

March 2011



State of Connecticut
Department of Higher Education

Report

Higher Education Counts

Achieving Results 2011

Board of Governors for Higher Education

Frank W. Ridley, *Chair*

Brian J. Flaherty, *Vice Chair*

William A. Aniskovich

Dorothea E. Brennan

Patricia J. Christiana

Jean M. LaVecchia

Jean E. Reynolds

Robert S. Robins

Albert B. Vertefeuille

Margaret J. Villani

Michael J. Werle

Michael P. Meotti
Commissioner of Higher Education

Table of Contents

Goal 1: Student Learning	
• Licensure and Certification Exam Performance	4-5
• Degrees Conferred Per 100K Population	6
• Satisfaction with Online Learning	7
Goal 2: Learning in K-12	
• New Teachers in Critical Shortage Areas	8
• Collaborative Activities with K-12	9
• Enrollment in Remedial and Developmental Education	10
Goal 3: Access and Affordability	
• Minority Enrollment	11
• Participation Rates (numbers enrolled per adult population)	12
• Operating Expenditures from State Support	13
• Real Price to Students	14
• Growth of Online Programs and Courses	15
Goal 4: Economic Development	
• Bachelor's Degrees in Priority Workforce Areas	16
• Degree's Conferred by Credit Program	17
• Percent of CT Public High School Students Intending to Enroll in CT Higher Ed.	18
Goal 5: Responsiveness to Societal Needs	
• Educational Attainment	19
• Non-Credit Registrations	20
Goal 6: Resource Efficiency	
• Undergraduate Retention Rate	21
• Three-and Six-Year Graduation Rates	22
• Four-Year Graduation Rates	23
• Real Cost Per Student	24
• Transfer from CCC's to Four-Year State Institutions	25
Peer Institutions	26-28

Goal 1: Student Learning Licensure & Certification Exam Performance

About this Indicator

Measures the percentage of successful completers on licensure and certification exams in fields where necessary for employment.

Highlights

- UConn lists nine separate exams that their students must take prior to employment. Of those, four have pass rates of 100% in 2010. The four others have pass rates of 90% or greater.
- CSUS reports pass rates of 98% or greater for students taking licensure exams in 2010 in nursing and teacher education.
- The Connecticut Community College System (CCCS) offers programs in 16 different areas that require licensure and certification from a performance exam.
- At CCCS, ten areas achieved 100% pass rates, down from eleven areas last year.
- Six CCCS programs have achieved a 100% pass rate for five consecutive years.

In the Future

The highest possible pass rates on licensure and certification exams are the goal for Connecticut's colleges and universities. High pass rates are an important indicator of the quality of preparation received.

Student Performance on Licensure & Certification Exams in Selected Programs

		2006	2007	2008	2009	2010
UConn	Allied Health: Physical Therapy	97%	96%	95%	100%	100%
UConn	Audiology National Clinical Certification	100%	Na	100%	100%	100%
UConn	National Board of Dental Examiners, Step 2	100%	100%	100%	100%	91%
UConn	National Board of Medical Examiners, Step 2	99%	92%	96%	99%	97%
UConn	North American Pharmacist Licensure	94%	94%	98%	98%	98%
UConn	Nursing Licensure – RN	92%	85%	84%	92%	94%
SCSU	Nursing Licensure – RN	92%	83%	100%	98%	98%
WCSU	Nursing Licensure – RN	100%	100%	96%	100%	100%
UConn	State Bar	89%	91%	92%	92%	87%
UConn	Speech Language National Clinical Certification	96%	100%	100%	100%	100%
UConn	Teacher Education Praxis II	100%	100%	100%	100%	100%
CSUS	Teacher Education Praxis II	98%	97%	98%	98%	98%

Because these pass rates reflect different practices across programs and licensing authorities and because some rates reflect performance of first-time test takers while others reflect a final pass rate, these figures may not be comparable and should be interpreted with caution. The step 2 School of Dental Medical examination was significantly changed in 2010. UConn's ultimate pass rate was 100% compared to a national rate of 82%.

Source: National Boards of Medical and Dental Examiners (1st-time test takers); UConn campuses from test administration records; CSUS Institutions.

Goal 1: Student Learning Licensure & Certification Exam Performance (Cont.)

Exam Performance at Connecticut Community Colleges

Community College	Program	2005	2006	2007	2008	2009
Capital, Gateway, Norwalk, Naugatuck Valley, Three Rivers	Nursing Licensure – RN	94%	93%	94%	94%	94%
Tunxis	Dental Hygiene	100%	100%	100%	100%	100%
Gateway	Diagnostic Medical Sonography	100%	100%	100%	100%	100%
Gateway	Dietetic Technology	92%	50%	20%	100%	100%
Norwalk	Early Childhood Education	80%	94%	100%	95%	79%
Capital	EMT – Paramedic	96%	94%	100%	100%	100%
Capital, Northwestern, Norwalk, Quinebaug Valley	Medical Assisting	82%	89%	93%	97%	89%
Gateway	Nuclear Medicine	100%	100%	100%	100%	100%
Manchester, Housatonic	Occupational Therapy Assistant	100%	95%	65%	100%	88%
Quinebaug Valley	Phlebotomy	100%	100%	100%	100%	100%
Naugatuck Valley	Physical Therapy Assistant				94%	100%
Gateway	Radiation Therapy	100%	100%	100%	100%	100%
Capital, Middlesex, Naugatuck Valley	Radiologic Technology	92%	98%	100%	100%	98%
Gateway	Radiology	100%	100%	100%	100%	100%
Manchester, Naugatuck Valley, Norwalk	Respiratory Care	100%	96%	98%	100%	100%
Manchester	Surgical Technology	100%	70%	54%	48%	56%

Because these pass rates reflect different practices across programs and licensing authorities and because some rates reflect performance of first-time test takers while others reflect a final pass rate, these figures may not be comparable and should be interpreted with caution.

Source: Examining Boards; CCCS Office of Planning, Research and Assessment.

Goal 1: Student Learning

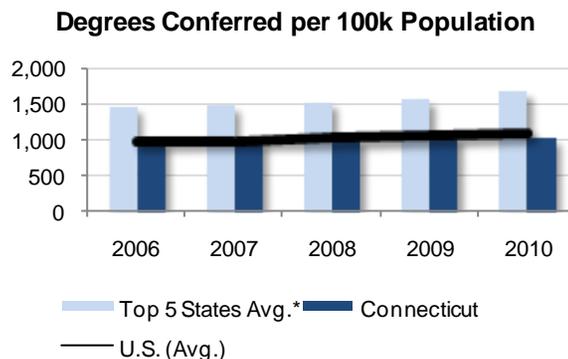
Degrees Conferred Per 100K Population

About this Indicator

Measures the annual number of undergraduate and graduate degrees conferred by Connecticut's public and independent institutions per 100,000 population. These figures can be affected by changes in population.

Highlights

- While the number of degrees awarded per 100,000 population in Connecticut declined slightly from 1,016 to 1,003, the national average rose from 1,051 to 1,091.
- Connecticut's rank on this measure declined slightly from #26 in 2006 to #28 in 2010.
- The top five states (excluding Arizona*) were Rhode Island, Iowa, Massachusetts, North Dakota, and Vermont.



In the Future

Increases in enrollment and a relatively stable state population will likely continue to prompt this metric to increase, although such increases are expected throughout the United States.

