This report provides information about the level and program in which Connecticut's colleges and universities granted degrees in 2000-2001, with information on the gender, race, and ethnicity of degree recipients. The report also provides data by academic disciplines following the national Classification of Instructional Programs. Connecticut colleges and universities awarded 29,687 degrees and certificates in 2000-2001, a number that was virtually unchanged from the totals of the previous year. Of these, about 49% were awarded by public colleges and universities. The annual number of students earning degrees is 3.5% higher than a decade earlier. Minority students earned more degrees in 2000-2001 than in any previous year, up 4% to 4,621, continuing a trend evident for at least 13 years. Degrees to minorities represented 15.6% of all degrees. Almost half of all degrees were earned at the baccalaureate level (48%), followed by masters degrees (28%), and associate degrees (15%). The top five degree-producing disciplines continue to be business, education, health professions, social sciences, and liberal arts and sciences. More than 57% of all awards were in these fields. Women continue to earn more degrees than men, earning 58.4% of all degrees. However, women continue to earn fewer doctoral and first professional degrees than their male counterparts. Three appendixes contain detailed information on degree recipients. (Contains 4 figures and 11 tables.) (SLD)
2000-01 Degrees Conferred by Connecticut Institutions

February 2002
Board of Governors for Higher Education
2000-01
Degrees Conferred by Connecticut Institutions
Highlights

- Connecticut colleges and universities awarded 29,687 degrees and certificates in 2000-01, virtually unchanged from last year. The annual number of students earning degrees is 3.5 percent higher than a decade ago.

- Minority students earned more degrees in 2000-01 than in any previous year, up 4 percent to 4,621, a continuous trend for at least the last 13 years. Degrees to minorities now represent 15.6 percent of all degrees, about the same percentage as last year.

- As is the norm, almost half of the students earned degrees at the baccalaureate level (48%), followed by those with master's degrees (28%) and associate (15%) (Figure 1).

- The top five degree-producing disciplines continue to be business, education, health professions, social sciences and liberal arts and sciences. Almost 17,000 students received degrees in these fields, accounting for over 57 percent of all awards (Figure 2).

- Women continue to earn more degrees than men with 58.4 percent of all degrees, up slightly from last year's rate of 57.9 percent. However, women continue to earn fewer doctoral and first-professional degrees than their male counterparts, 746 compared to 830.
Public colleges and universities awarded about 49 percent of all degrees for a total of 14,551. The public share of total degrees is down appreciably from the 52 percent posted 10 years ago. In contrast, independent institutions granted 15,136 degrees (51%), up over 9 percent from 1991.

Progress on graduating more students with degrees in scientific and technical fields important to the viability of five of Connecticut’s industry “clusters” (Bioscience, Aerospace, Software/Information Technology, Metal Manufacturing and Maritime) was mixed:

⇒ While the number of degree recipients in computer science continues to grow, the rate of increase has leveled off significantly and is still far below industry demand (Figure 3).

⇒ The numbers of students earning degrees in the biological sciences and physical sciences continue to dwindle, down 12 percent and 2 percent, respectively.

⇒ The number of students earning degrees in engineering, however, grew 8 percent to 784.

⇒ This year, for the first time, data on multiple majors was collected. The good news is that another 47 students graduated with a second major in biological sciences, 16 in mathematics, 15 in physical science, 12 in computer science and four in engineering. While these results temper the trends in Figure 3, Connecticut is still under-producing students with much needed credentials.

In the allied health fields, the number of students earning degrees rose about 1 percent. However, the number of students receiving nursing (RN) and related degrees still has not rebounded, down to an annual total of just 737, a 26 percent decline from 1997 and significantly below the projected annual need for nurses of about 950 (Figure 4).
• A total of 3,300 students received certification awards in teacher preparation programs. Of those, 30 percent (991) were in elementary education, 21 percent (704) in secondary academic subject areas, 12 percent (385) in K-12 special subject areas, 12 percent (383) in special education and 10 percent (339) in pre-K-12 administration. According to the State Department of Education, the overall number of students being trained each year appears to meet expected need over the next decade, but not necessarily in needed subject areas.

