut Distance Learning Consortium

Last year two national studies of “Virtual Universities” (VUs) were published, and the CTDLC was a participant and a subject in both. In a national study sponsored by the State Higher Education Executive Officers, the CTDLC has been identified as one of five “peer institutions” against which the nation’s Virtual College and Universities have been benchmarking themselves. That study also characterized VUs by their level of centralization and the level of business practice. The CTDLC was placed in the group of institutions with high centralization and high business practices, which is also the group reporting the most success at meeting their mission and goals.

A second report by The Center for Academic Transformation studied the same group and offered a series of suggestions for future development that are figuring into the CTDLC’s plans for improvement.

However, none of the Virtual Colleges and Universities have the same type of mission nor practices as the CTDLC. Therefore no comparative data is available.



Board of Governors
for Higher Education

CHARTER OAK STATE COLLEGE

LICENSURE AND CERTIFICATION EXAM PERFORMANCE

Common Core Performance Indicator

The percentage of successful completers on licensure and certification exams.

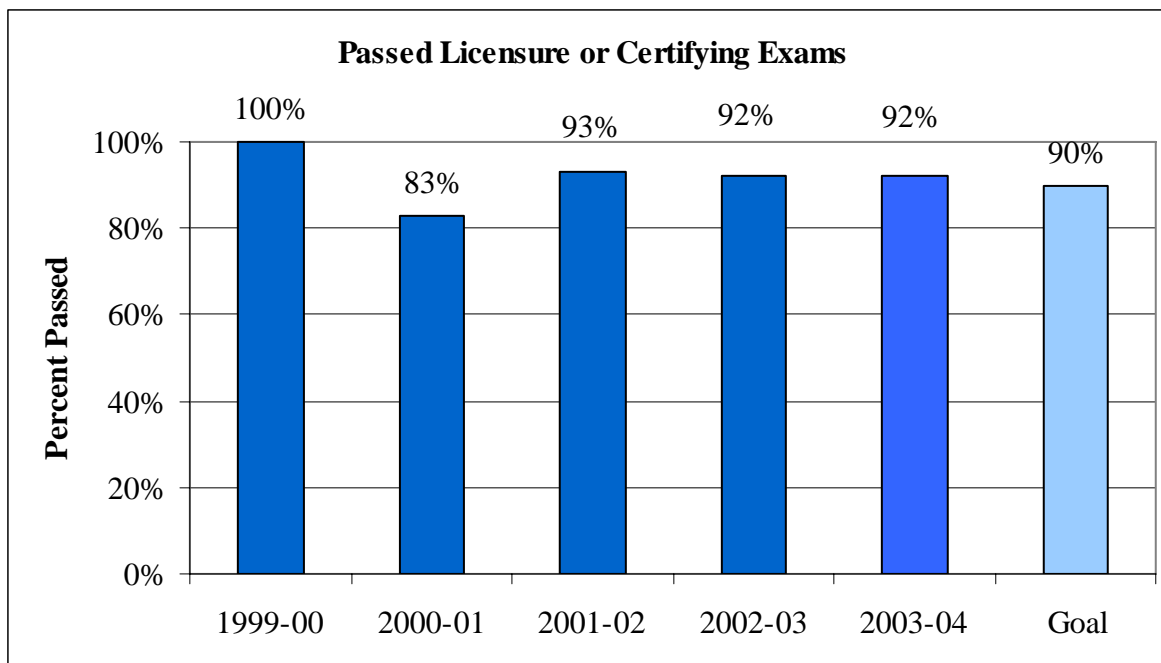
Performance Improvement Goal

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

Data Analysis

The average age of a COSC student is 40. 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 5% 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 1999, an average of over 92% passed.



Excelsior College only provides data on its Nursing Exam. In 2005, 90% of the students in Excelsior College's Nursing Program passed their licensure exam. Western Governor's University indicated that in order to graduate, their students must pass the licensure exam so the rate of graduates who pass is 100%. Thomas Edison did not supply data on this measure.

GRADUATE PREPAREDNESS FOR EMPLOYMENT

Performance Indicator

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

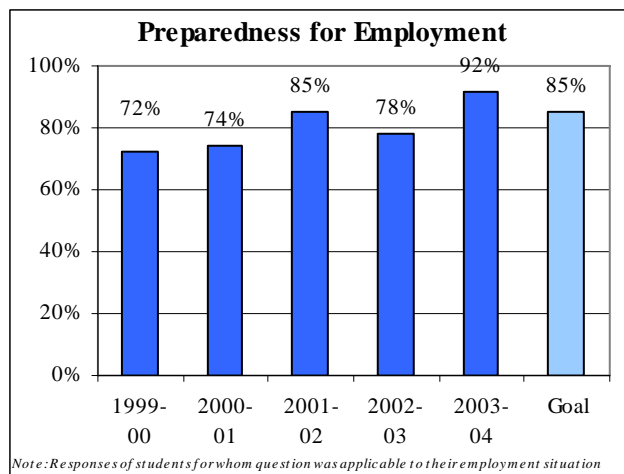
Performance Improvement Goal

By 2006, 85% of COSC graduates will rate themselves as “very well” or “well” prepared for employment.

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.

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?* Over the past three years the trend has been positive and the most recent Alumni survey reports that 91.9% of COSC graduates that responded to the survey rated their preparedness for employment as “very well” or “adequately” prepared for employment.



Forty-five percent of graduates that responded to the most recent alumni survey indicated that they experienced **positive changes in employment** as a result of earning a degree from Charter Oak State College. Students attending Charter Oak State College are primarily working adults. But many students recognize that a Charter Oak State College degree “*prepares its students well for continuing their education as well as for position advancements and salary increases at the work place.*” (2003-04 Graduate).

	Overall Response	Job Promotion	Salary Increase	Better Job In My Field	Better Job In New Field	Moved From Part-Time to Full Time
1999-00	*	21%	33%	35%	28%	*
2000-01	56%	20%	24%	7%	8%	4%
2001-02	40%	23%	35%	23%	15%	4%
2002-03	39%	11%	15%	10%	7%	1%
2003-04	45%	14.5%	21.4%	9.3%	6.9%	2%

Totals may equal more than 100% because a graduate may report more than one positive change in employment.

