



Board of Governors
for Higher Education

HIGHER EDUCATION COUNTS

ACHIEVING RESULTS

2008 EXECUTIVE SUMMARY

Connecticut
Department of
Higher Education

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ACHIEVING RESULTS 2008

EXECUTIVE SUMMARY

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

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

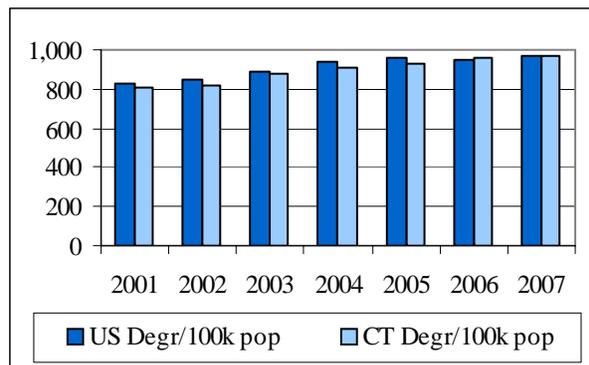
The report is intended to provide state policy-makers with specific information on a number of important indicators of progress measured against specific goals and/or peer institutional benchmarks, and to serve as a backdrop for key state policy discussions on the importance of educational attainment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

Overall performance results again are somewhat mixed with goals reached or strong progress made on several strategic measures such as licensure pass rates, reducing the brain drain, student retention and real price per students. Other indicators, however, have shown little improvement or have actually declined over the last five years. Among those of particular concern are graduation rates within our comprehensive four-year and two year colleges, participation, retention and completion rates among Hispanic students, degree productivity in several key workforce cluster fields, academic research intensity and educational costs per student. Results on each state goal area are summarized below.

STUDENT LEARNING

Our graduates continue to perform very well on professional licensure exams. This is strong evidence of the quality of the education and training students receive at our public colleges. Connecticut also is catching up with the nation in terms of the number of degrees per 100,000 population, however, some of that is due to our declining population. Overall degree production is up 10.4 percent over the last five years, compared to 13 percent nationally. Connecticut's colleges and universities need to set higher benchmarks for degree production so that the state has the talent it needs to remain competitive and its citizens have the tools to succeed in our changing economy.

DEGREES CONFERRED PER 100,000 POPULATION



In order to graduate more students, we must make sure our students are prepared for the rigor of college work. Yet too many students come to our colleges underprepared. Over 26 percent of students attending the Community Colleges were enrolled in a basic skills math or English course in Fall 2006. Of those who took developmental math, 48 percent passed. The colleges are making concerted efforts to improve this rate to 60 percent by 2011.

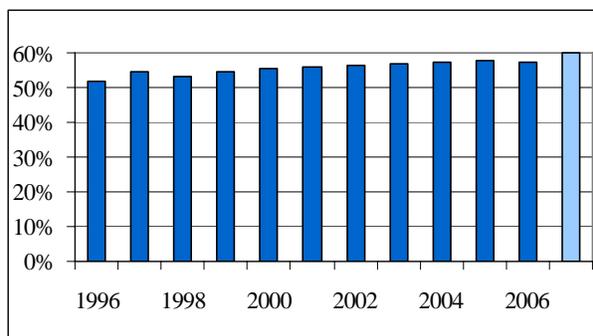
Students attending our public colleges indicate high levels of satisfaction with their educational experiences and skill development, particularly at Charter Oak State College. Connecticut State University graduates continue to be less content with gains in quantitative and scientific skills, however, and overall satisfaction with on-line courses offered through the Connecticut Distance Learning Consortium member institutions has been stagnant at just under 80 percent.

K-12 LINKAGES

The state has made good progress in convincing more Connecticut high school graduates to attend college in-state. Since 1997, the percentage of public high school graduates who plan to attend college in Connecticut has increased from 54 percent to 57 percent, but is still shy of our 60 percent goal. While keeping more of our best and brightest is a laudable goal, significantly increasing this percentage will be very difficult as the number of high school graduates plateaus. Our institutions should consider attracting more high caliber students from-out-of-state, particularly at the graduate level.