CT and US Population and Degrees Conferred Per 100K Population

	2006	2007	2008	2009	2010	% Change
Population						
United States	298,593,212	301,579,895	304,374,846	307,006,550	308,745,538	3.4
Top Five States Avg.*	2,349,548	2,358,333	2,370,711	2,384,651	2,388,977	1.7
Connecticut	3,485,162	3,488,633	3,502,932	3,518,288	3,574,097	2.6
Degrees Awarded						
United States	2,956,896	3,032,422	3,111,445	3,225,260	3,368,712	13.9
Top Five States Avg.*	33,909	34,612	35,774	36,960	39,561	16.7
Connecticut	33,492	33,903	34,428	35,757	35,851	7.0
Degrees Awarded per 100k Population						
United States	990	1,006	1,022	1,051	1,091	
Top Five States Avg.*	1,443	1,468	1,509	1,550	1,656	
Connecticut	961	972	983	1,016	1,003	

* Arizona is the top ranked state in 2009 – 2010, with 2,063 degrees per 100,000 population in 2010, but large completions growth, largely attributable to the national reach of the University of Phoenix makes inclusion of this state inappropriate for a benchmark. The District of Columbia is excluded from the rankings but its degrees and population are included in U.S. Totals.

Source: U.S. Census Bureau Current Population Estimates, Census 2010; IPEDS Data Center Completions Survey; DHE Completions database (includes non -Title IV eligible institutions); national completions benchmarks for 2009 and 2010 represent preliminary estimates. Only institutions classified as 2-year or 4-year institutions are included. Institutions classified as less than 2-year institutions are excluded. Degrees conferred in Puerto Rico and U.S. Territories are not included.

Goal 1: Student Learning Satisfaction With Online Learning

About this Indicator

An evaluation survey that measures satisfaction with the quality of online courses and instruction offered by Connecticut Distance Learning Consortium members.

Highlights

- Until this year, there had been steady improvement in ratings by students surveyed regarding their online experiences. On average, each measure declined by 7% from the previous year.
- “Objectives and outcomes” remain the only measure in the 90% range.
- “Overall effectiveness of course” declined the most from the previous year falling by 5%.

In the Future

Continued steady improvement in student satisfaction is important as the popularity of online learning continues to grow and reaches new demographics.

Online Learning Evaluation Survey Results

	2005-06	2006-07	2007-08	2008-09	2009-10
Course well-organized	86%	88%	88%	89%	87%
Overall effectiveness of instructor	80%	80%	81%	82%	79%
Clarity of objectives/learning outcomes	91%	92%	92%	93%	90%
Tests/Quizzes measured outcomes	87%	87%	89%	89%	87%
Instructor feedback was clear and useful	84%	83%	92%	85%	81%
Threaded discussions contributed to learning	79%	80%	82%	84%	81%
Overall effectiveness of course	78%	79%	80%	82%	77%

The decrease from 2008-09 to 2009-10 is attributable to the removal of results of Charter Oak State College from the totals in 2009-10. The following colleges used the CTDLC course evaluation system in FY 2009-10: Asnuntuck Community College, Capital Community College, Manchester Community College, Middlesex Community College, Norwalk Community College, Northwestern Community College, St Vincent College, University of Bridgeport, and University of Hartford. The total number of students completing the course evaluations in FY 2009-10 was 1,100. Response rate information was not collected.

Source: CTDLC Online Student Evaluation Survey.

Goal 2: Learning in K-12

New Teachers in Critical Shortage Areas

About this Indicator

Measures the annual number of awards conferred by Connecticut's public and independent institutions in critical teacher shortage areas. These critical shortage areas are identified annually by the State Department of Education.

Highlights

- Total teacher prep awards declined by 215 compared to last year or 6.3%. Over the last five years, total teacher prep awards have declined by 12.6%
- While total awards have declined, awards in shortage areas grew by nine degrees and represent nearly half of all teaching degrees.
- Higher education faces difficulties in filling shortage area teaching positions when shortage area growth over the last four years remains stagnant.

In the Future

Connecticut's colleges and universities must work to meet the demand for new teachers in identified shortage areas. Five of these areas have been on the critical shortage list for eight consecutive years: Comprehensive Special Education, K-12; Mathematics, 7-12; Music, PK-12; Speech & Language Pathology; and World languages, 7-12.

Awards Conferred by Critical Shortage Area

(Numbers in parentheses are years when area was not designated as a shortage area; these are not included in shortage totals)

	2006	2007	2008	2009	2010
Bilingual Education, PK-12	25	21	19	8	22
Comprehensive Special Education, K-12	222	345	338	339	347
English, 7-12	163	184	186	223	217
Intermediate Administrator	339	421	460	439	470
Library Media Specialist	(81)	39	22	4	(6)
Mathematics, 7-12	180	150	156	154	146
Music, PK-12	126	(91)	(69)	63	52
Remedial Reading & Language Arts, 1-12	235	(169)	(135)	(82)	68
Science, 7-12	189	185	169	175	(171)
School Psychologist	(123)	(100)	(109)	(113)	73
Speech & Language Pathology	73	47	67	74	69
Technology Education, PK-12	(38)	(38)	19	(24)	(29)
World Languages, 7-12	54	48	40	64	66
Total, All Shortage Areas	1,606	1,440	1,476	1,543	1,530
Total, All Awards	3,679	3,621	3,496	3,432	3,217
Percent in Shortage Areas	44%	40%	42%	45%	48%

This table includes awards granted by the Alternate Route to Teacher Certification. There were 236 awards granted in 2010. Bilingual education completions are extrapolated from master's degrees and graduate certificates; institutions have not reported them as teacher preparation completions. Source: CT State Department of Education; CT Department of Higher Education Annual Completions Report.

Goal 2: Learning in K-12

Collaborative Activities with K-12

About this Indicator

Presents collaborative activities and programs supported by Connecticut’s public colleges and universities in Connecticut public schools.

Highlights

- Both UConn and the Connecticut Community College System (CCCS) report student enrollment for this measure and have demonstrated significant growth over the period.
- The Connecticut State University System report actual numbers of programs/relationships and also have demonstrated significant growth.
- Although CCCS’s high school student enrollment has declined, they have retained more of those students after graduation.

In the Future

Continued growth and participation in collaborative activities will lead to improved student preparation for college-level work and improved college-level success.

Student Participation in Collaborative Activities

	2007	2008	2009	2010	2011
UConn — Early College Experience	4,666	5,101	6,100	7,449	8,630
CCCS — College Students from Career Pathways Programs	596	602	655	1,545	718
CCCS — College Career Pathways H.S. Students	6,243	5,781	5,274	5,281	5,564

Number of Programs/Relationships in Collaborative Activities

	2007	2008	2009	2010	2011
CCSU — Various K-12 Relationship/Partnerships	35	23	30	33	341
ECSU — Various K-12 Relationship/Partnerships	5	5	5	11	46
SCSU — Various K-12 Relationship/Partnerships	36	62	70	109	298
WCSU — Various K-12 Relationship/Partnerships	16	14	39	35	32

University of Connecticut figures represent unduplicated headcount for Connecticut high school students taking one or more courses for UConn credit through the ECE Program. The understanding among CSUS campuses of collaborative activities has evolved over time and has been variously interpreted by institutions; changes in this metric may result from year-to-year variation in data collection and reporting practices. Details of various activities may be found on the website of constituent units.

Source: UConn Early College Experience Program; UConn Office of Institutional Research; CSUS Institutions; CCCS Office of Planning, Research and Assessment.

Goal 2: Learning in K-12: Enrollment in Remedial and Developmental Education

About this Indicator

Measures the college readiness of students from Connecticut public high schools who enter the public higher education systems. This metric shows the number and percentage of students who enroll in remedial or developmental courses in math, English/reading, or both in the fall immediately following high school graduation. These courses are designed to bring underprepared students to the level of competency required to complete college courses that will fulfill general education requirements. High proportions of students enrolled in these courses can be considered indicative of a mismatch between high school preparation and the expectations of colleges and universities for student learning outcomes.

