

Higher Education Counts

Achieving Results
2010



State of Connecticut
Department of Higher Education

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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 2009. The other five have pass rates of 90% or greater.
- CSUS reports pass rates of greater than 90% for students taking licensure exams in 2009 in nursing and teacher education.
- The Connecticut Community College System (CCCS) offers programs in 17 different areas that require licensure and certification from a performance exam.
- At CCCS, eleven areas achieved 100% pass rates, up from nine areas last year.
- “Physical therapy assistant” is being reported for the first time and reached a 94% pass rate.

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.

Exam Performance at Public 4-Year Institutions						
		2005	2006	2007	2008	2009
UConn	Allied Health: Physical Therapy	100%	97%	96%	95%	100%
UConn	Audiology National Clinical Certification	100%	100%	Na	100%	100%
UConn	National Board of Dental Examiners, Step 2	100%	100%	100%	100%	100%
UConn	National Board of Medical Examiners, Step 2	99%	99%	92%	96%	99%
UConn	North American Pharmacist Licensure	97%	94%	94%	98%	98%
UConn	Nursing Licensure – RN	95%	92%	85%	84%	92%
SCSU	Nursing Licensure – RN	94%	92%	83%	100%	98%
WCSU	Nursing Licensure - RN	100%	100%	100%	96%	100%
UConn	State Bar	90%	89%	91%	92%	92%
UConn	Speech Language National Clinical Certification	96%	96%	100%	100%	90%
UConn	Teacher Education Praxis II	100%	100%	100%	100%	100%
CSUS	Teacher Education Praxis II	96%	98%	97%	98%	N/a

Source: National Boards of Medical and Dental Examiners; UConn Schools and Colleges from test administration records; CSUS Office of Institutional Research.

Note: CSUS Teacher Education Praxis II data for 2009 not available at the time of publication.

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

Exam Performance at Connecticut Community Colleges						
Community College	Program	2004	2005	2006	2007	2008
Capital, Gateway, Norwalk, Naugatuck Valley, Three Rivers	Nursing	93%	94%	93%	94%	94%
Tunxis	Dental Hygiene	97%	100%	100%	100%	100%
Gateway	Diagnostic Medical Sonography	100%	100%	100%	100%	100%
Gateway	Dietetic Technology	100%	92%	50%	20%	100%
Norwalk	Early Childhood Education	82%	80%	94%	100%	95%
Capital	EMT – Paramedic	100%	96%	94%	100%	100%
Capital, Northwestern, Norwalk, Quinebaug Valley	Medical Assisting	78%	82%	89%	93%	97%
Gateway	Nuclear Medicine	100%	100%	100%	100%	100%
Manchester, Housatonic	Occupational Therapy Assistant	88%	100%	95%	65%	100%
Quinebaug Valley	Phlebotomy	100%	100%	100%	100%	100%
Naugatuck Valley	Physical Therapy Assistant					94%
Gateway	Radiation Therapy	100%	100%	100%	100%	100%
Capital, Middlesex, Naugatuck Valley	Radiologic Technology	98%	92%	98%	100%	100%
Gateway	Radiology	80%	100%	100%	100%	100%
Manchester, Naugatuck Valley, Norwalk	Respiratory Care	96%	100%	96%	98%	100%
Manchester	Surgical Technology	55%	100%	70%	54%	48%

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

Goal 1: Student Learning

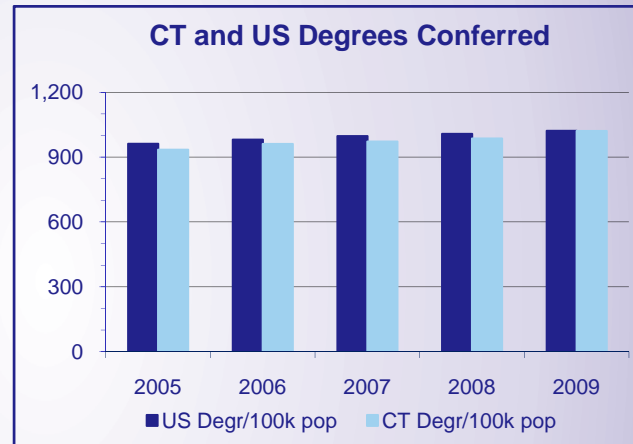
Degrees Conferred Per 100K Population

About this Indicator

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

Highlights

- In the last year, Connecticut has reached the national average for degrees conferred per 100,000, making up a difference of 26.1 degrees per 100,000 since 2005.
- Improvement is due to increased participation and graduation rates despite slower population growth compared to the national average.
- This measure may change as a result of new population data from the 2010 Census.



In the Future

The retention of more in-state students, improvement in minority participation and increased freshman to sophomore retention rates should lead to increases in the number of degrees conferred.