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

**CT Public High School Graduates
Enrolled in CT Higher Education**



Early intervention programs run by our colleges are exceedingly successful in preparing students for college admission. The ConnCAP program administered by the Department of Higher Education (DHE) provides funding for 11 programs that run on campuses across the state, including the University of Connecticut and its Health Center, Central, Eastern, Southern and Western Connecticut State Universities, Capital and Naugatuck Community Colleges, University of Bridgeport and Wesleyan University. The percentage of program participants who go on to college rose to 91 percent this year, up three percentage points from last year. More funding to expand these programs will be critical to increasing the participation and success of our underserved populations. The Connecticut Career Pathways (Tech-Prep) Program at the Community Colleges, a collaborative initiative with the state's K-12 system, enrolls over 5,781 high school students each year and provides career pathways that eliminate course duplication.

ACCESS AND AFFORDABILITY

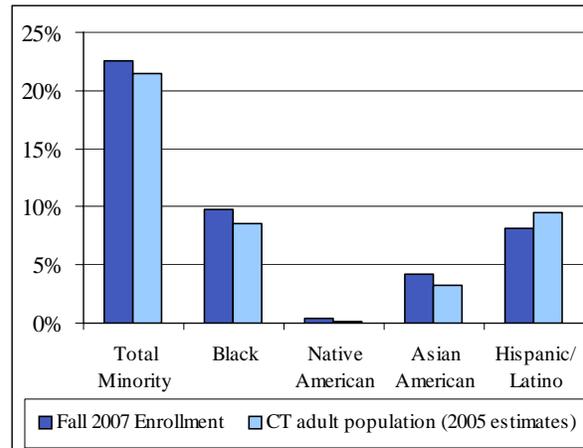
Connecticut's college participation rate (enrollment per 100,000 adults) has been on the rise, but is still below the national average. The current level of 6,657 exceeds the goal set five years ago and a new goal of increasing by another two percent in five years has been set. This will take considerable effort as Connecticut continues to lose many recent high school graduates to other states.

Connecticut is experiencing a substantial change in the make-up of its adult population as the proportion of minorities is expected to reach nearly 30 percent by the year 2020. Historically, these groups have not been prepared for, gained access to or succeeded in postsecondary to the same degree as white students. And while overall the enrollment of minorities in Connecticut higher education exceeds the share of minorities in Connecticut's adult population, the fast-growing Hispanic population is still under-represented (8.1% enrollment versus 9.5% adult population in the US Census 2005). The percentage of Hispanics most likely will increase with the next census update, thus widening the gap. Minorities continue to exceed their respective shares of the population at the Community Colleges and Charter Oak State College. At our four-year colleges, Blacks and Hispanics continue to be underrepresented, except at Southern where only Hispanics are under parity. The trend among our four-year institutions does not bode well for a future Connecticut which will rely heavily on highly educated workers.

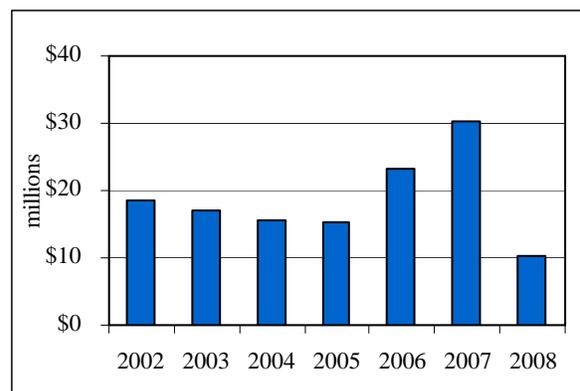
Thanks in large part to a \$13.7 million infusion of new financial aid funds to students attending our public colleges, the estimated level of unmet need has been reduced by two thirds, or \$20 million. While tuition and fee increases have moderated somewhat in recent years, they are still outpacing average cost-of-living indices. The state needs to ensure that need-based financial aid keeps pace with these increases so that the unmet need does not rise again.