• This is the first year the Department of Higher Education can report valid information on teacher preparation degrees by academic discipline. In the shortage areas identified by the State Department of Education, only 150 students received credentials in mathematics, 56 in music, 30 in remedial reading/language arts, 24 in school library media, 21 in Spanish, and 10 in technology education. (Please note these students must pass the Praxis II subject matter exam before they can obtain certification to teach.)

• Those institutions posting one-year gains of more than 10 percent in degree production include Western Connecticut State University, Middlesex Community College, the U.S. Coast Guard Academy, Albertus Magnus College, Holy Apostles College and Seminary, Paier College of Art and Goodwin College. Institutions reporting declines of that magnitude include the University of Connecticut Health Center, Capital Community College, Northwestern Community College, Tunxis Community College, Hartford Seminary, Briarwood College and St. Vincent’s College.

• Looking at this year’s degree production figures against recent trends suggests a number of areas in need for further attention to ensure Connecticut colleges and universities are producing adequate numbers of graduates among all population segments and in fields needed for economic well-being. In particular:

  ⇒ More needs to be done to graduate greater numbers of minority students, particularly Hispanics who now make up more than nine percent of the state’s population;

  ⇒ A closer examination is needed of the reasons behind the decline in associate degrees, particularly among the public two-year colleges;

  ⇒ Colleges and universities must step up efforts to recruit and retain more students in science and technology fields to ensure a qualified labor supply for Connecticut’s growing industry clusters;

  ⇒ Similarly, more concerted efforts are needed to address the nursing supply shortage; and

  ⇒ Connecticut must strive to better align students graduating with teaching credentials in the identified shortage areas, with particular attention on ensuring student success on Praxis II exams.
Introduction

This report examines the numbers and kinds of degrees conferred by Connecticut institutions of higher education in 2000-2001, and compares those numbers to recent trends and statewide needs. These annual figures reflect the number of students who earned degrees between July 1 and June 30 of the academic year. Disciplines are categorized according to the federal Classification of Instructional Programs (CIP).

Overview

Connecticut colleges and universities awarded a total of 29,687 degrees and certificates last year, a change of less than one percent from last year's total of 29,757. A complete listing of degrees by institution and level is provided in Appendix A. Overall, the number of degrees awarded has been relatively stable over the last three years, after declining somewhat in the mid-90s. This year's total, however, is only about three percent higher than it was in 1991 (see Table 1).

<table>
<thead>
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<td>5,198</td>
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<td>4,816</td>
<td>4,789</td>
<td>4,842</td>
<td>4,500</td>
<td>4,654</td>
<td>4,385</td>
<td>4,391</td>
</tr>
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<td>Bachelor's</td>
<td>14,836</td>
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<td>13,814</td>
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<td>14,415</td>
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<tr>
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<td>7,297</td>
<td>7,247</td>
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<td>7,133</td>
<td>7,439</td>
<td>7,625</td>
<td>7,773</td>
<td>8,056</td>
<td>7,953</td>
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<td>Doctorates</td>
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<td>686</td>
<td>629</td>
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<td>First-Professional</td>
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<td>955</td>
<td>884</td>
<td>845</td>
<td>951</td>
<td>962</td>
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</tbody>
</table>

Table 1

| Degrees and Certificates Conferred in Connecticut by Level Connecticut Colleges and Universities 1990-91 to 2000-01 |

About half of the students earned degrees at the baccalaureate level (48%), followed by those with master's degrees (28%) and associates (15%). Although these levels have been relatively stable for the last four to five years, over the last decade there has been some shifting of degree production by level. Certificates now account for four percent of all awards, up three percent from 1990-91. Master's degrees also have grown as a percent of the total from 24 percent to 28 percent today. Conversely, bachelor's and associate degrees have declined by four and two percent, respectively, when viewed over this longer time period.
Degrees Awarded By Sector

Public colleges awarded 49 percent of all degrees for a total of 14,551. The public share of total degrees is down appreciably from the 1990-91 level of 52 percent. Independent institutions, on the other hand, granted 15,136 degrees (51%) , representing a increase of three percent over that same time period (Table 2). The independent sector has been out-producing the public sector for the last three years. This reflects a decline in the number of associate degrees in the public sector, while the independent sector saw significant growth in the number of associate, master’s and first-professional degrees.