CT and US Population and Degrees						
	2005	2006	2007	2008	2009	% Growth
US Population	296,507,061	299,398,484	301,621,157	304,059,724	307,006,550	3.5
CT Population	3,478,714	3,487,896	3,489,958	3,501,252	3,518,288	1.1
US Degrees	2,850,522	2,936,095	3,007,494	3,062,900	3,136,200	10.0
CT Degrees	32,495	33,495	33,903	34,502	35,900	10.5
US Degrees/100K Population	961.4	980.7	997.1	1,007.3	1,021.5	
CT Degrees/100K Population	934.1	960.2	971.5	985.4	1,020.4	
Difference	-27.3	-20.4	-25.6	-21.9	-1.2	

Source: US Census Bureau; Annual Digest of Educational Statistics.

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

- There has been steady improvement each year in ratings by students surveyed regarding their online experiences.
- Objectives and outcomes remain the only measure in the 90% range.
- Threaded discussions contributed to learning have increased to 84% satisfaction.

In the Future

Continued steady improvement in student satisfaction is important as the popularity of on-line learning to grows and reaches new demographics.

Online Learning Evaluation Survey Results					
	2004-05	2005-06	2006-07	2007-08	2008-09
Course well-organized	86%	86%	88%	88%	89%
Overall effectiveness of instructor	80%	80%	80%	81%	82%
Clarity of objectives/learning outcomes	92%	91%	92%	92%	93%
Tests/Quizzes measured outcomes	87%	87%	87%	89%	89%
Instructor feedback was clear and useful	83%	84%	83%	92%	85%
Threaded discussions contributed to learning	79%	79%	80%	82%	84%
Overall effectiveness of course	77%	78%	79%	80%	82%

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 awards declined by 64 compared to last year.
- While awards in shortage areas grew, they represent nearly half of all teaching degrees.
- Higher education faces difficulties in filling shortage area teaching positions when shortage area growth over the last five 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 seven consecutive years, two more for five straight years, and one for four years.

Awards Conferred by Critical Shortage Area					
	2005	2006	2007	2008	2009
Comprehensive Special Education, K-12	276	222	345	338	339
English, 7-12	192	163	184	186	223
Intermediate Administrator	322	339	421	460	439
Library Media Specialist	35	81	39	22	4
Mathematics, 7-12	145	180	150	156	154
Music, PK-12	83	126	91	69	63
Science, 7-12	227	189	185	169	175
Speech & Language Pathology	51	73	47	67	74
World Languages, 7-12	58	54	48	40	64
Total, All Shortage Areas	1,389	1,427	1,510	1,507	1,535
Percent in Shortage Areas	38%	39%	42%	43%	45%
Total, All Awards	3,642	3,679	3,621	3,496	3,432

Source: CT State Department of Education; CT Department of Higher Education Annual Completions Report.
Note: This table also includes awards granted by the Alternate Route to Teacher Certification. There were 227 awards granted in 2009.

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 Colleges (CCCS) report student enrollment for this measure and have demonstrated significant growth over the period.
- The Connecticut State Universities 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 by Institution							
	2005	2006	2007	2008	2009	% Change 2008-09	% Change 2005-09
UConn – Early College Experience	3,609	4,666	5,101	6,100	7,449	22.1%	106.4%
CCCS – College Students from Career Pathways Programs	502	596	602	655	1,545	135.9%	207.8%
CCCS – College Career Pathways H.S. Students	5,848	6,243	5,781	5,274	5,281	0.1%	-9.7%

Number of Programs/Relationships in Collaborative Activities by Institution							
	2005	2006	2007	2008	2009	% Change 2008-09	% Change 2005-09
CCSU – Various K-12 Relationship/Partnerships	35	35	23	30	33	10.0%	-5.7%
ECSU - Various K-12 Relationship/Partnerships	7	5	5	5	11	120.0%	57.1%
SCSU - Various K-12 Relationship/Partnerships	36	36	62	70	109	55.7%	202.8%
WCSU - Various K-12 Relationship/Partnerships	15	16	14	39	35	-10.3%	133.3%

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

Goal 3: Access and Affordability

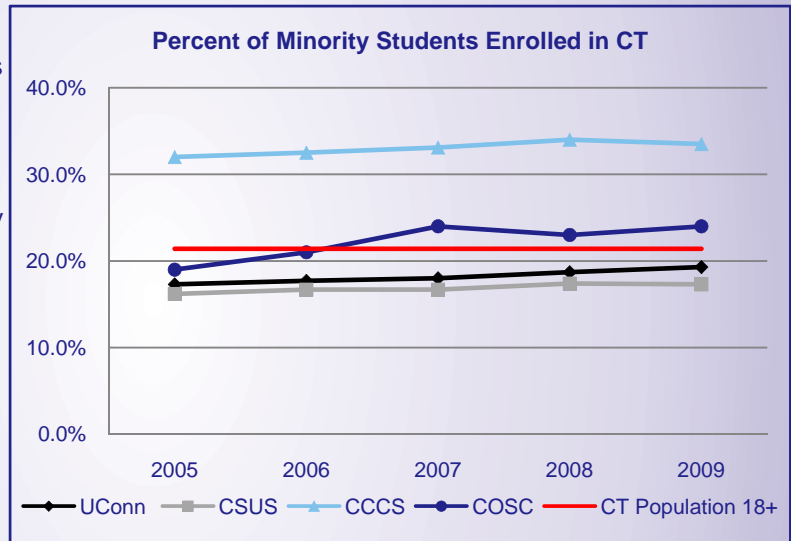
Minority Enrollment

About this Indicator

Measures the proportion of students of color (Black, Hispanic, Asian, and Native American) enrolled in CT public colleges and universities, excluding UConn Health Center, compared to the proportion of the state's population 18 years and older.