* Information not available from 1999-2000 Alumni Survey.

Edison reported that 79% of the FY 2004 graduates indicated that their college experience had enhanced their employment/career growth. Eighty-six percent of Edison graduates felt that their degree from the college would enhance their ability to find a better job. Sixty-one percent of Western Governor’s graduates reported that the competencies that they were tested in were very relevant.

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.)

Data Analysis

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?* Over the four years reported, an average of ninety-eight percent responded “well” or “very well.”

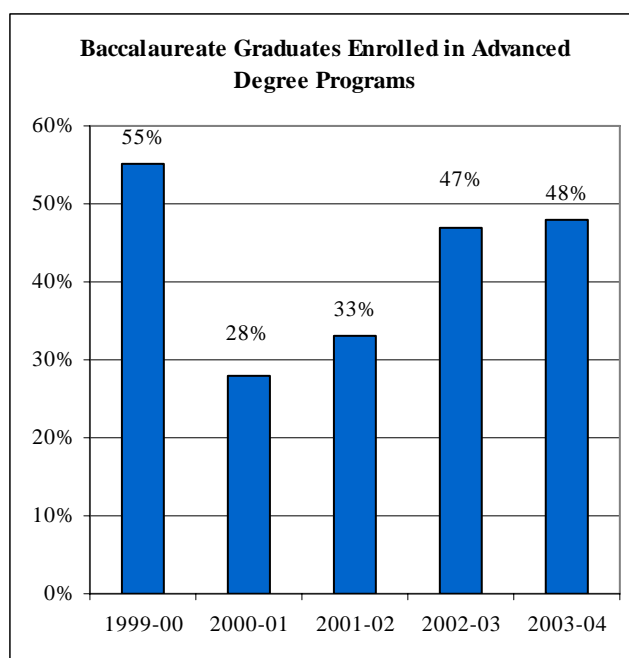
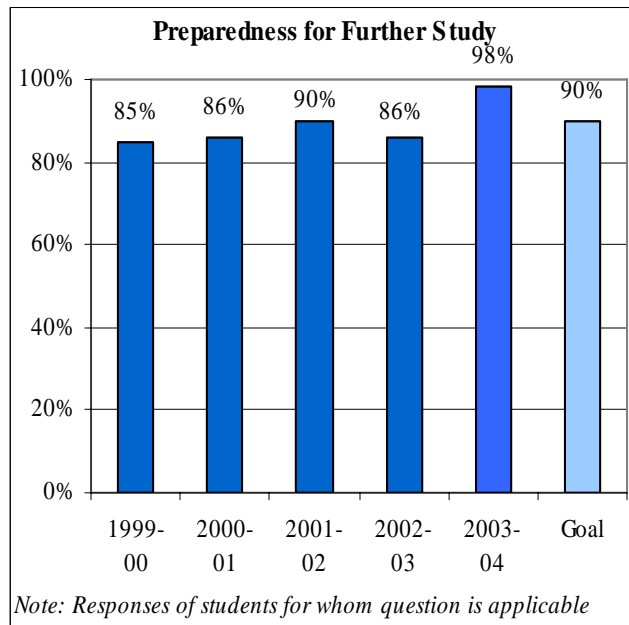
An average of 42% of the 1999-2004 COSC baccalaureate graduates surveyed have enrolled in a professional or master’s degree program within nine months of their graduation.

Thomas Edison State College reported that overall, 85% of the FY 2004 graduates indicated that the college had enhanced their preparation for further educational study. 90% of the baccalaureate degree graduates indicated that Edison had adequately prepared them for a graduate school education. One-third (34%) of students graduating with their BA/BS reported that they had applied to a graduate school program; among those graduates who applied, 91% reported that they had been accepted into a graduate program.

Approximately 80% of Excelsior students responded positively on a seven point scale to the question of how well their Excelsior experience prepared them for further education.

Performance Improvement Goal

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



GRADUATE SATISFACTION WITH OUTCOMES

Performance Indicator

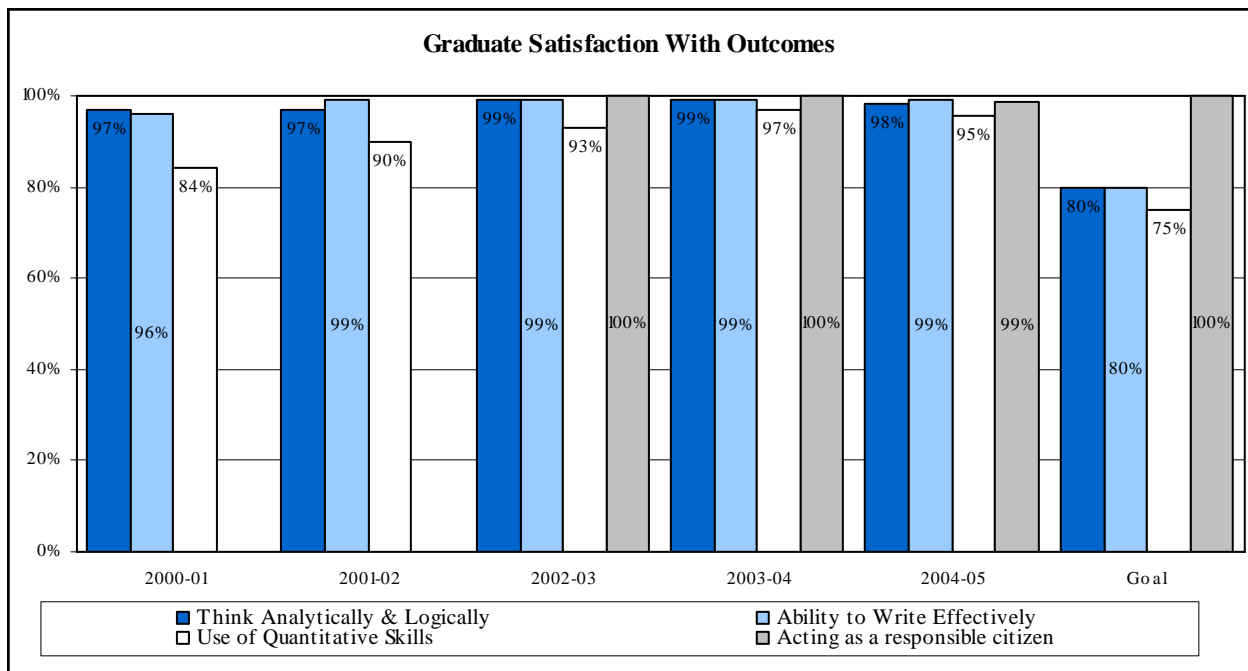
Percent of graduates who report their education greatly enhanced their ability to think analytically and logically; write effectively; and use quantitative skills.