Highlights

- Since 2007, the CSU System has enrolled a decreasing number of students in remedial or developmental courses. Enrollments in these courses have consistently been lowest at ECSU, with the proportion of students in these courses at or below 50% each year.
- The Community College System enrolled 6% fewer students in remedial courses in 2009 compared to 2008. Lowest rates of enrollment in community college remedial courses in 2009 were reported at Asnuntuck (50.3%), Northwestern Connecticut (62.5%), and Manchester (66.3%).

In the Future

State priorities are to reduce the number of all students who need remedial or developmental courses to improve students' progress toward degree. This work involves multiple strategies including alignment of K-12 outcomes with higher education expectations, transformation of pedagogy, and consistent placement.

Important note: Community College System and the CSU System treat these courses differently. At the Community Colleges the words remedial and developmental are used interchangeably to describe courses that carry no college credit and are designed to improve students' basic skills so that they can be successful in courses that carry college credit. In the CSUS, remedial courses resemble remedial/developmental courses at the community colleges in that they carry no college credit and are designed to improve students' basic skills; CSUS students in remedial courses have a higher degree of need for skill improvement than do students in developmental courses. Developmental courses in the CSUS carry college credit only as elective courses; they do not count toward general education in any major and serve as prerequisites that students must complete prior to starting general education in math or English. It should be noted that some courses, such as intermediate algebra, may count for general education in majors with less quantitative content, such as literature, but not count in general education in majors, such as engineering, that require higher levels of mastery with quantitative outcomes.

		Fall 2007		Fall 2008		Fall 2009		%	%
		N	Pct of Total	N	Pct of Total	N	Pct of Total	Change 2008-09	Change 2007-09
CCCS	Remedial	4,774	79.5%	5,313	80.8%	4,988	72.2%	-6.1%	4.5%
CSUS	Total Rem & Dev.	2,760	69.1%	2,581	67.4%	2,468	65.0%	-4.4%	-10.6%
	Remedial	1,223	31.6%	1,121	29.3%	820	21.6%	-26.9%	-33.0%
	Developmental	1,447	37.4%	1,460	38.1%	1,648	43.4%	12.9%	13.9%

This table includes students who completed high school in the immediately preceding spring from a public high school in Connecticut. For community colleges, these numbers represent placement into a remedial course based on Accuplacer scores; for CSUS, figures represent actual enrollments in the fall semester. For CSUS, enrollments reported above count a student enrolled in at least one remedial course in the remedial line, even if the student was also enrolled in a developmental course; such students are not then counted again in the developmental line.

Source: Interoperability System Council

Goal 3: Access and Affordability

Minority Enrollment

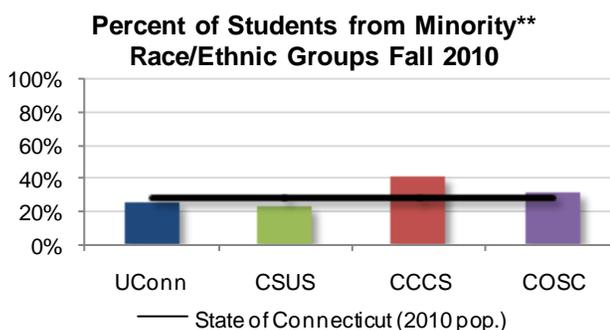
About This Indicator

Measures the proportion of students from minority race/ethnicity groups enrolled in CT public colleges and universities compared to the state's population.

***Important note:** Federally mandated changes to the collection and reporting of race/ethnicity data in 2010 make comparisons to prior years unreliable. In particular, this reporting practice counts all U.S. residents who indicate an ethnicity of Hispanic or Latino only as Hispanic or Latino, regardless of any indication they have made about their race.

Highlights

- Racial/ethnic diversity is related in part to institutional selectivity and pricing:
 - 40.9% minority enrollment at the lower tuition, open admission community colleges.
 - 30.7% minority enrollment at Charter Oak State College.
 - 25.3% minority enrollment at the University of Connecticut campuses, including the Health Center, with Asian as the largest component (9.1%).
 - 22.6% minority enrollment at the Connecticut State University campuses.
- Among community colleges, racial/ethnic diversity of the local population in the service area strongly influences the diversity of the student body.



Fall 2010 Headcount by Race/Ethnicity

State Public Institutions	Total Headcount Enrollment	Race/ethnicity**						
		Black or African American only	American Indian or Alaskan Native only	Asian only	Pacific Islander or Native Hawaiian only	Hispanic or Latino (of any race)	More than one race	White only
University of Connecticut	30,034	6.9%	0.3%	9.1%	0.1%	8.1%	0.8%	74.7%
Connecticut Community College System	58,253	16.3%	0.2%	3.3%	0.1%	18.7%	2.3%	59.1%
Connecticut State Univ. System	36,629	9.3%	0.3%	2.7%	0.1%	7.7%	2.5%	77.4%
Charter Oak State College	2,278	16.0%	0.7%	2.4%	0.2%	10.6%	0.8%	69.3%
State of Connecticut (2010 pop.)	3,574,097	9.4%	0.2%	3.8%	0.0%	13.4%	1.7%	71.2%

** For 2009 and earlier, "minority" was defined as individuals reported as American Indian or Alaskan Native; Asian or Pacific Islander; Black, Non-Hispanic; and Hispanic. For 2010, "minority" is defined as individuals reported as African American or Black; American Indian or Alaskan Native; Asian; Hispanic; Pacific Islander or Native Hawaiian; and more than one race. To make institutional figures comparable to Census counts, percentages are calculated excluding students reported as non-resident alien and race/ethnicity unknown from the denominator.

Source: U.S. Census Bureau, Census 2010 Table QT-PL Population by Race, Hispanic or Latino; IPEDS Enrollment Survey.

Goal 3: Access and Affordability

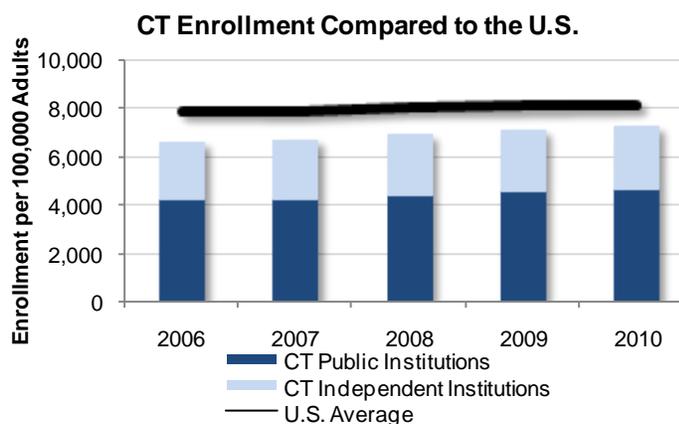
Participation Rates

About this Indicator

Measures 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 or older.

Highlights

- On the rise since the mid-1990's, Connecticut students' participation per 100k adults has increased by 9.5% since 2006, and by 1.2% since last year.
- Connecticut continues to close the gap versus the national rate despite losing a large number of high school graduates to out-of-state colleges.
- The difference between CT and the US in higher education enrollment per 100,000 adults is now less than 1,000 students.



In the Future

The retention of more in-state students, improvement in minority participation and increased retention rates should lead to increased participation rates in the future.