The constituent units generally receive more state support for operating expenditures than their respective peer institutions, except at the UConn Health Center. However, state support has been declining across public higher education for some time due to competing state priorities and growth in spending from other revenue sources. A more stable and consistent level of support should be a goal for the state to ensure that our institutions remain an economic engine for Connecticut.

MINORITY ENROLLMENT



UNMET FINANCIAL AID NEED



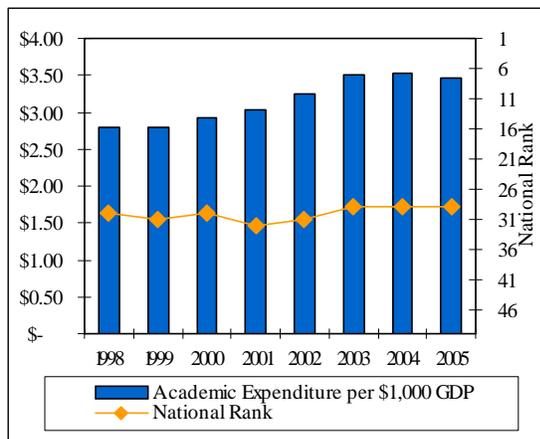
ECONOMIC DEVELOPMENT

Our graduates provide a critical source of manpower to the state’s labor force and there is no more compelling evidence than to demonstrate the economic benefits of a college degree for both the state and the student. According to the Connecticut Department of Labor (DOL), 68 percent of our public college graduates in 2006 were employed in Connecticut after graduation and earned an average of \$9,620 per quarter, or about \$38,516 per year.

Engineering, computer science and natural science graduates are essential to meeting Connecticut’s workforce needs. Despite an overall healthy growth rate in the annual production of bachelor’s degrees in engineering since 2003, current production rates still are well below the 754 annual openings projected by DOL. The annual number of four-year computer science graduates declined again in 2007 to 251 and are down by over 15 percent since 2003. On a more positive note, bachelor’s degrees in the natural science are up 11 percent from last year and up 17 percent over the last five years. Still, more needs to be done to encourage students to pursue degrees in science, math and engineering in order to keep our workforce competitive nationally and internationally.

Bachelors Degrees	2003	2007	% Change
Engineering	478	614	28.5%
Computer Science	296	251	-15.2%
Natural Sciences	1,177	1,376	16.9%

RESEARCH INTENSITY



Connecticut’s academic research intensity, as measured by academic research and development (R&D) per \$1,000 in gross state product has remained stagnant over the last three years and the state’s rank remains 29th, far below the ranking of 18th it held in 1994. In comparison to other northeast states, the state’s growth rate is 11 percentage points slower and its academic R&D growth rate is among the slowest in the nation. Research awards at the University of Connecticut and its Health Center are down 1.4 percent since 2003 and stand at \$185.6 million in 2007. The state would benefit greatly from a more coordinated state effort to expand research capacity.

SOCIETAL NEEDS

Connecticut ranked 3rd in the educational attainment levels of its residents in 2006. However, the percentage of its population aged 25-and-older with a bachelor’s degree or higher is below national and regional levels for both Blacks and Hispanics, and below the region for Hispanics. Connecticut needs a concerted focus on increasing the educational attainment of all its citizens, but particularly its minority populations or it may stand to lose its competitive edge.

Our public colleges continue to provide expanding public service, cultural and athletic opportunities to Connecticut citizens. Patient visits at UConn’s John Dempsey Hospital and affiliated medical and dental practice groups are up 20 percent since 2003. Last year, over 160,000 people enrolled in non-credit courses and programs offered across the public system, and countless numbers of others enjoyed athletic, fine arts performances and other cultural events held on campuses across the state.