Table 2
Total Degrees and Certificates by Sector
Connecticut Colleges and Universities
1990-01 to 2000-01

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<td>326</td>
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<td>499</td>
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<td>585</td>
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<td>664</td>
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<td>215</td>
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<td>190</td>
<td>96</td>
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<td>3,700</td>
<td>3,355</td>
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<td>6,881</td>
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<td>2,653</td>
<td>2,773</td>
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<td>2,937</td>
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<td>2,871</td>
<td>3,154</td>
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<td>216</td>
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<td>239</td>
<td>254</td>
<td>253</td>
<td>227</td>
<td>275</td>
<td>234</td>
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<tr>
<td>First-Professional</td>
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<td>321</td>
<td>282</td>
<td>302</td>
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<td>312</td>
<td>324</td>
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<td>296</td>
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<td>15,224</td>
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<td>14,551</td>
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<td>4,633</td>
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<td>5,080</td>
<td>5,213</td>
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<tr>
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<td>414</td>
<td>400</td>
<td>442</td>
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<td>413</td>
<td>433</td>
<td>402</td>
<td>392</td>
<td>380</td>
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<tr>
<td>First-Professional</td>
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<td>575</td>
<td>601</td>
<td>542</td>
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<td>631</td>
<td>577</td>
<td>549</td>
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<td>327</td>
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<td>544</td>
<td>542</td>
<td>565</td>
<td>984</td>
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<td>4,385</td>
<td>4,391</td>
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<tr>
<td>Bachelor's</td>
<td>14,836</td>
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<td>14,152</td>
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<td>13,814</td>
<td>13,946</td>
<td>14,102</td>
<td>14,447</td>
<td>14,550</td>
<td>14,213</td>
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<td>7,247</td>
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<tr>
<td>Doctoral</td>
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<td>604</td>
<td>630</td>
<td>646</td>
<td>707</td>
<td>676</td>
<td>667</td>
<td>686</td>
<td>629</td>
<td>667</td>
<td>614</td>
</tr>
<tr>
<td>First-Professional</td>
<td>980</td>
<td>896</td>
<td>883</td>
<td>844</td>
<td>920</td>
<td>921</td>
<td>955</td>
<td>884</td>
<td>845</td>
<td>951</td>
<td>962</td>
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<td><strong>GRAND TOTAL</strong></td>
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<td>29,677</td>
<td>28,795</td>
<td>28,539</td>
<td>28,624</td>
<td>28,859</td>
<td>28,514</td>
<td>29,697</td>
<td>29,757</td>
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</tr>
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</table>
Degrees Awarded to Minority Students

Minority students earned more degrees in 2000-01 than in any previous year, up four percent to 4,621. This has been a continuous trend for at least the last 13 years. Degrees to minority students now represent 15.6 percent of all degrees, up 0.6 percent from last year (Table 3). While these are impressive gains, degree production among minority students is still far below parity compared to minority population in the state’s general population, estimated at 20.7 percent by the 2000 U.S. Census.

Table 3
Degrees Awarded by Race and Ethnicity
Connecticut Colleges and Universities
1991-2001

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<thead>
<tr>
<th></th>
<th>African American</th>
<th>Hispanic/Latino</th>
<th>Asian American</th>
<th>American Indian</th>
<th>Total Minority</th>
<th>White</th>
<th>Non-Resident Alien</th>
<th>Unknown</th>
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<td>682</td>
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<td>23,877</td>
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<td>985</td>
<td>28,689</td>
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<td>1,492</td>
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<td>29,567</td>
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<tr>
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<td>796</td>
<td>54</td>
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<td>24,078</td>
<td>1,469</td>
<td>1,213</td>
<td>29,677</td>
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<td>948</td>
<td>64</td>
<td>3,158</td>
<td>23,174</td>
<td>1,511</td>
<td>952</td>
<td>28,795</td>
</tr>
<tr>
<td>1994-95</td>
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<td>892</td>
<td>919</td>
<td>71</td>
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<td>22,734</td>
<td>1,545</td>
<td>1,027</td>
<td>28,539</td>
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<td>1,674</td>
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<td>21,503</td>
<td>1,937</td>
<td>1,626</td>
<td>29,687</td>
</tr>
</tbody>
</table>

|        | 1 Year Change    | 10.8%          | -2.7%         | 16.0%          | 3.5%           | -3.4% | 8.7%               | 29.0%   | -0.2% |
|        | Change 01/91     | 67.0%          | 73.6%         | 136.7%         | 86.3%          | -9.9% | 43.8%              | 65.1%   | 3.5%  |
| Percent of Total | 6.3%           | 4.9%           | 4.0%          | 0.4%           | 15.6%         | 72.4% | 6.5%               | 5.5%    | 100.0% |