Participation Rates

	2006	2007	2008	2009	2010
Total Headcount	113,471	115,035	119,342	124,184	128,190
Independent Institutions	64,782	65,361	67,190	69,028	72,426
Connecticut Total	178,253	180,396	186,532	193,212	200,616
U.S. Total	17,758,870	18,248,128	19,070,90	20,403,077	NA
Total CT Population 18 & Over	2,686,523	2,686,271	2,689,039	2,710,303	2,763,482
Enrollment per 100,000 Population					
Public Institutions	4,224	4,282	4,438	4,582	4,639
Independent Institutions	2,411	2,433	2,499	2,547	2,621
Connecticut Total	6,635	6,715	6,937	7,129	7,260
United States	7,928	7,895	8,097	8,127	NA

Source: CT DHE Enrollment database for Connecticut institutions; includes non-Title IV institutions approved to operate in Connecticut. U.S. Department of Education Digest of Educational Statistics for 2006 and 2007; 2008 and 2009 are estimated from the IPEDS Data Center, using DES as a baseline.

Goal 3: Access and Affordability

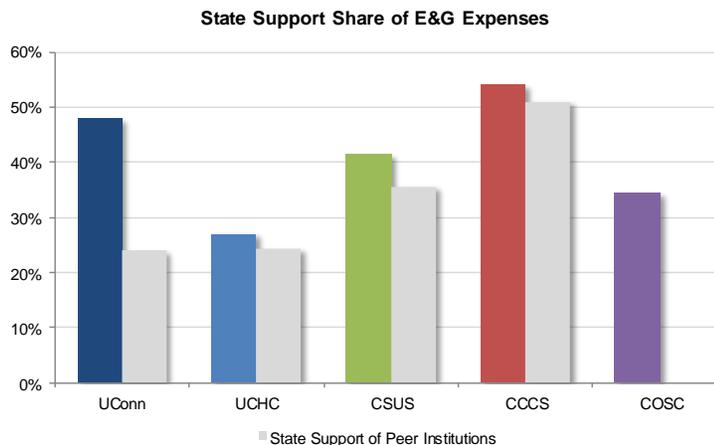
Operating Expenditures from State Support

About this Indicator

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

Highlights

- Historically, UConn has received significantly more support than its peers in other states, an average of 24% more, and the difference is growing.
- CSUS and CCCS receive slightly more state support than their peers. That gap has steadied in recent years.
- The UConn Health Center has traditionally received less support than its peers but in 2009 that difference disappeared as they received more support than their peers for the first time in six years.



In the Future

The general trend for the constituent units and their peers is that the percentage of operating expenditures from state support will continue to decline as state budgets tighten, placing a greater burden on students.

State Support as a Percent of Education and General Expenses

	2004-05	2005-06	2006-07	2007-08	2008-09	% Change 2005-09
University of Connecticut	48.2%	47.8%	48.4%	49.6%	48.0%	-0.2%
University of Connecticut - Health Center	20.0%	20.1%	23.0%	24.9%	27.0%	7.0%
Connecticut State University System	45.5%	45.2%	43.9%	44.0%	41.4%	-4.1%
Connecticut Community College System	59.0%	60.0%	61.0%	60.0%	54.0%	-5.0%
Charter Oak State College	36.8%	37.1%	36.8%	35.8%	34.4%	-2.4%

Source: IPEDS Revenue Survey; CCCS Office of Planning, Research and Assessment; COSC Financial Reports.

Goal 3: Access and Affordability

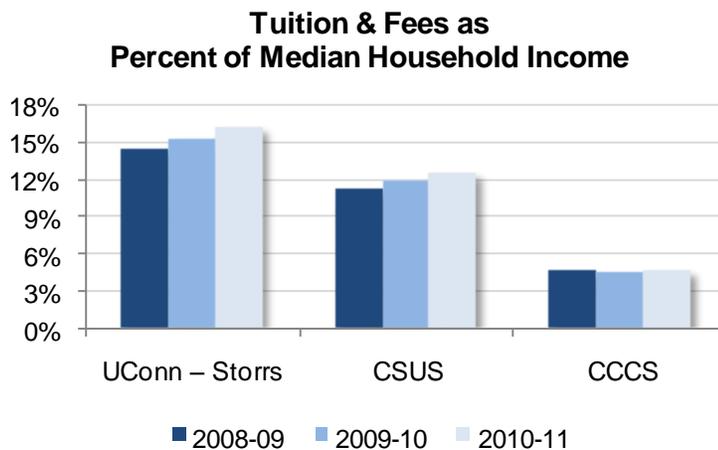
Real Price to Students

About this Indicator

Measures tuition and mandatory fees for a full-time, in-state undergraduate student as a percent of median household income (MHI) for the state.

Highlights

- UConn and CSUS continue to maintain favorable gaps compared to their out-of-state peers since tuition and fee increases have been similar.
- The CCCS's maintain a slight edge over their peers, however, the gap has closed significantly in the last few years due to higher tuition and fee increases.



In the Future

The general trend for the constituent units and their peers is that the tuition and fees as a percentage of median household income will continue to increase as state support declines.

Tuition and Fees by Connecticut Institution

	2006-07	2007-08	2008-09	2009-10	2010-11	% Change 2010-11	% Change 2007-11
UConn – Storrs – Tuition & Fees	\$8,362	\$8,852	\$9,338	\$9,886	\$10,416	5.4%	24.6%
T&F as a % of MHI	13.0%	13.7%	14.4%	15.2%	16.1%		
CSUS – Tuition & Fees	\$6,284	\$6,736	\$7,179	\$7,567	\$8,043	6.3%	28.0%
T&F as a % of MHI	9.8%	10.4%	11.1%	11.7%	12.4%		
CCCS – Tuition & Fees	\$2,672	\$2,828	\$2,984	\$3,200	\$3,406	6.4%	27.5%
T&F as a % of MHI	4.2%	4.4%	4.6%	4.4%	4.6%		
Connecticut MHI	64,141	64,682	64,851	64,851*	64,851*	0.0%	1.1%

*Note: Connecticut MHI for 2009-10 and 2010-11 was not available at the time of this publication. CSUS Tuition & Fees are an average of the four universities.

Source: US Census Bureau; UConn Office of the CFO; CSUS Office of the CFO; CCCS Office of Planning, Research and Assessment; IPEDS Data; Connecticut Department of Higher Education.

Goal 3: Access and Affordability

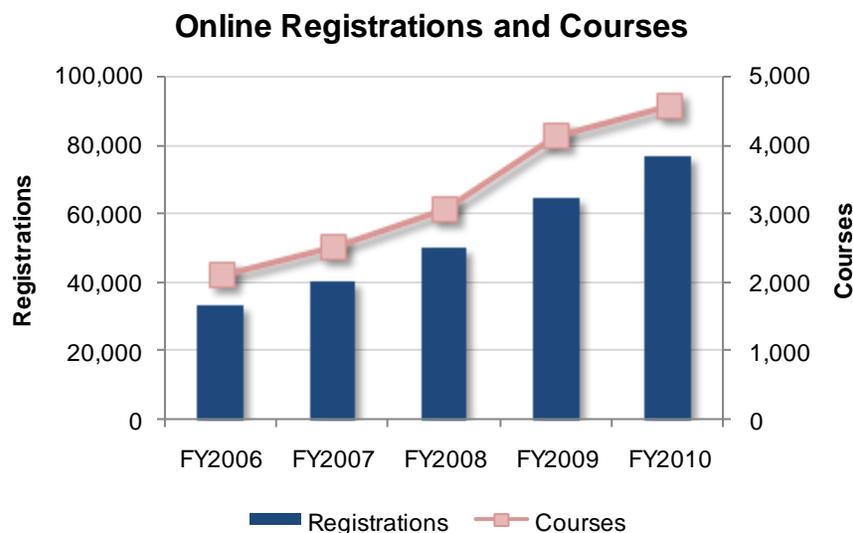
Growth in Online Programs and Courses

About this Indicator

Measures the number of online programs and courses offered by Connecticut Distance Learning Consortium members.