EDUCATIONAL ATTAINMENT

	% 1990	Rank	% 2000	Rank	% 2006	Rank
Massachusetts	27.2	1	32.7	2	40.4	1
Colorado	27.0	3	34.6	1	36.4	2
New Hampshire	24.4	7	30.1	4	32.1	10
Maryland	26.5	4	32.3	3	35.7	4
New Jersey	24.9	5	30.1	7	35.6	5
Connecticut	27.2	1	31.6	5	36.0	3
US Average	20.3		24.4		27.6	

RESOURCE EFFICIENCY

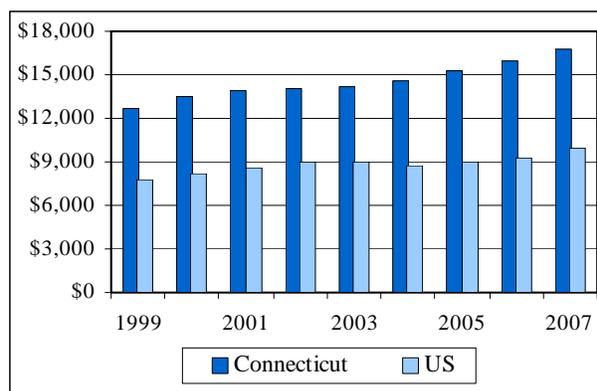
Retaining students from one year to the next is the best way to ensure degree completion. The University of Connecticut — Storrs exceeds its peers on first-year retention at 93 percent, and has a small minority retention rate gap for Blacks and Hispanics. Overall, the Connecticut State University has made some progress in improving its retention rate and, on average, mirrors its peers at about 74 percent. The Community Colleges are within the range for their peers at about 59 percent, but show a large minority retention rate gap for Blacks and Hispanics. The state needs to support the creation of stronger longitudinal student intervention systems to improve student progress and success. Increased attention to retention hopefully will pay off in increased graduation rates. The most recent six-year graduation rate (the national norm for comparison) at the University of Connecticut’s Storrs campus is 74 percent, while the rate for those starting at the branch campuses is 46 percent. Both rates have risen over the last five years and further improvement is anticipated from the universities’ “Finish in Four” initiative.

RETENTION AND GRADUATE RATES

Institution	First-Year	Graduation Rates	
	Retention	4-Year	6-Year/3-Year
University of Connecticut	89%	53%	69%
Storrs	93%	61%	74%
Regional Campuses	79%	23%	46%
Connecticut State University	74%	16%	42%
Central	79%	14%	44%
Eastern	74%	31%	48%
Southern	72%	12%	38%
Western	67%	13%	37%
Community Colleges	59%		11%
Asnuntuck	56%		26%
Capital	57%		10%
Gateway	55%		8%
Housatonic	55%		10%
Manchester	61%		13%
Middlesex	54%		12%
Naugatuck Valley	60%		8%
Northwestern CT	58%		10%
Norwalk	65%		11%
Quinebaug Valley	56%		17%
Three Rivers	52%		14%
Tunxis	69%		9%
Charter Oak	87%		
Associate’s	n/a		52%
Bachelor’s	n/a		57%

The Connecticut State University continues to focus on improving its graduation rates which are below its peer averages (42% versus 47%). The system anticipates some gains in the coming years as a result of the recent improvement in retention rates, but needs more concerted efforts if it is to reach its goal of exceeding its peers. At the Community Colleges, the overall three-year graduation rate for first-time, full-time degree seeking students has ranged from 11 to 14 percent over the last five years. These rates are slightly below overall peer averages and more improvement needs to be made. The system hopes its participation in the national “Achieving the Dream” project will assist in these efforts. Both three-year and six-year graduation rates at Charter Oak State College are favorable at 52 percent and 57 percent, respectively.

