



Board of Governors
for Higher Education

HIGHER EDUCATION COUNTS

ACHIEVING RESULTS

2007 EXECUTIVE SUMMARY

Connecticut
Department of
Higher Education

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COMMON CORE PERFORMANCE RESULTS

Board of Governors for Higher Education

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Graduation Rates		Peer Data	Target
University of Connecticut	6-Year Rate	Not reported	
Storrs		74%	68% Improve 1-2%
Regional Campuses		46%	68% Improve 1-2%
Connecticut State University		38%	47% > Peer Median
Central CT State University		40%	48% > Peer Median
Eastern CT State University		43%	48% >Peer Median
Southern CT State University		36%	39% >Peer Median
Western CT State University		35%	51% > Peer Median
Community Colleges	3-Year Rate	13%	13% >=14% Nat. Ave.
Asnuntuck, Northwestern, Quinebaug		18%	23% >=14% Nat. Ave.
Capital, Gateway, Housatonic		14%	14% >=14% Nat. Ave.
Manchester, Naugatuck, Norwalk		12%	6% >=14% Nat. Ave.
Middlesex, Three Rivers, Tunxis		12%	24% >=14% Nat. Ave.
Charter Oak State College	6-Year Rate	56%	n/a 50%
	3-Year Rate	46%	n/a 50%

Graduation Rates by Ethnic Group	Total	White	Black	Hispanic	Asian American	Native American	
University of Connecticut							
Storrs	74%	75%	61%	64%	78%	n/a	
Regional Campuses	46%	47%	42%	46%	44%	n/a	
Connecticut State University	38%	41%	31%	26%	37%	53%	
Central CT State University	40%	43%	30%	25%	37%	63%	
Eastern CT State University	43%	44%	48%	23%	33%	78%	
Southern CT State University	36%	38%	29%	28%	23%	0%	
Western CT State University	35%	36%	35%	35%	37%	0%	
Community Colleges	13%	15%	9%	9%	11%	14%	
Asnuntuck, Northwestern, Quinebaug	18%	18%	33%	11%	13%	33%	
Capital, Gateway, Housatonic	14%	18%	11%	10%	9%	14%	
Manchester, Naugatuck, Norwalk	12%	15%	4%	8%	12%	0%	
Middlesex, Three Rivers, Tunxis	12%	12%	7%	8%	12%	17%	
Charter Oak State College	6-Year	56%	61%	30%	46%	67%	60%
	3-Year	46%	59%	29%	57%	0%	25%

COMMON CORE PERFORMANCE RESULTS

Retention Rates <i>1st year, first-time, full-time freshmen</i>			Peer Data	Target
University of Connecticut	Not reported			
Storrs	93%		86%	Improve
Regional Campuses	79%		86%	Improve
Connecticut State University	75%		76%	> Peer Median
Central CT State University	76%		76%	> Peer Median
Eastern CT State University	75%		76%	>Peer Median
Southern CT State University	78%		74%	>Peer Median
Western CT State University	67%		76%	> Peer Median
Community Colleges	58%	32-72%		>=60%
Asnuntuck, Northwestern, Quinebaug	58%	32-53%		>=60%
Capital, Gateway, Housatonic	55%	47-63%		>=60%
Manchester, Naugatuck, Norwalk	59%	38-63%		>=60%
Middlesex, Three Rivers, Tunxis	60%	51-72%		>=69%
Charter Oak State College	72%		73%	>=75%

Retention Rates by Ethnic Group	Total	White	Black	Hispanic	Asian American	Native American
University of Connecticut	Not	Reported				
Storrs	93%	93%	88%	88%	94%	100%
Regional Campuses	79%	76%	73%	82%	91%	n/a
Connecticut State University	75%	75%	76%	70%	75%	67%
Central CT State University	Not	Reported				
Eastern CT State University	Not	Reported				
Southern CT State University	Not	Reported				
Western CT State University	Not	Reported				
Community Colleges	58%	60%	52%	53%	68%	60%
Asnuntuck, Northwestern, Quinebaug	58%	58%	38%	39%	100%	100%
Capital, Gateway, Housatonic	55%	60%	48%	54%	64%	25%
Manchester, Naugatuck, Norwalk	59%	60%	57%	54%	67%	100%
Middlesex, Three Rivers, Tunxis	60%	61%	57%	53%	69%	57%