Highlights

- Since 2006, the number of online courses offered by Connecticut Distance Learning Consortium member institutions has increased by 117%. Since 2003, offerings have grown by 309%.
- Registration in online courses have grown as dramatically as offerings. Since 2006, registrations have increased by 129% and, since 2003, by 323%.



In the Future

Continued growth in programs and courses offered is expected as demand continues and new demographics embrace the concept of online learning.

Online Courses and Registrations

	FY2006	FY2007	FY2008	FY2009	FY2010	% Change 2009-10	% Change 2006-10
Courses	2,110	2,519	3,059	4,136	4,572	10.5%	116.7%
Registrations	33,263	40,150	49,857	64,233	76,318	18.8%	129.4%

Note: This information is for all credit online courses including undergraduate and graduate courses at ALL Connecticut public and private institutions that have reported this information to the CTDLC. We believe it provides an accurate picture of the amount of online instruction at Connecticut colleges.

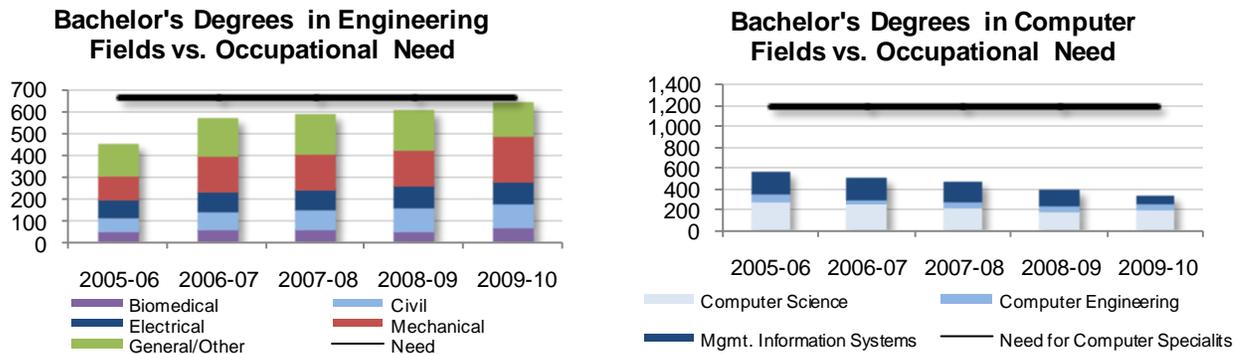
Source: CTDLC Institutional Research.

Goal 4: Economic Development

Bachelor's Degrees in Priority Workforce Areas

About this Indicator

Measures the annual number of bachelor's degrees conferred by Connecticut public and independent colleges in the workforce priority areas of engineering, computer and information sciences, natural sciences and business.



Highlights

- Completions of bachelor's degrees in engineering (excluding computer engineering) is up 6.7% compared to last year and up 43.2% in the last five years.
- Bachelor's completions in computer-related fields continued to decline, with another drop of – 16% from 2008-09. Completions in these areas remain significantly below annual openings projected by the Department of Labor.
- Business degrees continue to rise, up 4.1% over last year and up 16.9% in the last five years. Degree completions in this area are significantly higher than the annual openings projected by the Department of Labor.

In the Future

The Department will continue to monitor and adjust the priority workforce areas as presented annually by the Department of Labor.

Bachelor's Degrees by Priority Areas

	2006	2007	2008	2009	2010	% Change 2009-10	% Change 2006-10
Engineering	447	563	580	600	640	6.7%	43.2%
Computer-Related Fields	545	487	452	388	326	-16.0%	-40.2%
Natural Sciences	1,245	1,385	1,433	1,588	1,502	-5.4%	20.6%
Business	3,098	3,243	3,333	3,480	3,623	4.1%	16.9%
Total Priority Areas	5,335	5,678	5,798	6,056	6,091	0.6%	14.2%
Total All Bachelor Degrees	18,001	18,513	18,930	19,126	19,703	3.0%	9.5%

Labor market information from the CT Department of Labor identifies need as annual openings 2008-2018 for computer specialists and engineers. Standard occupational classification (SOC) codes were mapped to classification for instructional program (CIP) codes using a crosswalk from the U.S. Dept. of Labor. Computer-related disciplines include majors in computer science, computer engineering, and management information systems. Computer engineering completions are not also counted in engineering.

Source: CT Department of Labor; CT Department of Higher Education Annual Completions Data.

Goal 4: Economic Development

Degrees Conferred by Credit Program

About this Indicator

Measures the number of degrees conferred by credit program, by Connecticut's public colleges, using the federal classification of academic programs.

Highlights

- From 2006 to 2010, total degrees conferred increased by 7.2% and by 1.2% in the last year.
- The Connecticut Department of Labor's critical need area known as STEM (Science, Technology, Engineering and Math) also grew 11.4% in the last five years.
- Social & Public Services degrees have grown 20% over the last five years, in large part, due to expansion in Early Childhood Education.

In the Future

The retention of more in-state students, improvement in minority participation and increased retention rates of first-time, full-time students should increase the number of future degrees conferred.

Degrees Conferred by Program

	2006	2007	2008	2009	2010	% Change 2009-10	% Change 2006-10
Business	2,745	2,929	2,982	2,955	3,084	4.4%	12.3%
Education	1,926	1,729	1,885	1,649	1,687	2.3%	-12.4%
Health/Life Sciences	2,487	2,574	2,681	2,827	2,767	-2.1%	11.3%
Humanities/Arts/Communications	1,808	1,741	1,911	1,985	1,956	-1.5%	8.2%
Liberal Arts, Multi/Interdisciplinary	2,764	2,728	2,737	2,770	2,783	0.5%	0.7%
Sciences/Engineering/Technology	1,293	1,280	1,316	1,453	1,440	-0.9%	11.4%
Social & Public Services	1,252	1,247	1,349	1,480	1,502	1.5%	20.0%
Social Sciences	2,787	2,775	2,887	2,949	3,064	3.9%	9.9%
Total, Federal Classification	17,062	17,003	17,748	18,068	18,283	1.2%	7.2%
Total, State Institutions	18,303	18,376	19,030	19,376	20,122	3.9%	9.9%

Source: IPEDS Completions Survey; NCES Federal Classification of Instructional Programs; UConn Office of Institutional Research; CSUS Office of Institutional Research; CCCS Office of Planning, Research and Assessment.

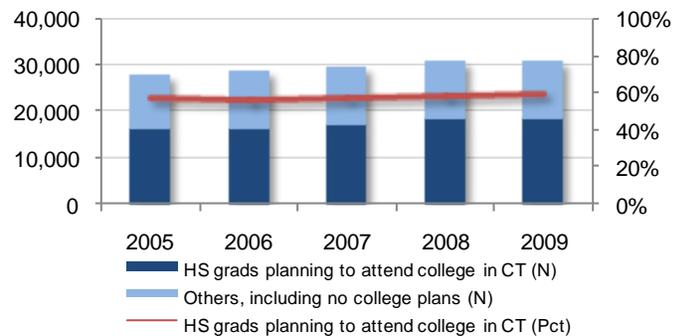
Goal 4: Economic Development

Percent of Public High School Graduates Intending to Enroll in CT Higher Education

About this Indicator

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

CT Public HS Grads Planning to Attend College In-State



Highlights

- The data is based on a survey of the future plans of public high school graduating seniors conducted by the State Department of Education.
- Of the nearly 30,000 public high school students who planned to attend college in 2009, 59.5% or 18,290 planned to stay in Connecticut.
- The percent staying in Connecticut has increased modestly in the last year at 0.7%, but steadily in the last five years at 13.9%.
- The number of public high school students planning to attend college represents 80.6% of all high school graduates.
- Over the last five years, the number of students planning to attend college has outpaced the growth in high school graduates. At the same time, the number planning to attend college in Connecticut has outpaced the number of students planning to attend college.