Highlights

- Each unit continues to advance towards par in proportion to the state's population with the exception of the CCCS's which remain well above par.
- In 2009, Hispanic enrollment rates at WCSU were up to 7.1% while Black enrollment rates at SCSU were steady at 11%.
- CCCS's minority rates were 15.7% for Blacks and 14.8% for Hispanics.
- UConn promotes diversity through its multicultural centers and numerous collaborative efforts, while the CSUS works with local districts to increase college readiness among high school graduates.
- The percentage of minority population may change as a result of the 2010 Census.



In the Future

As the state's population becomes more diverse, our colleges and universities will continue to improve performance against the state's minority population percentage among college-age students.

Percent of Minority Enrollment by Institution							
	2005	2006	2007	2008	2009	Change 2008-09	Change 2005-09
UConn	17.3%	17.7%	18.0%	18.7%	19.3%	0.6%	2.0%
UConn – Health Center	27.0%	26.9%	23.8%	25.6%	28.9%	3.3%	1.9%
CCSU	15.7%	15.9%	15.3%	16.6%	17.2%	0.6%	1.5%
ECSU	13.6%	14.1%	16.2%	15.7%	15.1%	-0.6%	1.5%
SCSU	18.6%	19.0%	19.1%	19.3%	18.8%	-0.5%	0.2%
WCSU	14.3%	15.6%	16.5%	17.1%	16.7%	-0.4%	2.4%
CCCS	32.0%	32.5%	33.1%	34.0%	33.5%	-0.5%	1.5%
COSC	19.0%	21.0%	24.0%	23.0%	24.0%	1.0%	5.0%
CT Population 18+	21.4%	21.4%	21.4%	21.4%	21.4%		

Source: US Census Bureau; IPEDS Enrollment Survey.

Goal 3: Access and Affordability

Participation Rates

About this Indicator

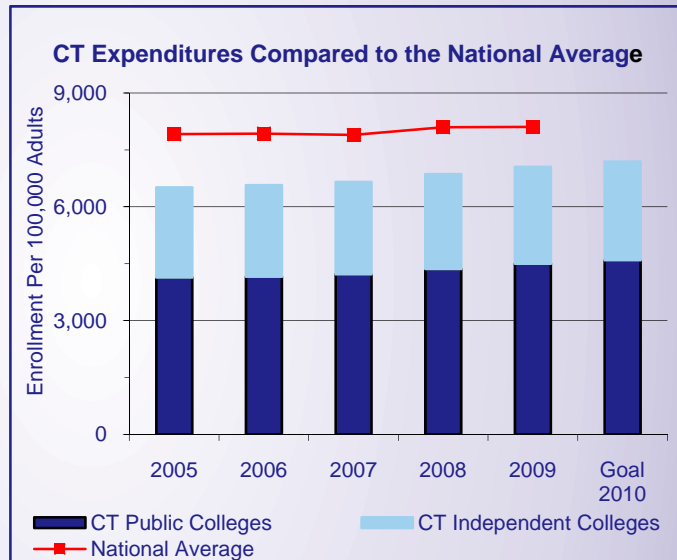
Measures the number of students enrolled, including full-time or part-time students taking courses for credit at any public or independent institution of higher education in Connecticut, divided by the adult state population per 100,000 aged 18 or older.

Highlights

- On the rise since the mid-1990's, Connecticut students' participation per 100k adults has increased by 8.3% since 2005, nearly 3% 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.

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							
	2005	2006	2007	2008	2009	% Change 2008-09	% Change 2005-09
Total Headcount, Public Institutions	110,808	111,760	113,458	117,354	122,105	4.0%	10.2%
Total Headcount, Independent Institutions	63,467	64,800	65,361	67,190	69,028	2.7%	8.8%
Grand Total Enrollment	174,275	176,560	178,819	184,544	191,133	3.6%	9.7%
Total CT Population, age 18 & over	2,675,291	2,686,523	2,686,271	2,689,039	2,710,303	0.8%	1.3%
Public Institution Enrollment per 100,000 adults	4,142	4,160	4,224	4,364	4,505	3.2%	8.8%
Independent Institution Enrollment per 100,000 adults	2,372	2,412	2,433	2,499	2,547	1.9%	7.4%
Total CT HE Enrollment per 100,000 adults	6,514	6,572	6,657	6,863	7,052	2.8%	8.3%
Total US HE Enrollment per 100,000 adults	7,915	7,928	7,904	7,909	8,106	0.1%	2.4%

Source: US Census Bureau; CT Department of Higher Education Fall Enrollment Reports.