**HIGHER EDUCATION COUNTS
ACHIEVING RESULTS 2007
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

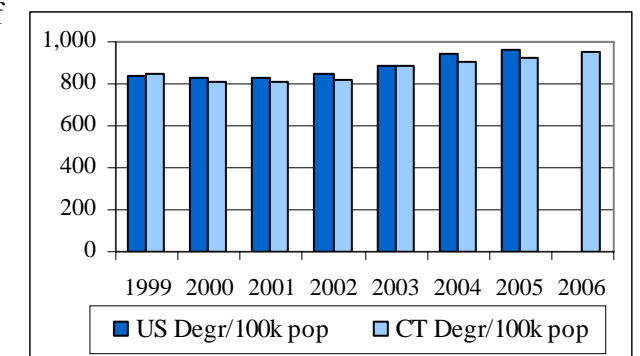
The report is intended to provide state policy-makers with specific information on a number of important indicators of progress measured against specific goals and/or peer institutional benchmarks, and to serve as a backdrop for key state policy discussions on the importance of educational attainment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

A new system level measure, *Workforce Preparation*, has been included this year. This measure clearly demonstrates the success of our public colleges in contributing to Connecticut’s workforce by reporting the percentage of graduates actually working in Connecticut. With regard to other performance measures, this year’s results are again somewhat mixed, with goals reached or strong progress made on several strategic measures such as licensure pass rates, reducing the brain drain, 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 participation rates among Hispanic students, unmet student financial aid need, degree productivity in several key workforce cluster fields, academic research intensity and educational cost per student. Results on each state goal area are summarized below.

STUDENT LEARNING

Our graduates continue to score extremely high on licensure exams. This is strong evidence of the quality of the education and training students receive at our public colleges. And Connecticut employers indicate that they are very happy with graduates of our public colleges – but there are just are not enough of them according to a recent statewide survey. Connecticut still lags the national average in the number of degrees per 100,000 population despite the fact that our colleges have

DEGREES CONFERRED PER 100,000 POPULATION



COMMON CORE PERFORMANCE RESULTS

increased degree production by 16 percent since 1999. To make real improvement on this measure, Connecticut must persuade even more students to stay in-state to attend college, reduce time to degree, increase graduation rates, and/or attract more out-of-state students to attend college here.

In terms of preparedness for college, the percentage of students enrolled in developmental math at the Community Colleges has been increasing over the last five years and now stands at about 20 percent of total enrollment. Pass rates after completion of remedial math have been relatively stable at about 50 percent, but the system is making efforts to improve that rate to 60 percent by 2011.

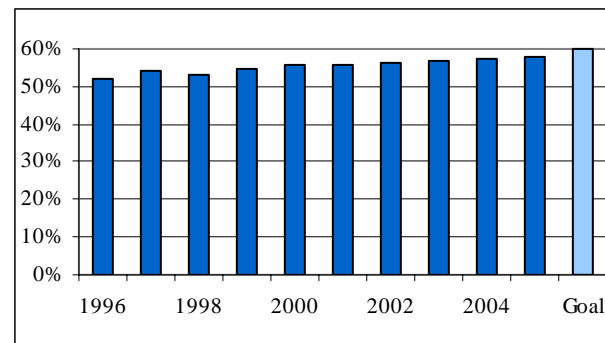
Overall, students continue to indicate high levels of satisfaction with their educational experiences and skill development, particularly at Charter Oak State College. Connecticut State University graduates, however, are somewhat less content with gains in quantitative and scientific skills. Also, overall satisfaction with on-line courses offered through the Connecticut Distance Learning Consortium member institutions has been stagnant at 78 percent.

K-12 LINKAGES

More Connecticut high school graduates are finding their way to our public colleges, and the state is well on its way to keeping more of its own bright young students in-state. Since 1996, the percentage of public high school graduates who plan to attend college in Connecticut has increased from 52 percent to 58 percent, just two percentage points under our 60 percent goal.