In the Future

The number of high school students opting to stay in-state has continued to rise at a faster rate than either the growth of high school graduates or the growth of those attending college. This is a positive sign of greater retention of Connecticut students.

High School Graduate Survey Data

	2005	2006	2007	2008	2009	% Change 2008-09	% Change 2005-09
Public HS grads planning college	27,802	28,505	29,650	30,748	30,763	0.0%	10.7%
Grads planning college in CT	16,052	16,234	17,030	18,161	18,290	0.7%	13.9%
Percent planning college in CT	57.7%	57.0%	57.4%	59.1%	59.5%		

Source: CT State Department of Education – Survey of Graduating Seniors from CT Public High Schools.

Goal 5: Responsiveness to Societal Needs

Educational Attainment

About this Indicator

Measures the percentage of Connecticut's population aged 25 and older with a bachelor's degree or higher compared to state, national, and international averages.

Highlights

- In 2009, Connecticut ranked 4th among the 50 states for a third consecutive year.
- Compared to the top 10 nationally, improvement was 4th best since 2000, but 9th best since 1990.
- Connecticut would rank 1st on the international chart. However, since 1999, Connecticut's growth versus the top 10 would only be 9th best.

In the Future

In the last ten years, Connecticut had the 9th highest percentage point improvement domestically and the 31st highest internationally. Any aspiration to a number one position nationally and a competitive advantage globally is at risk if the state does not improve educational attainment and retention of its educated workforce.

Connecticut Attainment Compared to Other States

Top 10 States	1990	Rank	2000	Rank	2009	Rank
Massachusetts	27.2%	1	32.7%	2	38.2%	1
Colorado	27.0%	3	34.6%	1	35.9%	2
Maryland	26.5%	4	32.3%	3	35.7%	3
Connecticut	27.2%	1	31.6%	5	35.6%	4
New Jersey	24.9%	5	30.1%	7	34.5%	5
Virginia	24.5%	6	31.9%	4	34.0%	6
Vermont	24.3%	8	28.8%	9	33.1%	7
New York	23.1%	10	28.7%	10	32.4%	8
New Hampshire	24.4%	7	30.1%	7	32.0%	9
Minnesota	21.8%	15	31.2%	6	31.5%	10
United States	20.3%		24.4%		27.9%	

Connecticut Attainment Compared to Top 10 Nations

Top Ten Nations	1999	Rank	2004	Rank	2008	Rank
Norway	25.3%	2	29.4%	2	33.6%	1
United States	27.5%	1	29.7%	1	31.5%	2
Netherlands	20.1%	3	26.9%	4	29.8%	3
Israel	n/a	n/a	29.0%	3	28.8%	4
Iceland	17.8%	7	23.5%	6	27.9%	5
Denmark	6.6%	36	25.2%	5	27.5%	6
Korea	16.9%	9	22.0%	8	25.6%	7
Australia	17.7%	8	21.9%	9	25.5%	8
Canada	19.1%	4	22.2%	7	25.2%	9
New Zealand	13.1%	16	17.6%	17	25.3%	10
Connecticut	31.5%		34.5%		34.8%	

Attainment metrics here represent the proportion of the population over 25-years old who have earned a bachelor's degree in order to facilitate comparisons to available international metrics. However, this measure necessarily includes substantial numbers of Connecticut residents who completed their degrees more than ten years ago. A more current measure is the proportion of 25-34 year olds who have completed a postsecondary degree. On this measure Connecticut appears to be losing ground to other states. For details, see the Department of Higher Education website: <http://www.ctdhe.org/info/pdfs/2011/CTEducationRankingDataTables01192011.pdf>.

Source: US Census Bureau; Organization for Economic Cooperation and Development.

Goal 5: Responsiveness to Societal Needs

Non-Credit Registrations

About this Indicator

Measures the annual course registrations of non-credit students in the categories of personal development, workforce development and health education (UConn Health Center).

Highlights

- In 2010, total non-credit registration grew by 4.7% in the last five years as compared to a 0.2% decline from last year.
- UConn led the growth, specifically in personal development registrations with over 573,000 in 2010, a growth rate of 5.8% since 2006.
- CSUS displayed growth of 7.6% in the last five years, led by CCSU's growth of 9.9% since 2006.

In the Future

All the constituent units respond to personal and professional needs of life-long learners beyond the degree programs offered at their institutions.

Non-Credit Registrations by Institutions

	2006	2007	2008	2009	2010	% Change 2009-10	% Change 2006-10
UConn	579,552	588,018	609,077	620,039	624,225	0.7%	7.7%
UConn - Health Center**	19,489	7,230	9,008	7,983	5,448	-31.8%	-72.0%
CSUS	2,245	2,189	2,197	2,024	2,416	19.4%	7.6%
CCCS	58,675	64,713	64,088	62,176	58,633	-5.7%	-0.1%
COSC	197	243	186	246	209	-15.0%	6.1%
Total	660,158	662,393	684,556	692,468	690,931	-0.2%	4.7%

** UConn Health Center — Continuing medical education counts are incomplete estimates due to registration processing changes.

Source: UConn Schools and Colleges; UConn Office of Institutional Research; UConn Health Center; CSUS Institutions; CCCS Office of Planning, Research and Assessment; COSC Institutional Effectiveness.

Goal 6: Resource Efficiency

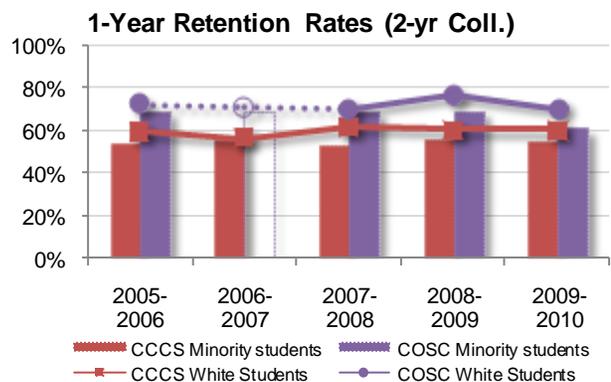
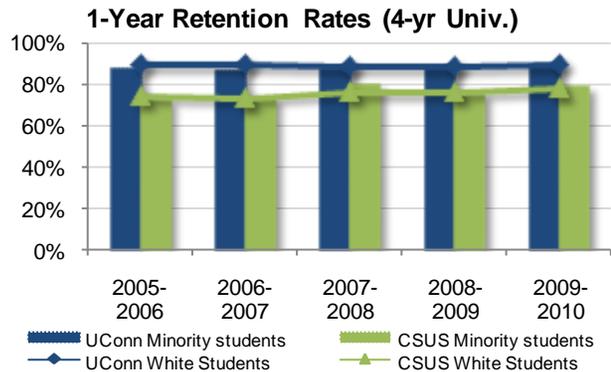
Undergraduate Retention Rate

About this Indicator

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

Highlights

- Retention at UConn remains high for minority and all freshman. Storrs rates are 92% for minority and 93% for all freshman in the fall of 2009.
- CSUS retention rates have made gains over the last five years. WCSU improved by 5% over last year and 8% in the last five, led by Hispanics at 10%. Meanwhile, Black retention rates at CCSU have grown by 13% since 2005.
- CCCS rates have been constant in the last five years. Naugatuck, Norwalk, and Middlesex have shown the most improvement and now have overall retention rates of 63%, 66% and 65%, respectively.