Hispanic students have seen significant gains of 130 percent in the number of degrees attained since 1991, yet they remain 4.5 percent below parity compared to their respective proportion in the general population (4.9% compared to 9.4%). Similarly, African-American students saw a growth of 67 percent over this time, but are 2.4 points below their population parity share of 8.7 percent. Both Asian-American and American Indian degree recipients are above their respective proportions in the general population.

The type of degrees earned by minority students varies markedly from white students. As shown in Table 4, minority students earn proportionately more degrees at the certificate and associate degree levels than white students (27.5% compared to 18%), and less at the baccalaureate and graduate levels (72.8% compared to 81.9%). A more complete breakdown of degrees by level and race/ethnicity categories is provided in Appendix B.
### Table 4
**Degrees by Minority Status and Level**  
**Connecticut Colleges and Universities**  
--- | --- | --- | --- | ---
**Cert. & Assoc.** | 20.0% | 26.2% | 18.9% | 22.9% | 18.3% | 26.1% | 18.1% | 26.8% | 18.0% | 27.3%
**Bachelor's** | 49.3% | 49.9% | 50.5% | 48.8% | 51.4% | 49.6% | 49.6% | 51.6% | 45.7%
**Graduate** | 30.7% | 23.8% | 25.2% | 25.1% | 30.5% | 23.6% | 30.3% | 27.1%

### Degrees Awarded to Women

Women continue to earn more degrees than men, with a total of 17,350 (58.4%) degrees compared to 12,337. Their proportion of total degrees is up slightly from last year's level of 57.9 percent. However, women persist in earning fewer doctoral and first-professional degrees, 746 compared to 830 even though the proportion of these degrees awarded to women continues to grow (Table 5). Women also persist in earning a disproportionate share of associate degrees.

### Table 5
**Proportion of Degrees Conferred to Women by Level**  
**Connecticut Colleges and Universities**  
**Selected Years**  
1979-80 to 2000-01

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<td>Certificates One Year or More</td>
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<td>Bachelor's</td>
<td>Master's</td>
<td>Doctoral</td>
<td>First Professional</td>
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<tr>
<td>61.6%</td>
<td>59.8%</td>
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<tr>
<td>68.5%</td>
<td>77.9%</td>
<td>64.8%</td>
<td>55.3%</td>
<td>57.3%</td>
<td>43.0%</td>
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<td>57.2%</td>
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<tr>
<td>65.8%</td>
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<td>66.6%</td>
<td>55.2%</td>
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<tr>
<td>64.6%</td>
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<td>55.4%</td>
<td>58.2%</td>
<td>40.2%</td>
<td>43.4%</td>
<td>57.4%</td>
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<td>65.3%</td>
<td>55.6%</td>
<td>60.0%</td>
<td>41.8%</td>
<td>43.6%</td>
<td>57.9%</td>
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<td>70.0%</td>
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<td>40.9%</td>
<td>44.6%</td>
<td>57.7%</td>
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<td>56.3%</td>
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<td>48.0%</td>
<td>46.5%</td>
<td>57.9%</td>
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<tr>
<td>61.1%</td>
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<td>56.6%</td>
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<td>46.1%</td>
<td>48.1%</td>
<td>57.9%</td>
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</table>

### Trends in Disciplines

The top five degree-producing disciplines continue to be business, education, health professions, social sciences, and liberal arts and sciences. Almost 17,000 students received degrees in these fields, accounting for more than 57 percent of all awards. Appendix C provides a complete listing of degrees by discipline and level.

### Degree Production in Industry Clusters

The development of human capital is critical to Connecticut's economic growth and prosperity. The state has named six industry "clusters" as key components of its economy that require special attention and nurturing: Tourism, Bioscience, Aerospace, Software/Information Technology,
Metal Manufacturing and Maritime. The latter five are heavily dependent on employees with advanced scientific and technical know-how. Although it is difficult to connect degree production by discipline (supply) precisely with industry workforce needs (demand), the Department of Higher Education has been tracking several fields that are clearly linked to these cluster fields: computer science, engineering, biological sciences and physical sciences.