Data Analysis

An average of 98% of students surveyed since 2000 reported that their education enhanced their ability to think analytically and logically; 98% reported their education enhanced their ability to write effectively and 91% reported that their education enhanced their quantitative skills. In 2002-03 “Acting as a responsible citizen within a global society” was added as an improvement goal. Ninety-nine percent of students are satisfied that their education enhanced their ability to act as responsible citizens within a global society.

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; 100% will report that their education enhanced their ability to act as responsible citizens within a global society.



Excelsior College: using a seven point scale (1 = very poorly and 7= very well) graduates reported the mean for how well Excelsior prepared them in the following areas: Writing skills 4.61; Critical thinking skills 5.52; Applying knowledge 5.42; Team work and socialization skills 4.64.

Thomas Edison State College reported that 77% of graduates indicated that their College experience enhanced their ability to think logically and analytically and logically and 76% indicated that their experience enhanced their ability to communicate effectively. Over two-thirds (69%) of the FY 2004 graduates indicated that their experience with the College had enhanced their ability to use quantitative skills.

Western Governor's did not ask any questions about satisfaction with outcomes on their graduate survey.

MINORITY ENROLLMENT

Common Core Performance Indicator

The proportion of students of color (Black, Hispanic, Asian American, and Native American) enrolled in the Charter Oak State College compared to the proportions in the state population, 25 years of age and older with some college and no degree.

Data Analysis

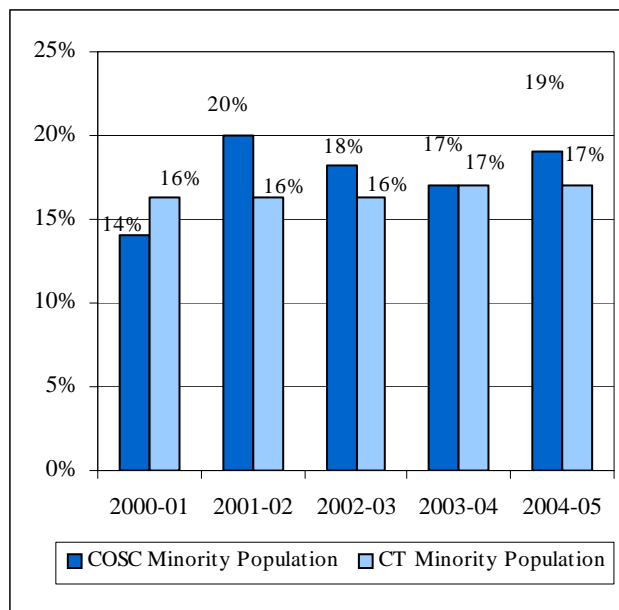
Charter Oak State College tracks its minority enrollment each year and compares it with U.S. Census Bureau data. Charter Oak uses U.S. Census Bureau data for Connecticut residents 25 years of age or older who have some college but no degree. Charter Oak only accepts students with 9 credits or more and only 5% of students enrolled at Charter Oak are under 25 years of age so this comparison is appropriate to the Charter Oak population.

In 2004-2005 minority enrollment of African American, Hispanic, Asian and Native American populations at Charter Oak represents 19% of the total student body. This is on par with the Connecticut figures for the minority population twenty-five years or over with some college and no degree.

Minority enrollment for Charter Oak went from 14% in 2000-2001 to 19% in 2004-2005. This represents a total growth of 36% in minority enrollment. Minority enrollment at Charter Oak has been very close to state figures since 1999-2000. In addition, there has been a steady increase in minority enrollment at Charter Oak since the 1998-1999 academic year.

Performance Improvement Goal

Maintain parity with the State of Connecticut demographics.



Minority Enrollment of COSC Students

Total Minority Population			Black		Hispanic		Asian American		Native American	
	<u>COSC</u>	<u>State</u>	<u>COSC</u>	<u>State</u>	<u>COSC</u>	<u>State</u>	<u>COSC</u>	<u>State</u>	<u>COSC</u>	<u>State</u>
2000-01	14%	16%	8%	9%	4%	6%	1%	1%	1%	.3%
2001-02	20%	16%	10%	9%	5%	6%	2%	1%	3%	.3%
2002-03	18%	16%	10%	9%	4%	6%	2%	1%	2%	.3%
2003-04	17%	17%	10%	8%	4%	7%	2%	2%	1%	.2%
2004-05	19%	17%	10%	8%	6%	7%	2%	2%	1%	.2%

Sources: 2000 U.S. Census Bureau data used.

Note: Percentages do not equal 100% because Unknown and Non-Resident Aliens are omitted.

OPERATING EXPENDITURES FROM STATE SUPPORT

Common Core Performance Indicator

The total state appropriations including general fund fringe benefits, state support for student financial aid as a percent of total education and general expenditures including capital equipment purchased with bond funds.