Goal 3: Access and Affordability

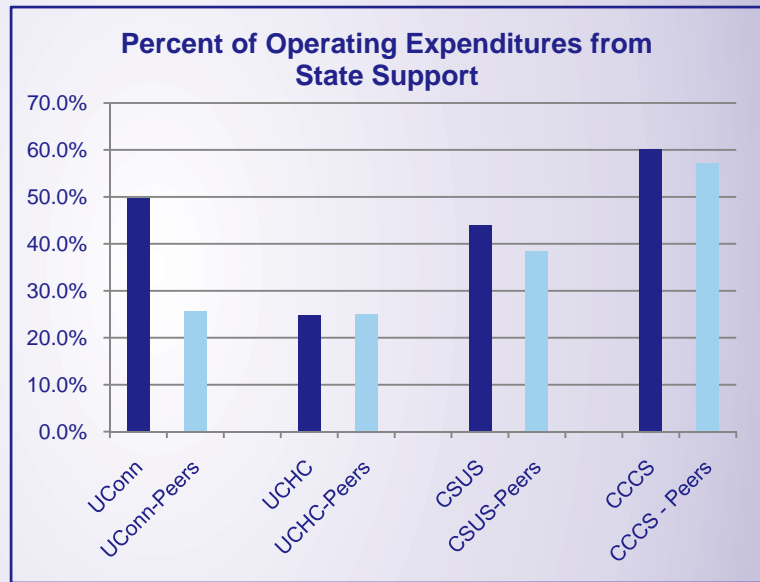
Operating Expenditures from State Support

About this Indicator

Measures total state appropriations including General Fund fringe benefits and state support for student financial aid as a percent of total educational 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 22.7% more, and the difference is growing.
- CSUS and the CCCS receive slightly more state support than their peers, but the gap is narrowing.
- The UConn Health Center has received less support than its peers but in 2008 that difference disappeared with the year-end deficit appropriation.



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.

Percent of Operating Expenditures by Connecticut Institution						
	2003-04	2004-05	2005-06	2006-07	2007-08	% Change 2004-08
UConn	49.1%	48.2%	47.8%	48.4%	49.6%	0.5%
UConn - Health Center	20.4%	20.0%	20.1%	23.0%	24.9%	4.5%
CSUS	46.6%	45.5%	45.2%	43.9%	44.0%	-2.6%
CCCS	58.0%	59.0%	60.0%	61.0%	60.0%	2.0 %
COSC	46.9%	36.8%	37.1%	36.8%	35.8%	-11.1%

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

Goal 3: Access and Affordability

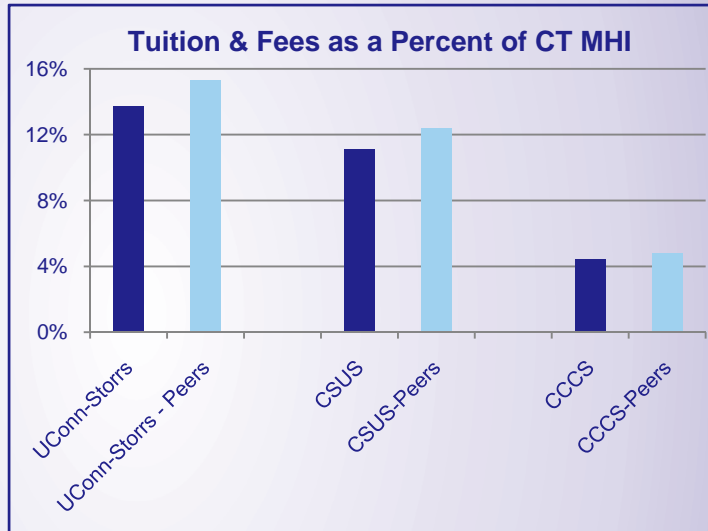
Real Price to Students

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							
	2003-04	2004-05	2005-06	2006-07	2007-08	% Change 2007-08	% Change 2004-08
UConn – Storrs – Tuition & Fees	\$6,812	\$7,490	\$7,912	\$8,362	\$8,852	5.9%	29.9%
T&F as a % of MHI	12.4%	13.2%	12.7%	13.0%	13.7%		
CSUS – Tuition & Fees	\$5,121	\$5,611	\$5,936	\$6,736	\$7,179	6.6%	40.2%
T&F as a % of MHI	9.3%	9.9%	9.5%	10.5%	11.1%		
CCCS – Tuition & Fees	\$2,310	\$2,406	\$2,536	\$2,672	\$2,828	5.8%	22.4%
T&F as a % of MHI	4.2%	4.2%	4.1%	4.2%	4.4%		
Connecticut MHI	55,100	56,835	62,404	64,141	64,682	17.4%	17.4%