EDUCATIONAL COST PER FTE STUDENT



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

NEXT STEPS

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

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

ADDITIONAL COMMON CORE PERFORMANCE RESULTS

GRADUATION RATE TRENDS AND COMPARISON TO PEERS					
	2003	2004	2005	2006	2007
University of Connecticut	64%	66%	65%	68%	69%
<i>Peer Average</i>	65%	65%	68%	69%	n/a
Storrs	70%	71%	72%	74%	74%
Regional Campuses	42%	44%	42%	46%	46%
Connecticut State University	38%	39%	38%	39%	42%
<i>Peer Average</i>	45%	46%	46%	47%	n/a
Central	42%	43%	40%	40%	44%
Eastern	42%	41%	43%	48%	48%
Southern	33%	37%	36%	34%	38%
Western	35%	33%	35%	37%	37%
Community Colleges*	14%	14%	12%	13%	11%
<i>Peer Average</i>	16%	17%	15%	16%	16%
Asnuntuck	27%	32%	32%	25%	26%
Capital	27%	29%	13%	20%	10%
Gateway	16%	13%	14%	12%	8%
Housatonic	14%	14%	10%	10%	10%
Manchester	14%	12%	14%	14%	13%
Middlesex	16%	14%	14%	11%	12%
Naugatuck Valley	10%	9%	10%	13%	8%
Northwestern CT	14%	13%	10%	13%	10%
Norwalk	8%	9%	7%	10%	11%
Quinebaug Valley	13%	17%	14%	18%	17%
Three Rivers	14%	8%	12%	14%	14%
Tunxis	10%	13%	10%	9%	9%
Charter Oak State College					
Associate's	64%	46%	40%	46%	52%
Bachelor's	52%	56%	55%	56%	57%

*Six-year rates for four-year colleges and three-year rates for two-year colleges. For Community Colleges, data is for 2002-06.

MINORITY GRADUATION RATES*							
	All	White	Black	Hispanic	Asian American	Native American	Total Minority
University of Connecticut	69%	71%	60%	54%	70%	n/a**	62%
Storrs	74%	76%	66%	59%	78%	n/a	68%
Regional Campuses	46%	45%	42%	44%	51%	n/a	47%
Connecticut State University	42%	44%	32%	35%	33%	48%	34%
Central	44%	46%	31%	33%	46%	25%	33%
Eastern	48%	50%	37%	36%	22%	20%	34%
Southern	38%	39%	33%	38%	38%	33%	35%
Western	37%	39%	27%	35%	11%	100%	31%
Community Colleges	11%	13%	7%	8%	13%	7%	7%
Asnuntuck	26%	27%	n/a	n/a	n/a	n/a	n/a
Capital	10%	7%	11%	8%	n/a	n/a	10%
Gateway	8%	10%	5%	3%	n/a	n/a	6%
Housatonic	10%	11%	9%	7%	n/a	n/a	8%
Manchester	13%	17%	0%	2%	13%	n/a	2%
Middlesex	12%	13%	6%	0%	n/a	n/a	7%
Naugatuck Valley	8%	9%	2%	6%	11%	n/a	5%
Northwestern CT	10%	11%	n/a/	n/a	n/a	n/a	n/a
Norwalk	11%	16%	4%	10%	5%	n/a	7%
Quinebaug Valley	17%	18%	n/a	18%	n/a	n/a	10%
Three Rivers	14%	15%	25%	n/a	n/a	n/a	15%
Tunxis	9%	9%	3%	9%	n/a	n/a	6%
Charter Oak State College							
Associate's	52%	53%	73%	0%	0%	75%	61%
Bachelor's	57%	54%	51%	55%	79%	40%	55%

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

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

LICENSURE EXAM RESULTS

Nursing	5-Year Average	State/National Average
UConn	89%	88%
Southern CSU	91%	88%
Western CSU	99%	88%
Community College Average	93%	88%
Teacher Education Praxis II		
University of Connecticut*	100%	98%
Central CSU	96%	98%
Eastern CSU*	100%	98%
Southern CSU	94%	98%
Western CSU*	100%	98%
Other		
University of Connecticut		
State Bar	91%	<u>76%</u>
Pharmacy	95%	94%
Audiology	100%	NA
Speech	97%	NA
Physical Therapy	96%	NA
Medical 1&2	97%	93%
Dental 1&2	100%	92%
Community Colleges**		
Allied Health without Nursing	95%	NA
Dental Hygiene	99%	NA
Diagnostic Medical Sonography	100%	NA
Dietetic Technology	84%	NA
Early Childhood Education	90%	NA
EMT- Paramedic	96%	NA
Medical Lab Technician	98%	NA
Medical Assisting	80%	NA
Nuclear Medicine	100%	NA
Occupational Therapy Assistant	93%	NA
Phlebotomy	100%	NA
Radiation Therapy	97%	NA
Radiologic Technology	96%	NA
Radiology	96%	NA
Respiratory Care	98%	NA
Surgical Technology	85%	NA