As shown in Table 6, progress on graduating more students with degrees in these fields has been mixed. While the number of those earning degrees in computer science continues to grow, the rate of increase has leveled off and the annual number of new awards is well below reported industry demand. Graduates with degrees in biological and physical sciences continue to dwindle, down 12.2 percent and 2.4 percent, respectively, this year alone. Since 1997, annual awards in these two fields are down more than 14 percent. On a brighter note, engineering degree recipients posted an increase of almost eight percent in 2001.

This year, for the first time, the Department of Higher Education is able to report information on multiple majors. The good news is that another 47 students graduated with a secondary major in biological sciences, 16 in math, 15 in physical science, 12 in computer science and four in engineering. While these results temper somewhat the trends shown in Table 6, Connecticut is still under-producing students with much needed scientific and mathematical credentials.

### Table 6

**Degrees Conferred in Scientific Disciplines**

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<td>Computer Science</td>
<td>297</td>
<td>358</td>
<td>534</td>
<td>715</td>
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<td>Engineering</td>
<td>838</td>
<td>762</td>
<td>731</td>
<td>728</td>
<td>784</td>
<td>7.7%</td>
<td>(6.4%)</td>
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<td>Biological Sciences</td>
<td>1,056</td>
<td>1,025</td>
<td>1,077</td>
<td>1,050</td>
<td>922</td>
<td>(12.2%)</td>
<td>(12.7%)</td>
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<tr>
<td>Physical Sciences</td>
<td>488</td>
<td>452</td>
<td>416</td>
<td>409</td>
<td>399</td>
<td>(2.4%)</td>
<td>(18.2%)</td>
</tr>
</tbody>
</table>

**Allied Health and Nursing**

Graduates with degrees in allied health fields, most particularly in nursing, are in high demand. Overall, the number of degrees in these fields rose about one percent last year to 2,916 (Table 7). However, since 1997, annual degree production is down 12.6 percent. According to the Connecticut Department of Labor, the expected number of annual openings for registered nurses is 947, yet the number of new nurses being produced is down to just 737, a drop of almost 26 percent since 1997.

### Table 7

**Degrees Conferred in Allied Health Fields**

<table>
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</thead>
<tbody>
<tr>
<td>Allied Health*</td>
<td>3,336</td>
<td>3,074</td>
<td>3,209</td>
<td>2,889</td>
<td>2,916</td>
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<tr>
<td>Nursing Degrees</td>
<td>991</td>
<td>834</td>
<td>878</td>
<td>744</td>
<td>.737</td>
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</table>

*Nursing Degrees are included within the Allied Health total and include RN Training and other nursing, but exclude post-RN degrees.*
Teachers

A total of 3,300 students received certification awards in teacher preparation programs at all levels including teachers earning graduate credentials as follows:

- Elementary Education: 991 (30%)
- Secondary Academic Subject Areas: 704 (21%)
- K-12 Special Subject Areas: 385 (12%)
- Special Education: 383 (12%)
- Pre-K–12 Administration: 339 (10%)
- Other: 528 (16%)

According to recent reports by the State Department of Education (SDE), the overall number of students being trained as educators each year appears to meet the expected need over the next decade, but not in shortage subject areas.

This is the first year that the Department of Higher Education can report valid information on teacher preparation awards by academic discipline. Table 8 lists the number of students with credentials in the fields identified as shortage areas by SDE. It should be noted that not all of these students end up as certified teachers since they must first pass a subject matter test (Praxis II).