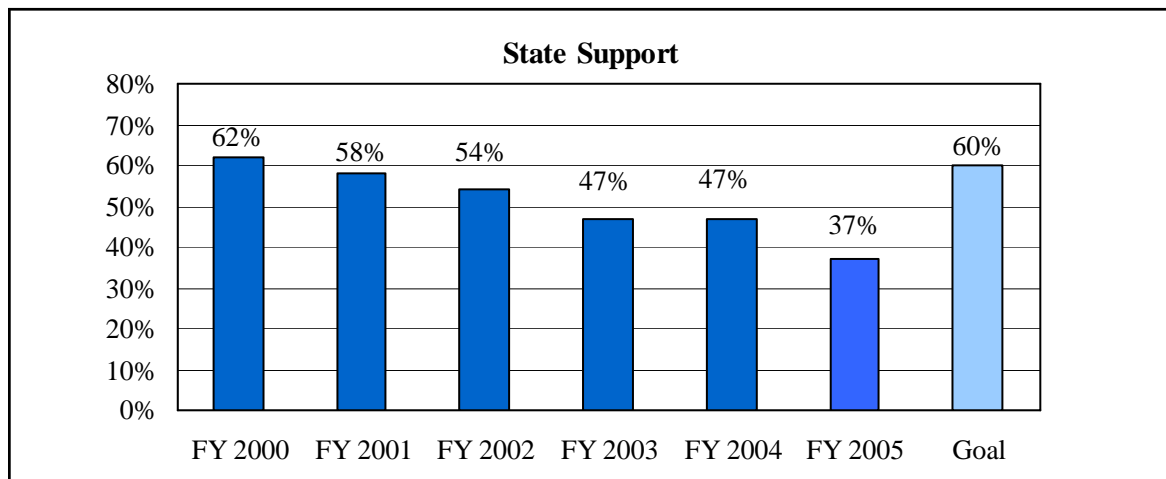
Performance Improvement Goal

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 2000 through FY 2005, state support of the College's operating budget decreased from 61.8% to 37%. The majority of the decline in the percentage of operating expenses from the state can be attributed to the growth in Charter Oak's distance learning program which is primarily supported out of student fees. It should be noted that in each of the five years, more than 95% of state support covered personnel costs.

Comparable data on state support from Charter Oak's peer group are not available at this time.



(millions)	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	% Change 2004-05
State Support	\$1.60	\$1.68	\$1.83	\$1.83	\$1.98	\$2.1	6.1%
E & G	\$2.59	\$2.93	\$3.42	\$3.90	\$4.22	\$5.7	35.1%
Percent	61.8%	57.5%	53.6%	46.8%	46.9%	37%	

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?

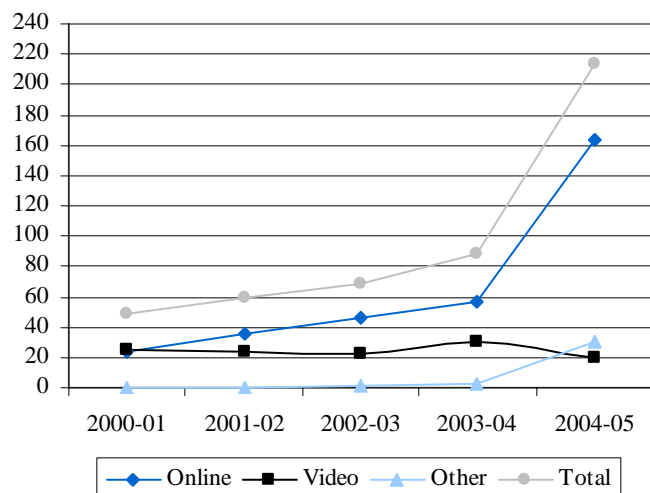
Data Analysis

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 spring of 1998 and added accelerated eight-week courses in the spring of 2001. In spring 2005, several courses were offered in 5 week “sessions”.

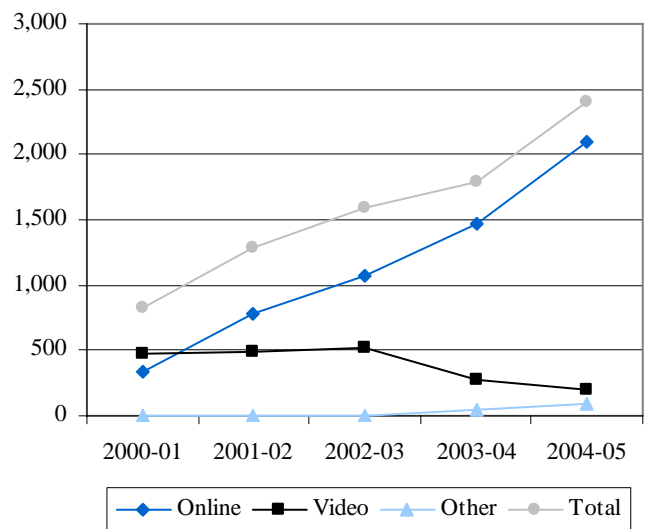
The Distance Learning Program allows adult students to create a study schedule which fits into their busy work and family lives. For this reason, COSC has expanded the number of courses offered, especially courses which help students meet their General Education Requirements. Because of the interactivity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

In the 2000-2001 academic year, COSC offered 25 video courses and 24 online courses with an enrollment of 822 students. In the 2004-2005 academic year, 2,404 students enrolled in 20 video courses, 163 online courses, and 30 correspondence courses, resulting in a 335% increase in courses offered and a 193% increase in enrollment. The number of faculty also increased 232% from 34 in 2000-2001 to 79 in 2004-2005.

Number of Distance Learning Courses



Enrollment in Distance Learning Courses



NON-CREDIT REGISTRATION

Common Core Performance Indicator

Annual course registrations of non-credit student by the following categories: personal development and workforce development.

*Are the needs of lifelong learners being met?
Are the needs of CT employers being served?*

Data Analysis

Charter Oak State College has developed a series of non-credit, distance learning courses for nurses and pharmacists who want to return to their professions and for nurses to expand their expertise in the area of home care. The three module Nurse Refresher programs were designed by the Connecticut League of Nursing in cooperation with COSC to prepare inactive licensed RNs and LPNs to return, after an absence of three years or more, to the practice of nursing in first-level medical-surgical staff positions. The one-module Home Health Care program was jointly developed with the Connecticut League of Nursing and designed for practicing nurses who want to work in the home health care field. Two additional non-credit tutorials have been developed based on the content of the Home Health Care module. These tutorials will be used by home care agencies for orientation and staff development purposes. Students in the Home Health Care module and the two tutorials are allowed 12 months to complete the content. They will all be offered on a continuous basis. The three module Pharmacist Refresher program was developed by the Connecticut Pharmacists Association in cooperation with COSC and is approved for American Council on Pharmaceutical Education continuing education credits.