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

Goal 3: Access and Affordability

Growth in Online Programs and Courses

About this Indicator

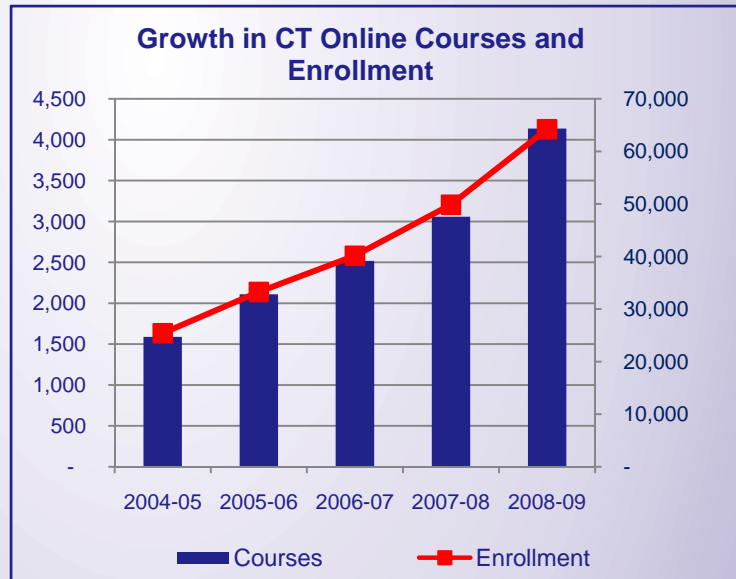
Measures the number of online programs and courses offered by Connecticut Distance Learning Consortium members.

Highlights

- Since 2005, the number of online courses offered by Connecticut Distance Learning Consortium member institutions has increased by 160%. Since 2003, offerings have grown by 270%.
- Enrollments in online courses have grown almost as dramatically. Since 2005, enrollments have increased by 153% and, since 2003, by 256%.

In the Future

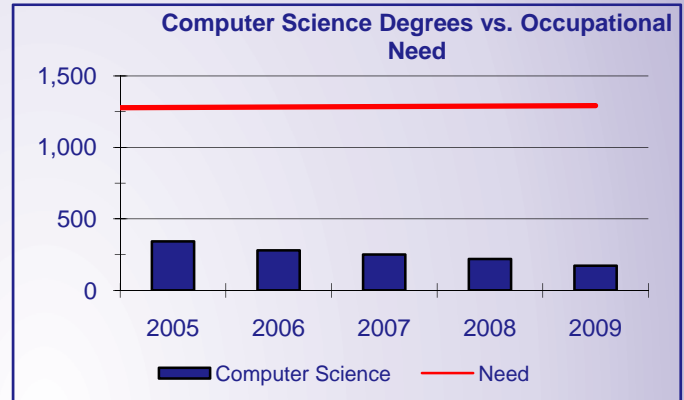
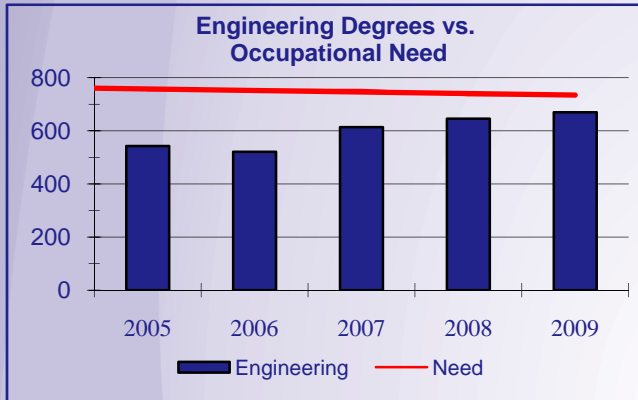
Continued growth in programs and courses offered is expected as demand continues and new demographics embrace the concept of online learning.



Online Courses and Enrollment							
	FY2005	FY2006	FY2007	FY2008	FY2009	% Change 2008-09	% Change 2005-09
Courses	1,589	2,110	2,519	3,059	4,136	35.2%	160.3%
Enrollment	25,407	33,263	40,150	49,857	64,233	28.8%	152.8%

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

- Engineering degree production is up 3.7% compared to last year, and is up 23.4% in the last five years. The need for engineers also has declined slightly to further close the margin.
- Computer science degrees have again fallen compared to last year by 21.4% marking the fifth consecutive year of decline.
- Degree production is significantly below 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							
	2005	2006	2007	2008	2009	% Change 2008-09	% Change 2005-09
Engineering	543	521	614	646	670	3.7%	23.4%
Computer Science	343	280	251	220	173	-21.4%	-49.6%
Natural Sciences	1,184	1,245	1,385	1,433	1,588	10.8%	34.1%
Business	3,079	3,098	3,243	3,333	3,480	4.4%	13.0%
Total	5,149	5,144	5,493	5,632	5,911	5.0%	14.8%

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 2005 to 2009, total degrees conferred increased by 12.2% and by 1.9% in the last year.
- At 31.3%, the Health/Life Science classification, which includes biological sciences and nursing, experienced some of the highest growth since 2008.
- The Connecticut Department of Labor's critical need area known as STEM (Science, Technology, Engineering and Math) also grew 12% in the last 5 years.