### Table 8

<table>
<thead>
<tr>
<th>Shortage Areas</th>
<th>Number of Recipients</th>
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<tr>
<td>Mathematics</td>
<td>150</td>
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<tr>
<td>Music</td>
<td>56</td>
</tr>
<tr>
<td>Remedial Reading/Lang. Arts.</td>
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<tr>
<td>School Library Media</td>
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<tr>
<td>Spanish</td>
<td>21</td>
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<tr>
<td>Technology Education</td>
<td>10</td>
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</table>

Summary

The total number of degrees remained essentially stable from last year at 29,687. Those institutions posting one-year gains of more than 10 percent include Western Connecticut State University, Middlesex Community College, the U.S. Coast Guard Academy, Albertus Magnus College, Holy Apostles College and Seminary, Paier College of Art and Goodwin College. Institutions reporting declines of that magnitude include the University of Connecticut Health Center, Capital Community College, Northwestern Community College, Tunxis Community College, Hartford Seminary, Briarwood College and St. Vincent's College.
Looking at this year’s degree production figures against recent trends suggests a number of areas in need of further attention to ensure Connecticut colleges and universities are producing graduates among all population segments and in fields needed for economic well-being. In particular:

- More needs to be done to graduate greater numbers of minority students, particularly Hispanics who now make up more than 9 percent of the state’s population;

- A closer examination is needed of the reasons behind the decline in associate degrees, particularly among the public two-year colleges;

- Colleges and universities must step up efforts to recruit and retain more students in science and technology fields to ensure a qualified labor supply for Connecticut’s growing industry clusters;

- Similarly, more concerted efforts are needed to address the nursing supply shortage; and

- Connecticut must strive to better align students graduating with teaching credentials in the identified shortage areas, with particular attention on ensuring student success on Praxis II exams.
## Appendix A
### Total Degrees by Institution
**Connecticut Colleges and Universities**
**2000-01**

<table>
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<tr>
<th>Institution</th>
<th>Certificates less than one year</th>
<th>Certificates one year or more</th>
<th>Associate</th>
<th>Bachelor's</th>
<th>Master's</th>
<th>Doctoral</th>
<th>First Professional</th>
<th>Total</th>
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<td><strong>Public Institutions</strong></td>
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<td>Storrs and Regional Campuses</td>
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<td>2,837</td>
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<tr>
<td>UConn Total</td>
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<td>17</td>
<td>2,837</td>
<td>1,267</td>
<td>234</td>
<td>331</td>
<td>4,686</td>
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**Connecticut Colleges and Universities**

**2000-01**

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# Degrees and Certificates by Level and Race/Ethnicity

## Connecticut Colleges and Universities

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#### Degrees and Certificates by Level and Race/Ethnicity

**Connecticut Colleges and Universities**

**2000-01**

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**Total Bachelor's Degrees** | 837 | 609 | 607 | 58 | 11,105 | 508 | 489 | 14,213
Appendix B (Continued)

Degrees and Certificates by Level and Race/Ethnicity
Connecticut Colleges and Universities
2000-01

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## Appendix B (Continued)

### Degrees and Certificates by Level and Race/Ethnicity

#### Connecticut Colleges and Universities

2000-01

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### Appendix C1

**Degrees and Certificates by Discipline and Level**

**Connecticut Colleges and Universities**

**2000-01**

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Connecticut Colleges and Universities
2000-01

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| **Certificate > 1 Year**                       |      |       |       |
| Business Management and Administrative Services| 11   | 115   | 126   |
| Computer and Information Sciences              | 90   | 27    | 117   |
| Education                                      | 0    | 1     | 1     |
| Engineering-Related Technologies               | 0    | 0     | 0     |
| Health Professions and Related Sciences        | 2    | 11    | 13    |
| Mechanics and Repairers                        | 0    | 0     | 0     |
| Precision Production Trades                    | 0    | 0     | 0     |
| Protective Services                            | 0    | 0     | 0     |
| Visual and Performing Arts                     | 34   | 32    | 66    |
| Vocational Home Economics                      | 0    | 2     | 2     |
| **Total Certificate > 1 Year Degrees**         | 137  | 188   | 325   |
### Degrees and Certificates by Level, Discipline and Gender of Recipient

#### Connecticut Colleges and Universities

#### 2000-01

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### Appendix C2 (Continued)

**Degrees and Certificates by Level, Discipline and Gender of Recipient**  
**Connecticut Colleges and Universities**  
**2000-01**

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## Degrees and Certificates by Level, Discipline and Gender of Recipient
### Connecticut Colleges and Universities
#### 2000-01

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Appendix C2 (Continued)

Degrees and Certificates by Level, Discipline and Gender of Recipient
Connecticut Colleges and Universities
2000-01

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