	Enrolled 2001-02	Enrolled 2002-03	Enrolled 2003-04	Enrolled 2004-05	Total Enrolled	Completed Program to Date*
RN Refresher (3 modules)	28	54	45	139	266	101
LPN Refresher (3 modules)	n/a	15	7	3	25	13
Home Health Care (1 module)	n/a	n/a	10	4	14	9
Pharmacy Refresher* (3 modules)	n/a	n/a	25	34	59	1

*Students often take more than one year to complete these modules.

**Duplicated headcount

REAL COST PER STUDENT

Common Core Performance Indicator

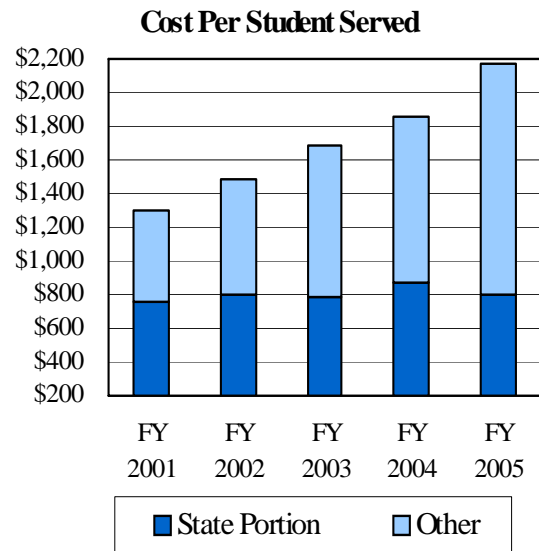
Programmatic costs per student served (students on July 1 plus new enrollees during the fiscal year). General fund fringe benefits and capital equipment funds were included in total educational and general expenditures.

Are operations cost-effective with efficient use of resources?

Data Analysis

Over the five-year period from FY 2001 to FY 2005, the cost per student served at Charter Oak State College increased 67.4%, from \$1,293 to \$2,165. Over the prior fiscal year, the FY 2005 cost per student served increased 16.8% from \$1,854 to \$2,165. Comparable data on expenditures per student from Charter Oak's peer group are not available at this time.

The cost per student has increased rapidly primarily because of the College's growth in the distance learning and student financial aid programs. This has been supported by other sources and not state appropriations. In FY 2005, the College had 2,402 enrollment in 120 course sections, a 31% increase in enrollments over FY 2004. This past year followed the previous years outcomes; in FY 2004, the College had 1,826 enrollments in 129 for-credit course sections, a 15% increase in enrollment over FY 2003. Since FY 2000, there had been a 233% increase in course sections offered and a 365% increase in course enrollment.



	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	% Change 2004-05
Students Served	2,263	2,316	2,320	2,276	2,633	15.7%
Cost Per Student Served	\$1,293	\$1,476	\$1,682	\$1,854	\$2,165	16.8%
State Portion	\$743	\$791	\$788	\$869	\$801	-7.8%
Other	\$549	\$684	\$895	\$984	\$1,364	38.6%

Source: COSC Enrollment and Financial Reports

RETENTION RATES

Common Core Performance Indicator

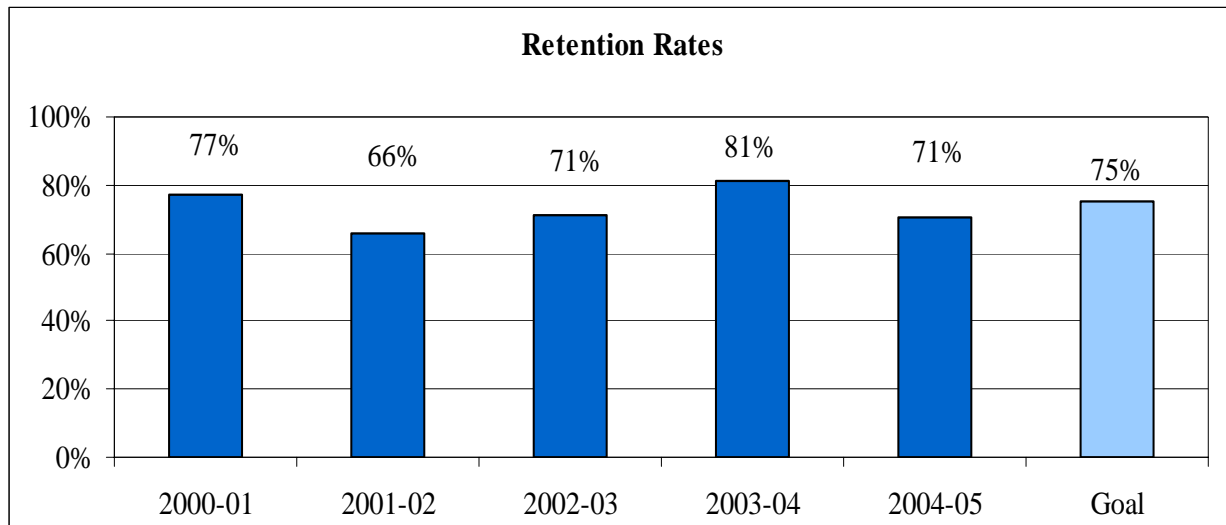
Percent of students who have continued their enrollment or who have graduated one year after initial enrollment.

Performance Improvement Goal

Maintain persistence rates of 75% or more.

Data Analysis

Retention rates are calculated for one year after enrollment. The College began using this methodology in 1997. That figure has ranged between 66% and 81% during the past five years. The college closely monitors annual increases and decreases in retention rates in order to understand the reasons behind them. The college is strongly committed to achieving and maintaining its goal of 75% for first year retention rates.