In the Future

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

Degrees Conferred by Program							
	2005	2006	2007	2008	2009	% Change 2008-09	% Change 2005-09
Business	2,952	2,979	3,160	3,209	3,216	0.2%	8.9%
Education	2,265	2,345	2,094	2,212	2,075	-6.2%	-8.4%
Health/Life Sciences	2,294	2,590	2,750	2,870	3,013	5.0%	31.3%
Humanities/Arts/Communications	1,741	1,833	1,873	2,209	2,295	3.9%	31.8%
Liberal Arts, Multi/Interdisciplinary	2,485	2,772	2,737	2,758	2,785	1.0%	12.1%
Sciences/Engineering/Technology	1,513	1,534	1,481	1,578	1,694	7.4%	12.0%
Social & Public Services	1,493	1,481	1,453	1,525	1,625	6.6%	8.8%
Social Sciences	2,619	2,769	2,828	2,748	2,774	0.9%	5.8%
Total	17,362	18,303	18,376	19,109	19,475	1.9%	12.2%

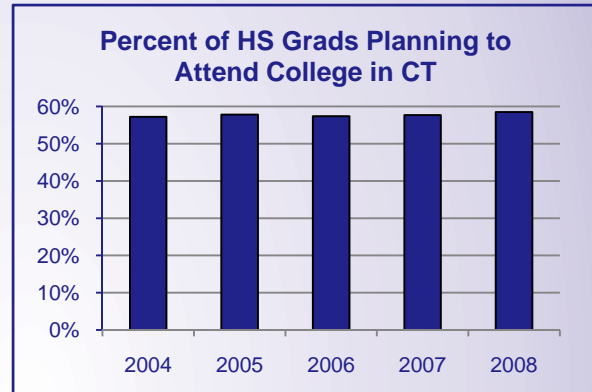
Source: IPEDS Completions Survey; NCES Federal Classification of Instructional Programs; UConn Office of Institutional Research; CSUS Office of Institutional Research; CCCS Office of Planning, Research and Assessment.

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.



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 2008, 58.5% or 17,533 planned to stay in Connecticut.
- The percent staying in Connecticut has increased modestly but steadily in the last five years (1.3%) and by almost 4% in the last 10 years.
- The number of public high school students planning to attend college represents 78.2% of all high school graduates.

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							
	2004	2005	2006	2007	2008	% Change 2007-08	% Change 2004-08
Public HS grads planning college	26,885	27,814	29,120	29,659	29,959	1.0%	11.4%
Grads planning college in CT	15,377	16,064	16,726	17,046	17,533	2.9%	14.0%
Percent planning college in CT	57.2%	57.8%	57.4%	57.7%	58.5%		

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 2008, Connecticut ranked 4th among the 50 states for a second consecutive year.
- Compared to the top 10 nationally, improvement was 4th best since 2000, but the lowest since 1990.
- Connecticut would rank 1st on the international chart.

In the Future

Connecticut had the slowest percentage point improvement among the top ten states and nations. 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	2008	Rank
Massachusetts	27.2%	1	32.7%	2	37.7%	1
Maryland	26.5%	4	32.3%	3	35.1%	2
Colorado	27.0%	3	34.6%	1	35.0%	3
Connecticut	27.2%	1	31.6%	5	34.8%	4
New Jersey	24.9%	5	30.1%	7	34.0%	5
Virginia	24.5%	6	31.9%	4	33.2%	6
Vermont	24.3%	8	28.8%	9	33.1%	7
New Hampshire	24.4%	7	30.1%	7	32.6%	8
New York	23.1%	10	28.7%	10	31.6%	9
Minnesota	21.8%	15	31.2%	6	31.1%	10
United States	20.3%		24.4%		27.4%	

Connecticut Attainment Compared to Top 10 Nations						
Top Ten Nations	1999	Rank	2004	Rank	2007	Rank
Norway	25.3%	2	29.4%	2	31.9%	1
United States	27.5%	1	29.7%	1	30.9%	2
Netherlands	20.1%	3	26.9%	4	29.1%	3
Israel	n/a	n/a	29.0%	3	28.3%	4
Iceland	17.8%	7	23.5%	6	26.1%	5
Denmark	6.6%	36	25.2%	5	25.5%	6
New Zealand	13.1%	16	17.6%	17	25.3%	7
Canada	19.1%	4	22.2%	7	24.6%	8
Korea	16.9%	9	22.0%	8	24.4%	9
Australia	17.7%	8	21.9%	9	24.1%	10
Connecticut	31.5%		34.5%		34.7%	

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

- Total non-credit registration has grown by 12.1% in the last five years and 1.3% compared to last year.
- UConn led the growth, specifically in personal development registrations with over 570,000 in 2009 and a 12.5% growth rate since 2005.
- The CCCS, although declining by 3% compared to last year, increased by 12.7% since 2005. The two fields of personal development and workforce development have contributed equally to the growth.