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

MINORITY ENROLLMENT

	2007	Target	+/- Parity
University of Connecticut	18.1%	21.4%	-3.3
Storrs and Regional Campuses	18.0%	21.4%	-3.4
UConn Health Center	23.6%	21.4%	2.2
Connecticut State University	16.7%	21.4%	-4.7
Central CSU	15.3%	21.4%	-6.1
Eastern CSU	16.2%	21.4%	-5.2
Southern CSU	19.1%	21.4%	-2.3
Western CSU	16.5%	21.4%	-4.9
Community Colleges*	33.1%	21.4%	11.7
Asnuntuck	18.5%	21.4%	-2.9
Capital	71.9%	21.4%	50.5
Gateway	42.0%	21.4%	20.6
Housatonic	50.4%	21.4%	29.0
Manchester	27.3%	21.4%	5.9
Middlesex	22.6%	21.4%	1.2
Naugatuck Valley	24.1%	21.4%	2.7
Northwestern CT	7.8%	21.4%	-13.8
Norwalk	41.5%	21.4%	20.1
Quinebaug Valley	13.5%	21.4%	-7.9
Three Rivers	20.0%	21.4%	-1.4
Tunxis	19.5%	21.4%	-1.9
Charter Oak State College**	24.0%	17.0%	7.0

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

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

OPERATING EXPENDITURES FROM STATE AND LOCAL SUPPORT

	2006	Peers	Difference
University of Connecticut			
Storrs and Regional Campuses	47.8%	25.0%	22.8
UConn Health Center	20.1%	27.0%	-6.9
Connecticut State University	45.2%	38.9%	6.3
Central CSU	43.9%	38.1%	5.8
Eastern CSU	46.7%	38.2%	8.5
Southern CSU	44.8%	39.5%	5.3
Western CSU	46.8%	42.0%	4.8
Community Colleges	60.0%	57.0%	3.0
Asnuntuck, Northwestern, Quinebaug	64.7%	58.0%	6.7
Capital, Gateway, Housatonic	57.0%	54.0%	3.0
Manchester, Naugatuck, Norwalk	58.7%	59.0%	-0.3
Middlesex, Three Rivers, Tunxis	62.3%	56.0%	6.3
Charter Oak State College	36.8%	n/a	

REAL PRICE TO STUDENTS (% OF MHI)			
	2006	Peers	Difference
University of Connecticut	12.7%	13.4%	-0.7
Connecticut State University	9.5%	10.8%	-1.3
Central CSU	9.9%	11.2%	-1.3
Eastern CSU	9.6%	11.0%	-1.4
Southern CSU	9.3%	10.2%	-0.9
Western CSU	9.3%	11.3%	-2.0
Community Colleges	4.1%	4.6%	-0.5
Asnuntuck, Northwestern, Quinebaug	4.1%	4.4%	-0.5
Capital, Gateway, Housatonic	4.1%	4.5%	-0.4
Manchester, Naugatuck, Norwalk	4.1%	4.2%	-0.1
Middlesex, Three Rivers, Tunxis	4.1%	5.1%	-1.0

REAL COST PER STUDENT			
	2006	Peers	Difference
University of Connecticut	\$19,915	\$20,442	(\$527)
Connecticut State University	\$14,185	\$11,564	\$2,621
Central CSU	\$14,100	\$12,611	\$1,489
Eastern CSU	\$15,088	\$11,505	\$3,583
Southern CSU	\$13,563	\$11,520	\$2,043
Western CSU	\$14,747	\$11,174	\$3,573
Community Colleges	\$10,796	\$9,248	\$1,548
Asnuntuck, Northwestern, Quinebaug	\$12,872	\$11,521	\$1,351
Capital, Gateway, Housatonic	\$10,741	\$8,887	\$1,854
Manchester, Naugatuck, Norwalk	\$10,288	\$8,659	\$1,629
Middlesex, Three Rivers, Tunxis	\$10,784	\$9,831	\$953
Charter Oak State College	\$2,198	n/a	n/a