In the Future

Improving the retention rates of first-time, full-time degree seeking students is the first step to producing more graduates in Connecticut. As retention rates increase, so will the state’s graduation rates.

Overall Retention Rates by Institution

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	% Change 2008-09	% Change 2005-09
UConn	90%	89%	89%	89%	90%	1.0%	0.0%
CSUS	75%	74%	77%	77%	78%	1.0%	3.0%
CCCS	58%	57%	59%	59%	59%	0.0%	1.0%
COSC	72%	n/a	70%	75%	68%	-4.0%	-7.0%

Retention rates and graduation rates include only full-time, first-time students entering institutions in fall semesters, except for Charter Oak State College. For Charter Oak, this measure represents the percent of new enrollees (July—Jun) who were still enrolled or had graduated 13 months later; this figure is not comparable to those from the other institutions. Research has conclusively shown that retention and graduation rates of full-time, first-time students are most directly related to the academic inputs of incoming students (e.g. SAT scores, high school preparation) than institutional effectiveness. Figures presented here should not be compared across institutional sectors and should be interpreted with caution.

Source: UConn Office of Institutional Research; CSUS Institutions; CCCS Office of Planning, Research and Assessment; COSC Institutional Effectiveness; IPEDS Fall Enrollment Survey.

Goal 6: Resource Efficiency

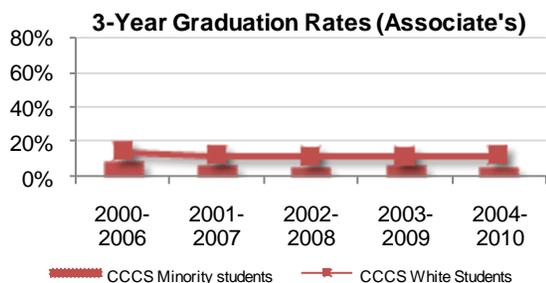
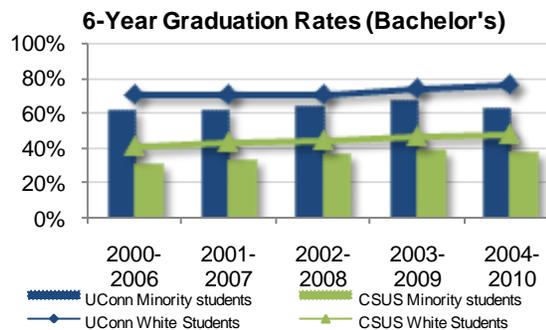
Three- and Six-Year Graduation Rates

About this Indicator

Measures the percentage of first-time degree- or certificate-seeking students in a cohort who complete their undergraduate degrees or certificates within 3 or 6 years.

Highlights

- In the last five years, six-year graduation rates at UConn have increased by 6% to 74%. Storrs is up 7% to 81%, while the regional campuses have increased by 4% to 50%.
- Minority rates are up 2% at UConn in the last five years, led by a 5% Hispanic increase.
- The CSUS six-year graduation rate is up 7% to 46%. The minority rate also is up 7% with Hispanics leading the increase with 8% growth.
- The CCCS graduated 10% of its 2006 cohort in 2009.
- Asnuntuck achieved the highest rate at 29%, a 5% increase over the previous year. Quinebaug Valley graduated 15% in 2009, a growth of 6% over the previous year.
- COSC's six-year rate continues to improve with an increase of 7% in the last five years to 63%. Their three-year rate also improved during this time with a 5% increase to 51%.



In the Future

For Connecticut to compete nationally and internationally in the knowledge-based economy, Connecticut colleges and universities must continue to increase graduation rates at all levels.

Total Cohort Graduation Rates

Six-Year Graduation Rates	2000-2006	2001-2007	2002-2008	2003-2009	2004-2010	% Change	% Change
UConn, all campuses	68%	69%	71%	72%	74%	2.0%	6.0%
CSUS	39%	42%	43%	45%	46%	1.0%	7.0%
COSC	56%	54%	53%	58%	63%	5.0%	7.0%
Three-Year Graduation Rates	2003-2005	2004-2006	2005-2006	2006-2009	2007-2010	% Change	% Change
CCCS	11%	10%	10%	10%	n/a	n/a	n/a
COSC	46%	52%	60%	42%	51%	9.0%	5.0%

Retention rates and graduation rates include only full-time, first-time students entering institutions in fall semesters, except for Charter Oak State College. For Charter Oak, this measure represents the percent of new enrollees (July—Jun) who had graduated 3 or six years; this figure is not comparable to those from the other institutions. Research has conclusively shown that retention and graduation rates of full-time, first-time students are most directly related to the academic inputs of incoming students (e.g. SAT scores, high school preparation) than institutional effectiveness. Figures presented here should not be compared across institutional sectors and should be interpreted with caution. Source: UConn Office of Institutional Research; CSUS Institutions; CCCS Office of Planning, Research and Assessment; COSC Institutional Effectiveness; IPEDS Graduation Survey and NCES Peer Analysis System. Note: CCCS 2010 graduation rates were not available at the time of publication.

Goal 6: Resource Efficiency

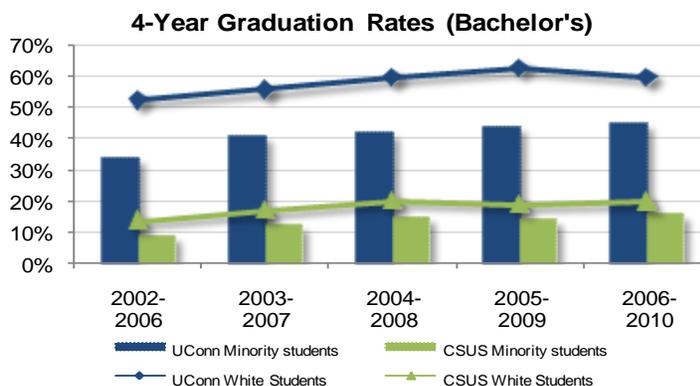
Four-Year Graduation Rates

About this Indicator

Measures the percentage of first-time degree-seeking students in a cohort who complete their associate's or bachelor's degrees within four years.

Highlights

- Four-year graduation rates at UConn have increased by 8% to 57% in the last five years. Storrs rate increased by 11% to 67%.
- Minority rates are up 11% at UConn in the last five years to 45%. The Storrs minority rate is up 15% to 57% with Hispanics up 9%, Asians up 15% and Blacks up 21%.
- The CSUS four-year graduation rate is up 6% in the last 5 years to 19%. ECSU has the highest four-year graduation rate at 34%. The CSUS minority rate also is up 7% with Hispanics leading the growth by achieving a 7% increase.



In the Future

In order for Connecticut to compete at the national and international level in a knowledge-based economy, its colleges and universities must continue to increase graduation rates at all levels.

Total Cohort Graduation Rates

Cohort - Grad Yr.	2002 - 2006	2003 - 2007	2004 - 2008	2005 - 2009	2006 - 2010	% Change 2009-10	% Change 2006-10
UConn	49%	53%	56%	58%	57%	-1.0%	8.0%
CSUS	13%	16%	19%	18%	19%	1.0%	6.0%

Retention rates and graduation rates include only full-time, first-time students entering institutions in fall semesters. Research has conclusively shown that retention and graduation rates of full-time, first-time students are most directly related to the academic inputs of incoming students (e.g. SAT scores, high school preparation) than institutional effectiveness. Figures presented here should not be compared across institutional sectors and should be interpreted with caution.

Source: UConn Office of Institutional Research; CSUS Institutions; COSC Institutional Effectiveness; IPEDS Graduation Survey and NCES Peer Analysis System.