The College has initiated a number of activities during the past few years designed to increase student persistence. Some of these may be contributing to higher retention and graduation rates. These include increased contact between students and their counselors, technology upgrades, increased electronic communications to keep students engaged, and the availability of Charter Oak State College online courses making it easier for the students to find the courses needed to complete their degrees.

Western Governor's University indicated a retention rate of 73% for 2004-2005.

Thomas Edison College reported that information on students who have continued their enrollment or who have graduated one year after initial enrollment is not available for FY 2005.

GRADUATION RATES

Common Core 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.

Data Analysis

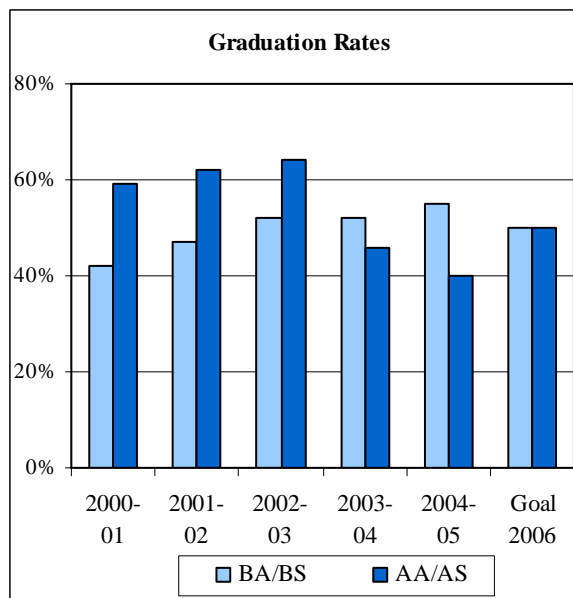
An average of 50% of those who graduated from Charter Oak State College in the past five years completed their BA/BS degrees within six years, while an average of 54% of those who graduated in the past five years completed their AA/AS degree within 3 years.

In 2004-2005, 40% of COSC students completed their AA/AS degree within three years of enrollment. This rate is lower than that of previous years and may reflect the fact that COSC enrolled a number of students in a corporate partnership and within a short period the corporation downsized. A number of these students lost their jobs and were not able to continue with their degree program.

In 2004-2005, 17% of those who graduated from Charter Oak with their BA/BS within six years were racial/ethnic minorities. This is slightly higher than their enrollment rate. Fifty-nine percent of the racial/ethnic minorities that initially enrolled at Charter Oak State College during the 1998-1999 academic year graduated with their BA/BS degree within six years of enrollment. Twenty-five percent of the students who graduated with their AA/AS degree within three years were racial/ethnic minorities. Thirty percent of the racial/ethnic minorities that initially enrolled at Charter Oak State College during the 2001-2002 academic year graduated with their AA/AS degree within three years of enrollment.

Performance Improvement Goal

By 2006, an average of 50% of degree seeking students will graduate with a BA/BS in 6 years and an average of 50% of degree seeking students will graduate with an AA/AS in 3 years.



Graduation Rates by Ethnic/Racial Minorities

Degree	Graduation Year	Total	White	Black	Hispanic	Asian American	Native American
BA/BS	2003	52%	52%	50%	55%	33%	100%
	2004	52%	51%	61%	48%	79%	100%
	2005	55%	54%	53%	63%	63%	100%
AA/AS	2003	64%	65%	50%	50%	0%	0%
	2004	46%	48%	47%	50%	67%	100%
	2005	40%	48%	27%	71%	100%	17%

STUDENT SATISFACTION WITH PROGRAMS, POLICIES AND SERVICES

Performance Indicator

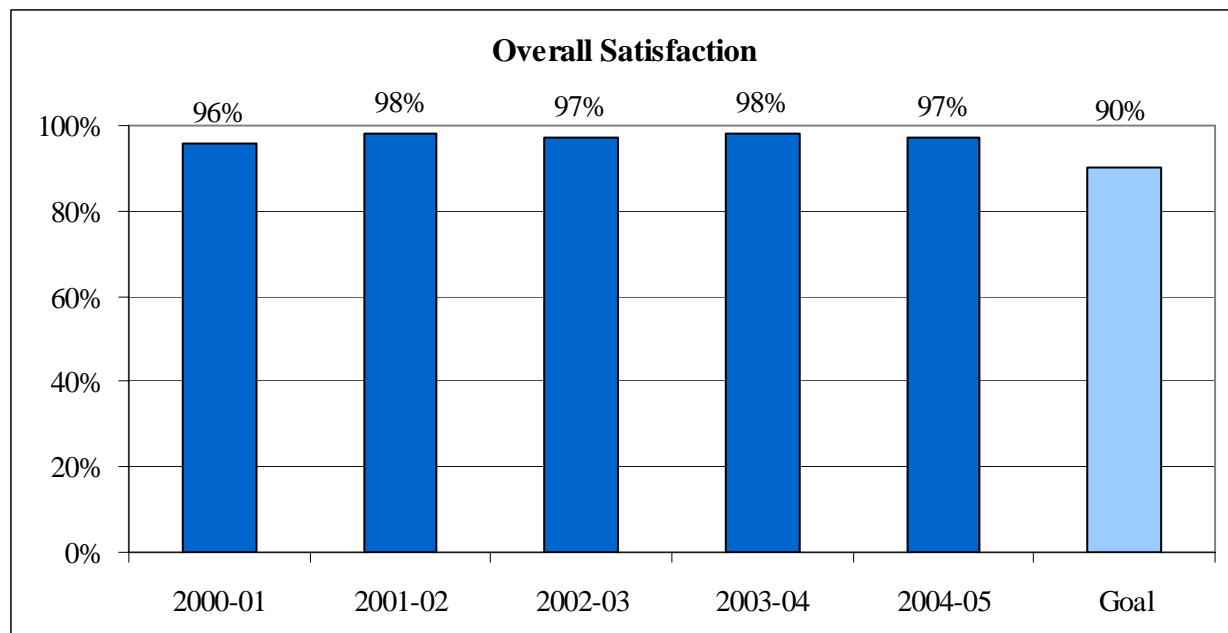
Level of student satisfaction with programs, policies and services as indicated by respondents to the alumni survey.