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 (DHE). 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, with the University of Connecticut also showing small gains in recent years. This year the University, working in conjunction with the State Department of Education, was able to provide detailed information about its education graduates employed in Connecticut public schools. The University should be encouraged to increase its production of teachers for our public schools, particularly in shortage areas.

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 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 dropped slightly this

Real Price to Students

Tuition & Fees as percent of Median Household Income (MHI)

		Peer Data	Target
University of Connecticut	13.2%	13.3%	Remain Competitive
Connecticut State University	9.9%	10.6%	<=Peers
Central CT State University	10.4%	11.0%	<=Peers
Eastern CT State University	9.8%	10.7%	<=Peers
Southern CT State University	9.6%	10.0%	<=Peers
Western CT State University	9.7%	11.2%	<=Peers
Community Colleges	4.5%	4.9%	<=Peers
Asnuntuck, Northwestern, Quinebaug	4.5%	5.3%	<=Peers
Capital, Gateway, Housatonic	4.5%	5.3%	<=Peers
Manchester, Naugatuck, Norwalk	4.5%	4.4%	<=Peers
Middlesex, Three Rivers, Tunxis	4.5%	4.9%	<=Peers

Real Cost per Student

		Peer Data	Target
University of Connecticut	\$18,708	\$18,758	Remain Competitive
Connecticut State University	\$13,250	\$10,881	None Set
Central CT State University	\$13,018	\$11,743	None Set
Eastern CT State University	\$13,959	\$10,699	None Set
Southern CT State University	\$12,854	\$10,780	None Set
Western CT State University	\$13,853	\$10,561	None Set
Community Colleges	\$10,432	\$8,865	None Set
Asnuntuck, Northwestern, Quinebaug	\$12,359	\$10,611	None Set
Capital, Gateway, Housatonic	\$10,544	\$8,670	None Set
Manchester, Naugatuck, Norwalk	\$9,828	\$8,179	None Set
Middlesex, Three Rivers, Tunxis	\$10,488	\$9,350	None Set
Charter Oak State College	\$2,198	n/a	None Set

COMMON CORE PERFORMANCE RESULTS

Minority Enrollment	Peer Data	Target	
System	22.0%	n/a	21.4%
University of Connecticut	17.7%	n/a	21.4%
UConn Health Center	26.9%	n/a	21.4%
Connecticut State University	16.7%	n/a	21.4%
Central CT State University	15.9%	n/a	21.4%
Eastern CT State University	14.1%	n/a	21.4%
Southern CT State University	19.0%	n/a	21.4%
Western CT State University	15.6%	n/a	21.4%
Community Colleges	32.5%	n/a	21.4%
Asnuntuck, Northwestern, Quinebaug	11.7%	n/a	21.4%
Capital, Gateway, Housatonic	52.3%	n/a	21.4%
Manchester, Naugatuck, Norwalk	30.3%	n/a	21.4%
Middlesex, Three Rivers, Tunxis	19.2%	n/a	21.4%
Charter Oak State College	21.0%	n/a	17.0%

Operating Expenditures from State Support

Peer Data	Target		
University of Connecticut	48.2%	26.1%	Maintain proportion
UConn Health Center	20.0%	26.0%	Maintain proportion
Connecticut State University	45.5%	38.6%	None Set
Central CT State University	43.3%	38.0%	None Set
Eastern CT State University	46.5%	37.7%	None Set
Southern CT State University	45.9%	40.1%	None Set
Western CT State University	48.3%	40.6%	None Set
Community Colleges	59%	Not Reported	None Set
Asnuntuck, Northwestern, Quinebaug	61%	*58%	None Set
Capital, Gateway, Housatonic	56%	*52%	None Set
Manchester, Naugatuck, Norwalk	59%	*57%	None Set
Middlesex, Three Rivers, Tunxis	64%	*53%	None Set
Charter Oak State College	37%	n/a	>=60%

*State and Local Support

year to 88 percent due to the under-performance of two programs. Over the previous five years, the percentage has ranged from 92 to 95 percent. DHE has requested additional funding for the next biennium to expand programs like these to meet increasing demand. In addition, our colleges have developed a vast array of collaborations with public schools such as the Teachers for a New Era Project at the University of Connecticut, high school to college transition program at Western Connecticut State University, professional development programs at Central and Southern Connecticut State University, and the Tech Prep Program at the Community Colleges which enrolls over 6,000 high school students each year.