Goal 6: Resource Efficiency

Real Cost Per Student

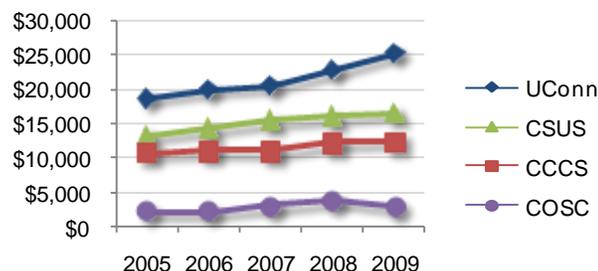
About this Indicator

Measures the ratio of total education and General Fund expenditures (including fringe benefits, but excluding research, public service, scholarships, depreciation and auxiliary expenditures) to full-time equivalent (FTE) students.

Highlights

- Real cost has grown at UConn by 34.7% in the last five years, comparable to the 31.2% growth of its peers.
- The CSU System grew 23.8% in the last five years. Their peers real cost have grown at a slower pace, 16.7% in the last five years.
- The CCCS's real cost per student each grew by 13.5% in the last five years. This compares favorably to their peers who have grown by 15.2%.
- COSC real cost per student has grown by 27.6% in the last five years, yet remain the lowest cost public option for students.

Education and General Expenditures
Cost Per Student



In the Future

The general trend for the constituent units and their peers is that the real cost per student will continue to increase as state support for expenditures declines.

Cost Per Student by Institution

	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	% Change 2008-09	% Change 2005-09
UConn	\$18,708	\$19,917	\$20,490	\$22,691	\$25,192	11.0%	34.7%
CCSU	\$13,200	\$14,039	\$14,806	\$15,524	\$16,214	4.4%	22.8%
ECSU	\$14,048	\$15,505	\$16,498	\$17,544	\$18,469	5.3%	31.5%
SCSU	\$13,005	\$13,857	\$14,527	\$15,566	\$16,222	4.2%	24.7%
WCSU	\$14,130	\$15,167	\$17,901	\$16,621	\$16,439	-1.1%	16.3%
CCCS	\$10,877	\$11,186	\$11,026	\$12,146	\$12,349	1.7%	13.5%
COSC	\$2,165	\$2,198	\$2,902	\$3,703	\$2,763	-25.4%	27.6%

Source: UConn Office of Institutional Research; CSUS Office of the CFO; CCCS Office of Planning, Research and Assessment; COSC Enrollment and Financial Reports; IPEDS Finance and Enrollment Surveys.

Goal 6: Resource Efficiency

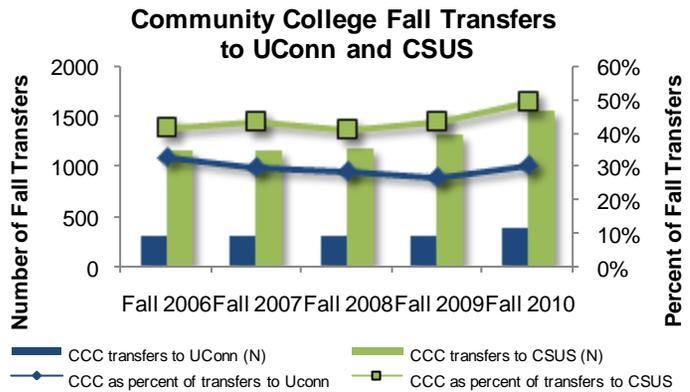
Transfers from CCC's to Four-Year State Institutions

About this Indicator

Measures the impact that specific articulation and transfer agreements have on students transferring from the Connecticut Community Colleges to Connecticut public universities.

Highlights

- The number of community college students transferring to UConn has grown, especially over the last two years with an increase of 24.8% over last year and an increase of 29.3% in the last five years. The original Guaranteed Admissions Agreement (2002) expanded in 2009.
- The CSUS/Connecticut Community College Transfer Compact Agreement was recently approved for the fall semester of 2009. SCSU has benefited with a 41.4% increase from the last year, while the other three state universities increase ranged from 6% to 9%.
- ECSU consistently reports the highest percentage of Community College transfers at rates consistently above 50% of total transfers.



In the Future

Improve access to public higher education in the State of Connecticut by providing a seamless transition from an associate's degree to a bachelor's degree.

Transfers from Connecticut Community Colleges

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	% Change 2009-10	% Change 2006-10
UConn	304	314	299	315	393	24.8%	29.3%
CSUS	1,152	1,152	1,171	1,328	1,558	17.3%	35.2%

Source: DHE Fall Enrollment Survey.

University of Connecticut Peer Institutions

University of Connecticut (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

University of Connecticut Health Center

School of Medicine

- Louisiana State University
- University of Georgia
- 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

Note: For additional information and explanation, see UConn's web link: <http://www.oir.uconn.edu/UC-FAQ-menu.html>

Note: For additional information and explanation of the University of Connecticut's Goal 2 collaborative activities with Connecticut public schools, go to the following University of Connecticut web link:

http://www.oir.uconn.edu/UC_DHE_PerfMeas_Collaborative_Activities_Public_Schools.pdf

For descriptive summaries of the University of Connecticut's Goal 5 programs and publications responsive to societal needs, go to the following University of Connecticut web link:

http://www.oir.uconn.edu/UC_DHE_PerfMeas_Programs_Publications_Responsive_to_Society.pdf

Connecticut State University Peer Institutions

Central Connecticut State University

- Bridgewater State College (MA)
- Central Missouri State University
- CUNY – Brooklyn College
- East Stroudsburg University of P
- Montclair State University (NJ)
- Southern Illinois University – Edwardsville
- University of Massachusetts – Dartmouth
- University of Southern Maine
- Valdosta State University (GA)
- William Patterson University of New Jersey

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 Patterson University of New Jersey
- Youngstown State University (OH)

Eastern Connecticut State University

- Bridgewater State College (MA)
- Framingham State College (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)

Western Connecticut State University

- Clarion University of PA
- Framingham State College (MA)
- Indiana University – South Bend
- Rutgers State University – Camden, NJ
- 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)

Note: For additional information and explanation, see the following CSUS web links:

<http://www.ccsu.edu/page.cfm?p=1973>

<http://www.easternct.edu/pir/>

http://www.southernct.edu/management_info_research/

<http://www.wcsu.edu/ira/>

Connecticut Community College Peer Institutions

Asnuntuck, Northwestern, and Quinebaug Community Colleges

Small Rural Peer Institutions

- Tri-County Community College (NC)
- Columbia-Greene Community College (NY)
- Cecil Community College (MD)
- Blue Ridge Community College (NC)
- Salem State Community College (NJ)

Manchester, Naugatuck Valley, and Norwalk Community Colleges

Large Urban Peer Institutions

- Kansas City Kansas Community College (KS)
- Raritan Valley Community College (NJ)
- Butler County Community College (PA)
- Holyoke Community College (MA)
- Frederick Community College (MD)

Capital, Gateway, and Housatonic Community Colleges

Medium Urban Peer Institutions

- Hudson County Community College (NJ)
- Passaic County Community College (NJ)
- Ivy Tech State College - Northwest (IN)
- Cumberland County College (NJ)
- Bunker Hill Community College (MA)

Middlesex, Three Rivers, and Tunxis Community Colleges

Medium Suburban Peer Institutions

- Edison State Community College (OH)
- Allen County Community College (KS)
- Hagerstown Community College (MD)
- Bay De Noc Community College (MI)
- Rogue Community College (OR)

Note: For additional information and explanation, see the Connecticut Community College System Office web link: <http://www.commnet.edu/planning/>