Performance Improvement Goal

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

Data Analysis

An average of 98% of the COSC graduates who responded to the alumni and graduate surveys from 2000-2005 reported being “very satisfied” or “satisfied” when asked to ***Please mark your level of satisfaction regarding the Charter Oak Program, in general.*** COSC monitors these data regularly and pays particular attention to the sub-categories which contribute to overall satisfaction.



When asked ***how satisfied they were with their Excelsior College education***, graduates reported a mean of 6.1 on a 7 point scale to the question reported that they were “satisfied” or “very satisfied.”

Thomas Edison State College reported that the majority (94%) of FY 2004 Graduate Survey respondents rated their overall experience with the College as “Good” or “Excellent”.

One hundred percent of Western Governor’s graduates that were surveyed reported that their experience was “Excellent” or “Very Good”.



Board of Governors
for Higher Education

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.

Performance Improvement Goal

By 2008, an average overall level of student satisfaction of 90%.

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. The information from these surveys is used to improve the development and teaching of online courses in a variety of ways including faculty training. Special attention is paid to areas such as student-student and student-faculty interaction.

In 2002, the evaluation questions were revised to more accurately measure best practices in online teaching. The old evaluation questions used from 2000-2001 and 2001-2002 are in parentheses and italics.

Student Satisfaction with Online Courses					
	2000-01	2001-02	2002-03	2003-04	2004-05
Course well organized <i>(The content of the curriculum)</i>	89%	85%	88%	87%	86%
Overall effectiveness of Instructor <i>(Quality of Instruction)</i>	84%	82%	79%	80%	80%
Clarity of objectives/learning outcomes <i>(Clarity of learning outcomes)</i>	80%	84%	90%	92%	92%
Test/Quizzes measured outcomes <i>(Ability to achieve outcomes)</i>	83%	85%	87%	88%	87%
Instructor feedback was clear and useful <i>(Quality of student-faculty interaction)</i>	79%	78%	81%	84%	83%
Threaded Discussions contributed to learning <i>(Quality of student-student interaction)</i>	71%	72%	79%	79%	79%
Overall Effectiveness of Course <i>(Overall level of satisfaction)</i>	85%	84%	78%	78%	79%

Source: Online Student Evaluation Surveys

GROWTH OF ONLINE PROGRAMS AND COURSES

Performance Indicators

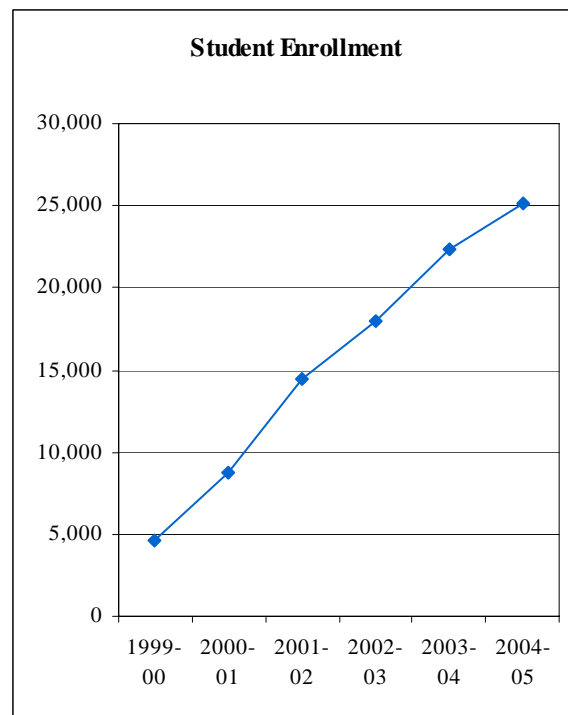
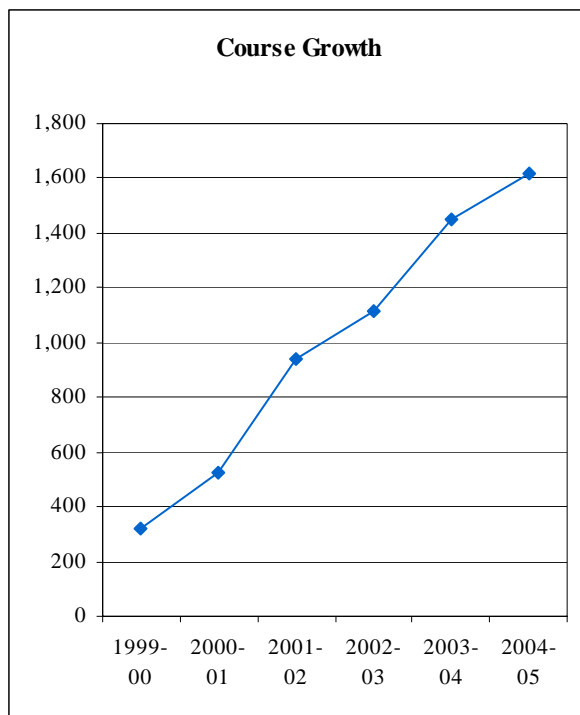
Number of online programs and courses offered by CTDLC's members.

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

Data Analysis

In the spring of 1998, the first time online courses were offered through the CTDLC, 9 online courses ran, with an enrollment of 106 students. In the 2004-2005 academic year 1,620 courses were offered and enrollments in these courses have increased to over 25,000 students. As of 2005, there are 39 fully-online degree programs, 15 at public institutions, and 22 certificate programs, 10 at public institutions, which are being offered by CTDLC members, most of which were supported by CTDLC's granting program. While the rate of growth in courses and enrollments is slowing each year, actual growth continues to be very robust.

	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	% Growth 2004-2005
Courses	321	527	942	1,117	1,451	1,620	11.6%
Enrollment	4,620	8,735	14,486	18,023	22,307	25,140	12.7%



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

In the past, the CTDLC has supported the growth of web-based workforce development programs through its granting program. The granting program ended in 2003, and the CTDLC is now working with state agencies and Connecticut businesses to assist them in moving their training online. These efforts are touching Connecticut workers in such key areas as education, emergency preparedness, municipal government, law enforcement, alternative energy, and even public safety.