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							
	2005	2006	2007	2008	2009	% Change 2008-09	% Change 2005-09
UConn	547,574	579,552	588,018	609,077	620,039	1.8%	13.2%
UConn - Health Center	19,659	19,489	7,230	9,008	7,983	-11.4%	-59.4%
CSUS	2,250	2,245	2,189	2,197	2,024	-7.9%	-10.0%
CCCS	55,161	58,675	64,713	64,088	62,176	-3.0%	12.7%
COSC	180	197	243	186	246	32.3%	36.7%
Total	644,483	679,647	669,375	691,479	700,450	1.3%	8.7%

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

Goal 6: Resource Efficiency

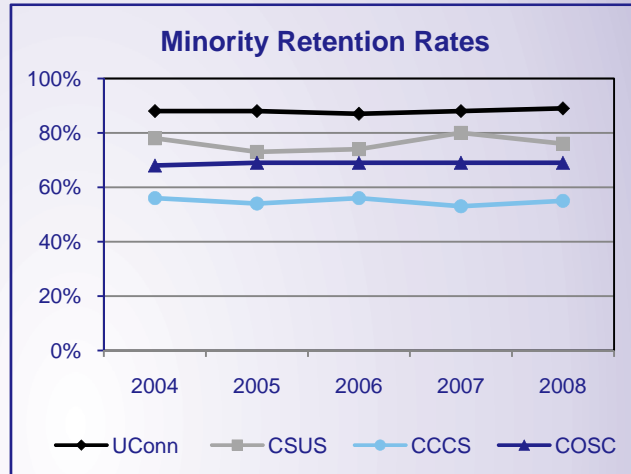
Undergraduate Retention Rate

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, particularly at Storrs and among all racial groups.
- While the CSUS retention rates have remained constant, SCSU has improved by 5% over the last five years. Retention rates among black students at SCSU have grown by 8% in the last five years and are now at 80%.
- CCCS rates also have been constant in the last five years. Northwestern and Norwalk have shown the most improvement and now have overall retention rates of 63% and 67%, 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 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	% Change 2007-08	% Change 2004-08
UConn	89%	90%	89%	89%	89%	0.0%	0.0%
CCSU	80%	76%	79%	79%	79%	0.0%	-1.0%
ECSU	78%	75%	74%	74%	78%	4.0%	0.0%
SCSU	75%	78%	72%	77%	80%	3.0%	5.0%
WCSU	73%	67%	67%	74%	70%	-4.0%	-3.0%
CCCS	59%	58%	57%	59%	59%	0.0%	0.0%
COSC	71%	72%	n/a	70%	75%	5.0%	4.0%

Source: UConn Office of Institutional Research; CSUS Office of Institutional Research; CCCS Office of Planning, Research and Assessment; COSC Institutional Effectiveness.

Goal 6: Resource Efficiency

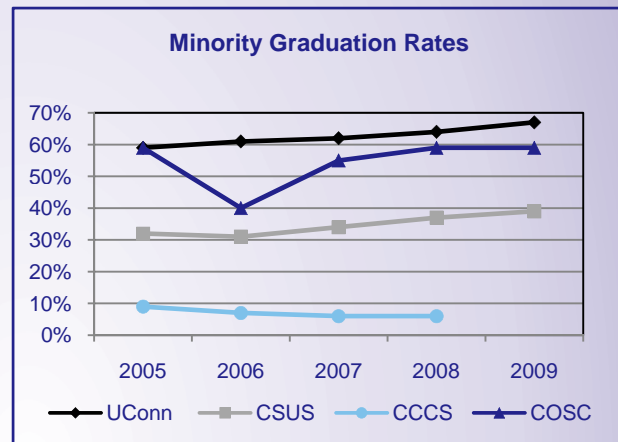
Three- and Six-Year Graduation Rates

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 three or six years, respectively. Total graduation rates are shown in the table below. Minority graduation rates are shown in the chart at right.

Highlights

- Six-year graduation rates at UConn have increased by 7% to 72%. Storrs is up 6%, while the Regional Campus' have increased 10%.
- Minority rates are up 8% at UConn in the last five years.
- The CSUS six-year graduation rate is up 7% to 45%. The minority rate is also up 7% with Hispanics leading the increase with 13% growth.
- The CCCS graduated 10% of its 2002 cohort in 2008.
- Asnuntuck achieved the highest rate at 22%. Middlesex and Northwestern graduated 15%.
- Charter Oak's rate continues to grow with an improvement of 3% in the last five years. The minority rate continues to be steady, with the Black rate rebounding from a one year anomaly in 2006.



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							
Cohort - Grad Yr.	1999 - 2005	2000 - 2006	2001 - 2007	2002 - 2008	2003 - 2009	% Change 2008-09	% Change 2005-09
UConn	65%	68%	69%	71%	72%	1%	7.0%
CCSU	40%	40%	44%	46%	49%	3%	9.0%
ECSU	43%	48%	48%	46%	50%	4%	7.0%
SCSU	36%	34%	38%	38%	42%	4%	6.0%
WCSU	35%	37%	37%	40%	40%	0%	3.0%
COSC	55%	56%	54%	53%	58%	5%	3.0%
Cohort - Grad Yr.	2002 - 2005	2003 - 2006	2004 - 2007	2005 - 2008	2006 - 2009	% Change 2008-09	% Change 2005-09
CCCS	13%	11%	10%	10%	n/a	n/a	n/a
COSC	40%	46%	52%	60%	42%	2%	-18%

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

Note: CCCS 2009 graduation rates were not available at the time of publication.