ACCESS AND AFFORDABILITY

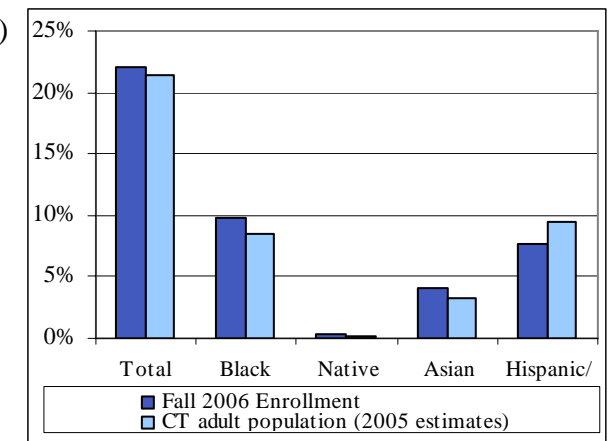
Since the mid-1990s, Connecticut’s college participation rate (enrollment per 100,000 adults) has been on the rise, but is still below the national average. A large part of the disparity can be explained by the fact that despite recent improvements, Connecticut continues to lose many recent high school graduates to other states. Additional efforts are needed to narrow the gap by 2009.

Connecticut, like many other states, will see a substantial change in the make-up of its adult population as the proportion of minorities reaches nearly 30 percent by the year 2020.

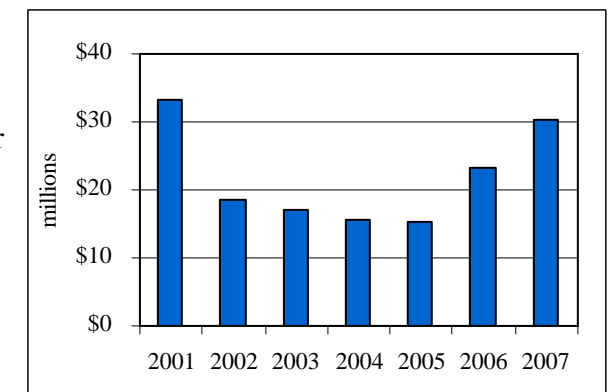
Historically, these groups have not been prepared for, gained access to or succeeded in postsecondary to the same degree as white students. And while overall the enrollment of minorities in Connecticut higher education exceeds the share of minorities in Connecticut’s adult population, the fast-growing Hispanic population is still under-represented (7.7% 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.

While tuition and fee increases have moderated somewhat in recent years, the estimated level of unmet financial need in our public college system spiked to over \$30 million this year, after reaching a low of \$15 million in 2005. This was the result of student need outpacing only modest increases in financial aid funding. Ensuring adequate levels of need-based financial aid will continue to be a key issue for Connecticut over the next several years and will require a combination of more state and federal resources.

MINORITY ENROLLMENT



UNMET FINANCIAL AID NEED



COMMON CORE PERFORMANCE RESULTS

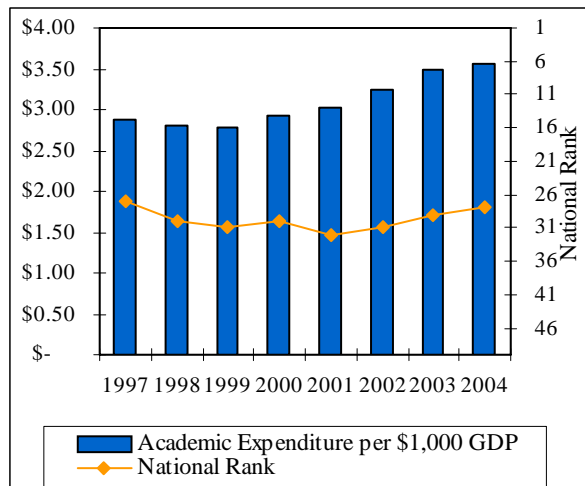
The constituent units generally receive more state support for operating expenditures than their respective peer institutions, except at the UConn Health Center. However, state support has been declining across public higher education for some time due to competing state priorities and growth in spending 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.