Agency/Company	Course Name	Enrollments
Public Health	Chemical/Biological Terrorism—Pharmacy Intervention	TBD
Public Health	Orientation to Mass Dispensing Clinics	TBD
Public Health	Community Leaders Distance Learning Course—Mass Dispensing for Public Health Emergencies	TBD
Public Health	Smallpox Vaccination Train-the-Trainer	TBD
Public Health	Basic Epidemiology for Public Health Nurses	63
Public Health	Emergency Preparedness for Public Health Nurses	35
Public Health	Biohazard Detection System	52
Public Health	Smallpox Mass Vaccination Training for Clinicians 2005	TBD
Public Health	Public Health Preparedness	1,849
Public Health	Strategic National Stockpile: Guidance & Overview	115
Public Safety	2005 Firearms In Service	1,200
Amber Alert Committee	Amber Alert Training	2,400
Hydrogen Safety, LLC	Hydrogen Safety Training	25
Hydrogen Safety, LLC	H2 and You	4
CT Dept. of Higher Education - Alternate Route to Certification Program	Philosophy of Education	123
Capital Region Council of Governments	Motivating Employees	12
CT Judicial Training Center	Blood Born Pathogens	TBD

Total: 5,878

COST SAVINGS

Performance Indicators

Cost Savings of Collective implementation of Distance Learning Delivery Systems.

Can the CTDLC create cost savings for its members in technology and support services?

Data Analysis

Part of the CTDLC mission is to create and support a distance delivery infrastructure-servers, learning management software, technical support personnel - and offer it to higher education, thus saving each institution from having to do this on their own. The CTDLC is providing this service to an increasing percentage of Connecticut's institutions. When the legislature first funded the CTDLC, it assumed there would be cost savings if the State invested in the technology and support associated with distance learning in one place rather than duplicating that infrastructure at every college. Over the past several years, the CTDLC has made substantial progress toward that goal by:

- **Centralized hosting of course management systems for 18 of Connecticut's higher education institutions saves institutions money. For example:** \$83,500 in annual saving for Blackboard license fees (5 institutions). No upfront license cost for small institutions using Web Mentor as their LMS.
- **Providing a single 12x7 help desk to 25 institutions for approximately \$136,000.** This is less than half the cost of individual 12x7 help desks.
- **Creating and hosting an ePortfolio platform which is currently being used by 14 institutions - saving each the cost of licenses, hardware, and support.**
- **Creating a collaborative online tutoring program which is shared by 16 institutions.** By aggregating a small number of tutors from each institution on one platform, students have access to tutors online 13 hours a day 7 days a week. This provides a needed service at considerable cost savings. While not all schools have calculated the cost savings, one of the smallest institutions calculated that it was offering a service it could not afford to offer as a single institution to its students and saving \$2,000 annually in staffing its on ground tutoring center.
- **The CT Adult Virtual High School is saving money for school districts statewide.** Through grant funding from the State Department of Education's Department of Early Childhood, Career and Adult Education the CTDLC is able to extend access and savings to the state's Adult Credit Diploma providers with centralized hosting of courses, currently accessed by 20 school districts via the CT Adult Virtual High School. Shared resources include hosting, a 12 x 7 help desk, central administration, learning design, and professional development and student services. A total of \$1,000,000 distributed with a \$250,000 investment each year for four years provides statewide services otherwise not afforded to the districts.



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Board of Governors for Higher Education Performance Measures Task Force

German Bermudez
Associate Executive Officer, Assessment & Learning
Connecticut State University
39 Woodland Street
Hartford, CT 06105
Tel: 860-493-0054 Fax: 860-493-0080
Email: bermudezg@so.ct.edu

Corby Coperthwaite
Director, Planning, Research and Assessment
Community-Technical College System
61 Woodland Street
Hartford, CT 06105
Tel: 860-244-7604 Fax: 860-566-1308
Email: ccoperthwaite@commnet.edu

Diane Goldsmith
Dean of Research and Planning
Charter Oak State College/
The Connecticut Distance Learning Consortium
85 Alumni Road
Newington, CT 06111
Tel: 860-832-3893 Fax: 860-666-5828
Email: dgoldsmith@ctdlc.org

Judy Greiman
President
Connecticut Conference of Independent Colleges
342 North Main Street, Suite 202
West Hartford, CT 06117
Tel: 860-236-0900 Fax: 860-236-0910
Email: greimanj@theccic.org

David Nielsen
Director of Planning, Research and Assessment
Manchester Community College
Great Path, P.O. Box 1046
Manchester, CT 06045
Tel: 860-512-2613 Fax: 860-512-3201
Email: dnielsen@mcc.commnet.edu

George Rezendes
Director, Institutional Research
Three Rivers Community College
7 Mahan Drive
Norwich, CT 06360
Tel: 860-892-5774 Fax: 860-886-0691
Email: grezendes@trcc.commnet.edu

Suman Singha
Vice Provost, Academic Programs
University of Connecticut
352 Mansfield Road, Gulley Hall, U-2086
Storrs, CT 06269
Tel: 860-486-6796 Fax: 860-486-6379
Email: suman.singha@uconn.edu

Alan Sturtz
Director, Institutional Research
Academic Affairs
Connecticut State University
39 Woodland Street
Hartford, CT 06105
Tel: 860-493-0012 Fax: 860-493-0080
Email: sturtza@so.ct.edu

Scott Wetstone
Assistant Dean
School of Medicine
UConn Health Center
263 Farmington Avenue
Farmington, CT 06030-1910
Tel: 860-679-4440 Fax: 860-679-1371
Email: wetstone@nso.uchc.edu

DHE Staff

Mary K. Johnson, Project Leader
Tel: 860-947-1848 Fax: 860-947-1310
Email: mkjohnson@ctdhe.org

Tom Mangiafico, Associate Director
Tel: 860-947-1848 Fax: 860-947-1310
Email: tmangiafico@ctdhe.org

John Walters, Director
Tel: 860-947-1822 Fax: 860-947-1310
Email: jwalters@ctdhe.org