Goal 6: Resource Efficiency

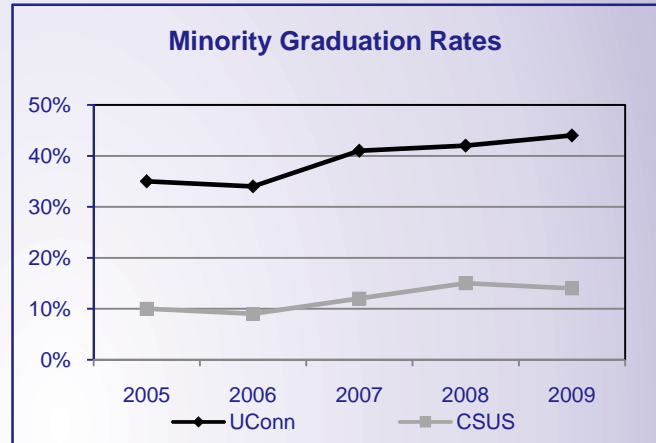
Four-Year Graduation Rates

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. Total graduation rates are shown in the table below. Minority graduation rates are shown in the chart at right.

Highlights

- Four-year graduation rates at UConn have increased by 10% to 58%. Storrs is at 68%.
- Minority rates are up 9% at UConn in the last five years, with Hispanics up 7%. The Storrs minority rate is up 12% with Hispanics up 13%.
- The CSUS four-year graduation rate is up 4% in the last 5 years to 18%. ECSU has the highest four-year graduation rate at 31%. The minority rate also is up 4% with Hispanics leading the growth by achieving a 13% 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.	2001 - 2005	2002 - 2006	2003 - 2007	2004 - 2008	2005 - 2009	% Change 2008-09	% Change 2005-09
UConn	48%	49%	53%	56%	58%	2.0%	10.0%
CCSU	11%	11%	14%	17%	14%	-3.0%	3.0%
ECSU	25%	23%	31%	32%	31%	-1.0%	6.0%
SCSU	12%	11%	12%	16%	14%	-2.0%	2.0%
WCSU	10%	13%	13%	16%	16%	0.0%	6.0%

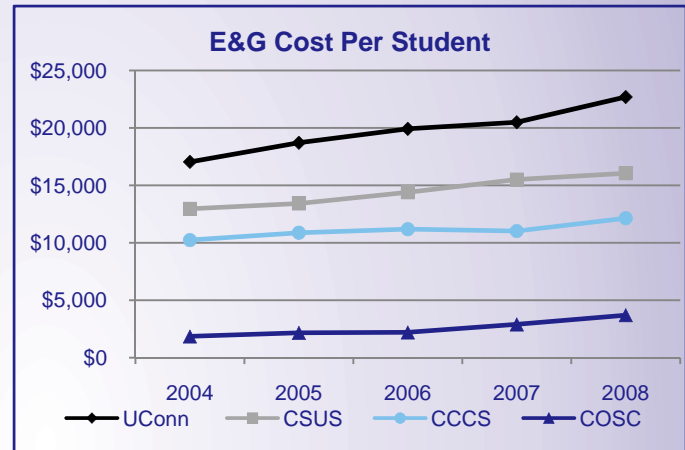
Source: UConn Office of Institutional Research; CSUS Office of Institutional Research; COSC Institutional Effectiveness; IPEDS Graduation Survey.

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 33.1% in the last five years, comparable to the 30% growth of its peers.
- The CSUS system grew 23.8% in the last five years. That compares similarly to the 22.6% growth experienced by its peers.
- The CCCS's and their peers' real cost per student each grew by 18.6% in the last five years.

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 2004	FY 2005	FY 2006	FY 2007	FY 2008	% Change 2007-08	% Change 2004-08
UConn	\$17,045	\$18,708	\$19,917	\$20,490	\$22,691	10.7%	33.1%
CCSU	\$14,668	\$13,200	\$14,039	\$14,806	\$15,524	4.8%	5.8%
ECSU	\$12,734	\$14,048	\$15,505	\$16,498	\$17,544	3.6%	37.8%
SCSU	\$11,404	\$13,005	\$13,857	\$14,527	\$15,566	7.2%	36.5%
WCSU	\$12,875	\$14,130	\$15,167	\$17,901	\$16,621	-7.1%	29.1%
CCCS	\$10,239	\$10,877	\$11,186	\$11,026	\$12,146	10.2%	18.6%
COSC	\$1,854	\$2,165	\$2,198	\$2,902	\$3,703	27.6%	99.7%

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.

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>*

Peer Institutions

Central Connecticut State University

- Bridgewater State College (MA)
- Central Missouri State University
- CUNY – Brooklyn College
- East Stroudsburg University of PA
- Montclair State University (NJ)
- Southern Illinois University – Edwardsville
- University of Massachusetts – Dartmouth
- University of Southern Maine
- Valdosta State University (GA)
- William 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 CSU 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/>

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)
- Warren County 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)
- Prairie State College (IL)

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)
- Delaware Technical & Community College Stanton/Wilmington (DE)

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)
- College of the Albemarle (NC)

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





State of Connecticut
Department of Higher Education