ECONOMIC DEVELOPMENT

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 2002, current production rates still are well below the 754 annual openings projected by the Connecticut Department of Labor (DOL). The annual number of computer science graduates declined almost 19 percent this year and is back down to 2002 levels of under 280. On a positive note, natural science graduates were up a healthy 5.3 percent to 1,178. More needs to be done to encourage students to pursue degrees in science, math and engineering in order to drive innovation and, ultimately, the economy.

Bachelors Degrees	2002	2006	% Change
Engineering	399	510	27.8%
Computer Science	279	274	-1.8%
Natural Sciences	1,120	1,178	5.2%

RESEARCH INTENSITY



Connecticut’s academic research intensity, as measured by academic research and development (R&D) per \$1,000 in gross state product continues on an upswing and its national ranking improved one place to 28th. However, we are still far below the ranking of 18th 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. The University of Connecticut and its Health Center has made some positive strides with research awards up 23 percent since 2001, but growth has been stagnant or declining in recent years. The state would benefit greatly from a more coordinated state effort to expand research capacity.

Our graduates provide critical manpower to the state’s labor force and there is no more compelling evidence than this to demonstrate the economic benefits of a college degree for both the state and the student. According to DOL, 68 percent of our public college graduates from 2004 were employed in Connecticut after graduation and earned an average of \$8,985 per quarter, or about \$35,940 per year. The percentage of graduates employed from the Connecticut State University and Community Colleges was somewhat higher at 78 percent.

Licensure Exam Performance

			Peer Data	Target
University of Connecticut	State Bar	89%	CT 77%	85-90%
	Praxis II	100%	n/a	100%
	Nursing	92%	n/a	100%
	Pharmacy	94%	n/a	100%
	Audiology	100%	n/a	98%
	Speech	96%	n/a	100%
	Physical Therapy	100%	n/a	100%
UConn Health Center	Medical 1&2	94/99%	93-94%	95-100%
	Dental 1&2	100/100%	89-95%	95-100%
Connecticut State University	Praxis II	96%	CT 98%	None Set
Central CT State University	Praxis II	97%	CT 98%	None Set
Eastern CT State University	Praxis II	100%	CT 98%	None Set
Southern CT State University	Praxis II	95%	CT 98%	None Set
	Nursing	92%	CT 90%	None Set
Western CT State University	Praxis II	100%	CT 98%	None Set
	Nursing	100%	CT 90%	None Set
Community Colleges				
Tunxis	Dental Hygiene	100%	n/a	>75%
Gateway	Diagnostic Sonography	100%	n/a	>75%
	Dietetic Technology	92%	n/a	>75%
	Nuclear Medicine	100%	n/a	>75%
	Radiation Therapy	100%	n/a	>75%
	Radiology	100%	n/a	>75%
Norwalk	Early Childhood Ed.	80%	n/a	>75%
Capital, Naugatuck	EMT Paramedic	96%	n/a	>75%
Housatonic, Manchester	Med. Lab Technician	100%	n/a	>75%
	Occupational Therapy	100%	n/a	>75%
Capital, Northwestern, Norwalk, Quinebaug	Medical Assisting	82%	n/a	>75%
Capital, Gateway, Housatonic, Naugatuck	Nursing	94%	n/a	>75%
Quinebaug	Phlebotomy	100%	n/a	>75%
Capital, Middlesex, Naugatuck	Radiologic Tech.	92%	n/a	>75%
Manchester, Naugatuck, Norwalk	Respiratory Care	100%	n/a	>75%
Manchester	Surgical Technology	100%	n/a	>75%
Charter Oak State College	All	92%	n/a	>=90%

SOCIETAL NEEDS

After slipping slightly last year, Connecticut has regained its top spot nationally for the educational attainment levels of its residents. However, the percentage of its population aged 25 and older with a bachelor's degree or higher is below national and regional levels for Blacks, and below the region for Hispanics. Connecticut needs a concerted focus on increasing the educational attainment of all its citizens, or it may stand to lose its competitive edge.

	% 1990	Rank	% 2000	Rank	% 2005	Rank
Massachusetts	27.2	1	33.2	1	36.6	2
Colorado	27.0	3	32.7	2	35.5	5
New Hampshire	24.4	7	28.7	8	32.8	8
Maryland	26.5	4	31.4	3	36.3	3
New Jersey	24.9	5	29.8	5	36.3	3
Connecticut	27.2	1	31.4	3	36.8	1
US Average	20.3		24.4		27.4	

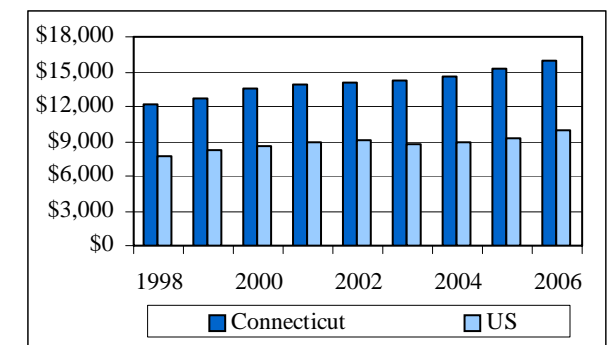
Our public colleges continue to provide expanding public service, cultural and athletic opportunities to Connecticut citizens. Patient visits at UConn's John Dempsey Hospital and affiliated medical and dental practice groups, for example, are up 19 percent since 2002. Last year, over 160,000 people enrolled in non-credit courses and programs offered across the public system, and countless numbers enjoyed athletic, fine arts performances and other cultural events held on campuses across the state.

RESOURCE EFFICIENCY

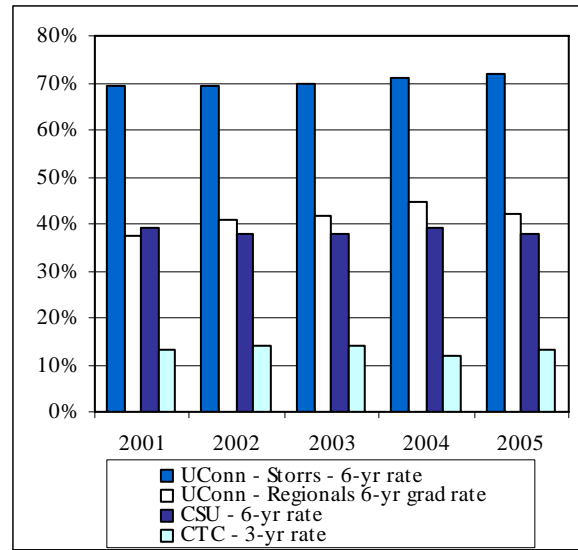
Connecticut higher education continues to be costly for both the state and its students. While historically Connecticut public higher education spent about 50 percent more than average, its 2006 educational cost per student exceeded the national average by over 60 percent. Some of this differential can be explained by the high cost of living and impact of collective bargaining, but this latest upturn is troubling.

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 90 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 75 percent. The Community Colleges are within the range for their peers at about 58 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. For the class of 2000, the 6-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 only 49 percent. Both rates have

EDUCATIONAL COST PER FTE STUDENT



GRADUATION RATES



improved considerably over the last five years and further improvement is anticipated from its “Finish in Four” initiative.

The Connecticut State University continues to focus on improving its graduation rates which continue to be considerably below its peer averages (38% 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 12 to 14 percent over the last five years. While these rates are on par with overall peer averages, more

improvement needs to be made. The system hopes its participation in the national “Achieving the Dream” project will assist in these efforts.

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:

- Increase the levels of need-based student financial aid so that all students can afford to attend and succeed in college;
- 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;
- Increase degree production in critical workforce shortage areas to mirror project job openings;
- Improve student success along the educational continuum with particular emphasis on longitudinal student tracking, developmental education and retention programs;
- Develop a strong, coordinated state response to the need for increased academic research capacity across the system;
- 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.

COMMON CORE PERFORMANCE RESULTS